

2020 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 2020 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 16 March 2021 at 09:52 AM by Matthew Gallagher (Principal)

The 2020 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 March 2021 at 03:15 PM by Lisa Meddings (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 three 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 910 student mark in 2020. Enrolment numbers are expected to remain stable for the foreseeable future.

The Principal is supported by one Assistant Principal, one Leading Teacher, who assumes the role of overseeing curriculum development and teacher training for all areas of the curriculum, a psychologist, who oversees the school's Student Wellbeing programs and procedures and a Business Manager. This group makes up the School Leadership Team. The Woodlands teaching staff is made up of 49 teaching staff, 40 full time and 9 part time. Year Level Leaders lead curriculum development in their areas and, along with four Learning Specialists, 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, two grounds and maintenance staff, a library technician and nine 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, inter-school 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. Team Kids operate Out of Hours School Care from the school Stadium.

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 STEM room; two synthetic sports fields and two outdoor basketball courts; an intervention centre, staff and administrative facilities.

Framework for Improving Student Outcomes (FISO)

Woodlands Primary School had aimed to focus on a number of FISO dimensions, however due to the change in circumstances in 2020, there were changes to our priorities. Below is a summary of our progress with relevance to the FISO improvement initiatives.

Excellence in Teaching and Learning

Our KIS which aimed to improve student achievement in mathematics and literacy included implementing an explicit and systematic approach to teaching spelling and reading comprehension strategies and refining planning documentation to include extension outcomes and tasks. Unfortunately, due to the shift to remote learning we were unable to use our NAPLAN data to reach our 12 month target and similarly, we were not able to gather data as accurately as we would have been able to if we were on site. However, teachers were able to make progress towards our KIS. Teachers made excellent progress with relevance to their planning documentation and collaboration. The move to remote learning meant that teachers were focused on using each other’s strengths to ensure the most effective outcomes and consistency was available for the students. As a result of this, teams have very clear planning documentation. Similarly, our teachers had a strong focus on explicit teaching, especially with regards to our Jolly Phonics program.

Positive Climate For Learning

Our KIS aimed to improve student attendance. Again, this was heavily impacted by the change to remote learning. However, we were extremely proud of the level of engagement our students showed during our remote learning period, with a number of supports such as ‘Wellbeing Wednesdays’ in place to support student, parent and teacher wellbeing. THRIVE remained a priority and with the return to school, our students were encouraged to continue to develop their resilience. Teacher-student relationships were strengthened and students reacted positively to the overall trying and ever changing year.

Remote Learning

Woodlands Primary School moved to remote / online learning in a number of different phases. Initially, teachers created paper based packs for all students and called students and parents to check in on their wellbeing whilst our online mode of teaching was set up. After the first two week phase, teachers moved to teaching via Webex and delivered lessons, feedback and communication through Seesaw (F-5) and Seesaw and Google Classrooms (6). Upon the return to school, the school created a survey for teachers and parents to complete so that we could gather feedback from our online teaching and learning. This feedback became invaluable when we were again locked down and we went into our next phase of online learning. The next phase of online learning for Woodlands Primary School included changes based on our survey from parents and information gathered from teachers. A key component in this phase included the use of explicit teaching and small online teaching groups. The areas being explicitly taught included literacy and numeracy with these areas remaining a key priority for the remainder of the year.

Achievement

Across the year, both on site and during our remote learning periods we aimed to continue to develop consistency across all year levels and teaching teams. Explicit teaching was a priority and teachers were able to access the experience and knowledge of each other whilst teaching online. A highlight for the year was the way our teachers collaborated, ensuring students were gaining access to consistent, quality teaching practices. Students responded well to many of the online learning tasks and engagement was high. The use of online resources was increased and this will be applied moving forward to support differentiation. It was noted that differentiation will continue to be an important area to target and this will be a priority moving forward.

Where learning was the goal (one student not assessed), every student funded under the PSD made learning growth in at least one area in 2020. All PSD students were prioritised for additional support in some way, varying between: attendance on site; scheduling time with integration; additional time with class teacher. Work was personalised for ability level.

Engagement

Woodlands Primary School students are engaged and connected to their school and we are proud of the programs and structures that support our student community. Despite the challenges in 2020 Woodlands continued to develop students who are self-motivated and confident learners and able to live up to the school vision 'Be Your Best'.

Student absence continues to be a focus for Woodlands. This year the school focused on the KIS related to the FISO dimension Setting Expectations and Promoting Inclusion. The work in this area is ongoing, intentional and, in 2020 included the employment of a Student Engagement learning specialist as part of this focus. A range of Wellbeing opportunities were developed during remote learning for students to engage in; this included Wellbeing Wednesdays, Social Catch Ups, Thursday Games and our weekly Woodlands TV program. On the return to onsite learning, a range of opportunities for student voice and agency continued to be developed through our Student Representative Council, Senior School Leadership and Play Leader programs.

In 2020 the school had a focus on improving the school wide average student absence total to come down to 14 per student as indicated in the AIP. This target was exceeded dropping to 9.8. This was in part due to the remote learning environment and the inability to take holidays outside the local area for extended periods. The average attendance rate across the school was 95%, increasing from 92% in 2019.

Woodlands Primary School continued to work with families to ensure students were learning during onsite and remote learning. The school continued to develop protocols and expectations for school staff to follow up absences. This included messages sent daily from the office if a child was absent, follow up phone calls from the teacher and if required contact made by the principal class. Parents were also encouraged to contact the school if there were any issues that were present to prevent their child from attending school. The school Wellbeing team worked closely to support chronic absences and return to school processes for any students having difficulty making the adjustment back to onsite learning. Our attendance during remote learning was similar to the attendance while onsite.

Wellbeing

Woodlands continues to offer multiple wellbeing programs to support students to be connected and engaged. A trained psychologist oversees our wellbeing programs and procedures, ensuring evidence based programs and supports are in place at Woodlands. An ongoing focus on developing and maintaining positive student/teacher/family relationships is backed up by the THRIVE positive education program that takes a proactive approach towards student mental health and wellbeing.

During remote learning, Woodlands viewed student wellbeing as the highest priority, and put significant wellbeing supports in place, ensuring a high level of student engagement throughout lockdown. While the goal of improving student attendance was not able to be measured as initially intended, the high level of engagement during remote learning translated to an improvement in student attendance.

Wellbeing Wednesday during remote learning was considered a success, and provided a circuit breaker for students and staff, while highly promoting engagement with school while at home – as well as promoting mentally healthy and resilience building behaviours and activities. Wellbeing staff were available and responsive to parent phone calls and providing additional support as needs were identified. Students at risk were identified early, and attendance on site arranged – with flexibility to include families identified with increased need at different times.

Financial performance and position

Woodlands Primary School has maintained its very sound financial position throughout 2020 with the school operating within the 2020 Programme Budget ratified by school council.

The 2020-2021 School Strategic Plan, along with the 2020 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.

The schools surplus shown on the 2020 Commitment Summary contains funds for 2021 Back to School payments from parents paid in 2020 plus funds saved over the past years for the school funded capital works program for the much

needed staff toilet and Administration area upgrade. This area was originally built for a school of less than 500 and the school now has 910 students and the extra staff to cater for the increased student / class numbers.

In 2020 Woodlands entered into a 5 year agreement with Team Kids to run Out of Hours School Care out of the school Stadium. This is not only a much needed service for the community but it creates a significant revenue stream for the school.

For more detailed information regarding our school please visit our website at
www.woodlandsp.vic.edu.au

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 910 students were enrolled at this school in 2020, 470 female and 440 male.

2 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.

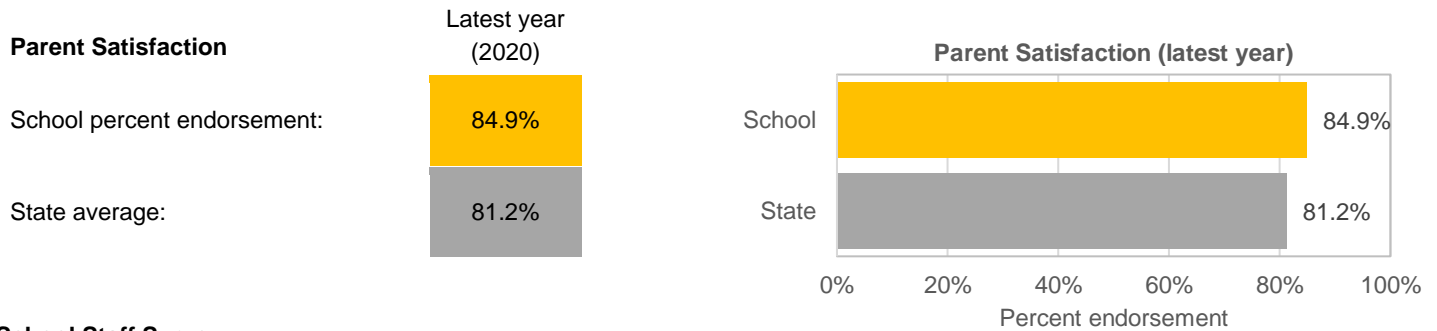
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

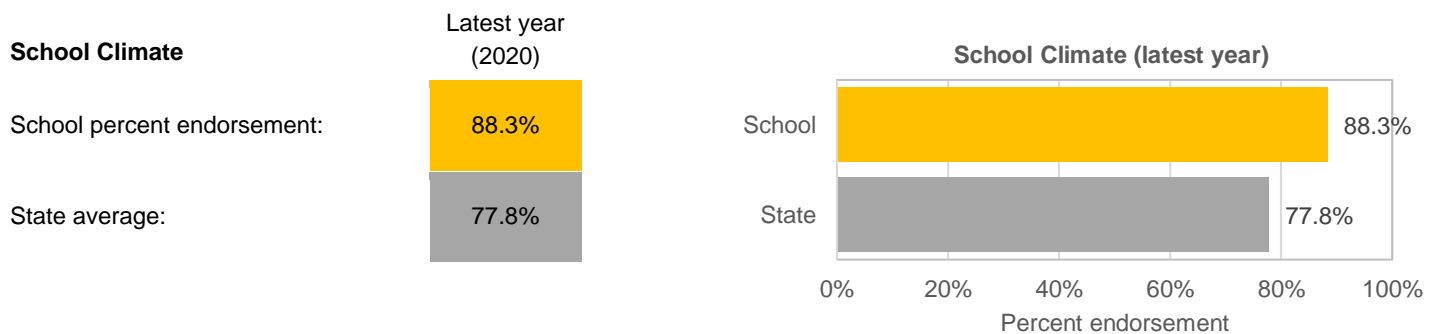


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

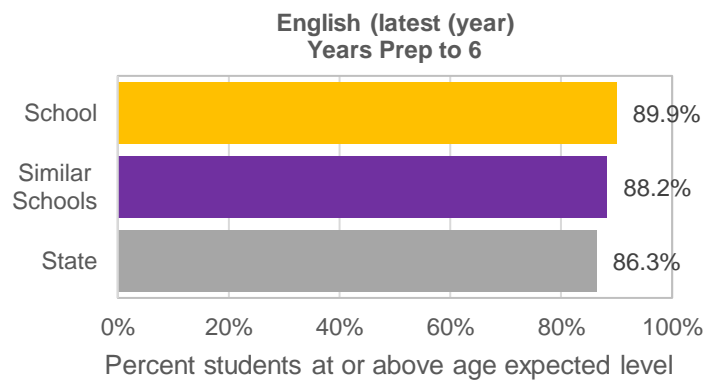
89.9%

Similar Schools average:

88.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

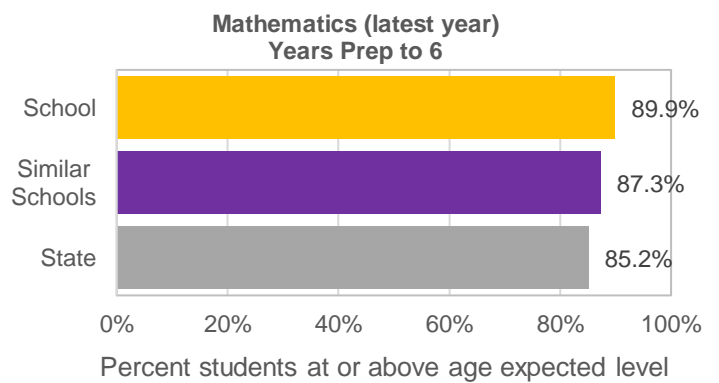
89.9%

Similar Schools average:

87.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

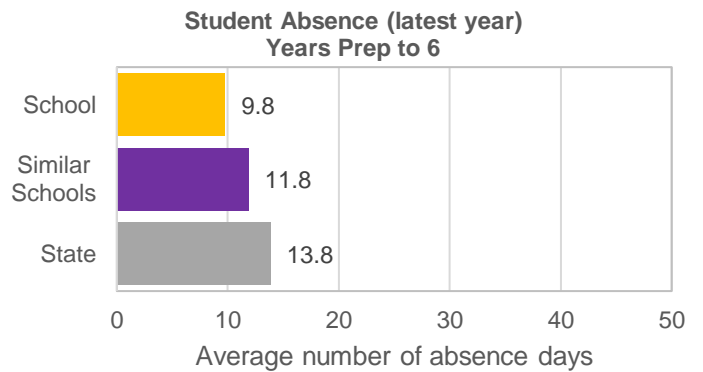
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.8	14.2
Similar Schools average:	11.8	14.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	95%	96%	95%	95%	95%	94%

WELLBEING

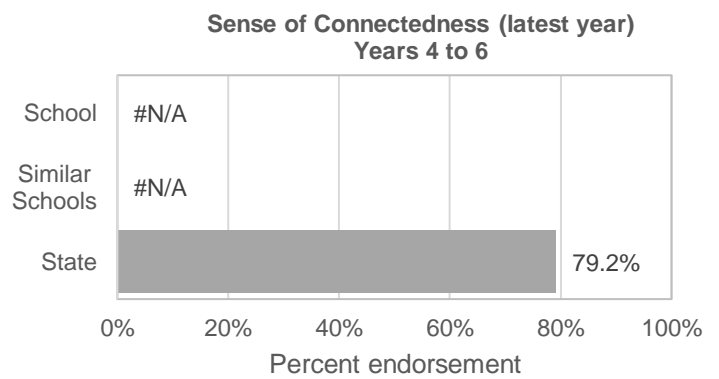
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.7%
Similar Schools average:	NDP	82.7%
State average:	79.2%	81.0%



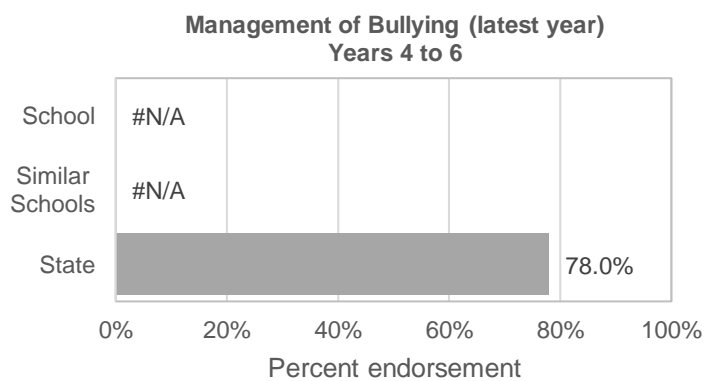
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	87.6%
Similar Schools average:	NDP	83.0%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$6,725,877
Government Provided DET Grants	\$867,519
Government Grants Commonwealth	\$7,732
Government Grants State	NDA
Revenue Other	\$5,038
Locally Raised Funds	\$312,241
Capital Grants	NDA
Total Operating Revenue	\$7,918,407

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,562
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$53,562

Expenditure	Actual
Student Resource Package ²	\$6,562,370
Adjustments	NDA
Books & Publications	\$2,296
Camps/Excursions/Activities	\$73,168
Communication Costs	\$9,248
Consumables	\$180,935
Miscellaneous Expense ³	\$49,143
Professional Development	\$7,078
Equipment/Maintenance/Hire	\$83,158
Property Services	\$55,507
Salaries & Allowances ⁴	NDA
Support Services	\$202,369
Trading & Fundraising	\$7,444
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$68,252
Total Operating Expenditure	\$7,300,969
Net Operating Surplus/-Deficit	\$617,438
Asset Acquisitions	\$184,668

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,087,232
Official Account	\$55,586
Other Accounts	NDA
Total Funds Available	\$1,142,818

Financial Commitments	Actual
Operating Reserve	\$117,144
Other Recurrent Expenditure	\$4,989
Provision Accounts	NDA
Funds Received in Advance	\$226,477
School Based Programs	\$74,546
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$108,806
Capital - Buildings/Grounds < 12 months	\$555,000
Maintenance - Buildings/Grounds < 12 months	\$123,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$1,259,962

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.