

# 2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 31 March 2025 at 10:56 AM by Matthew Gallagher (Principal)

- As executive officer of the school council, I attest that this 2024 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 31 March 2025 at 10:57 AM by Matthew Gallagher (Principal)

# 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Woodlands is located on the fringe of Langwarrin, 40 kilometers south of Melbourne's CBD, and has an enrolment of 878 students in 2024. Due to a Department of Education student cap, Foundation enrolments have reduced from six to five classes this year.

The School Leadership Team consists of the Principal, supported by an Assistant Principal, a Leading Teacher overseeing curriculum development, a psychologist managing Student Wellbeing, a Wellbeing and Inclusion Learning Specialist, and a Business Manager. The School Improvement Team, including the Leadership Team and two Learning Specialists, drives school progress aligned with the Strategic Plan. The Student Wellbeing Team has expanded to include a psychologist, speech pathologist, and Disability Inclusion Leader. The teaching staff includes 56 teachers (44 full-time, 12 part-time), supported by year-level leaders and curriculum teams.

Woodlands offers a variety of co-curricular programs in Physical Education, Art, Science, Music, Digital Technologies, and more, including clubs, school performances, and inter-school sports. The school's vision, "BE YOUR BEST," guides all aspects of school life, fostering a supportive environment where students are encouraged to develop values such as Loyalty, Friendship, Endeavour, and Perseverance.

The school promotes strong parent involvement, with an active Parent and Friends Group and parent participation in events. Woodlands is part of the Central Peninsula Network, collaborating with local schools and Elisabeth Murdoch College for student transitions.

The school's facilities are modern and well-maintained, blending into the bushland setting. Classrooms are flexible, with interactive whiteboards or televisions. Specialist facilities include a Resource Centre, Chromebook lab, Performing Arts Hall, Science room, and sports fields. The community also benefits from the school's facilities, including after-hours programs run by Team Kids.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2024, our school continued to focus on strengthening teaching and learning, with the ultimate goal of achieving the best outcomes for all students. Our approach remained centered on evidence-based teaching strategies, with the Science of Learning continuing to guide all our improvement efforts.

We made significant strides in refining our teaching practices by:

- Developing a targeted professional development suite, tailored to evidence-based teaching practices and the specific needs of our teachers.

- Investigating a school-wide plan for staff to engage in classroom observations and a feedback process, particularly in the area of numeracy.

Feedback from staff, especially regarding the professional development suite, was overwhelmingly positive, highlighting its effectiveness in supporting growth.

We were very pleased with the results across the school, with over 90% of students performing at or above expected levels in literacy and numeracy (teacher judgement data). Our NAPLAN results were particularly strong in both Year 3 and Year 5. In Year 3, our results showed:

- 79% of students at or above the strong or exceeding benchmark in reading
- 93% of students at or above the strong or exceeding benchmark in writing
- 83% of students at or above the strong or exceeding benchmark in numeracy

In Year 5, our results were equally impressive:

- 86% of students at or above the strong or exceeding benchmark in reading
- 91% of students at or above the strong or exceeding benchmark in writing
- 87% of students at or above the strong or exceeding benchmark in numeracy

As NAPLAN datasets have changed since we set our SSP targets we cannot directly compare results but we are pleased with our current results.

Looking ahead to 2025, we are excited to continue our work with the Science of Learning, with a particular focus on supporting our Year 2 team as they implement daily phonics lessons to further enhance early literacy development.

## Wellbeing

In 2024 Woodlands Primary School remained committed to fostering student connection and engagement through a range of wellbeing initiatives overseen by the Student Wellbeing Coordinator, who is a registered psychologist. The school implements targeted evidence-based programs, interventions, and supports, with ongoing monitoring to ensure their effectiveness. The THRIVE positive psychology program continues to be a key focus, promoting proactive strategies for student mental health and wellbeing. THRIVE diaries remain a valuable tool, featuring the updated student code of conduct, goal-setting opportunities, child safety information, and platforms for student voice. Additionally, school awards focus on recognizing prosocial and mentally healthy actions that align with THRIVE values. Staff continue to apply strategies from the Berry Street Education Model, ensuring trauma-informed practices are embedded in classroom routines. THRIVE lessons in the classroom utilise the Respectful Relationships curriculum, supported by a psychologist as required.

Attendance remains a priority at Woodlands, with staff actively monitoring and supporting families to promote consistent attendance and reduce preventable absences. The school uses Tier 2 Disability Inclusion funding to expand programs and supports for students across the school. The Wellbeing Team comprises a full-time Student Wellbeing Leader/psychologist, a full-time Inclusive Learning Specialist, a part-time psychologist (0.6), and a part-time speech pathologist (0.4). This team facilitates psychological and language assessments, along with targeted group interventions that address social development and anxiety. Approximately 30% of students accessed targeted interventions in 2024, including wellbeing programs, academic support, and extension programs.

Woodlands has also continued to successfully secure Tier 3 Disability Inclusion funding for students requiring higher levels of support. By the end of 2024, 27 current students were accessing this funding. This achievement allowed the school to expand its integration team, adding six new staff members in 2024, bringing the total to 17 integration aides. As a result, over 70% of classrooms now receive scheduled classroom support, further enhancing the school's inclusive practices and student outcomes.

Compared with similar schools and state data, Woodlands' data indicates strong student wellbeing, staff and parent satisfaction in the following areas:

Sense of connectedness = 81.5% (84.5% 4 year average);

Management of bullying = 82.6% (83.8% 4-year average);

Student absence number of days = 20.6 days (17.7 4-year average);

Parent satisfaction = 84.7%;

School Climate staff endorsement = 86.2%.

## 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, empowering them to live up to the school vision, "Be Your Best."

Student absence remains a focus for Woodlands. In alignment with our School Strategic Plan, we have aimed for an average of 15 days of absence per student across the year. In 2024, the school-wide average absence was 20.6 days, which was similar to previous years. This year, as part of a PLC cycle, our Specialist Team tracked attendance and behaviour to explore ways to further support and engage students. The data gathered allowed specialist teachers to support classroom teachers and identify common trends. Concerns were reported to leadership and the wellbeing teams. The school continued to develop protocols for staff to follow up on absences, including daily messages 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 Wellbeing Team worked closely to support chronic absences and the return-to-school processes for any students facing difficulties with attendance. Throughout 2024 the SIT team worked to develop a plan for school wide positive behaviour support, ready for implementation in 2025.

Student Engagement continued to develop, led by Learning Specialists. A range of wellbeing and student voice opportunities occurred throughout the year, including the Play Leaders Program, Student Representative Council, Senior School Leadership Program, Lunch Clubs, and Woodlands Got Talent, along with our ongoing THRIVE curriculum focus. This year, our Year 6 Student Leadership Team further developed their leadership skills through the Langwarrin Student Leadership Network Program. This program allowed our students to expand their leadership skills through a number of forums and professional development workshops.

In 2024, we have continued to explore and enhance Student Voice and engagement. Through senior school surveys, we gained valuable insights into students' understanding of Student Agency and identified areas for growth. Our Learning Specialists, with support from the SIT team, successfully led the implementation of Student Led Conferences for Years 3-6, while all students in F-6 proudly developed their own portfolios. This initiative has significantly increased student

voice and ownership over their learning, strengthening our partnerships with the broader school community. The feedback from teachers, parents, and students has been overwhelmingly positive, and we are excited to build on this success in the future.

Financial performance

Woodlands Primary School has maintained its sound financial position throughout 2024 with the school operating within the 2024 Programme Budget ratified by School Council. The 2024 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 2024 Financial Commitment Summary contains funds allocated for upgrade of senior and junior toilet blocks, painting and carpeting main building corridor and upgrading of student laptops. Team Kids continue to offer Out of School Hours Care from the school stadium providing the community this valued service 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 890 students were enrolled at this school in 2024, 438 female and 451 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).

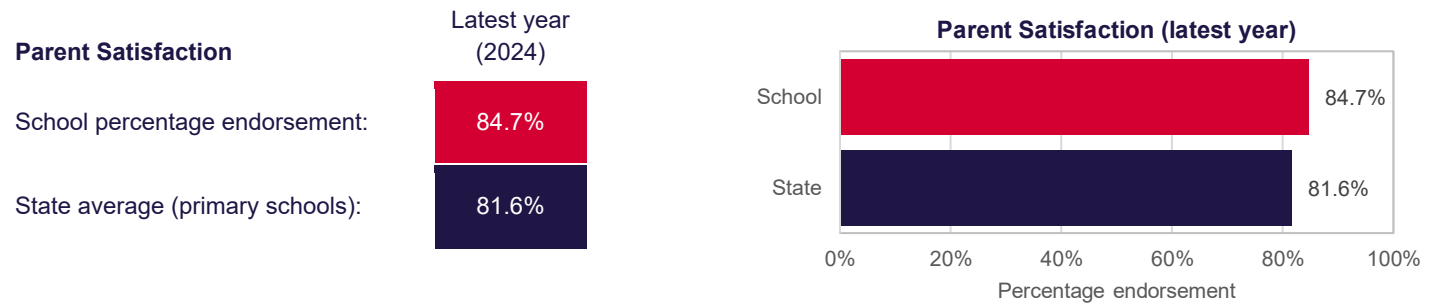
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

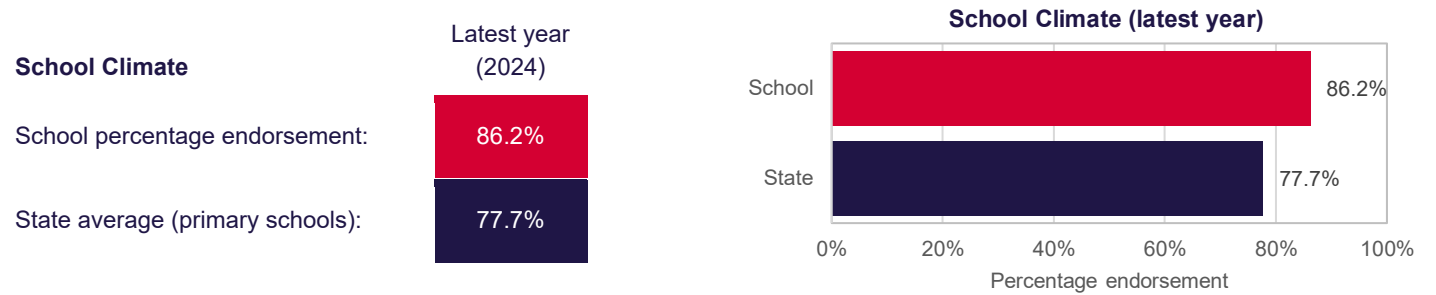


School Staff Survey

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.

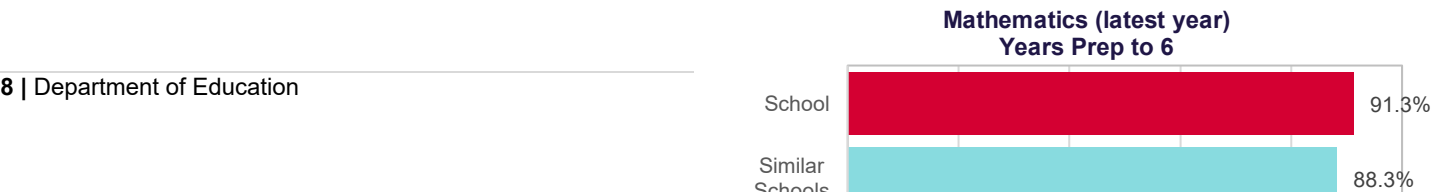
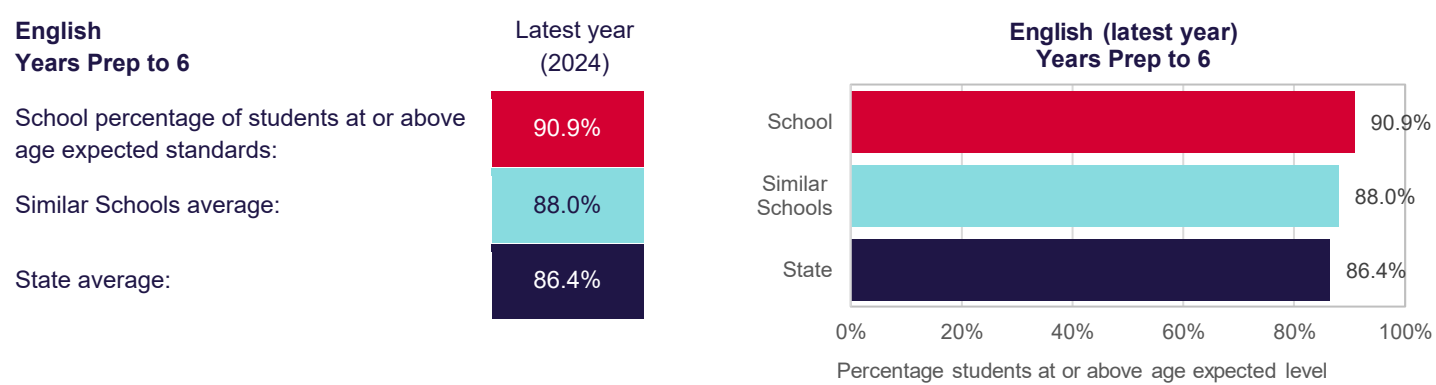


LEARNING

**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 against the Victorian Curriculum

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





<b>Mathematics</b>	Latest year
<b>Years Prep to 6</b>	(2024)
School percentage of students at or above age expected standards:	91.3%
Similar Schools average:	88.3%
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.

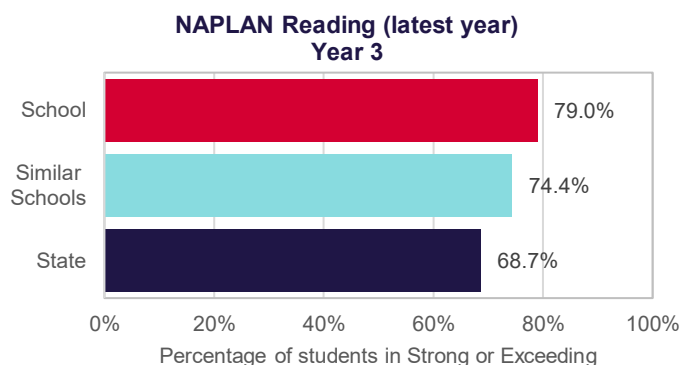
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

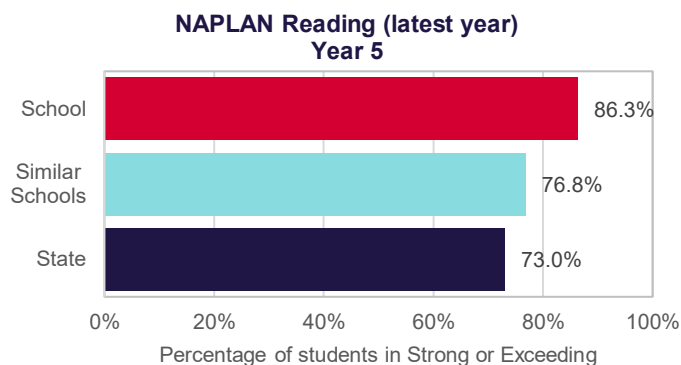
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.0%	81.5%
Similar Schools average:	74.4%	74.6%
State average:	68.7%	69.2%



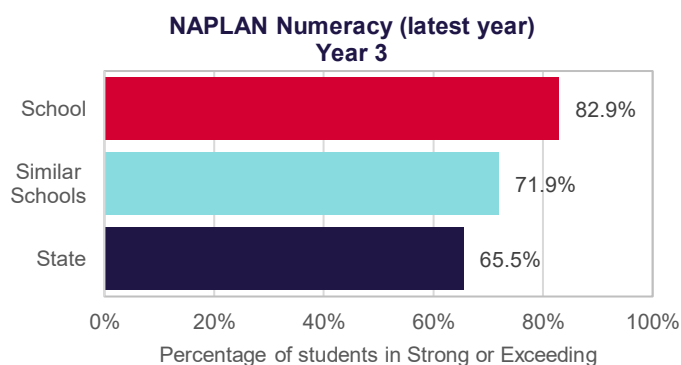
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.3%	87.0%
Similar Schools average:	76.8%	78.5%
State average:	73.0%	75.0%



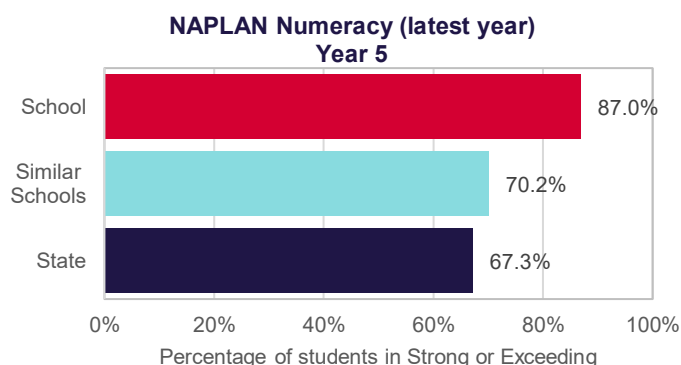
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.9%	82.2%
Similar Schools average:	71.9%	72.3%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.0%	85.7%
Similar Schools average:	70.2%	70.5%
State average:	67.3%	67.6%



## 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 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

91.3%

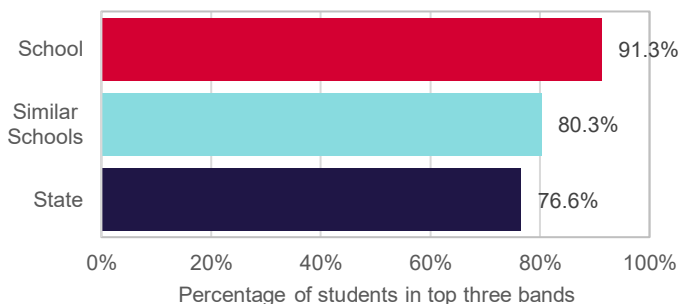
Similar Schools average:

80.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

77.9%

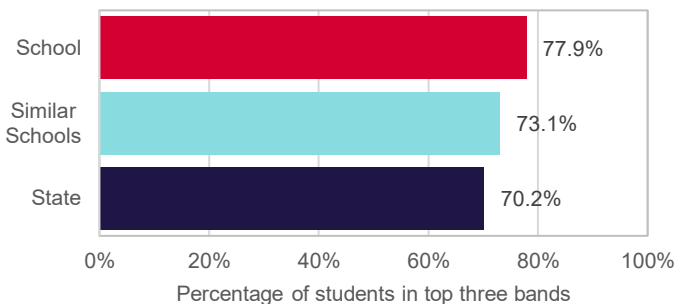
Similar Schools average:

73.1%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

84.3%

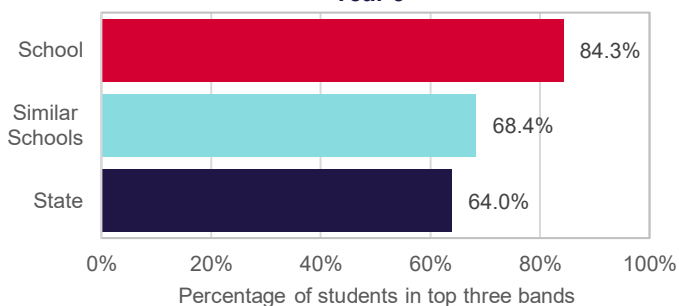
Similar Schools average:

68.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

64.6%

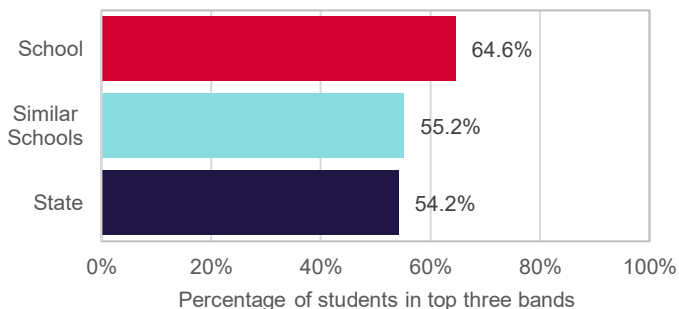
Similar Schools average:

55.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

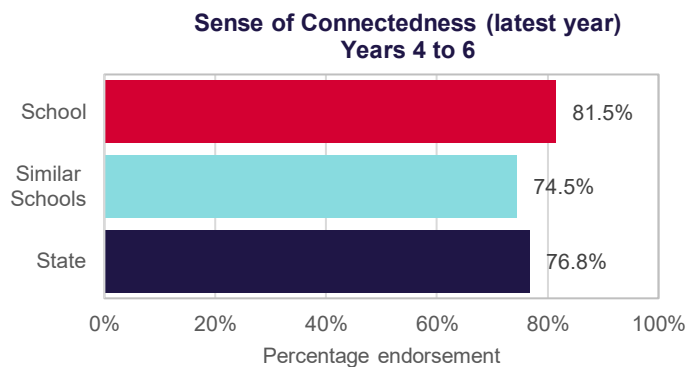
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	81.5%	84.5%
Similar Schools average:	74.5%	77.1%
State average:	76.8%	77.9%

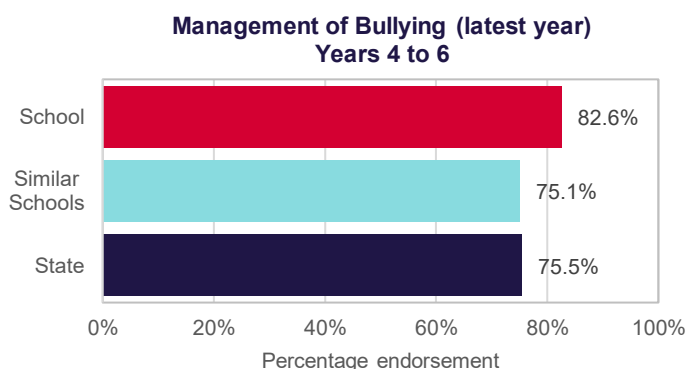


### Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	82.6%	83.8%
Similar Schools average:	75.1%	76.8%
State average:	75.5%	76.3%

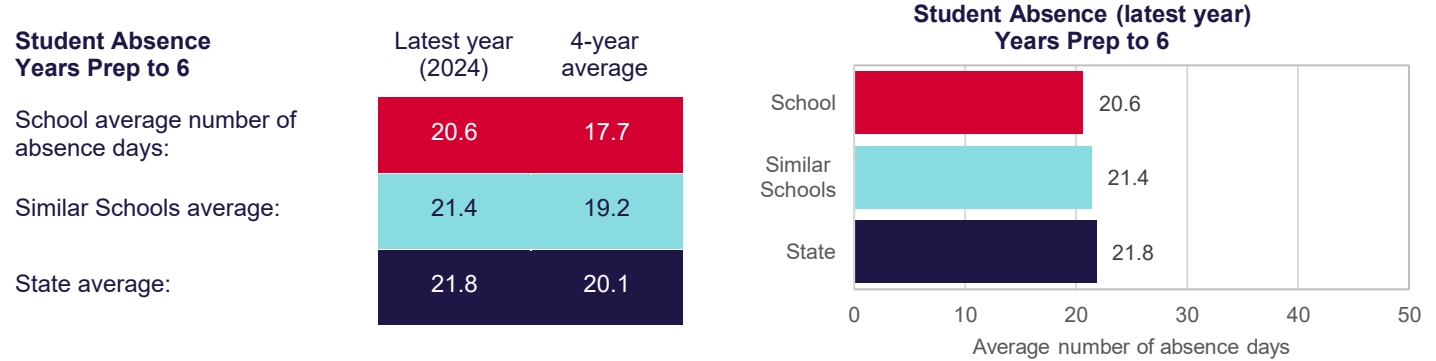


ENGAGEMENT

**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.



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 (2024):	92%	91%	90%	89%	88%	88%	88%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$8,639,220
Government Provided DET Grants	\$1,247,204
Government Grants Commonwealth	\$3,350
Government Grants State	\$0
Revenue Other	\$74,780
Locally Raised Funds	\$710,668
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,675,223</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$68,938
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$68,938</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,364,544
Adjustments	\$0
Books & Publications	\$6,194
Camps/Excursions/Activities	\$323,615
Communication Costs	\$9,492
Consumables	\$173,882
Miscellaneous Expense <sup>3</sup>	\$22,430
Professional Development	\$21,477
Equipment/Maintenance/Hire	\$105,960
Property Services	\$349,857
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$637,295
Trading & Fundraising	\$32,879
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,819
<b>Total Operating Expenditure</b>	<b>\$10,105,444</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$569,778</b>
<b>Asset Acquisitions</b>	<b>\$99,540</b>

- (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 17 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,223,498
Official Account	\$24,117
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,247,615</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$237,249
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$332,669
School Based Programs	\$10,500
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$435,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
<b>Total Financial Commitments</b>	<b>\$1,215,418</b>

*All funds received from the Department of Education, 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.*