

2023 Annual Report to the School Community

School Name: Wonthaggi Primary School (3650)



- 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 26 March 2024 at 04:16 PM by Wendy Truett (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 27 March 2024 at 09:03 PM by Caroline Moore (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

Over the 2023 school year, we maintained an average enrolment number of 410. This was made up of 19 single-year level grades with an onsite workforce of 46, being made up of a mix of full-time and part-time staff. Our Specialist Enrichment Programs included: Visual Arts, Science, Music, and Health & Physical Education. Additionally, we trialed AUSLAN as our Language other than English program, accessed via a web platform, where staff and students learn and engage together. We continued to work under the guidance of Senior Boon Wurrung Elder, Aunty Fay Muir, in the ongoing development of our Cultural Awareness Program.

During the 2022 school year, we moved through the 4-yearly School Review process and while as a community we elected to maintain our motto of: Together we Learn and Grow, we did work through a school-wide process where we considered what value statements would best represent our next steps. This process saw us move away from four School Values, streamlining down to three, bringing us more into line with our Schoolwide Positive Behaviour work. Our new school values, moving into the 2024 school year will be: Be Safe, Be Respectful and Be a Learner. There was a strong belief that our existing values would sit as key actions, under one or more of the three revised values.

During the 2023 school year we also were notified that we would be part of a building project that would see the refurbishment of our wooden building (Block B). Block B has, over the years, been a challenging building to maintain and seeing it refurbished or rebuilt will be an asset for the school community for many years to come.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 saw the official launch and implementation of our Schoolwide Instructional Model. Developed over the previous 18 months, the Instructional Model was designed by staff to build greater teacher understanding and consistency in how we teach and deliver learning to our students. Alongside working with the Instructional Model, staff agreed on a planning template document that supported the implementation of our Instructional Model and helped teaching staff to explicitly plan not only the content, but how staff could most effectively deliver the learning in engaging and differentiated ways.

The introduction and ongoing staff training in the Sounds Write program continued to have a positive impact on students. Students across the school engage in a scheduled Sounds Write session that builds students' understanding and use of sounds to decode and build words in reading and writing. Given that this program has been implemented for 4 years, beginning with our Junior Students, we have seen that a cohort of students benefit from the program. Our data set shows that our students from Prep to Year 6 are within the same range as students at similar schools. As a school we celebrated student achievement in NAPLAN in reading and writing, in particular the measurable impact of Sounds Write, with our Grade 5 students outperforming similar schools by 16% and State by 10%.

Our school-based numeracy focus has continued to show positive impacts on students' learning. Our Grade 3 students outperforming like schools, and Grade 5 students outperforming like and state schools. These results reflect the ongoing work that teaching teams continue to delve into. Engaging in professional readings and the effective analysis of student data to better understand the links between mathematical concepts and, in turn, build more impactful learning for our students.

We continue to support TLI (Tutor Learning Initiative) students with targeted focus groups and in explicit in-class intervention. This approach has proved effective for our students, by building learning outcomes and reducing student transitions around the school.

Wellbeing

We started the 2023 school year with the appointment of a Wellbeing and Inclusion Coordinator. This role was designed to have one person as an expert support and resource for teaching and Education Support staff to ensure that students had appropriate next steps in place to better support their positive engagement academically, socially, and emotionally. Part of this role included the relaunch of the Positive School Wide Behaviour approach, which works to build staff and student capacity to engage positively with each other and the broader school community. We again self-funded an additional 3 days per week to 'top up' the school chaplaincy funding. The chaplaincy role has been very warmly received by students, families and staff and has provided a 'softer touch' approach to building positive student engagement. We can see the impact of this work through the student survey which saw Students Sense of Connectedness to school rate higher than both similar schools and the state average.

Our students still report that 20% of students believe that they experience some level of bullying at school. Student feedback indicates that many senior students feel that online bullying and school bullying are the same thing as the instigators are part of our school community. We have continued to work strongly in this space, encouraging families to speak openly with each other when these incidents arise and to also consult the police for advice if they have concerns about impacts on student safety. We also continued to work with students in using the correct language when reporting perceived bullying (i.e., ongoing and targeted), but to also ensure that they report issues to staff for support and resolution.

Our Parent Satisfaction hits at or around the state average for primary schools, but a staff review and further school-based surveys indicated that parents are seeking more opportunities to be involved at a school level. This has led to plans to open greater opportunities for families to be involved and we hope to see this this rating improve in the 2024 school year.

Engagement

In 2023 we continued to work to ensure that student learning was explicit and set at the just right level for students. This work has led our students to report that 90% (grades 4-6) felt connected to their learning and 85% reported that they believed that the learning was stimulating and targeted for them. Both responses sit well above similar, network and state schools.

Student attendance continues to be a challenge for WPS. We have continued to work with staff, with a reference flow chart created for staff to follow. This flow chart supports staff to ensure that timely and effective contact is made with families and builds trusted communication between school and home. We continue to communicate to families about learning opportunities missed when students are absent from school for celebrations, ie: birthdays, etc and seek to continue to endorse 'attendance at school' as a key message via newsletters and one to one conversation.

We have continued to support students and families that face long absences through illness or holidays, with one staff member virtually checking in with students and families weekly. This service provision has been positively received and welcomed by families as it has maintained student engagement and contact with the school. The Remote Learning Teacher has conferenced with the base classroom teacher and reviews weekly lesson plans to develop key learning for the absent student. The weekly check-in provides the teacher an opportunity to provide teacher - student feedback, best supporting the student to continue to make learning gains and growth.

Other highlights from the school year

We continued our strong work in building an understanding of the perspectives of our First Nations peoples and how we can create a shared future, based on knowledge and empathy. WPS continues to be dedicated to this work and the number of staff who participate in our Cultural Awareness Team remains strong. We nominated our Music Teacher/ Cultural Awareness Leader, Ruth Chambers, for a Primary Teacher of the Year Award. Ruth was selected from many other teachers across Victoria, and subsequently named the winner of this prestigious award. One of the key reasons for Ruth's success was due to her leading our Cultural Awareness Work both at a student and staff level.

As part of returning to school wide expectations about school-based programs, we sought and were successful, in gaining significant funding and support to heavily reduce the cost of school camp programs. At a time where other coasts were soaring, families really appreciated the lower cost of camps and student attendance at camp was healthy. Our external camp programs were offered for students from Grades 3-6 and offered a variety of experiences.

2023 saw the return of the Artist in Residence program, with students engaging in a full week of beat boxing, culminating in a well attended, twilight school concert on the final day of the week. While parents and students were initially skeptical about the AIR program, the end feedback was overwhelmingly positive.

Financial performance

The 2023, overall financial position was sound with the school managing a financially challenging year with careful and considered spending in both the credit and cash budgets. We were pleased to see that the introduction of CompassPay and accessibility to the Camps, Sports and Excursion Fund saw an increase in the rate of payment for Parent Payments and School Camps. The cash budget was impacted by the high and increasing costs of Casual Teacher Replacement. While the school worked hard to keep these costs to a minimum, the budget overspend in CRT costs was considerable. This was due to the high level of staff illness and updates to guidelines pertaining to staff and time in lieu for camp attendance.

The Fundraising did an outstanding job, raising over \$18,000 which allowed the school to purchase larger educational resources.

For more detailed information regarding our school please visit our website at
<http://www.wordpress.wonthaggips.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 400 students were enrolled at this school in 2023, 185 female and 215 male.

2 percent of students had English as an additional language and 5 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).

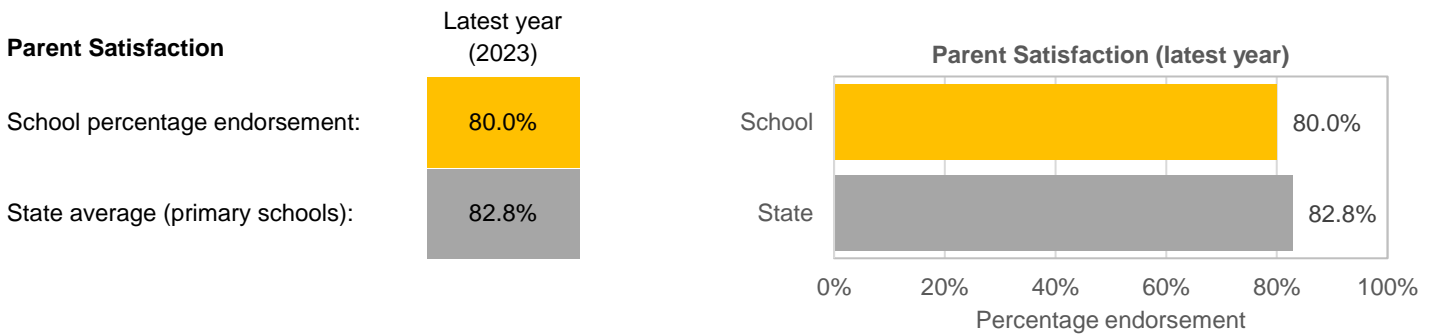
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

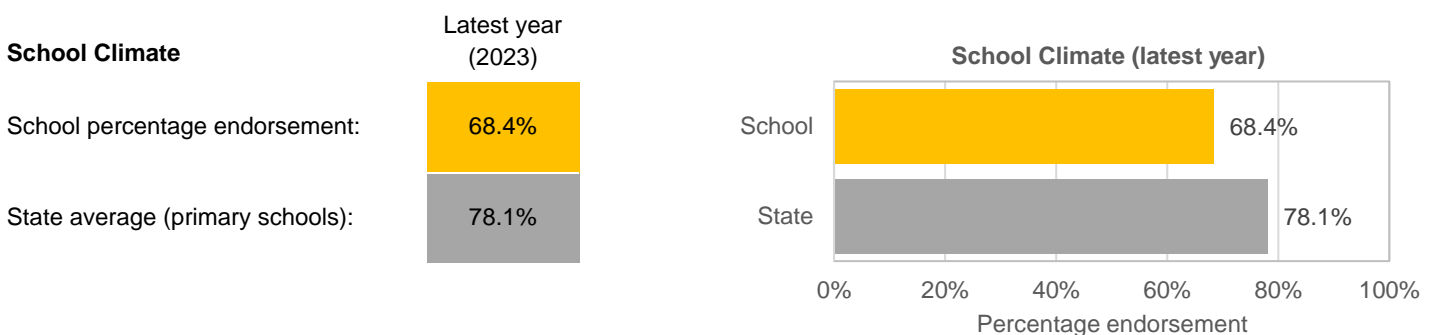


School Staff Survey

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.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

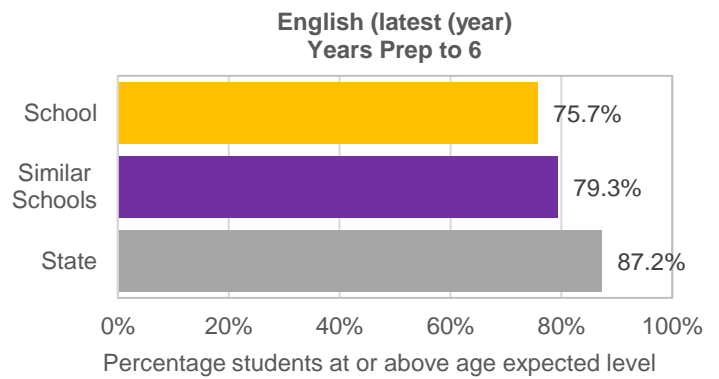
75.7%

Similar Schools average:

79.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

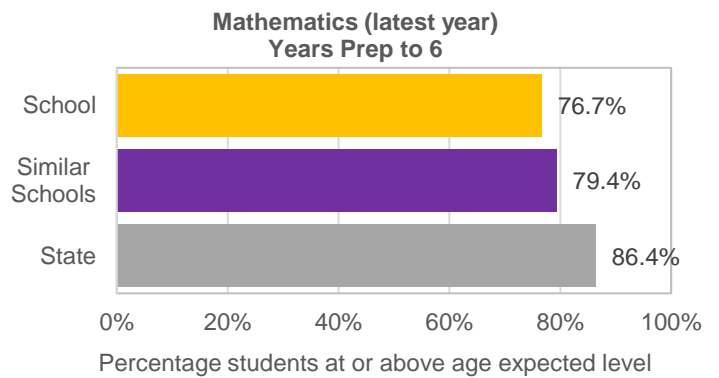
76.7%

Similar Schools average:

79.4%

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:

59.4%

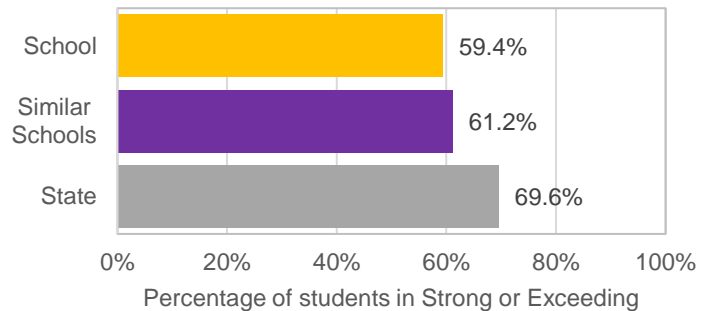
Similar Schools average:

61.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.5%

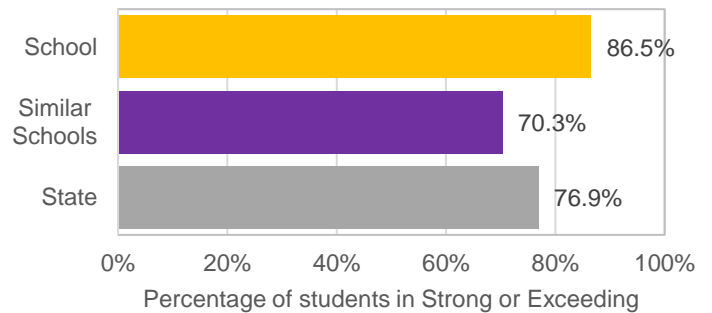
Similar Schools average:

70.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.2%

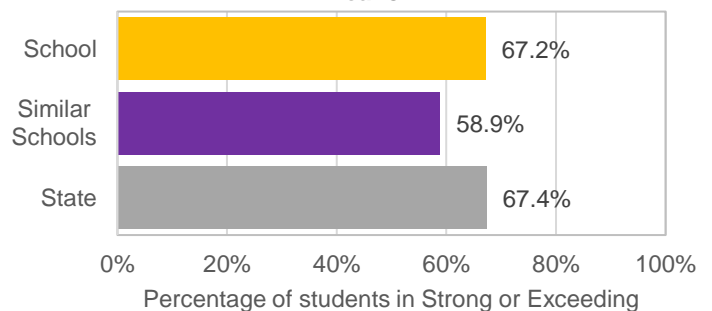
Similar Schools average:

58.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.6%

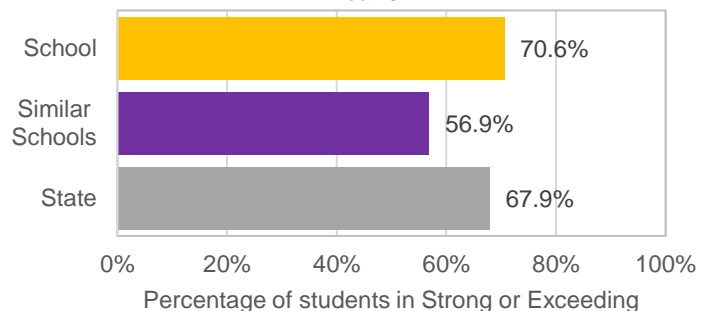
Similar Schools average:

56.9%

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:

81.6%

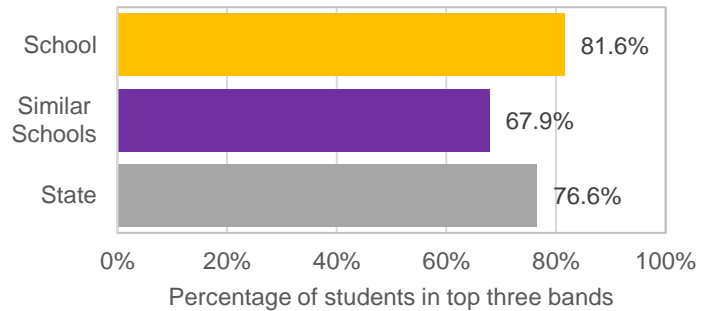
Similar Schools average:

67.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

64.0%

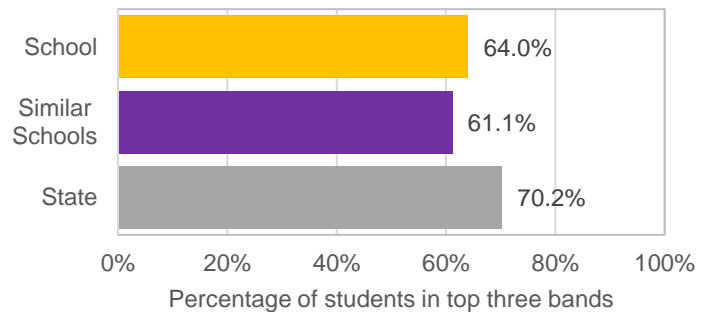
Similar Schools average:

61.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

69.2%

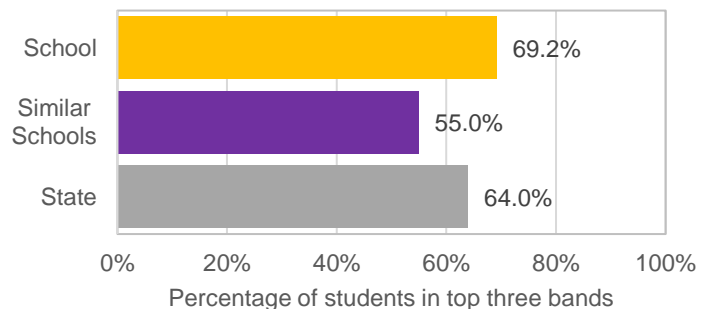
Similar Schools average:

55.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

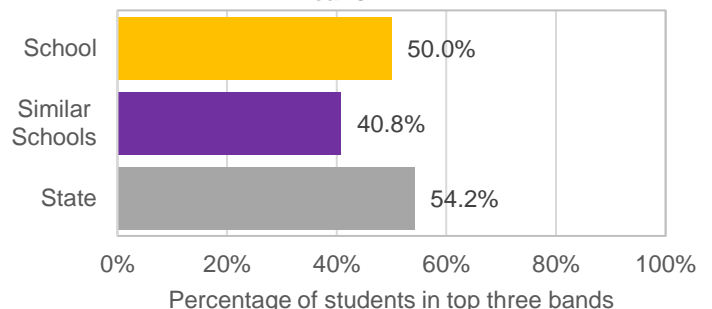
Similar Schools average:

40.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

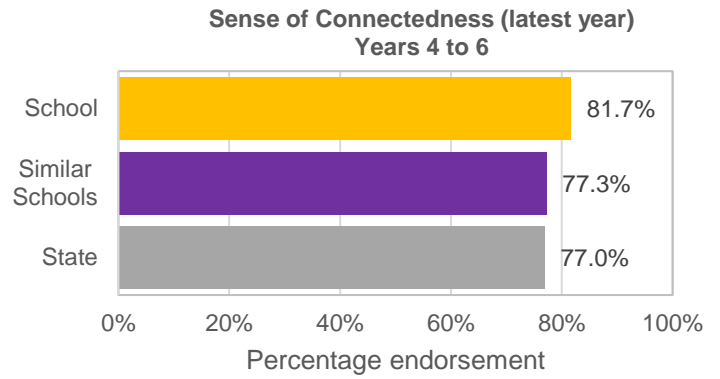
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	81.7%	84.5%
Similar Schools average:	77.3%	77.2%
State average:	77.0%	78.5%

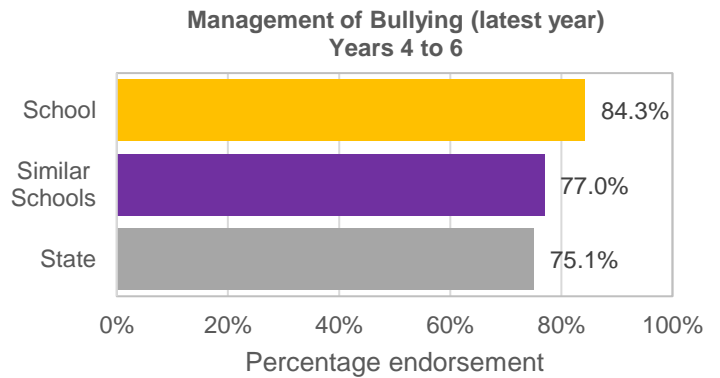


Student Attitudes to School – Management of Bullying

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:	84.3%	85.7%
Similar Schools average:	77.0%	77.2%
State average:	75.1%	76.9%



ENGAGEMENT

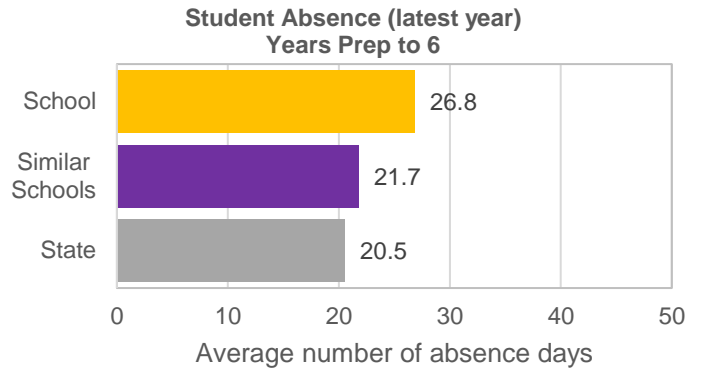
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.8	24.5
Similar Schools average:	21.7	20.0
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):	88%	88%	87%	86%	85%	86%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,119,718
Government Provided DET Grants	\$717,364
Government Grants Commonwealth	\$23,236
Government Grants State	\$715
Revenue Other	\$17,905
Locally Raised Funds	\$117,001
Capital Grants	\$0
Total Operating Revenue	\$4,995,939

Equity ¹	Actual
Equity (Social Disadvantage)	\$299,299
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$299,299

Expenditure	Actual
Student Resource Package ²	\$4,140,358
Adjustments	\$0
Books & Publications	\$266
Camps/Excursions/Activities	\$25,403
Communication Costs	\$4,399
Consumables	\$70,466
Miscellaneous Expense ³	\$21,386
Professional Development	\$17,216
Equipment/Maintenance/Hire	\$91,811
Property Services	\$176,978
Salaries & Allowances ⁴	\$198,074
Support Services	\$207,533
Trading & Fundraising	\$12,705
Motor Vehicle Expenses	\$0
Travel & Subsistence	(\$79)
Utilities	\$33,574
Total Operating Expenditure	\$5,000,089
Net Operating Surplus/-Deficit	(\$4,150)
Asset Acquisitions	\$5,233

- (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 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	\$14,544
Official Account	\$42,584
Other Accounts	\$1,976
Total Funds Available	\$59,104

Financial Commitments	Actual
Operating Reserve	\$131,526
Other Recurrent Expenditure	\$10,108
Provision Accounts	\$0
Funds Received in Advance	\$17,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,356
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$173,990

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.