

2024 Annual Report to the School Community

School Name: Woodend Primary School (0647)



- 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 28 April 2025 at 09:49 PM by Elissa Campbell (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 08 May 2025 at 10:09 AM by Elissa Campbell (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').

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

Established in 1855, Woodend Primary School is at the base of Mt. Macedon on the northwest side of the Macedon Ranges, 70 kilometres from Melbourne. We are a dual campus school, with an annex at Carlsruhe, seven kilometres north of Woodend, where our Year 4 students attend. Our school philosophy and school values underpin all that we stand for at Woodend Primary School. Our philosophy statement is “Together as a school community, we provide a safe, positive, engaging and inclusive learning environment where pride and respect are nurtured.” Our values are: Be a Learner, Be Safe, Be Responsible and Be Respectful. We continue to have a fluctuating enrolment profile. In 2016 our enrolment was 382, increasing to 432 students in 2020 and up to 460 students in 2021 (immediately after COVID and many people moving from the city to a rural environment). We have now started to trend back down. In 2023 our enrolment was 413, dropping to 391 in 2024. We are impacted each year by a number of students leaving at the end of year 4 to enrol in the local private school from Year 5 onwards, often leaving us with a small Year 5/6 cohort. Our teaching and learning programs were implemented by a cohort of experienced and graduate staff, catering for 18 classes. The 2024 staffing profile consisted of: · 1 Principal · 1 Assistant Principal · 1 Leading Teacher - Inclusion and Engagement · 1 Learning Specialist – Mathematics · 1 Learning Specialist – English · 2 Learning Tutors · 21 Classroom teachers · 5 Education Support Staff (Intervention P-2) · 1 Performing Arts teacher 0.8 · 1 Visual Arts Teacher 0.8 · 1 Physical Education teacher 0.8 · 1 French Teacher 0.8 · 1 Librarian · 1 Canteen Manager and 3 Office staff. Our “Before and After School” program operated onsite through Bug-A-Lugs, an external company. Many students also accessed private music tuition onsite for keyboard, drums, guitar, violin, cello and trumpet.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 was a year where we felt we really gained traction and celebrated many successes. We made many positive gains towards our school goals and priorities and embedded much of the work we had started in previous years. We provided dedicated weekly time for curriculum planning, data analysis and professional learning. Our PLC teams focussed on analysing data as a means of identifying learning gaps and learning growth and planning teaching sequences based on the story of the data, for cohorts and individuals. Teaching and learning programs were arranged around straight and composite classes of Foundation, Year 1/2, Year 3, Year 4 and Year 5/6. Our three classes of Year 4 students attended our Carlsruhe Campus. To accommodate all classes with equal time at our Carlsruhe Campus, each class did a thirteen-week rotation between Carlsruhe and the main campus. Two classes at a time attended the campus for four days a week and returned to the main campus one day a week to participate in the specialist learning programs. Whilst the priority was the delivery of the core curriculum, the students participated in

activities that focused on caring for the animals at the campus and sustainability. This included caring for and maintaining the large vegetable garden with students involved in the weeding, planting and harvesting of produce, and activities such as River Detectives. The students participated in an activity program on Thursday afternoons, supported by parents and community members/groups such as Land Care. Our Leadership Team worked strategically to ensure we kept a focus on teaching and learning. This meant increased rigour around curriculum planning, building teacher capacity around assessment (particularly moderation), and observations, coaching and mentoring in literacy and numeracy. Our Assistant Principal worked closely with our Maths Learning Specialist to implement a new Maths Model alongside the Maths Curriculum 2.0. In the literacy space we continued with a rigorous focus on writing (the 6+1 traits) and targeted professional learning with consultant Narissa Leung. We also consistently implemented Heggerty's from Foundation to Year 4 and we delved into schoolwide professional learning for Foray into Phonics. Our reading model encapsulated the Big 6 of reading (oral language, phonological awareness, phonics, vocabulary, fluency and comprehension). Each term, a number of Year 5 and 6 students were successfully selected for the Victorian High Ability Program in English and Mathematics. Through the Tutor Learning Initiative, we continued the important work of providing identified students with targeted learning support.

Our academic results continued to be strong with 88.7 % of our students from Foundation to Year 6 performing above at or above age expected standards. In Mathematics, 86.1% of our students from Foundation to Year 6 performed at or above age expected standards. In NAPLAN, we achieved the following results. Year 3 Reading, 71.2 % of students achieved strong or exceeding proficiency levels, above the state average of 68.7%. In Year 5 Reading, 74.3% of students achieved strong or exceeding proficiency levels, above the state average of 73.0%. In Year 3 Numeracy, 63.6% of students achieved strong or exceeding proficiency levels compared to 65.5% for the state average and in Year 5 Numeracy, 68.6 % of students achieved strong or exceeding proficiency levels, above the state average of 67.3%.

Wellbeing

In 2024 our student cohort of 391 students included 208 male students and 196 female students. We had 5 Koorie students, less than 5 students funded under the Program for Students with Disabilities/Disability Inclusion and 25 Equity Funded students (6%). We had an increase in students needing adjustments as represented in our NCCD from 24% in 2023 to 31% in 2024. The biggest increase was in the area of social-emotional support.

We continued to implement strategic programs to ensure there was a strong wellbeing focus for students, staff and our families. We worked with a number of community agencies to provide extra support and intervention including Orange Door and Cobaw Services. Regular visits from the DE Student Support Services Psychologist, Speech Pathologist and Koorie Officer, supported the strategies, adjustments and interventions that we were implementing. Our Education Support Staff provided targeted intervention, including speech, social skills, and fine and gross motor support across Foundation to Year 3. Our Targeted Tutoring program provided support to students identified at risk in Year 4-6. Regular Student Support group meetings were held with parents for students deemed at risk (Koorie, Out of Home Care, Disability, performing more than a year below expected level, behaviour, attendance), so that goals for success could be developed and monitored. In 2024 we continued to focus on the implementation of School Wide Positive Behaviour. Our weekly Social and Emotional lessons were explicit lessons underpinned by the Respectful Relationships Curriculum, the Berry Street Education model (Trauma Informed Practice) and our school wide

values and behaviour expectations. We continued as pilot school for the Macedon Ranges Shire Mental Health Program - Branch Out. This program aimed to arm our students, staff and parents with a greater awareness of what Mental Health is and the implementation of evidence-based strategies and supports (Tuning into Kids/Teens). The program provided professional learning for staff, and parent information sessions for our parent community, the feedback was very positive.

In the Student Attitudes to School Survey, 75.0% of our students perceived a Sense of Connectedness compared to the state average of 76.8%. The percentage endorsement of the Managing Bullying Factor was 71.0% positive compared to the State average of 75.5.%

Engagement

In 2024 our school priority was to continue to support students and families to build a sense of connectedness and belonging. Embedding our school values and expectations continued as a priority. Our students' achievements were celebrated each week at assembly with our Values awards and the introduction of our Mumumburra Awards. We continued to address disability, inclusion and engagement and ensured that timely and appropriate adjustments were implemented for all identified students. With inclusion and engagement a priority, our Leading Teacher dedicated time in classrooms doing observations of students and working with staff to build their understanding and capacity around implementing appropriate and timely adjustments to support students. We also continued to support students that were dealing with anxiety and school refusal. We celebrated whole school events such as our Lap-a-thon, our whole school cross country and our Year 4-6 athletics day. We promoted and celebrated events such as Anzac Day, Remembrance Day, Harmony Week and Naidoc Week. We were also able to provide a number of opportunities for our families to be onsite and celebrating significant events including Mother's Day and Father's Day. We offered regular school tours, and parent information sessions. We had a more rigorous approach to attendance and absences and this saw our attendance data improve, and absences decrease.

Other highlights from the school year

Our students from Year 3 - 6 participated in school camps at settings such as Phillip Island and Creswick. The camps were aligned to our Inquiry Topics and/or were focussed on adventure/collaboration activities. We had some highly successful open afternoons for parents to attend classrooms and work with children and also some very well attended and successful family nights. Our Year 5/6 students participated in the Cobaw District interschool sports in tennis, softball, cross country, basketball, soccer, athletics, football, with many students progressing to regional and state level. We had our bi-annual Karlsruhe Fair, a huge hit financially and also with the community (local and further afield). This was our major fundraiser and was highly successful as a result of the hard work (a year in the making) from the organising committee of parent volunteers. We continued to have strong community relationships with Landcare, the R.S.L and the Rotary Club.

Financial performance

We finished the 2024 year with our High Yield Account and daily operating account in a healthy financial position. In 2024 we engaged many trades to complete building projects and ongoing maintenance work at both campuses. Based on our BAL fire rating and subsequent audit, the VSBA engaged contractors to ensure our shelter in place building and the surrounding building and external environment met bushfire safety regulations. The VSBA also engaged contractors to update ramps and railings based on our ramps and railings being audited against the building standards and regulations. We invested a large amount of money into Professional Learning and resources for Literacy and Numeracy. A landscape gardener began work on the construction of our planned Anzac Memorial Garden. Further planned works are the installation of air conditioners into the classrooms and a refurbishment of the administration building. For the first time, we went into a deficit in 2024 with our Student Resource Package credit line, mostly due to a substantial decrease in our total enrolment, the implementation of time in lieu payments, employing education support staff to run intervention programs that goes above and beyond our funded disability students (whilst also preparing new disability inclusion applications), and our staff profile consisting mostly of range 2 classification teachers.

**For more detailed information regarding our school please visit our website at
<https://www.woodend.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 391 students were enrolled at this school in 2024, 186 female and 205 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).

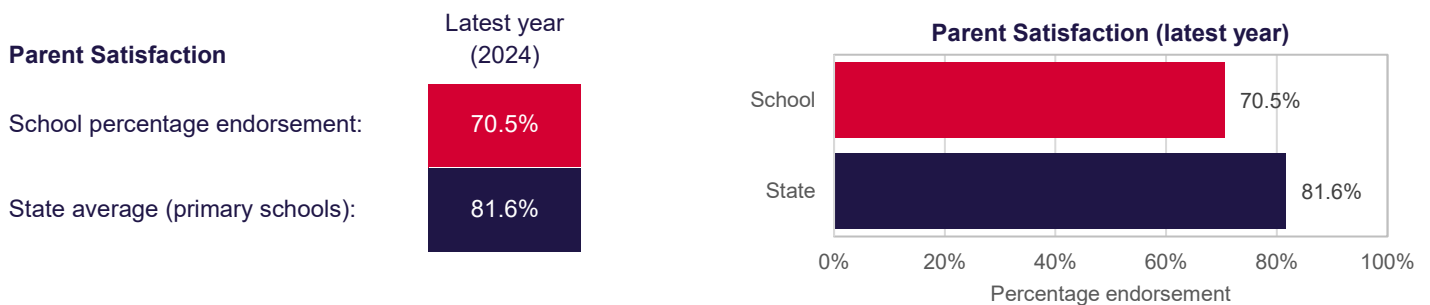
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

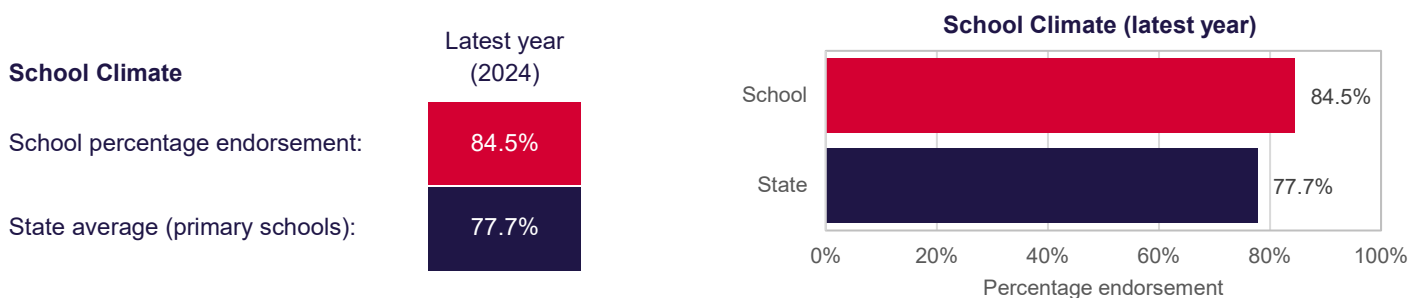


School Staff Survey

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.

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

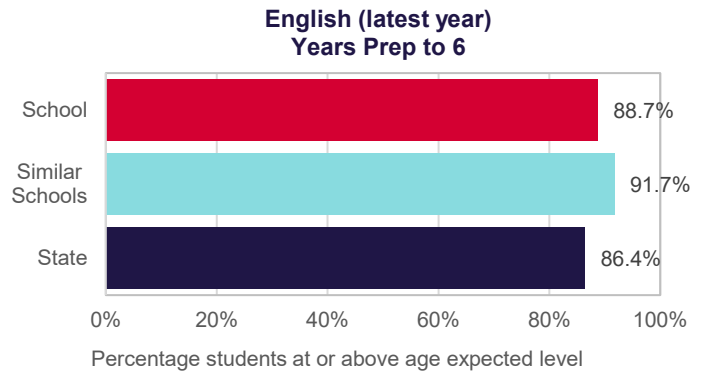
88.7%

Similar Schools average:

91.7%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

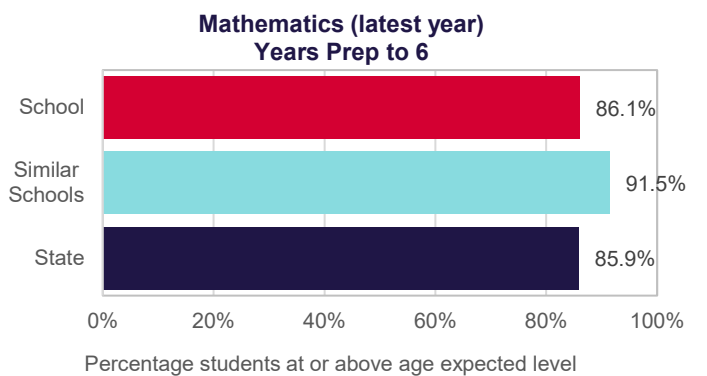
86.1%

Similar Schools average:

91.5%

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

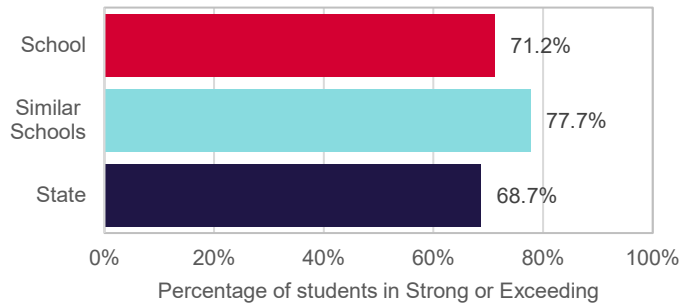
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	71.2%	76.8%
Similar Schools average:	77.7%	78.0%
State average:	68.7%	69.2%

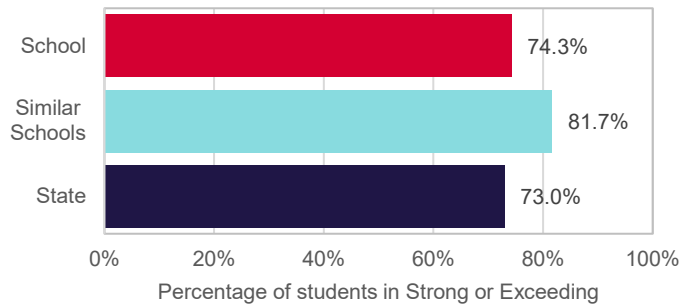
**NAPLAN Reading (latest year)
Year 3**



Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.3%	84.0%
Similar Schools average:	81.7%	83.9%
State average:	73.0%	75.0%

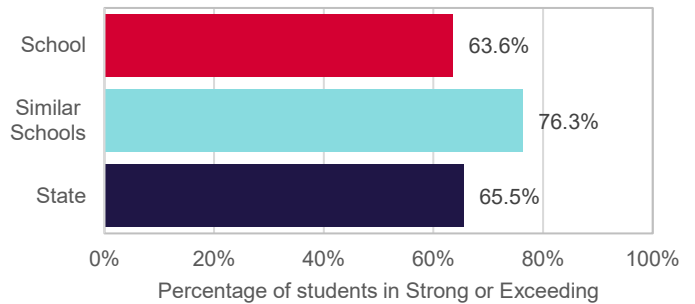
**NAPLAN Reading (latest year)
Year 5**



Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	75.2%
Similar Schools average:	76.3%	76.9%
State average:	65.5%	66.4%

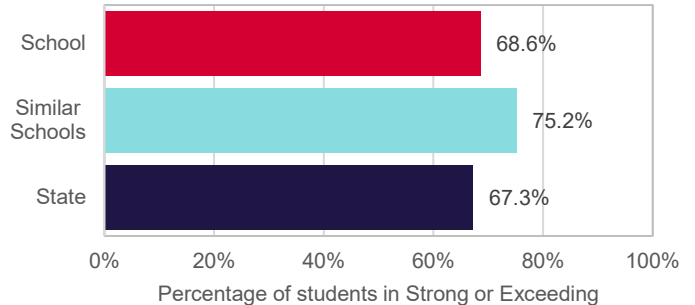
**NAPLAN Numeracy (latest year)
Year 3**



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.6%	75.0%
Similar Schools average:	75.2%	75.5%
State average:	67.3%	67.6%

**NAPLAN Numeracy (latest year)
Year 5**



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:

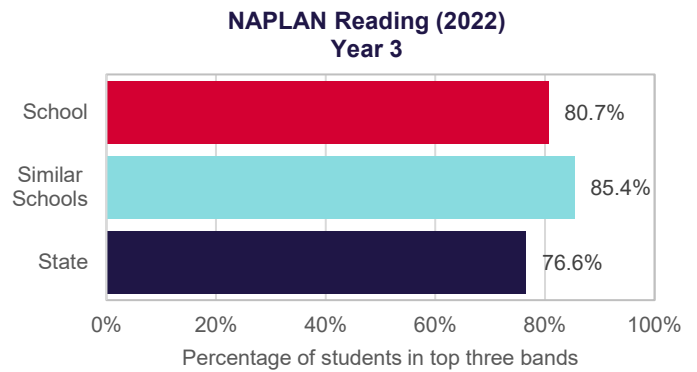
80.7%

Similar Schools average:

85.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

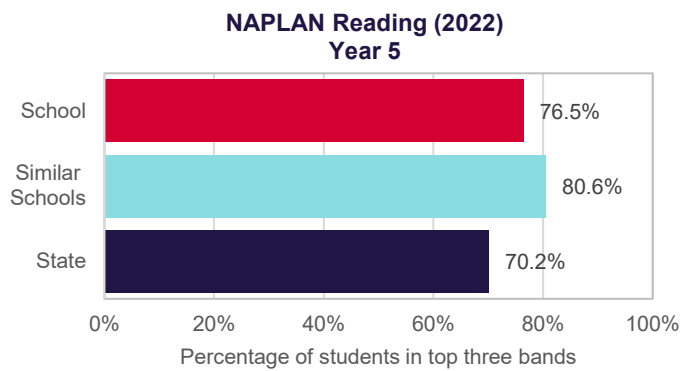
76.5%

Similar Schools average:

80.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

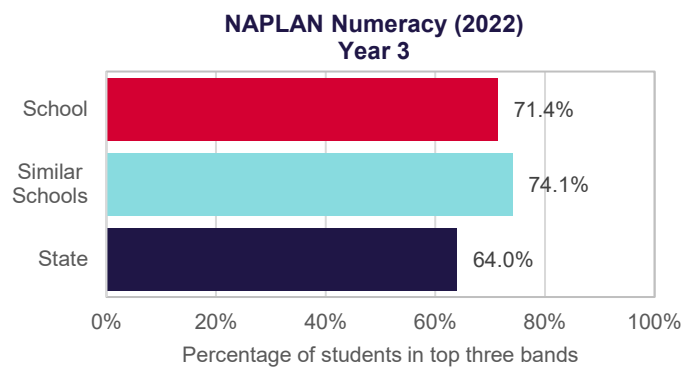
71.4%

Similar Schools average:

74.1%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

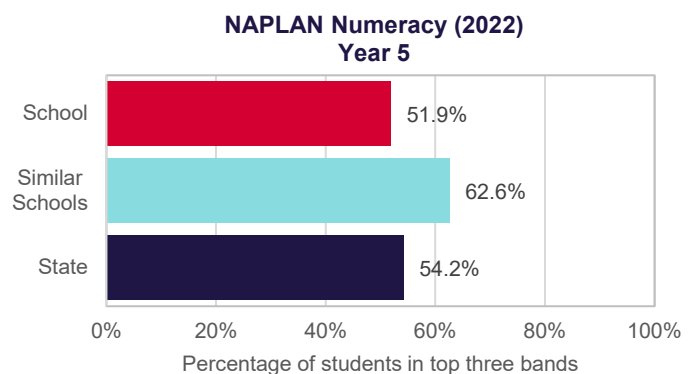
51.9%

Similar Schools average:

62.6%

State average:

54.2%



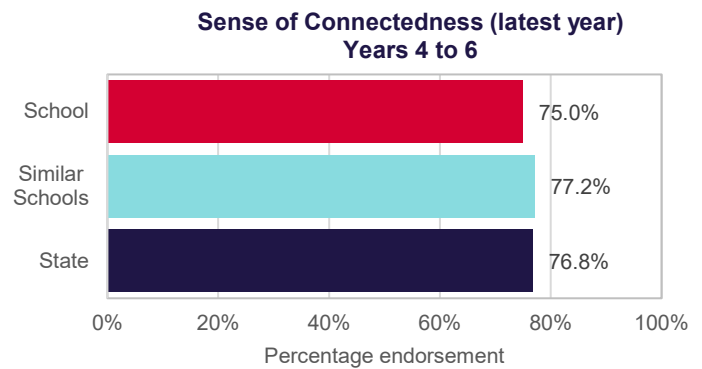
WELLBEING

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).

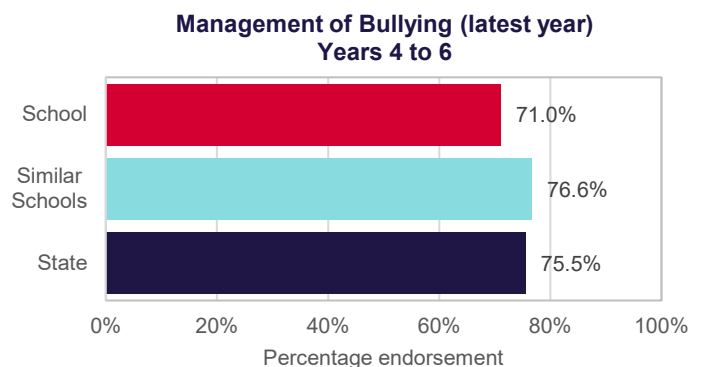
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	75.0%	81.7%
Similar Schools average:	77.2%	78.8%
State average:	76.8%	77.9%



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:	71.0%	78.5%
Similar Schools average:	76.6%	78.7%
State average:	75.5%	76.3%



ENGAGEMENT

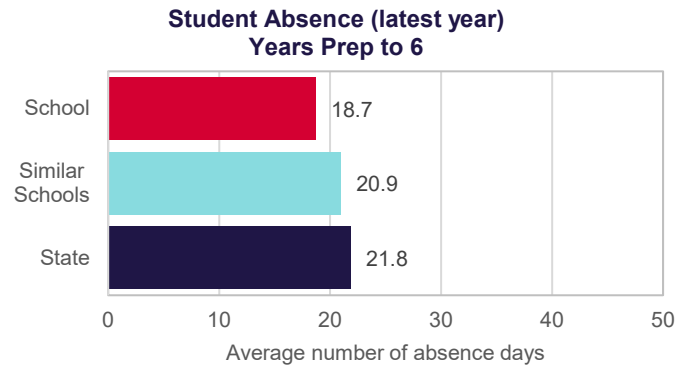
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	18.7	17.9
Similar Schools average:	20.9	19.0
State average:	21.8	20.1



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):	93%	91%	92%	90%	91%	88%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,582,992
Government Provided DET Grants	\$446,515
Government Grants Commonwealth	\$38,635
Government Grants State	\$0
Revenue Other	\$76,762
Locally Raised Funds	\$352,026
Capital Grants	\$0
Total Operating Revenue	\$4,496,929

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,990
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,990

Expenditure	Actual
Student Resource Package ²	\$3,915,366
Adjustments	\$0
Books & Publications	\$5,941
Camps/Excursions/Activities	\$93,973
Communication Costs	\$4,074
Consumables	\$80,787
Miscellaneous Expense ³	\$35,963
Professional Development	\$12,858
Equipment/Maintenance/Hire	\$30,370
Property Services	\$195,723
Salaries & Allowances ⁴	\$185,984
Support Services	\$13,779
Trading & Fundraising	\$109,044
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,027
Total Operating Expenditure	\$4,714,891
Net Operating Surplus/-Deficit	(\$217,961)
Asset Acquisitions	\$87,300

- (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 16 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

Funds available	Actual
High Yield Investment Account	\$613,609
Official Account	\$32,743
Other Accounts	\$44,575
Total Funds Available	\$690,927

Financial Commitments	Actual
Operating Reserve	\$133,254
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$118,690
School Based Programs	\$60,979
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$290,198
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$144,918
Asset/Equipment Replacement > 12 months	\$42,002
Capital - Buildings/Grounds > 12 months	\$60,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$850,041

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.

