

2022 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 of the previous calendar year 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 2023 at 10:40 AM by Matthew Gallagher (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 16 March 2023 at 10:53 AM by Lisa Meddings (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 enrolment numbers have now stabilised, reaching the 908 student mark in 2022. A Department of Education directed cap of 900 students has been placed on the school and enrolment numbers are expected to remain stable around this figure for the foreseeable future.

The School Leadership Team is made up of the Principal, who 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. The School Leadership Team, along with three Learning Specialists, form the School Improvement Team, who have the responsibility of driving school improvement as informed by the School Strategic Plan and Annual Implementation Plan. The school's Student Wellbeing Team has grown in numbers and now includes a psychologist, speech pathologist, Disability Inclusion Leader and an Inclusive Education Network Leader.

The Woodlands teaching staff is made up of 53 teaching staff, 42 full time and 11 part time. Year Level Leaders lead curriculum development in their areas and, along with the School Improvement Team, form the Curriculum Team. Experienced teachers lead year level teams and form the Team Administrators Group. Non-teaching staff include the Business Manager, four office clerical staff, two grounds and maintenance staff, a library technician and ten integration aides. There are 38 classes supported by co-curricular programs in Physical Education, Visual Art, Library, ICT, Performing Arts, STEM, LOTE (Auslan) and Media Studies. 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, school based activities and performances.

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, parent representatives on School Council 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, forming the Langwarrin Wellbeing Network with a focus on Positive Education. The local secondary school is Elisabeth Murdoch College and Woodlands 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 38 classrooms can operate as open double rooms to enable a flexible learning environment. All classrooms have interactive white boards or televisions, the middle & senior school incorporates a 1-1 laptop program and our junior school utilise iPads for small group use. Specialist facilities include a large Resource Centre that incorporates a computer lab, library and teacher resources; a Performing Arts Hall incorporating music, media, and art rooms; a Stadium with a basketball court, change rooms, kitchen and STEM room; two synthetic sports fields and two outdoor basketball courts; a learning centre, conference room, staff and administrative facilities. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was a fantastic year for teaching and learning as we were able to get continuity without any periods of extended lockdowns. Our teachers focused on teaching according to our data, with a strong focus on literacy and mathematics. Explicit teaching, differentiation and consistency were priorities within our classrooms. We invested heavily in resources to support our younger years reading program and professional development was held to strengthen our assessment practices. Our THRIVE program was also prioritised to ensure students' social and emotional health was nurtured after a disrupted two years of schooling. Teaching teams

remained highly collaborative, allowing teams to use each others' expertise and experience to ensure best practise teaching. Very strong Tutor Learning Initiative Teams and Learning Support Teams assisted with students catching up and being extended throughout the year, both extension and catch up being an integral part of our AIP goal.

Overall, we were very pleased with our NAPLAN results with strong results in both Year 3 and Year 5. Our Year 3 NAPLAN data showed that 91.3% of students were in the top 3 bands in reading with 84.3% in the top 3 bands for numeracy. Our Year 5 NAPLAN data showed that 77.9% of students were in the top 3 bands in reading with 64.6% in the top 3 bands for numeracy.

Our AIP goals were for our NAPLAN Numeracy data to continue to grow from 2021:

- Year 3 top two bands from 48% to 52% - we achieved this with 61% in the top 2 bands.
- Year 5 top two bands from 36% to 40% - not achieved with 30% in the top 2 bands.

Our teacher judgement data showed that 88.7% of students were at or above expected standards in English and 85.2% of students were at or above expected standards in mathematics.

Whilst our data and results were strong, we acknowledge the continued work that needs to be done particularly in the area of numeracy. This will be a focus for our school in 2023.

Wellbeing

Woodlands continues to offer multiple wellbeing initiatives, overseen by a qualified psychologist, to support students to be connected and engaged. We seek to utilise evidence based programs, interventions and supports, and monitor progress to ensure that what is in place is having the desired impact. We continue to focus on developing and maintaining positive student/teacher/family relationships supported by the THRIVE positive psychology program that takes a proactive approach towards student mental health and wellbeing. The introduction of THRIVE diaries for every student has continued to be positive, and has kept THRIVE front of mind for everyone as these are utilised several times throughout the day. Diaries have also been updated to include an updated student code of conduct, student goal setting, child safety information and increased opportunities for student voice.

A significant investment has been made into staff professional development as we continue to undertake training in the Berry Street Education Model – a trauma informed approach to supporting student wellbeing. This training will be ongoing in the coming year. Professional development and parent information sessions have been offered through partnerships with the Langwarrin Positive Education network - with guest speakers invited to present. This included a “Mental Fitness Workshop” with Dr Ben Robbins (Head of Mental Health and Wellbeing at St Kilda Football Club); and “Gaining Control of the Third Space” with Dr Adam Fraser.

As we returned to a full year in the classroom after 2 years of Covid lockdowns, we identified a decrease in regular and consistent student attendance. This is primarily due to illness and family holidays - but also due to a higher incidence of school refusal and anxiety. This has been noted as a priority area to address in 2023.

The addition of Tier 2 Disability Inclusion funding has been an exciting opportunity to broaden initiatives, programs and supports for students throughout the school. We have expanded our Wellbeing Team to include an Inclusive Learning Specialist (part time 0.6), a psychologist (part time 0.6), speech pathologist (part time 0.4) and Inclusive Education Network Leader (0.2). This enables our school to access psychological assessment, language assessment as well as establishing group interventions.

Targeted intervention for wellbeing and academic reasons (including TLI, integration literacy intervention and wellbeing programs) have been delivered to 50% of Woodlands students in 2022 - with some students accessing multiple interventions.

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. We continue 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. The school targeted 15 days on average as part of the AIP goal for 2022. The school wide average absence was 20.7 days which was an increase from 11.3 in 2021. This was due in part to general medical illness and COVID isolation health requirements. The school continued to develop protocols 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. 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.

Student Engagement continues to develop and is led by one of our Learning Specialists. A range of Wellbeing & Student Voice opportunities occurred during the year for students to engage in; this included the Play Leaders program, Student Representative Council, Senior School Leadership Program, Lunch Clubs and Woodlands Got Talent along with our continued THRIVE curriculum focus.

Student Agency has been explored throughout 2022 with senior school surveys to gauge students' understanding of Student Agency and in turn how it could be improved. The data indicated over 80% of students were achieving their personal goals for each unit of work when a clear and direct goal was set. Further work in this space will be developed with Student Led Conferences.

Financial performance

Woodlands Primary School has maintained its sound financial position throughout 2022 with the school operating within the 2022 Programme Budget ratified by school council. The 2022 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and the continued improvement of the educational outcomes of all students. The school's surplus shown on the 2022 Commitment Summary contains funds allocated for the VSBA approved school funded capital works project for the planned Administration area upgrade and extension, including additional staff amenities. This project will provide the school community with the required facilities to accommodate its growing staff numbers due to increased enrolments and the expansion of the school's Student Wellbeing Team. In 2022 the Parents & Friends Association organised a Colour Run for Woodlands Primary School and raised funds for the basketball courts upgrade and Year 6 area revamp. The school's 5-year agreement with Team Kids to run Out of School Hours Care out of the school Stadium continues to be a much needed and valued service for the community whilst creating a significant revenue stream for the school.

For more detailed information regarding our school please visit our website at
<https://woodlandsps.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 2.0 (FISO 2.0).

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 908 students were enrolled at this school in 2022, 456 female and 452 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).

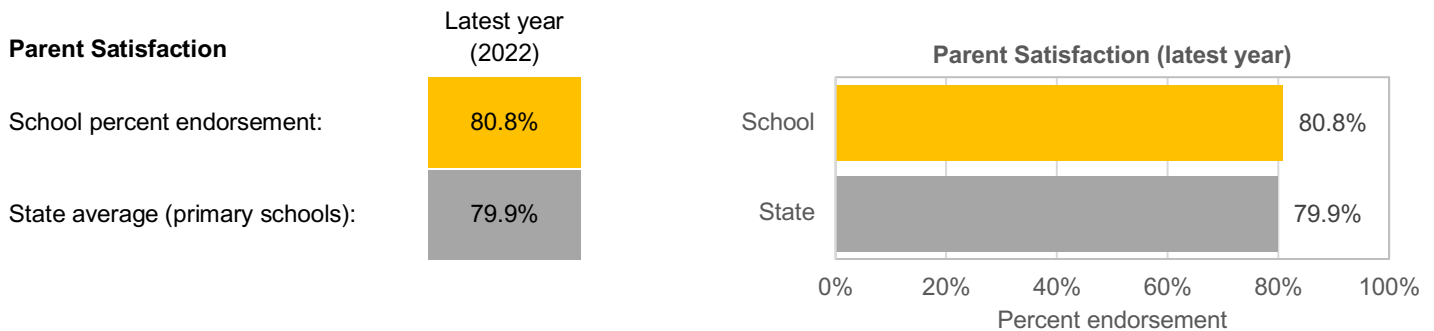
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

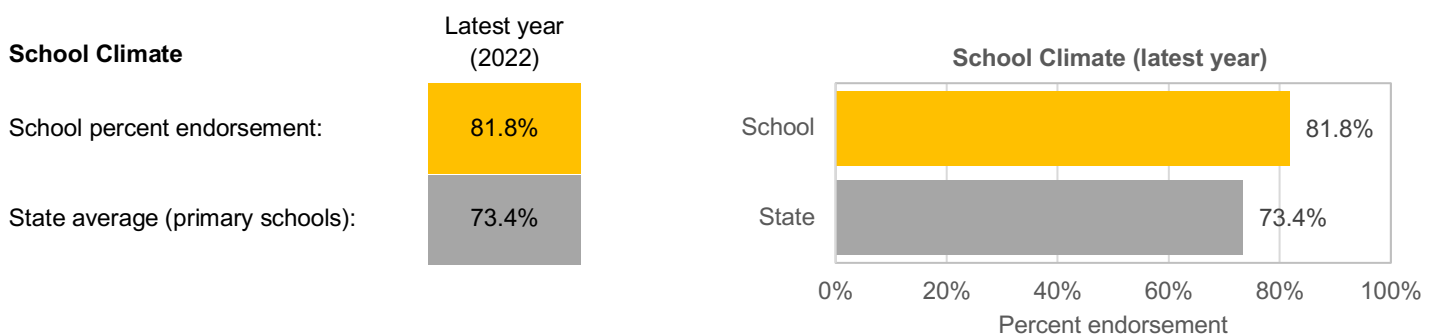


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

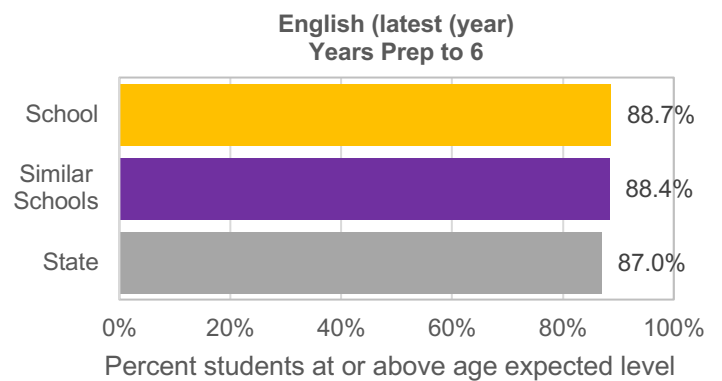
88.7%

Similar Schools average:

88.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

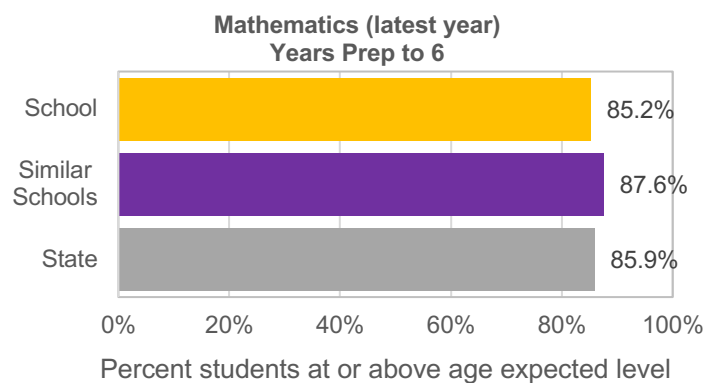
85.2%

Similar Schools average:

87.6%

State average:

85.9%



LEARNING (continued)

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.

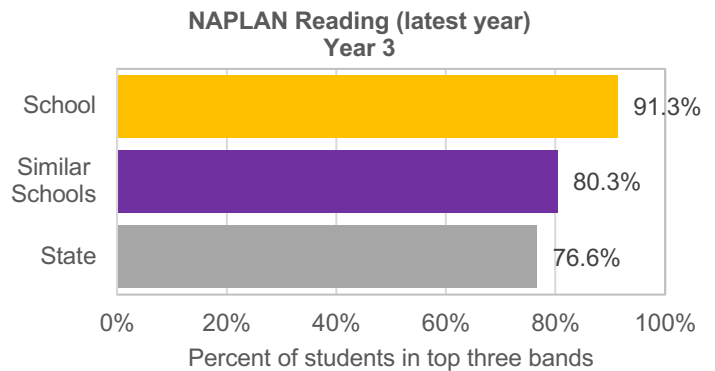
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

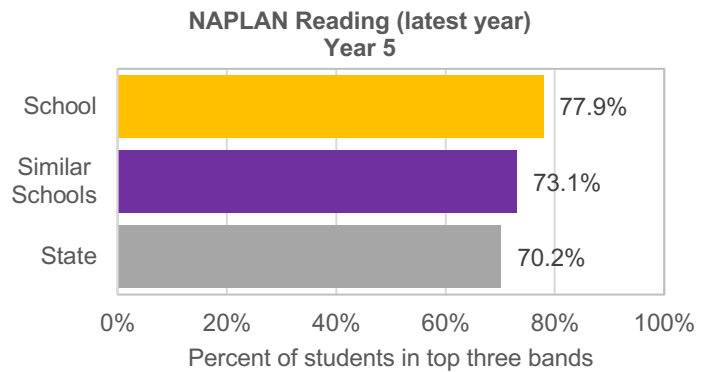
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.3%	89.7%
Similar Schools average:	80.3%	80.3%
State average:	76.6%	76.6%



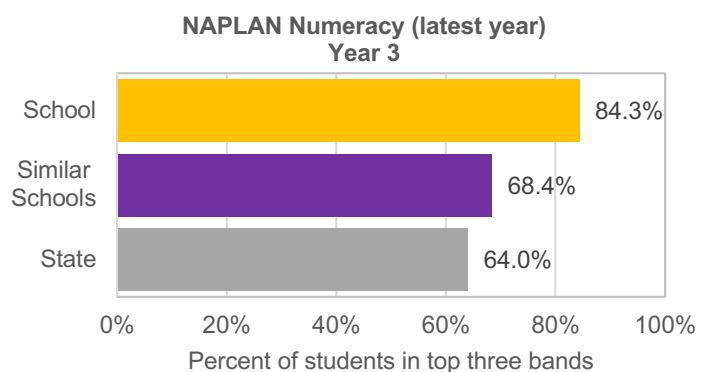
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.9%	81.8%
Similar Schools average:	73.1%	73.5%
State average:	70.2%	69.5%



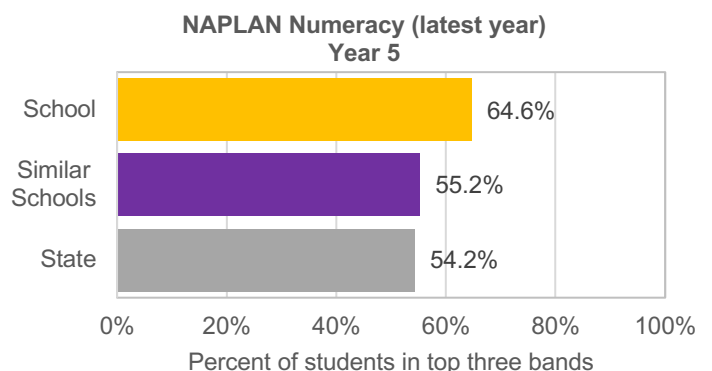
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.3%	84.5%
Similar Schools average:	68.4%	70.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.6%	70.4%
Similar Schools average:	55.2%	61.2%
State average:	54.2%	58.8%



WELLBEING

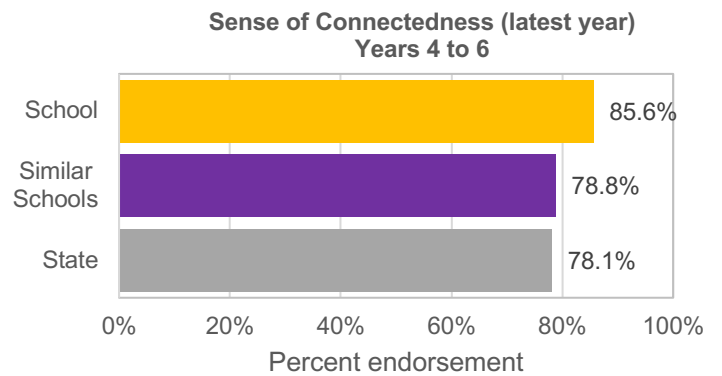
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.6%	88.4%
Similar Schools average:	78.8%	80.7%
State average:	78.1%	79.5%

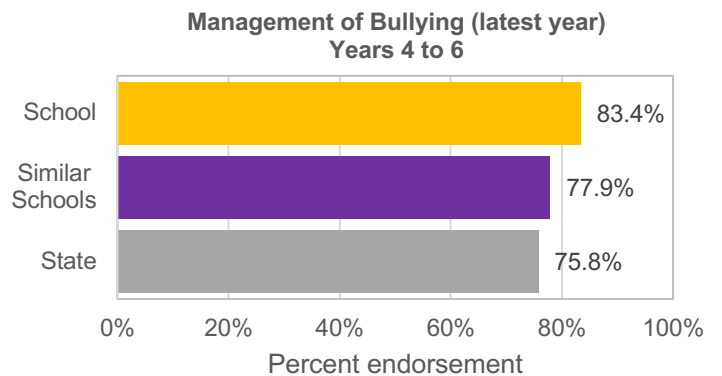


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	83.4%	87.2%
Similar Schools average:	77.9%	80.4%
State average:	75.8%	78.3%



ENGAGEMENT

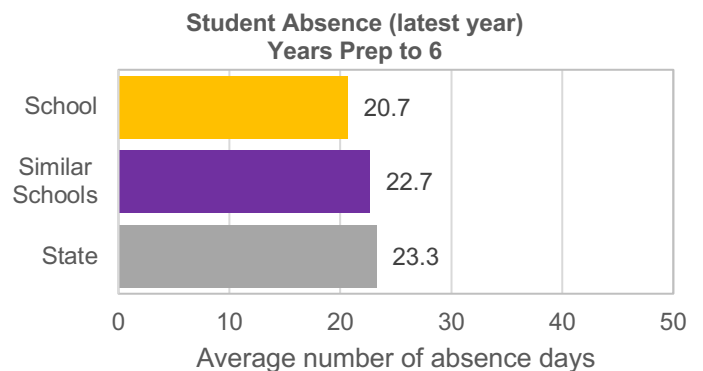
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.7	14.5
Similar Schools average:	22.7	15.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	90%	91%	89%	90%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$7,786,560
Government Provided DET Grants	\$1,027,250
Government Grants Commonwealth	\$1,800
Government Grants State	\$0
Revenue Other	\$33,618
Locally Raised Funds	\$860,458
Capital Grants	\$0
Total Operating Revenue	\$9,709,686

Equity ¹	Actual
Equity (Social Disadvantage)	\$57,903
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$57,903

Expenditure	Actual
Student Resource Package ²	\$7,448,068
Adjustments	\$0
Books & Publications	\$7,008
Camps/Excursions/Activities	\$292,993
Communication Costs	\$8,493
Consumables	\$173,555
Miscellaneous Expense ³	\$115,630
Professional Development	\$20,790
Equipment/Maintenance/Hire	\$146,166
Property Services	\$88,144
Salaries & Allowances ⁴	\$0
Support Services	\$378,252
Trading & Fundraising	\$48,331
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$330
Utilities	\$64,876
Total Operating Expenditure	\$8,792,636
Net Operating Surplus/-Deficit	\$917,050
Asset Acquisitions	\$107,598

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,864,607
Official Account	\$116,512
Other Accounts	\$0
Total Funds Available	\$1,981,119

Financial Commitments	Actual
Operating Reserve	\$213,697
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$408,242
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,848
Capital - Buildings/Grounds < 12 months	\$1,200,000
Maintenance - Buildings/Grounds < 12 months	\$136,633
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,039,420

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.