

2019 Annual Report to The School Community



School Name: Woodlands Primary School (5319)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 18 March 2020 at 02:21 PM by Matthew Gallagher (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2020 at 09:00 PM by Lisa Meddings (School Council President)

About Our School

School context

Woodlands is located in a beautiful treed enclave on the fringe of Langwarrin, 40 kilometres to the south of the Melbourne CBD. The school has been open for twenty two years. There are new housing estates within the area and further local residential developments are planned.

The school enrolment continues to increase with numbers reaching the 885 student mark in 2019. Further enrolment growth is anticipated. A zone has been established to assist with the increase in enrolment demand from students residing outside of the local area.

As a result of the last school review a new organizational structure was established. Currently, one Leading Teacher supports the Principal and Assistant Principal, assuming the role of overseeing curriculum development and teacher training for all areas of the curriculum. A psychologist oversees the school's Student Wellbeing programs and procedures and they, along with the Business Manager, make up the School Leadership Team. Year Level Leaders lead curriculum development in their areas and, along with the Teaching & Learning Leading Teacher and Mathematics and English leaders, form the Curriculum Team. Experienced teachers lead year level teams and form the Team Administrators Group. Non-teaching staff include the Business Manager, three office clerical staff, a library technician and eight integration aides.

There are 37 classes supported by co-curricular programs in Physical Education, Visual Art, Library, ICT, Performing Arts, STEM, Media Studies and LOTE (Italian). In addition to formal lessons in these areas, students benefit from timetabled access to a wide range of programs including Woodlands FM and Woodlands TV, swimming, choir, recorder group, camps, interschool sports, excursions, and school based activities plus performances. The local community also enjoys the school's facilities with clubs and sporting groups holding training sessions before and after school.

Our School Vision of 'BE YOUR BEST' was identified and has become an important guide in every aspect of school life at Woodlands. Over the period from our last review this vision has developed into a belief, attitude, philosophy and way of thinking which encompasses everything that we do and at every level.

Our school provides a welcoming, friendly and caring learning environment where individuals are encouraged to live by the values reflected in our school house names; Loyalty, Friendship, Endeavour and Perseverance. We are committed to working with the broader school community to provide a supportive and innovative learning environment where students' individual needs, skills and talents are catered for. Our aim is for our students to leave Woodlands as responsible, confident and caring students who have high self-esteem, self-discipline and respect for others and to be well-informed members of their community.

Woodlands actively encourages a partnership with parents. Parent involvement in the school is welcomed and includes an active Parent and Friends Group and many opportunities for parent involvement in the classroom programs. The school is an active member of the Central Peninsula Network and has close relationships with other Langwarrin schools, recently forming the Langwarrin Wellbeing Network with a focus on Positive Education. The local secondary school is Elisabeth Murdoch College and the school works closely with the college to support the transition of students into this and other secondary schools.

Woodlands boasts functional, well maintained, attractive and well-equipped buildings that blend into the bush land setting. Many of the 37 classrooms can operate as open double rooms to enable staff to team-teach. All classrooms have interactive white boards or televisions, iPads, laptops and desktop computers for individual or small groups use. Specialist facilities include a large Resource Centre that incorporates a computer lab, library and teacher resources; a Performing Arts Hall incorporating music, media, LOTE and art rooms; a Stadium with a basketball court, change rooms, kitchen and science room; two synthetic sports fields and two outdoor basketball courts; an intervention centre, staff and administrative facilities.

Framework for Improving Student Outcomes (FISO)

In 2019 the school focused on the FISO improvement initiatives listed below.

Excellence in Teaching & Learning

Creating and using consistent planning documentation schoolwide was identified as a priority in 2019. This ensures a guaranteed and viable curriculum is delivered to all students from Foundation to Year 6. A key component of these planning documents was the documentation of explicit teaching strategies, particularly in the areas of reading, spelling and grammar. The Jolly Phonics & Grammar program was implemented schoolwide to support this consistency. Data gathered throughout 2019 indicates that these changes have been a success with teaching staff reporting a greater confidence in the curriculum they are delivering. The NAPLAN data places Woodlands in the 'Influence' category in all key domain areas on the School Performance Report.

Positive Climate for Learning

Further implementation of the Langwarrin Positive Education Network THRIVE program was a key focus in 2019. Staff participated in a number of school and network wide professional learning to further develop their skills and understanding of positive psychology. Parents were also invited to attend network level workshops throughout the year. At the completion of 2019 staff, students and parents were invited to complete a THRIVE survey. Results demonstrate the benefit of the THRIVE program.

Connection:

86% of students felt they belonged at WPS

95% of staff felt a strong sense of connection and belonging to the school

97% of parents felt welcome at the school

THRIVE

79% of parents felt that THRIVE was having a positive impact on the wellbeing of their child

81% of staff felt that THRIVE was having a positive impact on the wellbeing of their students

77% of students felt that THRIVE was a success at WPS

Achievement

A continued focus on schoolwide consistency and the development of explicit teaching practices in English and Mathematics has ensured the school has achieved excellent results when compared to similar schools. As a result, Woodlands has been rated as an 'Influence' school in the achievement areas of Reading and Numeracy.

The 2019 NAPLAN data was again pleasing, with the higher average scale scores in all areas when compared to like schools and the state median. We again compared very well to other schools in our network with the percentage of students with high learning gain from Year 3 to Year 5 exceeding that of similar schools in the areas of reading and numeracy.

In 2019 we introduced a range of intervention programs to support some students and, as a result, we saw a reduction in the number of students performing in the Bottom 2 Bands in all areas of NAPLAN.

Engagement

Student absence continues to be a focus for Woodlands. The average attendance rate across the school was 92%, falling from 93% in 2018. Staff at Woodlands are committed to improving high level of attendance through thorough student wellbeing protocols, involvement in the THRIVE Positive Education Network, classroom programs, high expectations and rewards. The school mission statement "Be Your Best" provides staff with a platform to encourage engagement and attendance.

The 2019 Student Attitude to School Survey indicates that our students are proud of and feel a part of our school. 90% of students in Year 4-6 had a strong sense of connectedness, 95% had a positive attitude towards attendance and 90% felt positive about the learning environment.

Wellbeing

Outcomes for student wellbeing at Woodlands compare well against similar schools. A focus on building student resilience over the past few years has seen 89% of students in Year 4-6 rate their resilience positively, improving from 84% in 2017.

The school offers multiple wellbeing programs to support students to remain connected and engaged. A trained psychologist oversees our wellbeing programs and procedures, ensuring the best programs and supports are in place at Woodlands. A significant focus on developing and maintaining positive student/teacher relationships is backed up by the THRIVE program that takes a proactive approach towards student mental health and wellbeing.

Financial performance and position

Woodlands Primary School has maintained its very sound financial position throughout 2019 with the school operating within the 2019 Programme Budget ratified by school council. The 2018-2019 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and the educational outcomes of all students. An Inclusive Education Grant was received but not spent, this has been tagged for spending in the 2020 budget.

The schools surplus shown on the 2019 Commitment Summary contains funds for 2020 Back to School payments from parents paid in 2019 plus funds saved over the past years for Computer Lab replacement upgrade and a much needed capital works program - Administration area upgrade. This area was originally built for a school of less than 500 and the school now has almost doubled in size.

For more detailed information regarding our school please visit our website at
<https://woodlandsps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 885 students were enrolled at this school in 2019, 449 female and 436 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	87.0	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.6	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.1	89.7	81.7	95.0	Similar
Mathematics	90.8	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	90.2	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	87.8	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	85.6	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	76.4	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	84.5	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	78.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	78.3	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	72.0	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	12.3	53.8	34.0
Numeracy	16.0	49.1	34.9
Writing	21.5	54.2	24.3
Spelling	20.0	59.0	21.0
Grammar and Punctuation	16.2	54.3	29.5

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.5	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	14.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	92	91	91	92	92	91

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	90.4	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	88.7	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	89.5	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	87.6	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$6,331,627
Government Provided DET Grants	\$739,262
Government Grants Commonwealth	\$16,620
Government Grants State	\$0
Revenue Other	\$23,296
Locally Raised Funds	\$482,022
Capital Grants	\$0
Total Operating Revenue	\$7,592,826

Equity ¹	Actual
Equity (Social Disadvantage)	\$48,157
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$48,157

Expenditure	Actual
Student Resource Package ²	\$6,180,022
Adjustments	\$0
Books & Publications	\$4,378
Communication Costs	\$20,249
Consumables	\$211,116
Miscellaneous Expense ³	\$735,760
Professional Development	\$39,500
Property and Equipment Services	\$273,301
Salaries & Allowances ⁴	\$0
Trading & Fundraising	\$25,308
Travel & Subsistence	\$65
Utilities	\$75,601
Total Operating Expenditure	\$7,565,300
Net Operating Surplus/-Deficit	\$27,525
Asset Acquisitions	\$35,677

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$719,408
Official Account	\$99,858
Other Accounts	\$0
Total Funds Available	\$819,266

Financial Commitments	Actual
Operating Reserve	\$203,808
Other Recurrent Expenditure	\$3,745
Provision Accounts	\$0
Funds Received in Advance	\$278,143
School Based Programs	\$33,569
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$150,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$819,266

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').