

2023 Annual Report to the School Community

School Name: Woolsthorpe Primary School (0688)



- 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 21 March 2024 at 01:06 PM by Mandy Jones (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 29 April 2024 at 11:51 AM by Adam Wright (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

Woolsthorpe Primary School aims to provide a caring, unique and active learning environment for all children in our care. We understand that building genuine relationships with our families and community will enable our students to thrive as kind, curious, resilient and happy learners.

Our School values of: Respect * Excellence * Care * Teamwork are deeply embedded into the culture of the school and are highly visible in classroom work, community interactions and the physical surrounds of the school.

Our School is a small rural school with enrolments ranging between 80 and 85 students over the last few years.

Our school is situated in the Moyne Shire, approximately 30km from Warrnambool. We have a history and culture of high expectations, parent involvement and excellence.

In 2023 we had 82 students enrolled which were organised into 4 classes, Foundation/1, Year 1/2, Year 3/4 and Year 5/6. Our staffing profile included 4 Classroom Teachers, 1 part time Tutor Learning Teacher, 1 part time Specialist Teacher, 2 part time Education Support staff, 1 Business Manager and the Principal.

The Tutor Learning Initiative allowed us to provide targeted support to small groups of children in literacy and numeracy sessions for the entire year. This program proved valuable in providing additional support to identified students.

We are fortunate to have a very experienced staffing profile of classroom teachers that are leaders and have many years of experience in teaching. Our staff work as a collaborative team for the benefit of all our students.

iPad technology is embedded into all areas of learning at all year levels from Foundation to Year 6. This is used to enhance student learning, encourage creativity and collaboration as a platform to record and share learning with parents.

We are extremely proud of our Heritage Apple Orchard, Ground Force and Kitchen Garden Programs which contribute to the unique experiences and opportunities our students have at Woolsthorpe.

We offer many extra curricula activities and opportunities for our students to be actively engaged in.

Our student leadership structure allows students to be actively engaged with their community.

Our school values each learner's passions and aims to develop students' confidence, knowledge, understanding, appreciation, curiosity and most of all a love of learning.

At Woolsthorpe, we pride ourselves on our genuine relationships with our students and families and the wider school community.

We highly value parental involvement and our Pancake Trailer is well known and appreciated in the wider community. Our Parents and Friends Association (PFA) are an active parent group who work hard to support programs and provide unique experiences for our students.

Our engagement in joint Professional Learning Communities (PLC's) with other schools, over the past few years in literacy and numeracy has seen us working together to improve practice.

Our Health and Wellbeing plan was developed with a focus on trauma informed practices and is supported by our involvement with A Big Life by implementing health and wellbeing programs in our classrooms and providing parental supports.

Parents and students have a strong sense of connectedness with our school. We promote happy, active & healthy kids in a safe, caring and supportive environment that fosters a sense of connection and a feeling of acceptance.

Woolsthorpe identifies the importance of strengthening and promoting physical, emotional and cultural safety approaches to support learning for all students and safeguard the wellbeing of staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

We are proud of the achievements that all our students made during 2023. Using the school comparison measures, our teacher judgement data indicates that our students are working above the expected level in both English and Mathematics in comparison to similar schools and state averages. Our NAPLAN data shows that our students are achieving above similar schools and state averages in both Year 3 and Year 5 Reading and Numeracy.

The beginning of 2023 saw us implement an evidence based Structured Literacy approach and our school data sets showed great growth for each child in the areas of reading.

Our relentless focus on student wellbeing and designing quality learning tasks ensures our students achieved good student

outcomes. We provided individual learning tasks as well as small group supports to provide explicit teaching in literacy and numeracy to ensure learning was at point of need for each child.

Our Tutor Learning Program also assisted identified students to make great growth in both reading and numeracy learning throughout the year.

Wellbeing

A Big Life continued to work with staff, students and parents to enhance the delivery of Health and Wellbeing across the school. A needs analysis was conducted with the entire school community to inform our Health and Wellbeing Plan and an updated scope and sequence for our wellbeing journey was developed. Multiple Communities of Practices were established to assist with the implementation of this work. All staff engaged in professional learning about wellbeing topics at our point of need at termly launches. Big Life Educators worked collaboratively with classroom teachers to implement social and emotional learning for students. Parent resources and forums were provided to further support families. Wellbeing information was provided through our communication platforms. We embedded the Zones of Regulation across the school, and we shared this with families to support children's self regulation to build a common language at home. All students developed co-regulation plans and participated in a Walkathon Fundraiser to support our wellbeing work. Staff participated in Karen Young PD around anxiety in children and implemented recommended strategies into classrooms. Some students also participated in Rhythm to Resilience small group drumming sessions. Two wellbeing spaces were set up and resourced for students to access when needed and regulation tables were set up in each classroom.

Staff completed professional learning with Dan Petro (Behavioural Analyst) to support behaviour management and functional behaviour plans for students. This also assisted in a common language and practices being implemented across the school. Fortnightly articles that support wellbeing strategies at home are published in our newsletters. Parents were also provided with opportunities to participate in social and emotional learning professional development with both Karen Young and Dan Petro to support this work at home.

Engagement

Woolsthorpe Primary School students feel stimulated and motivated to learn. They trust their teachers and feel supported in all areas of the school and their learning programs. Engagement across the school is high for all learners as is evident in student participation in extra curricula events.

Our students feel connected in the community and at school. They have very strong relationships with their peers and other parents in the school community.

Our Parent Opinion Survey data for overall Parent Satisfaction is higher than state averages.

Our student absence data was lower than the state averages, non-attendance in 2023 was mainly due to illness.

Our Kitchen Garden and Ground Force programs provide students with many opportunities to connect with nature, and to work with members of the community to maintain the garden and cook with our fresh produce.

Staff participated in a Cultural Community of Practice, which developed a deeper understanding of Indigenous culture and implementation into classrooms.

Whole school assemblies celebrate student achievement and engagement and our Student Leaders choose a weekly Values Award.

Other highlights from the school year

2023 saw us providing a large amount of extra curricula activities for students. These included Kitchen Garden, PMP program, Tennis, Cross Country, Athletics Day, Basketball competitions in Warrnambool and Werribee, Soccer, Ground Force, Winter Sport, Disco, Author Visits, Walkathon, New Zealand Playhouse incursion, Mothers Day/Fathers Day Breakfasts, Money Maths stalls, Division and Regional sport, Eisteddfod, Football, Swimming, Triathlon, Netball, Soup lunch, International Women's and Men's Day celebrations, Family BBQ night, Pizza cooking days, Gymnastics for the whole school and a team attending the state competition in Melbourne, Speech Night, First Aid for Students, Year 6 graduation, Movie Nights, Cricket Clinic, Grafting Workshops, School Concert Night and a Colour Run at the end of the year.

Year 2/3 students enjoyed an overnight camp at the New WarraGnan Coastal Camp, whilst the year 4,5,6 students enjoyed 2 nights in Melbourne. Our Prep and Year 1 students enjoyed a sleepover at school.

AUSLAN was introduced as our LOTE and students and parents are enjoying this new learning of language.

Parental and community engagement was enhanced through our “Destination Woolsthorpe” event; a mini ‘fete’ where students made items to sell and the parent community sold their famous pancakes, jams, cakes and produce. The day was well attended and it was wonderful to be able to welcome the wider community into our school after a long break over the past few years.

Our outdoor classroom was installed. This has provided a wonderful space for students to not only use for learning but also to enjoy at break times, with ample seating options available in a pleasant surrounding, covered with shade sails.

Our supportive PFA provided a variety of activities such as end of term special lunches and a disco. As well as supporting resources to the school through fundraising activities, our famous Pancake Trailer continues to provide a service at local events as well as raise vital funds for all our students.

2023 was also a time of sadness as we farewelled a long standing staff member with 35 years at the school, who played a big part in our entire school community. A celebration night was held to honour his retirement with many current and past students and colleagues coming to congratulate him.

Financial performance

In 2023 Woolsthorpe Primary School finished the year with an operating surplus. We ensured that budget allocations are allocated to directly support our students, programs, resources and professional development. We continued to purchase new resources to support all learning areas and programs. We have invested in staff professional learning and capacity building in the learning area of Literacy. The resourcing of our Professional Learning was clearly aligned to our School Strategic Plan and 2023 AIP goals and targets.

Our Equity funding has been used to staff literacy intervention and student support programs.

Our PFA and School Council fundraising was used to support our resourcing vision through successful local fund raising, providing many extra opportunities and experiences for our students.

2023 saw us receive grant funding to install an outdoor classroom space, and this was also supported by local fundraising and donations.

We continue to provide Outside School Hours Care using grant funding, which allowed us to fully provide a before and after school care program in conjunction with another local primary school at an off site location. This is providing a valuable service for our families.

For more detailed information regarding our school please visit our website at
<https://www.woolsthorpeps.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 78 students were enrolled at this school in 2023, 36 female and 42 male.

0 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

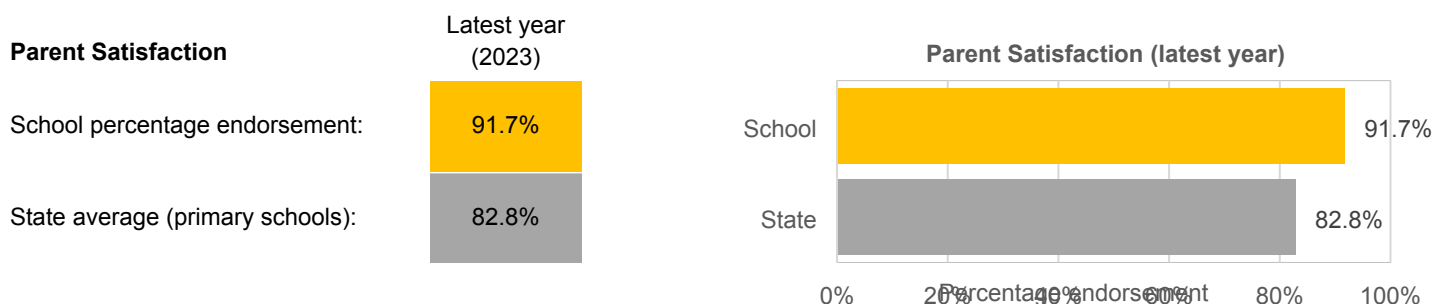
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

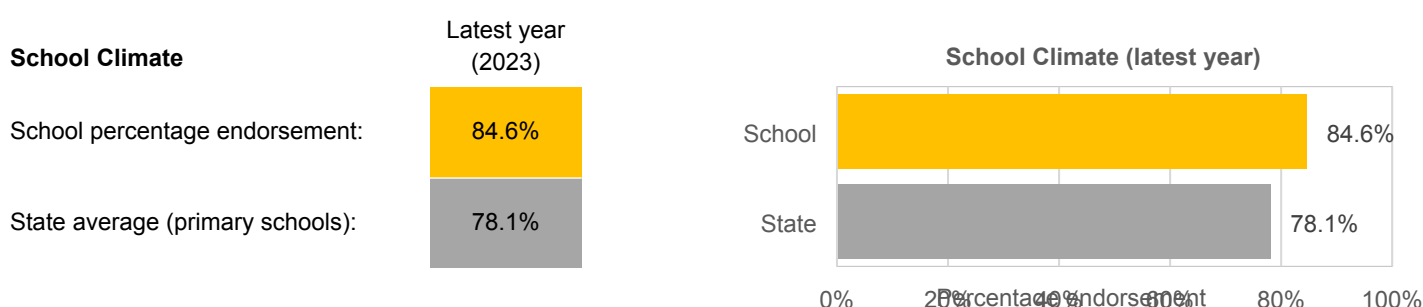


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

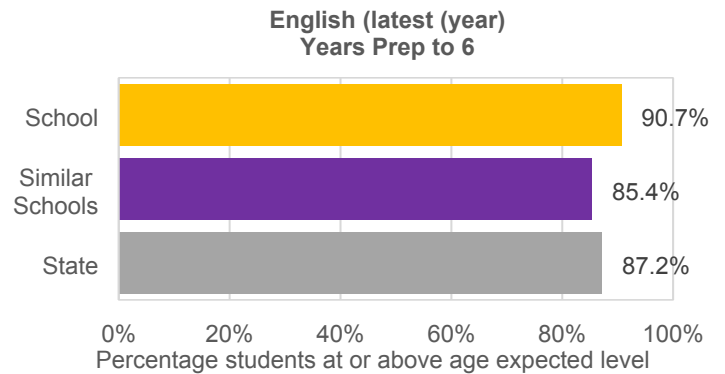
90.7%

Similar Schools average:

85.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

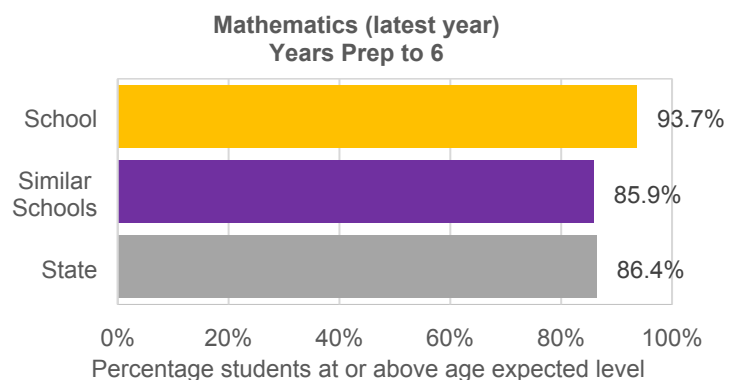
93.7%

Similar Schools average:

85.9%

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:

71.4%

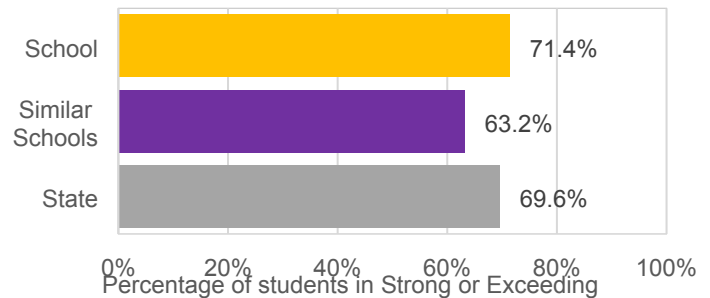
Similar Schools average:

63.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

90.0%

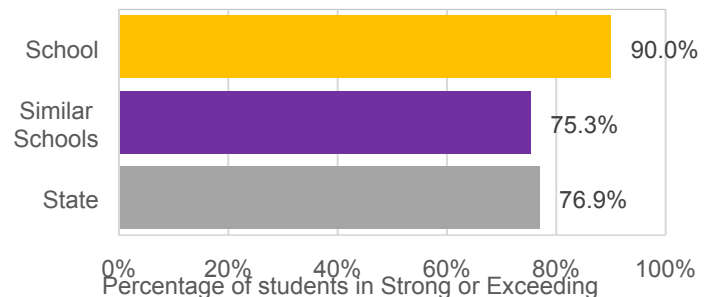
Similar Schools average:

75.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

71.4%

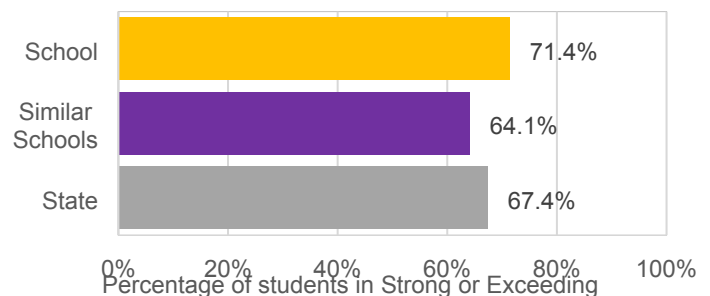
Similar Schools average:

64.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

80.0%

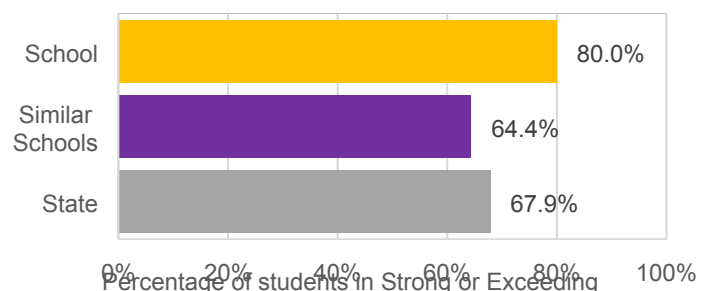
Similar Schools average:

64.4%

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:

85.7%

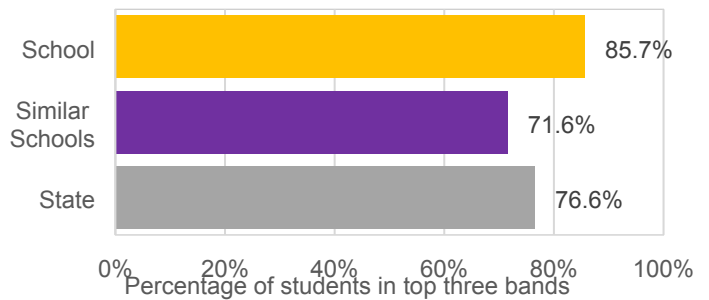
Similar Schools average:

71.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

22.2%

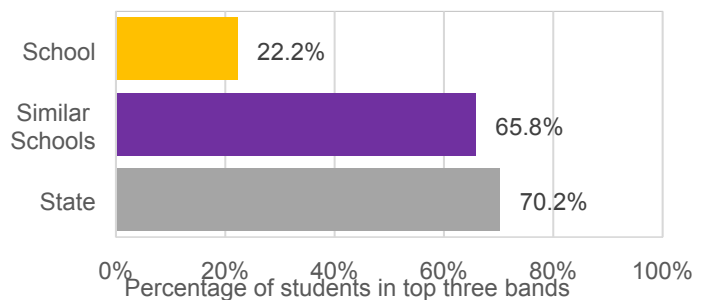
Similar Schools average:

65.8%

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%

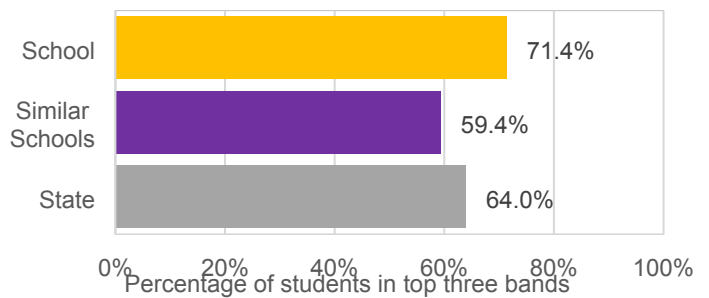
Similar Schools average:

59.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

28.6%

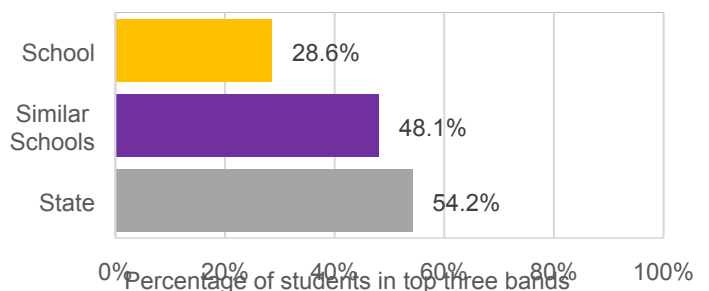
Similar Schools average:

48.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

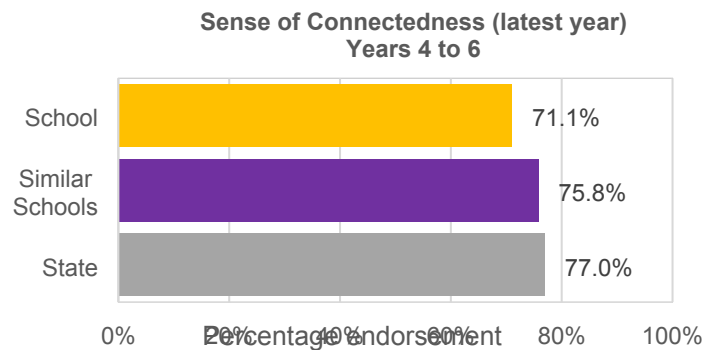
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	71.1%	73.7%
Similar Schools average:	75.8%	77.9%
State average:	77.0%	78.5%

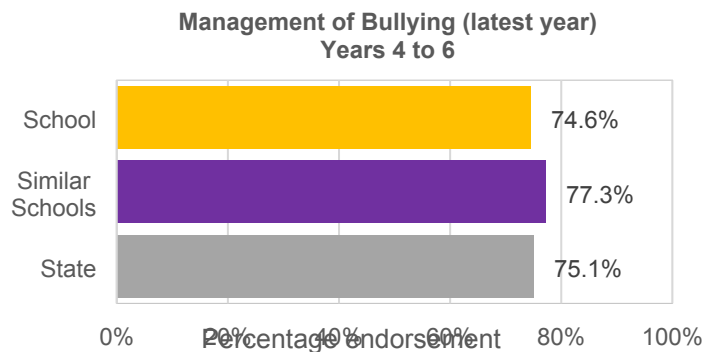


Student Attitudes to School – Management of Bullying

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:	74.6%	74.2%
Similar Schools average:	77.3%	79.7%
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:

17.4 17.0

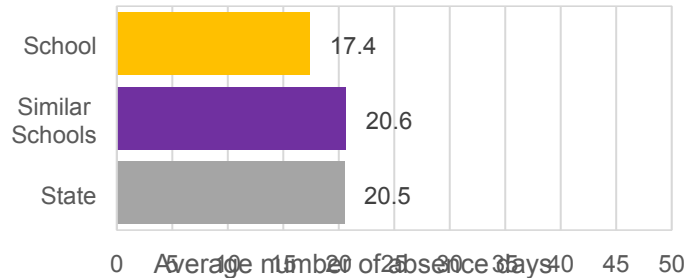
Similar Schools average:

20.6 18.2

State average:

20.5 18.1

Student Absence (latest year) Years Prep to 6



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):	92%	91%	88%	94%	92%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$936,245
Government Provided DET Grants	\$306,104
Government Grants Commonwealth	\$4,200
Government Grants State	\$22,200
Revenue Other	\$58,187
Locally Raised Funds	\$90,654
Capital Grants	\$0
Total Operating Revenue	\$1,417,590

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,093
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,093

Expenditure	Actual
Student Resource Package ²	\$951,622
Adjustments	\$0
Books & Publications	\$391
Camps/Excursions/Activities	\$27,048
Communication Costs	\$1,733
Consumables	\$40,975
Miscellaneous Expense ³	\$5,464
Professional Development	\$7,256
Equipment/Maintenance/Hire	\$24,740
Property Services	\$67,172
Salaries & Allowances ⁴	\$40,395
Support Services	\$18,128
Trading & Fundraising	\$156,372
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,447
Utilities	\$8,851
Total Operating Expenditure	\$1,353,594
Net Operating Surplus/-Deficit	\$63,996
Asset Acquisitions	\$36,553

- (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	\$416,309
Official Account	\$20,139
Other Accounts	\$0
Total Funds Available	\$436,449

Financial Commitments	Actual
Operating Reserve	\$62,564
Other Recurrent Expenditure	\$6,004
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$164,485
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$50,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$283,053

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.