

2023 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 16 April 2024 at 05:27 PM by Diana Ellis (Principal)

- This 2023 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 23 April 2024 at 11:23 AM by Tim Bates (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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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.

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. In 2023 our enrolment was 416. Our teaching and learning programs were implemented by a cohort of experienced and graduate staff, catering for 19 classes.

The 2023 staffing profile consisted of:

- 1 Principal
- 1 Assistant Principal
- 1 Leading Teacher - Learning, Engagement and Inclusion
- 1 Learning Specialist – Mathematics
- 1 Learning Specialist – English
- 2 Learning Tutors
- 22 Classroom teachers
- 6 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
- 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

2023 was the first year, post COVID, with a very settled and calm environment. As a result we were able to implement our programs with consistency, enabling us to remain focused on our goals and priorities, which we successfully achieved. Teaching and learning programs were arranged around Junior, Middle, Carlsruhe and Senior classes. Across the school we had straight and composite classes. 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 the Men's Shed and Land Care.

Our academic results continued to be strong with us performing above similar schools, network schools and the state average in many areas.

In Year 3 we achieved the following results:

Reading 83% of our students performed in the strong or exceeding category compared to 81% of students at similar schools, 76% for network schools and 70% of all students across the state.

Writing – 90% of our students performed in the strong or exceeding category compared to 88% of students at similar schools, 84% for network schools and 67% of all students across the state.

Numeracy – 88% of our students performed in the strong or exceeding category compared to 79% of students at similar schools, 77% for network schools and 67% of all students across the state.

In Year 5 we achieved the following results:

Reading – 89% of our students performed in the strong or exceeding category compared to 88% of students at similar schools, 84% at network schools and 77% of all students across the state.

Writing – 80% of our students performed in the strong or exceeding category compared to 82% of students at similar schools, 76% at network schools and 75% of all students across the state.

Numeracy – 78% of our students performed in the strong or exceeding category compared to 73% of students at similar schools, 69% at network schools and 64% of all students across the state.

In Year 3 we achieved the following results based on gender.

Reading – 85% of our females performed in the strong or exceeding category compared to 81% of our males.

Writing – 93% of our females performed in the strong or exceeding category compared to 88% of our males.

Numeracy – 85% of our females performed in the strong or exceeding category compared to 91% for our males.

In Year 5 we achieved the following gender based results:

Reading - 91% of females performed in the strong or exceeding category compared to 89% of our males.

Writing – 85% of females performed in the strong or exceeding category compared to 74% of our males.

Numeracy – 68% of females performed in the strong or exceeding category compared to 90% for our males.

We continued to build staff capacity in Literacy and Numeracy by investing in intensive Professional Learning provided by our Literacy and Numeracy Learning Specialists as well as external consultants Narissa Leung (Writing), and the Maths Association of Victoria. In Numeracy, our work focused on Differentiation and the Big Ideas in Number. Our literacy focus was on the 6+1 Writing Traits and the implementation across Foundation to Year 2 of Hegarty's Phonemic Awareness Program. We revised our Maths Instructional Model and began implementing a new model that aligned the roll out of new Maths 2.0 Curriculum. We were involved in a Community of Practice with network schools and we visited other schools to observe their practice and a number of schools visited our school to observe our practices in Literacy and Numeracy, including our pre-school teachers who came to observe the implementation of Hegarty lessons. Throughout the year we invested a lot of time in reviewing and updating our scope and sequence documents for English and Maths, and for our Inquiry Units of work. Several Year 5 and 6 students were selected each term to participate in 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.

Wellbeing

In 2023 our student cohort of 416 students included 2 Koorie students, 3 students funded under the Program for Students with Disabilities and 27 Equity Funded students. 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 DET Psychologist, Speech Pathologist and Koorie Officer, supported the strategies, adjustments and interventions that we were implementing. Regular Student Support group meetings were held for students deemed at risk so that goals for success could be developed and monitored. In 2023 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 and our School wide values and behaviour expectations. We became a pilot school for the Macedon Ranges Shire Mental Health Program. This program aimed to arm our students with a greater awareness of what Mental Health is and strategies and supports. The program also provided professional learning for staff and parent information sessions for our parent community.

Engagement

In 2023 our school priority was to help students and families to continue to reconnect, along with our priority learning for Literacy and Numeracy. We continued to address disability, inclusion and engagement and ensured that timely and appropriate adjustments were implemented for all identified students. We continued to support students that were dealing with anxiety and school refusal. The return to whole school events such as our Lap-a-thon, our whole school cross country, our whole school athletics day, our Maori Cultural Day and our Australian Made Concert generated a lot of enthusiasm and engagement. We were also able to provide a number of opportunities for our families to be onsite and re-connecting including a Mother's Day and Father's Day breakfast, school tour and parent information sessions. We became a pilot school for Macedon Ranges Shire Mental Health Project and we were able to engage our Year 5 and 6 students through a series of workshops and our parents through two parent information sessions. The use of outside expert psychologists as guest speakers, proved very popular with our parent cohort with a very pleasing number of parents in attendance.

Other highlights from the school year

Our students from Year 3 - 6 participated in school camps at settings such as Canberra, Phillip Island and Creswick.

Our Year 5/6 students participated in the District interschool sports with many students progressing to regional and state level.

Our Australian Made concert was our first whole school concert since 2018. It was a huge success and highly praised by our parent community.

We had a new large adventure playground installed, and two new shade sails funded by the Shade Sails Grants.

We continued to have strong community relationships with Landcare, the Men's Shed, the R.S.L. and the Rotary Club

Financial performance

Financial performance

We finished the 2023 year in a healthy financial position. In 2023 we engaged many trades to complete building projects. Much of the work was identified from our Condition Assessment report. This included work on roof repairs, repair and painting of all of the external wooden window frames and the installation of carpet in a number of classrooms. We installed a new adventure playground and decommissioned and removed to older playgrounds. With a surplus in Student Resource Package credit line we were able to allocate financial resources to staffing and the allocation of 19 classrooms from Foundation to Year 6. We invested a large amount of money into Professional Learning and resources for Literacy and Numeracy. We received grants for shade sails and as a result we were able to install 2 new shade sails – one at our Woodend Campus and one at our Carlsruhe Campus. Future planned projects are: landscaping the terraced section of the school, the construction of the Memorial Garden and the refurbishment of the administration building.

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 416 students were enrolled at this school in 2023, 210 female and 206 male.

1 percent of students had English as an additional language and NDP 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).

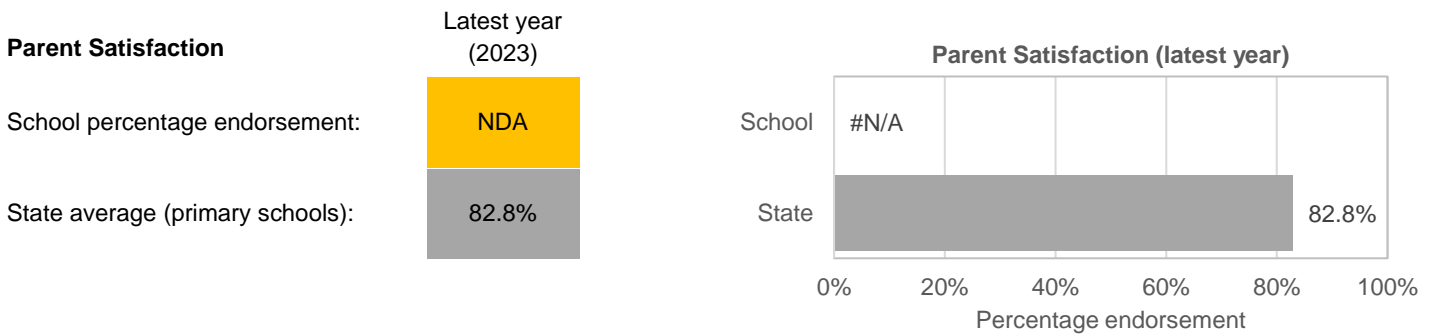
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

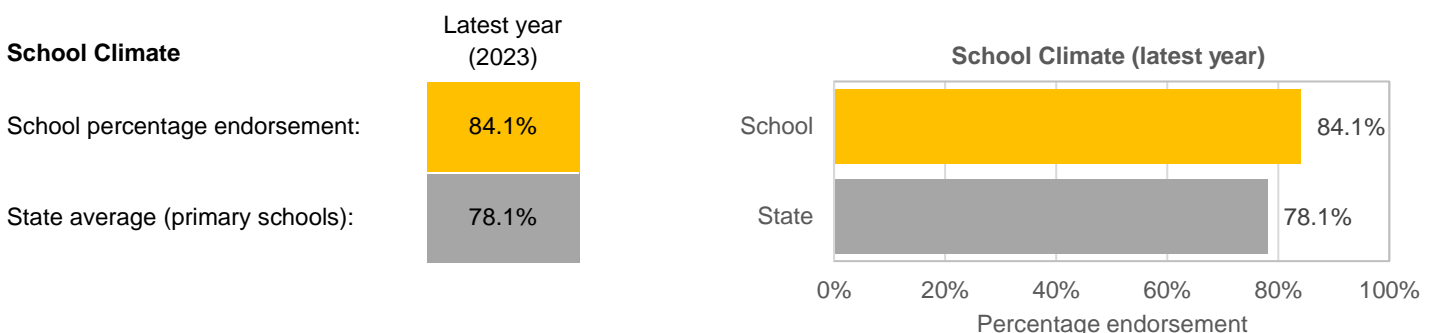


School Staff Survey

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
(2023)

School percentage of students at or above age expected standards:

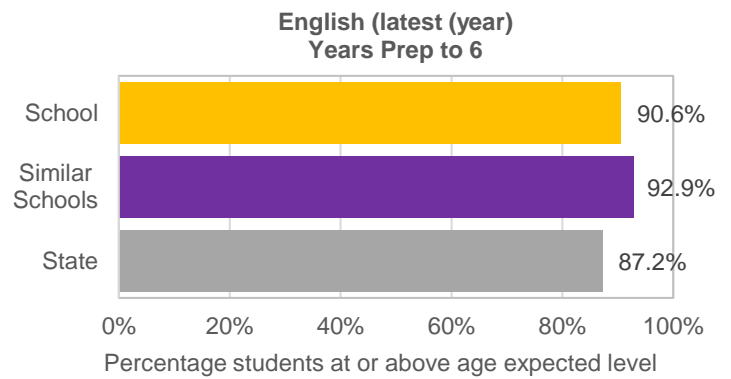
90.6%

Similar Schools average:

92.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

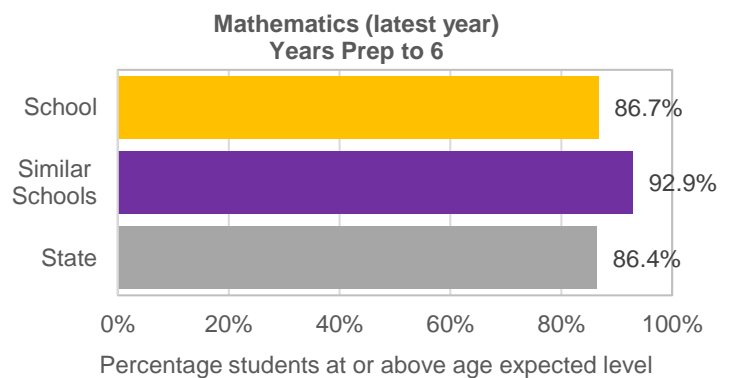
86.7%

Similar Schools average:

92.9%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.1%

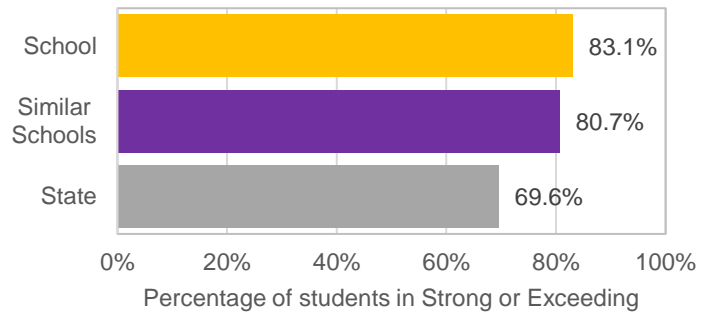
Similar Schools average:

80.7%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

89.2%

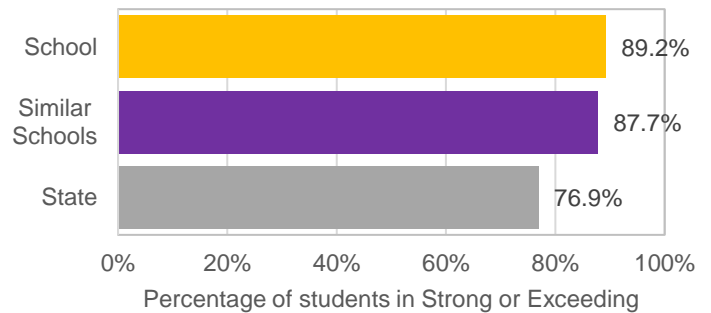
Similar Schools average:

87.7%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

88.1%

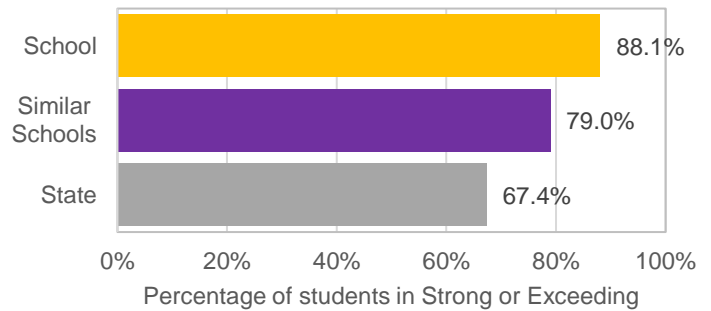
Similar Schools average:

79.0%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

78.5%

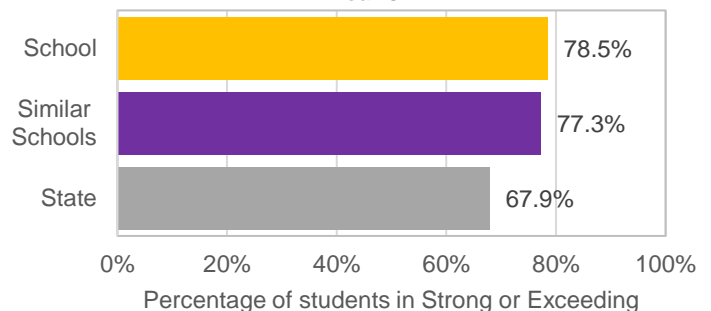
Similar Schools average:

77.3%

State average:

67.9%

**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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

80.7%

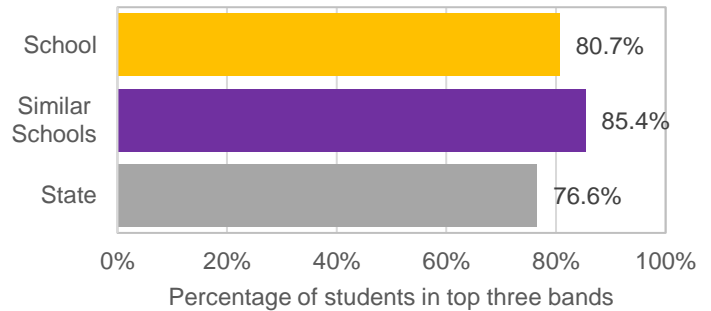
Similar Schools average:

85.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

76.5%

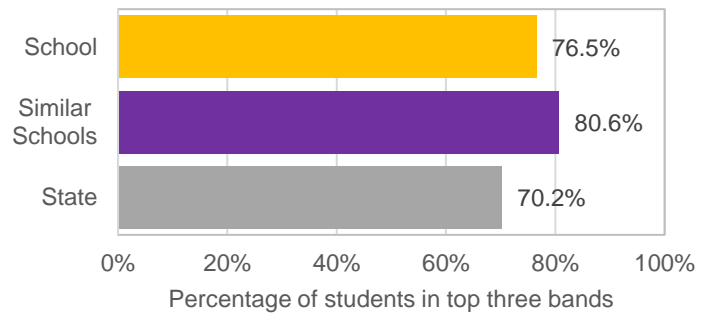
Similar Schools average:

80.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

71.4%

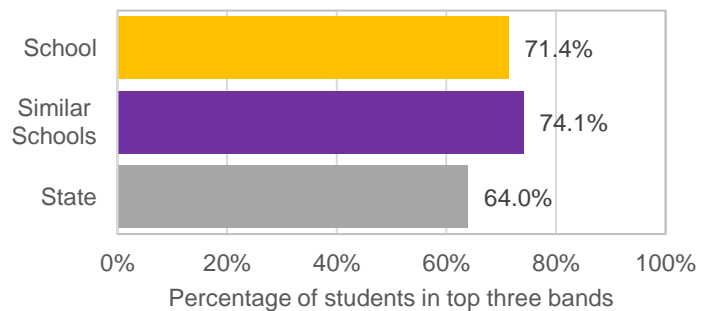
Similar Schools average:

74.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

51.9%

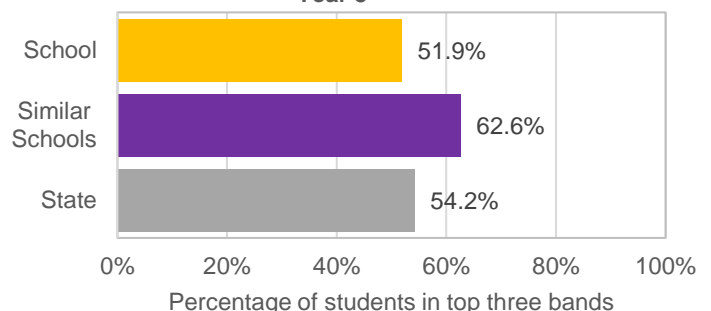
Similar Schools average:

62.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

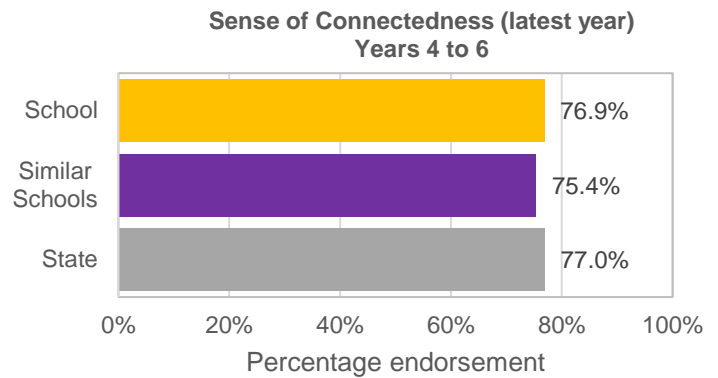
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	76.9%	84.1%
Similar Schools average:	75.4%	77.6%
State average:	77.0%	78.5%

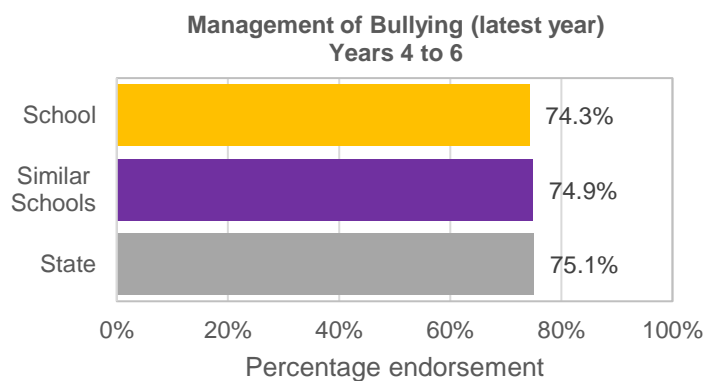


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	74.3%	81.3%
Similar Schools average:	74.9%	77.7%
State average:	75.1%	76.9%



ENGAGEMENT

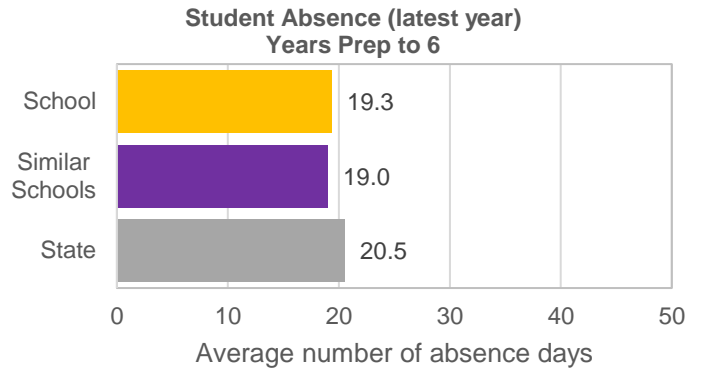
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	19.3	15.8
Similar Schools average:	19.0	16.1
State average:	20.5	18.1



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 (2023):	91%	92%	88%	91%	90%	89%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,888,724
Government Provided DET Grants	\$527,771
Government Grants Commonwealth	\$86,940
Government Grants State	\$0
Revenue Other	\$76,821
Locally Raised Funds	\$349,814
Capital Grants	\$0
Total Operating Revenue	\$4,930,071

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,690
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,690

Expenditure	Actual
Student Resource Package ²	\$3,903,340
Adjustments	\$0
Books & Publications	\$6,640
Camps/Excursions/Activities	\$107,434
Communication Costs	\$3,894
Consumables	\$100,687
Miscellaneous Expense ³	\$41,151
Professional Development	\$10,558
Equipment/Maintenance/Hire	\$55,142
Property Services	\$251,497
Salaries & Allowances ⁴	\$238,505
Support Services	\$11,652
Trading & Fundraising	\$97,574
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,748
Total Operating Expenditure	\$4,857,823
Net Operating Surplus/-Deficit	\$72,248
Asset Acquisitions	\$124,812

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$452,131
Official Account	\$20,414
Other Accounts	\$41,068
Total Funds Available	\$513,613

Financial Commitments	Actual
Operating Reserve	\$132,128
Other Recurrent Expenditure	\$7,410
Provision Accounts	\$0
Funds Received in Advance	\$10,269
School Based Programs	\$48,353
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,397
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$82,000
Maintenance - Buildings/Grounds < 12 months	\$176,323
Asset/Equipment Replacement > 12 months	\$32,376
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$512,256

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.