

2023 Annual Report to the School Community

School Name: Wattle View Primary School (5012)



- 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 15 April 2024 at 12:16 PM by Tracy Wright (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 09:42 AM by Stuart Minican (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

Wattle View Primary School is situated in Ferntree Gully, which is a suburb in Melbourne, Victoria, at the foothills of the Dandenong Ranges, within the City of Knox local government area. Wattle View Primary School had a total student enrolment of 267 students. 13 percent had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander. Our staff consisted of 18 teachers (several part time) and 8 Educational Support Staff in classrooms. We also had one teacher and one Educational Support Staff who ran our Literacy Intervention Program. A Counsellor operated two days a week from our school. We had two administrative

and two principal class staff. Wattle View Primary School's vision is to educate 'Learners for Life'. Supporting this vision are five core values: Getting Along,

Confidence, Organisation, Persistence and Resilience. The school's socio-economic profile showing socio-educational disadvantage, based on families' occupations and education, is

considered in the medium band width. Our Curriculum at Wattle View Primary School reflects the Victorian Curriculum Framework, with specialist programs in physical

education, visual arts, performing arts, ICT and a language other than English program, being AUSLAN, which is delivered weekly. Teachers attend every AUSLAN session, enabling the program to be embedded throughout the week.

Progress towards strategic goals, student outcomes and student engagement

Learning

Wattle View Primary School continues to reflect on our student learning outcomes and we are extremely proud of our ability to ensure our Learning and Teaching programs change according to our needs. In 2023, our Annual Implementation Plan strategies included appointing a new Numeracy Learning Specialist to join the existing team of a Literacy and ICT Learning Specialist. The Literacy Learning Specialist was appointed midway through 2023 to the Assistant Principal Role, however, continued in his Learning Specialist role. This was revised in late 2023 for 2024 implementation. All Learning Specialists were having a day out of the classroom a week, dedicated to whole school improvement in their field. Teacher Specialists were released to work alongside the Differentiated Support for School Improvement Team (DSSI), who attended onsite once a week. Our School Improvement Team, comprising of DSSI and Leadership, designed professional learning opportunities for all staff to improve knowledge and practice in all areas of the Curriculum. This included strategies such as weekly Professional Learning and timetabling, to allow staff to have communal planning time together. By building staff knowledge and skills, this enabled staff to strengthen their teaching practice and develop a consistent program of explicit instruction and consistency. The strategic employment of two-literacy intervention teachers/support staff to support our Reading program, was also a key strategy. The NAPLAN test was revised in 2023 and the results were no longer comparable to previous years. Our school percentage of students in Reading, in Strong or Exceeding in Year 3 was 60.0%, just below similar schools, and in Year 5 was 63.9%, sitting below both similar schools and state average. Our school percentage of students in Numeracy in Strong or Exceeding in Year 3 was 58.8%, and in Year 5, 60.0%, both sitting close to, or on par with similar schools.

Wellbeing

Effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable continued to be a goal for 2023.

Strategies employed included funding a counselling service. Our counsellor was onsite two days a week to support students and families as required and had a growing number of families requesting the service. Our Junior School Council consisted of specific roles including School and House, Captains, Performing Arts and Environmental Leaders. The development of a Student Voice Council will be a focus for Wattle View Primary School moving in to 2024 and should increase the percentage of student connectedness in our Student Attitudes to School Survey (ATToS), from 65.4%, which currently sits below similar schools. A staff Resilience, Rights and Respectful Relationships (RRRR) team at Wattle View Primary School continued to embed this program, working alongside the RRRR Department of Education team, who delivered professional learning to all staff throughout the year. The program was evident in all curriculum planners. Wattle View Primary School operated a Breakfast Club three mornings a week,

that averaged 17 students in attendance, on a daily basis. Lunch options were also made available to students if required and our connection with the local church continued, who provided sandwiches for student lunches. Holiday home boxes containing food items, were provided to families in need.

Principal Class continued to have a hands-on approach to student wellbeing. Any behavioural issues that extended beyond the classroom teacher, were followed up with restorative practice alongside students and families. Our 4 year average of Management of Bullying, as identified in the ATToS data sits at 73.1%, just below the similar schools average of 76.5%. A consistent, tiered approach to behaviour management will be a focus for 2024. We continued to promote the 'Wattle View Way', which promotes positive behaviour, expectations and proactive approaches such as the increase of lunchtime clubs e.g. basketball clinics, over the year. A 'Learning to Learn' program was created for the beginning of our school year, to set up consistent expectations school wide. A number of Community events were held and well attended including our Colour Explosion and transition events. The Fathering Project was adopted with two events offered, the most successful being the paper plane and pizza evening, also attended by a celebrity speaker.

Engagement

The importance of school attendance in 2023 was promoted at Wattle View Primary School, by refining our staged approach to non-attendance. Attendance data was regularly monitored by the student attendance officer for early identification of at-risk students. The school attendance officer, home group teachers and year-level leaders were responsible for following up with parents when an explanation for an absence reason was not provided. School attendance strategies and implementation were overseen by Principal class. Wattle View Primary School recorded absences on par with both similar schools and state average. Wattle View's average number of absence days sat at 20.8, whilst state and similar schools averaged 20.5 days absent. This was an improvement from previous years. Absence rates across year levels were similar in percentage.

Wattle View Primary School continued to promote connections with our local secondary and kindergarten/childcare centres. Our Foundation teachers and Learning Specialist visited direct feeder kindergartens, and delivered brochures to all early childhood settings. Wattle View Primary School supported our local Secondary Schools by things such as attending sporting events and inviting them in to our setting, to discuss transition with students.

In 2023, to promote further student engagement, we continued to prioritise student clubs and activities during break times including sport clubs run by our sport captains and drama club. An external dance provider frequented our school weekly, to run dance classes for our Junior and Senior school and we enlisted a new company to offer instrumental music tuition, Noise Craft. Both attendance rates for these services was high. Our Canteen continued to open for students during recess break and enlisted the help of Senior students on a weekly basis. Two school camps for students in Years 3 -6 were well attended.

Financial performance

Wattle View recorded a positive balance in the school banking account of \$75,741. Wattle View Primary School continued to be financially secure.

In 2023, the school continued to significantly invest in human resources by maintaining 11 classrooms, 3 Teacher Learning Specialists in Literacy, Numeracy and ICT and ran 4 specialist programs in Physical Education, ICT, Performing Arts and AUSLAN. We prioritised Literacy resources e.g., books, and sourced grants to assist in maintaining our infrastructure e.g. shade sail and tree auditing grants. The equity funding received was used to fund our Literacy Intervention Program.

The total fund available to the school at the end of 2023, and its overall financial position remains strong and allows the school to fund future improvement projects and increase human resourcing.

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 267 students were enrolled at this school in 2023, 135 female and 132 male.

13 percent of students had English as an additional language and 3 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).

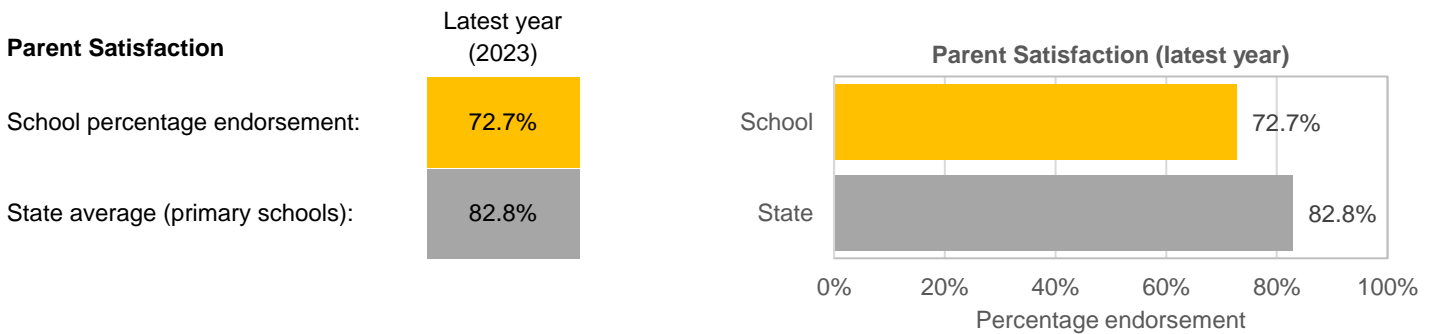
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

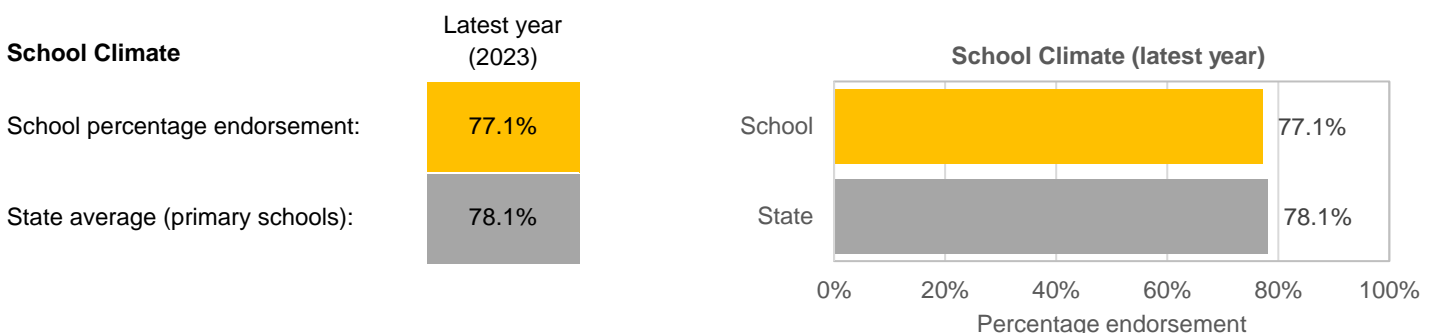


School Staff Survey

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:

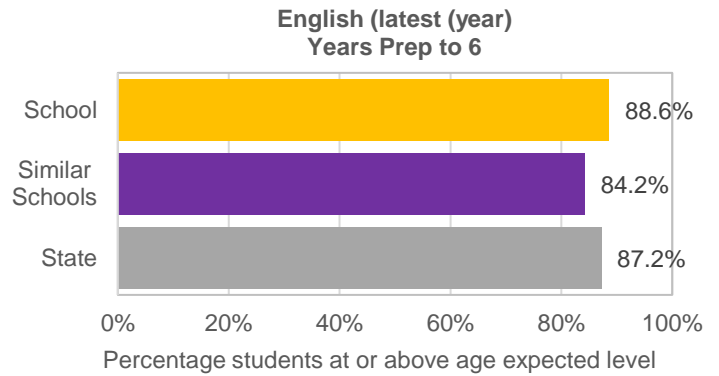
88.6%

Similar Schools average:

84.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

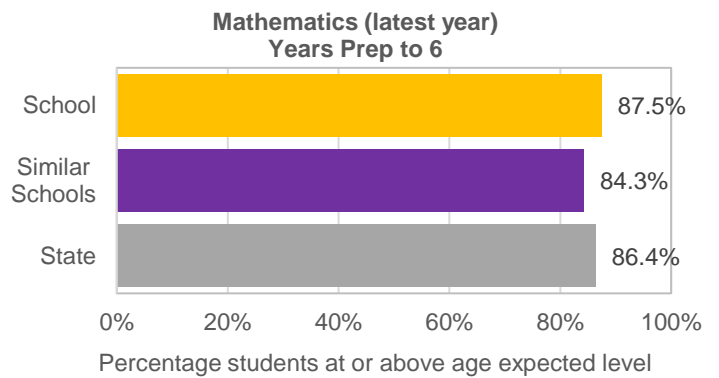
87.5%

Similar Schools average:

84.3%

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:

60.0%

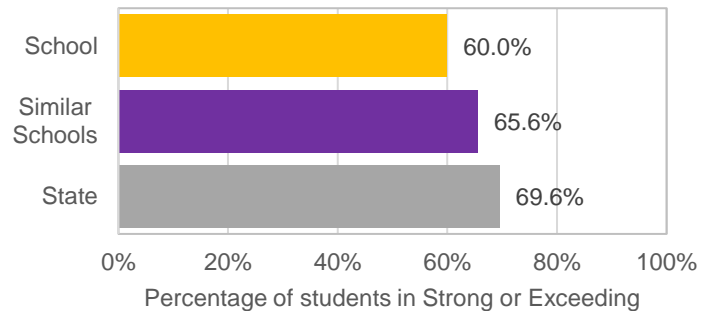
Similar Schools average:

65.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.9%

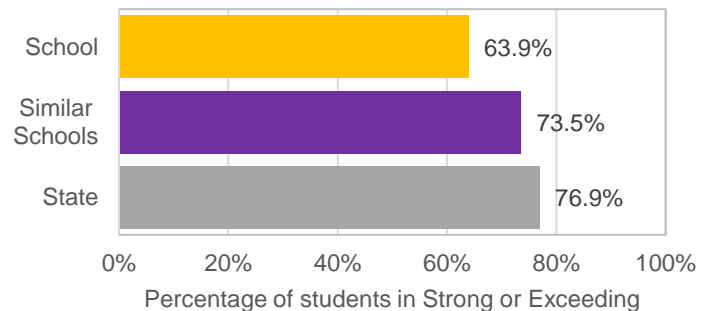
Similar Schools average:

73.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.8%

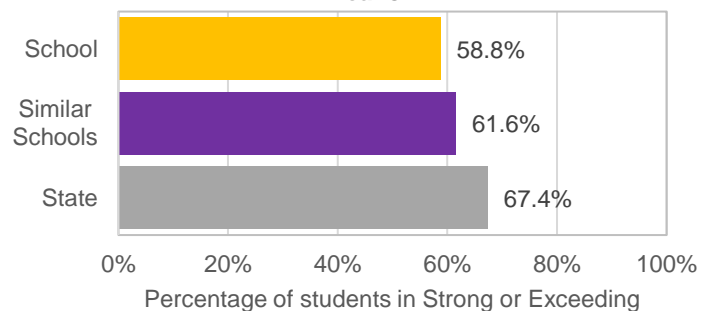
Similar Schools average:

61.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

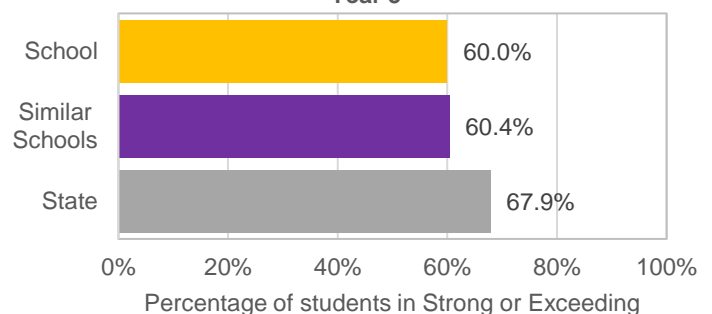
Similar Schools average:

60.4%

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:

68.6%

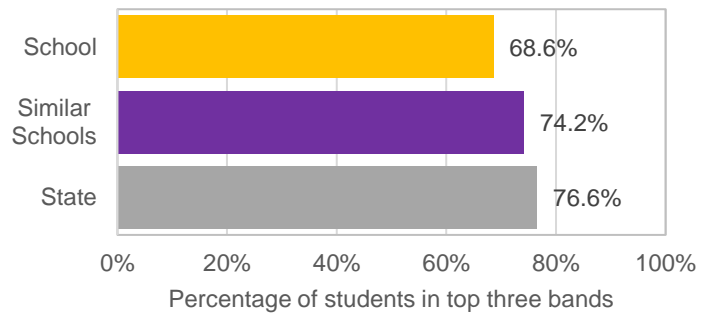
Similar Schools average:

74.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

63.6%

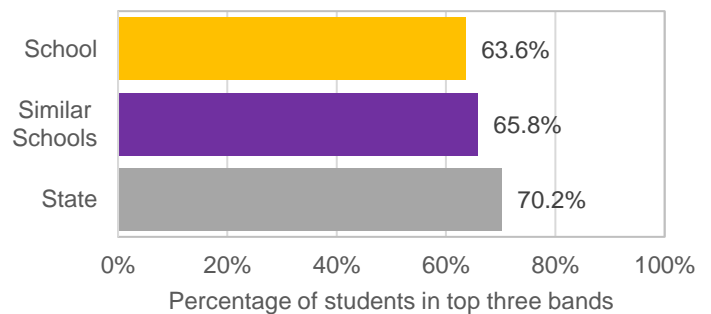
Similar Schools average:

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:

57.1%

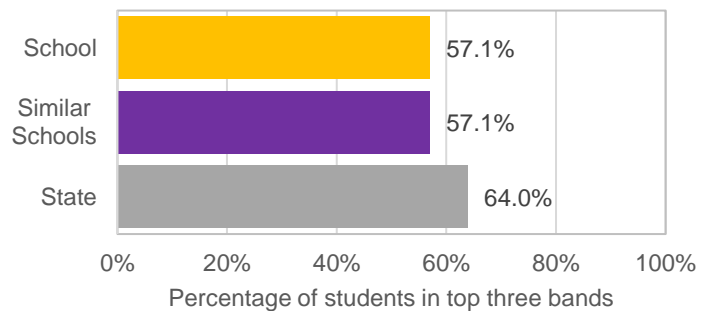
Similar Schools average:

57.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

46.5%

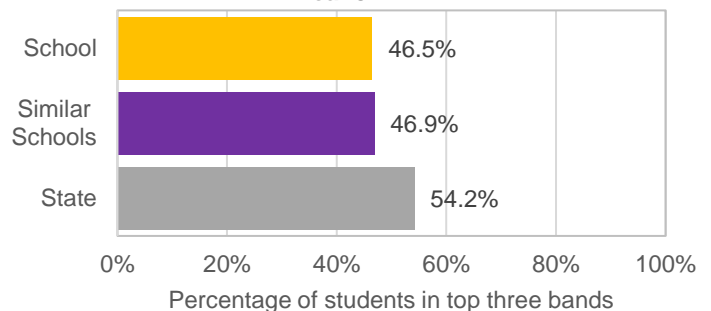
Similar Schools average:

46.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

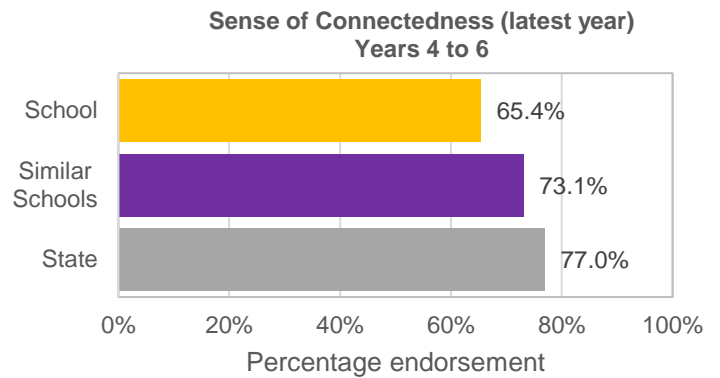
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	65.4%	73.1%
Similar Schools average:	73.1%	76.5%
State average:	77.0%	78.5%

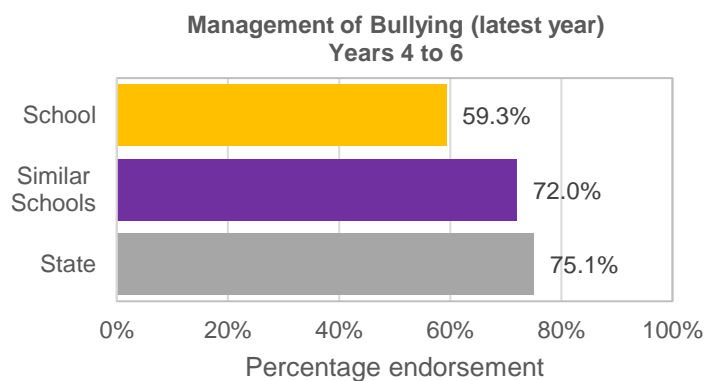


Student Attitudes to School – Management of Bullying

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:	59.3%	71.4%
Similar Schools average:	72.0%	75.0%
State average:	75.1%	76.9%



ENGAGEMENT

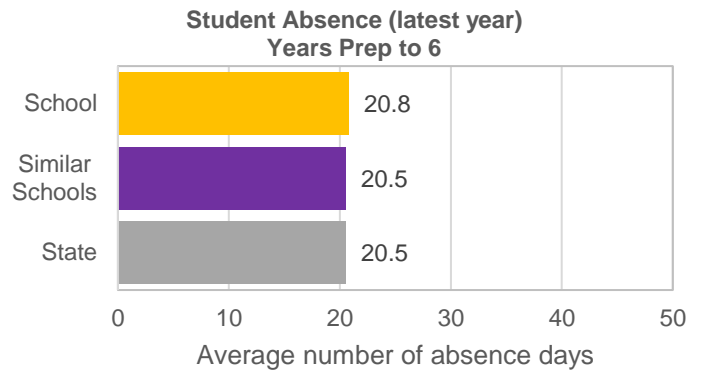
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.8	18.3
Similar Schools average:	20.5	19.0
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):	91%	89%	91%	89%	89%	90%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,994,146
Government Provided DET Grants	\$277,738
Government Grants Commonwealth	\$5,941
Government Grants State	\$0
Revenue Other	\$29,833
Locally Raised Funds	\$201,455
Capital Grants	\$0
Total Operating Revenue	\$3,509,112

Equity ¹	Actual
Equity (Social Disadvantage)	\$113,389
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$113,389

Expenditure	Actual
Student Resource Package ²	\$2,876,194
Adjustments	\$0
Books & Publications	\$1,993
Camps/Excursions/Activities	\$91,055
Communication Costs	\$2,703
Consumables	\$60,855
Miscellaneous Expense ³	\$8,258
Professional Development	\$6,129
Equipment/Maintenance/Hire	\$35,137
Property Services	\$75,645
Salaries & Allowances ⁴	\$169,625
Support Services	\$23,620
Trading & Fundraising	\$53,385
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,772
Total Operating Expenditure	\$3,433,371
Net Operating Surplus/-Deficit	\$75,741
Asset Acquisitions	\$47,330

- (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	\$24,163
Official Account	\$6,731
Other Accounts	\$0
Total Funds Available	\$30,894

Financial Commitments	Actual
Operating Reserve	\$81,527
Other Recurrent Expenditure	\$2,348
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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	\$83,874

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.