

# 2023 Annual Report to the School Community

School Name: Winchelsea Primary School (2015)



- 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 22 March 2024 at 10:48 AM by Nicholas Keating (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 22 April 2024 at 01:39 PM by Megan Morris (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

The school's vision is to deliver quality educational outcomes for the students of Winchelsea and surrounding areas. The values of the school include Learn Well, Be Kind, Be Safe and Respect our School.

In 2023, the school facilitated seven classrooms - a Prep grade, 3 x Grade 1/2 classes, a Grade 3 class, a Grade 4/5 class and a Grade 5/6 class. The school employed 22 staff across a range of roles, including four specialist teachers, five ES members working in classrooms, two Administration officers and two non-classroom leaders. The school is located on the main highway in Winchelsea, approximately 25 minutes drive west of Geelong and is a part of the Surf Coast Shire.

The school enrolment for 2023 at the time of census was 145. Most of the students in the school come from families where both parents are born in Australia. The school caters to a mix of students who live in rural settings and in the town itself.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The school developed an AIP within the fourth year of its School Strategic Plan cycle that was designed to consolidate and embed priorities. The school's key AIP priorities for 2023 included:

- continuing the teaching and learning frameworks that had been established throughout the SSP, including use of the TLI strategy
- improving the wellbeing of students
- improving home-school partnerships

Related to teaching and learning, some of the strategies that were continued in 2023 include:

- the school providing coaching supports, particularly in numeracy, to continue the PMSS program work
- a literacy consultant continued her work at the school
- TLI was provided in literacy in terms one, two and four, particularly in the area of reading
- staff continued to engage in shared planning, both throughout the learning week and in student-free days

There were a number of improvement initiative that were not part of the 2023 AIP that were established in Semester 2, including:

- re-introduction of PLC cycles to increase staff capacity in data literacy
- introduction of Digital Technologies as a specialist class
- development of stream teams for each learning area, to create a guaranteed and viable curriculum

### Wellbeing

During 2023, the school was able to effectively mobilise resources to support students wellbeing and mental health, particularly those most vulnerable in the following ways:

- As Winchelsea was part of the pilot for 'Mental Health in Primary Schools' (MHIPS) a Mental Health and Wellbeing Leader was appointed. A clear definition and role description was shared and understood amongst staff before undertaking a professional learning journey that expanded capabilities around mental health strategies, literacy and interventions. As a result teachers had an increased knowledge of the mental health continuum and were able to recognise risk and protective factors relating to mental health.
- Our Wellbeing Team met and engaged in regular meetings to discuss any vulnerable students, strategies to assist and in general promote wellbeing and mental health. Time was protected for teachers to come together in communities to develop solid Social and Emotional learning plans, based on the Victorian Curriculum, Respectful Relationships, The Resilience Project, The CASEL Framework, Be You and the needs of their current cohort.
- An indoor Senior Common Area was continued to provide a space for students in year 5 and 6 to use at lunchtime, should they be finding the unstructured nature of play challenging or overwhelming. The space featured a table tennis table, comfortable furniture, laptops for projects and quiet music.
- The Inclusion Leader and Principal developed strong ties with regional staff (Student Support Services), meeting to discuss additional learning and wellbeing needs of particular students and families, leading to greater levels of support.
- The school engaged with a number of external services to support wellbeing, such as Batforce, CASEA and Foodbank

## Engagement

In order to achieve the outcomes set for student engagement the following occurred in 2023:

- Shared classroom norms and matrices were developed across communities as a pre-condition for engagement and positive behaviour.
- Teachers engaged in regular professional learning that built confidence and capabilities in developing rich learning experiences in Math. These rich learning experiences encompassed literature, ICT, real-world, open ended tasks, games and print and electronic media.
- Families were also engaged through termly Student Support Group meetings where they were able to connect with their child's teacher to build effective learning goals, monitor progress and discuss classroom adjustments and supports.

Student attendance data significantly increased year on year between 2022 and 2023. The percentage of students missing 20 or more days of school has reduced from 46% to 36% in a one-year period.

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## Financial performance

The school's financial position is strong at the end of 2023.

The school operated a net surplus for the year, largely explainable by the \$186,000 surplus in the SRP credit package. The school intends to use these excess funds in 2024 and 2025 to support increased staffing levels.

The school's largest investments this year have come in the building and maintenance space, with significant expenditure to paint rooms, re-purpose outdoor decks and freshen up gardens and outdoor spaces.

The school received \$102K in equity funding and was able to locally raise \$119K. Some of the locally raised funds come from the school's hire agreement for the Leisure Time Centre.

**For more detailed information regarding our school please visit our website at**  
<https://winchps.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 144 students were enrolled at this school in 2023, 76 female and 68 male.

0 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).

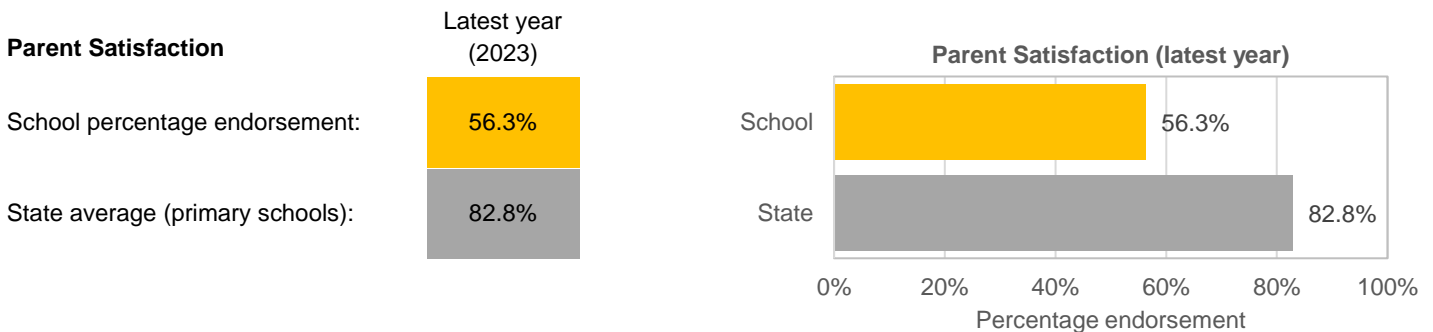
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

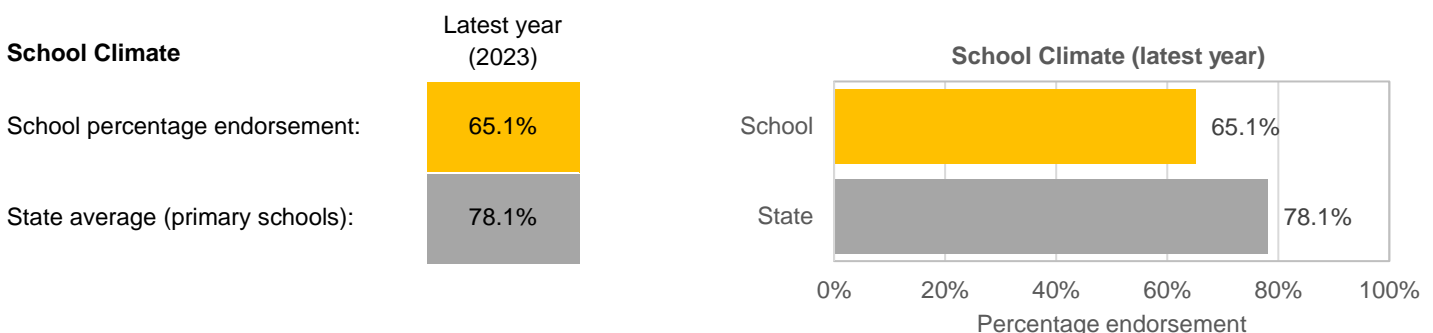


### School Staff Survey

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:

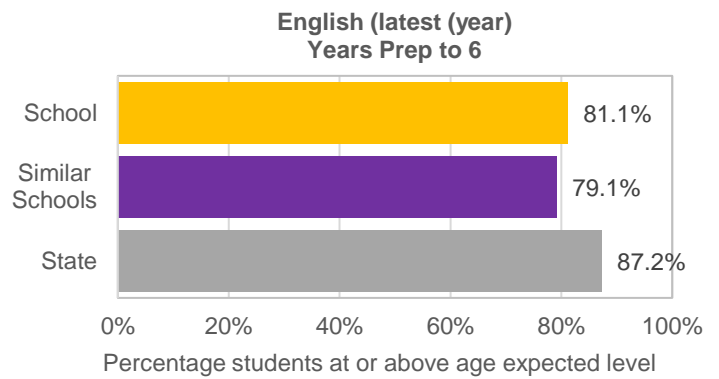
81.1%

Similar Schools average:

79.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

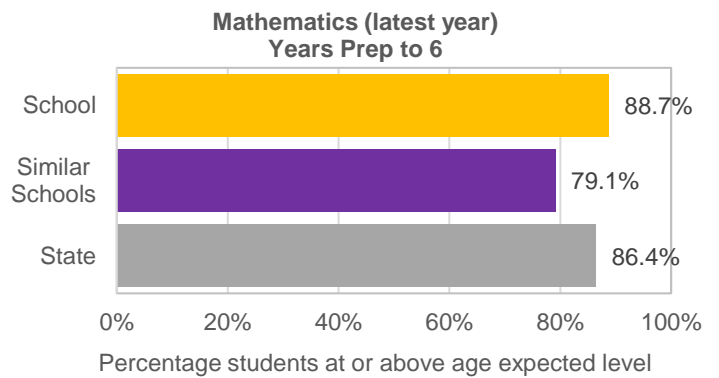
88.7%

Similar Schools average:

79.1%

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:

48.0%

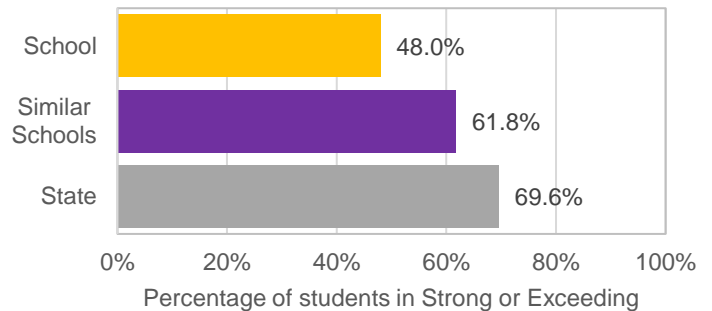
Similar Schools average:

61.8%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.3%

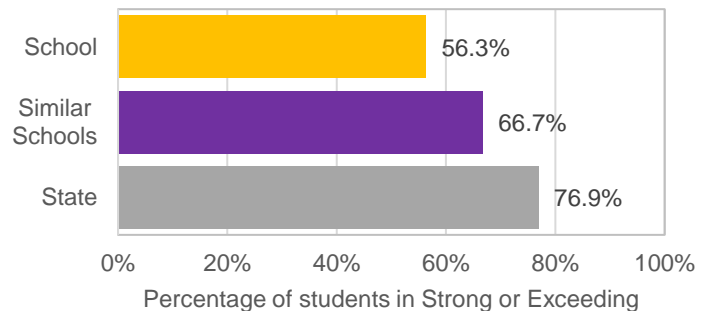
Similar Schools average:

66.7%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.0%

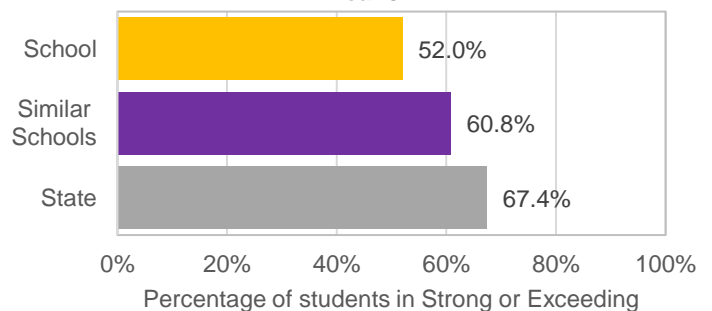
Similar Schools average:

60.8%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

33.3%

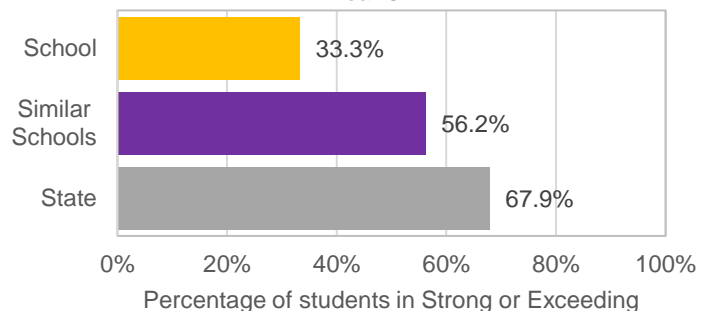
Similar Schools average:

56.2%

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:

46.2%

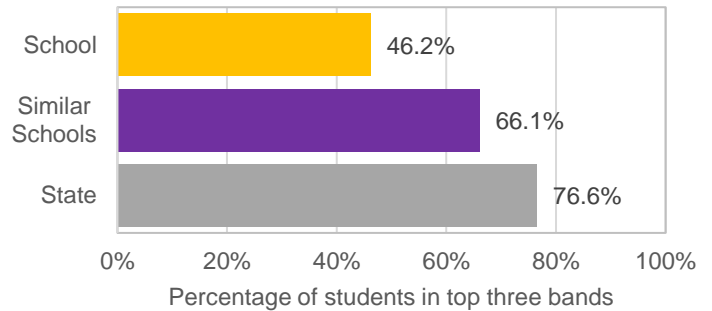
Similar Schools average:

66.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

58.8%

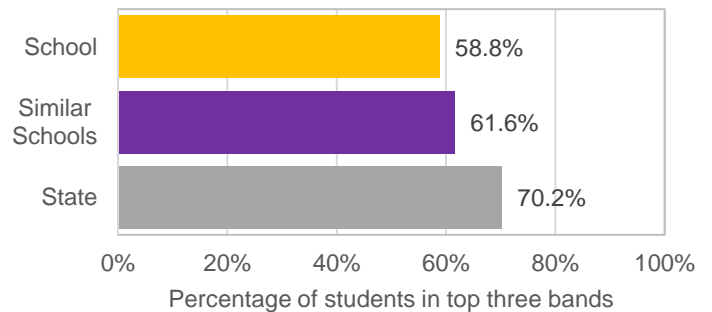
Similar Schools average:

61.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

38.5%

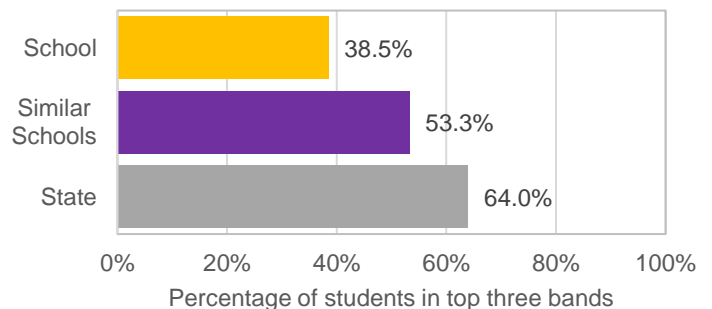
Similar Schools average:

53.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

13.3%

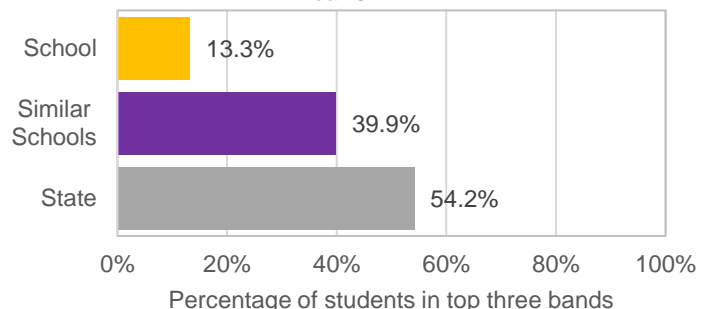
Similar Schools average:

39.9%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

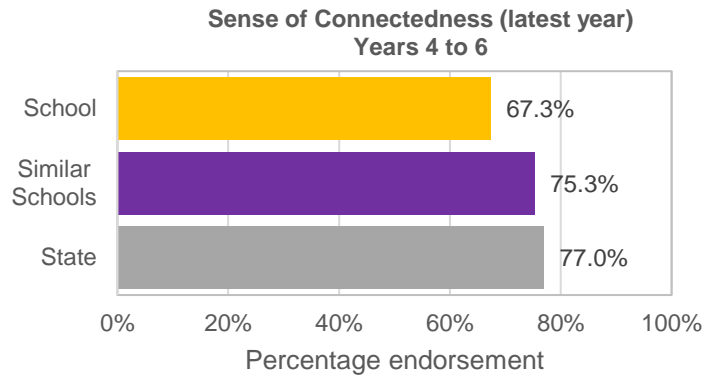
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	67.3%	63.7%
Similar Schools average:	75.3%	75.6%
State average:	77.0%	78.5%

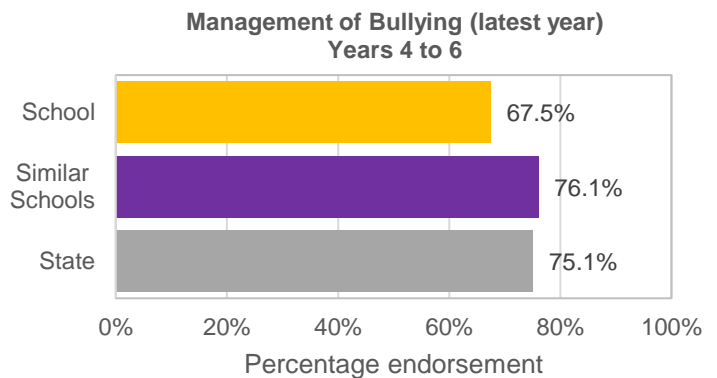


### Student Attitudes to School – Management of Bullying

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:	67.5%	66.5%
Similar Schools average:	76.1%	76.3%
State average:	75.1%	76.9%



## ENGAGEMENT

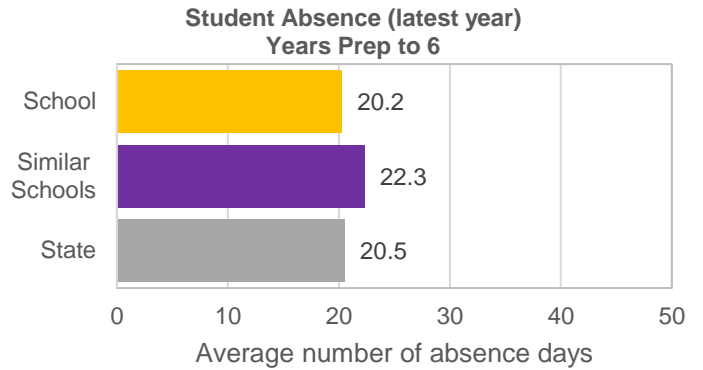
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	20.2	25.1
Similar Schools average:	22.3	20.2
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):	92%	91%	89%	90%	93%	87%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,046,384
Government Provided DET Grants	\$270,758
Government Grants Commonwealth	\$2,000
Government Grants State	\$0
Revenue Other	\$22,476
Locally Raised Funds	\$118,933
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,460,551</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$102,507
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$102,507</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,853,097
Adjustments	\$0
Books & Publications	\$778
Camps/Excursions/Activities	\$41,708
Communication Costs	\$6,762
Consumables	\$44,259
Miscellaneous Expense <sup>3</sup>	\$7,908
Professional Development	\$5,113
Equipment/Maintenance/Hire	\$33,016
Property Services	\$102,645
Salaries & Allowances <sup>4</sup>	\$114,768
Support Services	\$61,619
Trading & Fundraising	\$28,816
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$863
Utilities	\$16,852
<b>Total Operating Expenditure</b>	<b>\$2,318,205</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$142,346</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$129,914
Official Account	\$9,803
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$139,717</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$66,388
Other Recurrent Expenditure	\$0
Provision Accounts	\$8,576
Funds Received in Advance	\$0
School Based Programs	\$336,374
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	\$55,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$466,338</b>

*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.*