

2024 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 26 March 2025 at 10:55 AM by Nicholas Keating (Principal)

- As executive officer of the school council, I attest that this 2024 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 26 March 2025 at 10:55 AM by Nicholas Keating (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

In 2024, Winchelsea Primary School had a confirmed enrolment of 153. This number slowly declined, with the school experiencing a steady decline to finish the school year with 146. The school facilitated nine grades, with an average class size of 18. The school hosted two Prep grades, three grades in 1/2, two in 3/4 and two in Grade 5/6. 25 different staff are employed at the school, comprised of two administration staff, one primary wellbeing support officer and seven integration aides. 14 different teachers worked across classroom teaching roles.

Winchelsea Primary School is located about twenty minutes west of the regional centre of Geelong. The school attracts most students from within its zone, which does spread up to 20km from the Winchelsea GPO.

The school has reinforced its values on a regular basis within classroom settings - Be Safe, Be Kind, Learn Well and Respect our School. The school's vision is to provide high quality academic and wellbeing outcomes for the children in Winchelsea and surrounding areas, as well as providing a central community meeting place for young people, their families and community members.

The number of Indigenous students enrolled at Winchelsea in 2024 was small. The number of students from diverse backgrounds was also low. Some students come to the school via bus from rural settings, whilst others come in each day by bike or walking from the town.

Progress towards strategic goals, student outcomes and student engagement

Learning

The performance summary report indicates that according to NAPLAN testing and ATOSS survey, the school is still in need of significant improvements to its teaching and learning program. These data sources are collected in March and May in 2024, providing only a limited opportunity for new initiatives to be fully measured.

The school made some significant improvements to its teaching and learning program in 2024. The school invested in a central learning data collection point, enabling effective analysis of student learning and strong collaboration in teacher teams. Coupled with the regular collection of formative assessment, this improvement enables teaching to be targeted more specifically towards student needs.

The school made a transition to a new instructional model, embracing the evidence base and implemented explicit instruction across literacy and numeracy. Alongside this, five staff were trained in Sounds Write (which enables high quality teaching and learning in phonics

instruction). The morning literacy block is very repeatable across all grades - word knowledge, fluency read, reading lesson, handwriting, writing lesson.

The school implemented a new tool to measure and track student reading ability - the DIBELS assessment. The data gained from this data set has shown some significant improvement over the year, with a significant number of students achieving very strong reading growth. Throughout the course of the school year, the percentage of students that were identified at or above age-appropriate reading levels moved from 34% to 48%. This represents great outcomes from the school's work.

A particular highlight from 2024's learning data was the performance of our Grade 5 cohort across the literacy NAPLAN assessments.

Wellbeing

The school's wellbeing data, as outlined in the performance report, does not meet the school's goals. Significant amounts of work, resources and time has been spent ensuring that the ATOSS outcomes at our school increase quickly in the years ahead.

In 2024, the school implemented a wide range of wellbeing initiatives. At the classroom level, the school delivered a MY curriculum for the first time. This curriculum encompasses a wide variety of topics, including wellbeing, mental health, physical health, learning behaviours and community. The MY curriculum is documented and delivered for a minimum of two hours per week in all classrooms across the school.

At a more targeted level, the school used the Mental Health Menu funding to hire an occupational therapist for 30 days in the school year. Throughout these 30 days, the OT provided a range of services including small-group sessions, one-on-one sessions, staff professional learning and environmental scans.

In 2024, the school employed a Primary Wellbeing Support Officer who provides a wide range of supports at the school. The PWSO supports students with one on one counselling and coaching, provided families with extra connections and also facilitates the Breakfast Club and Community Pantry.

Engagement

The school's attendance data is a cause for celebration. For the past four years, the school has seen significant improvements to the average attendance days. In 2024, the school's average absence days was 18.7, compared to similar schools at 23.4 and the state at 21.8.

The school does track and monitor student absence very carefully and will regularly meet with families whose attendance is causing concern. The school prides itself on staffing with approachable, personable people who are able to advocate for and get the best out of students. The school does invest significant time in the teacher and ES meeting schedules to support staff in developing and maintaining positive relationships with students.

In 2024, the school instigated a Clubs program that delivered a number of activities at recess and lunch breaks. Run Club, Garden Club, Netball Club, Footy Club, Karaoke Club and others ran

every week and provided students an opportunity to try something new. Kids Club is open three days per week, as is Breakfast Club. The school also implemented a whole-school positive rewards system, with points being cashed in at the Dojo Shops either in the principal office or in classrooms.

Financial performance

The school has spent significant funds that had been saved from previous years. On the cash side, the school invested heavily in professional learning programs for staff, new resources such as decodables and other texts and extra staffing to support learning needs. On the wages side, the school spent much of its accumulated balance from previous years, enabling smaller grades to be in place.

The school continues to operate a shared use facility with the Surf Coast Shire. A moderate collection was taken from hiring the Leisure Time Centre in 2024. The school facilitated a number of fundraising events in 2024, with the Colour Fun Run being the most successful.

In 2024, the school began saving to build a new playground nearest to Gosney St and the flagpoles. Works on this project are likely to be completed in late 2025.

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 153 students were enrolled at this school in 2024, 82 female and 71 male.

NDP 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).

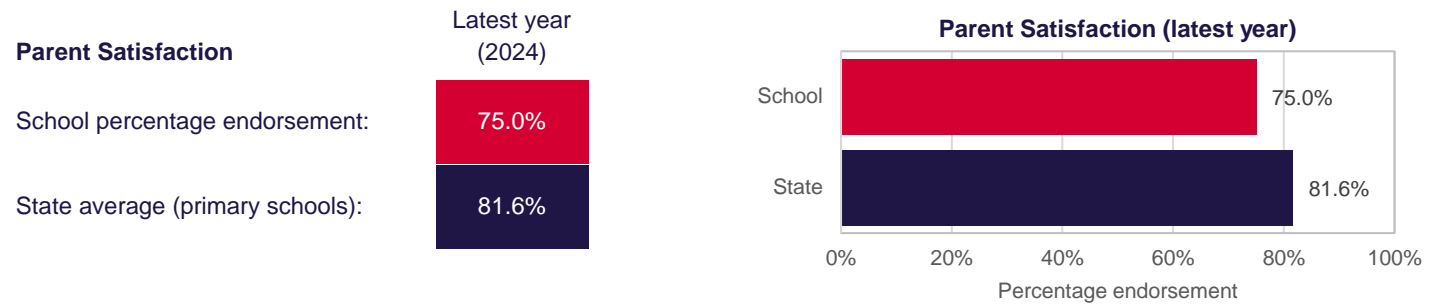
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

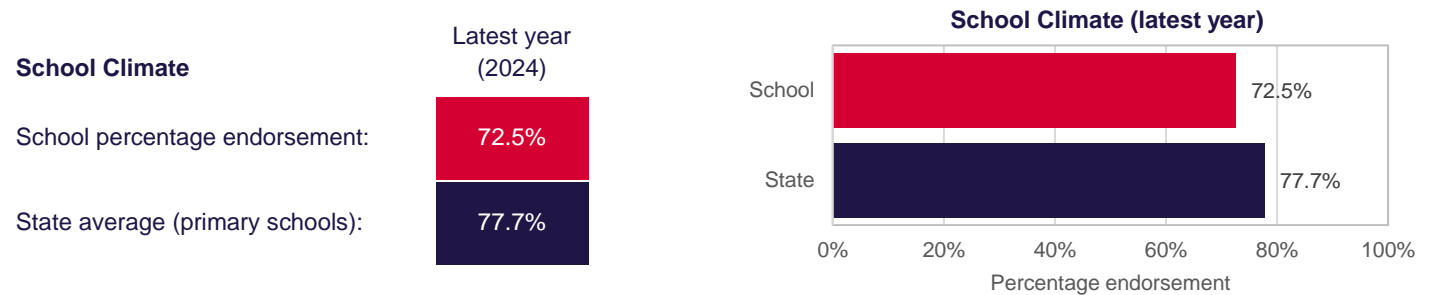


School Staff Survey

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.

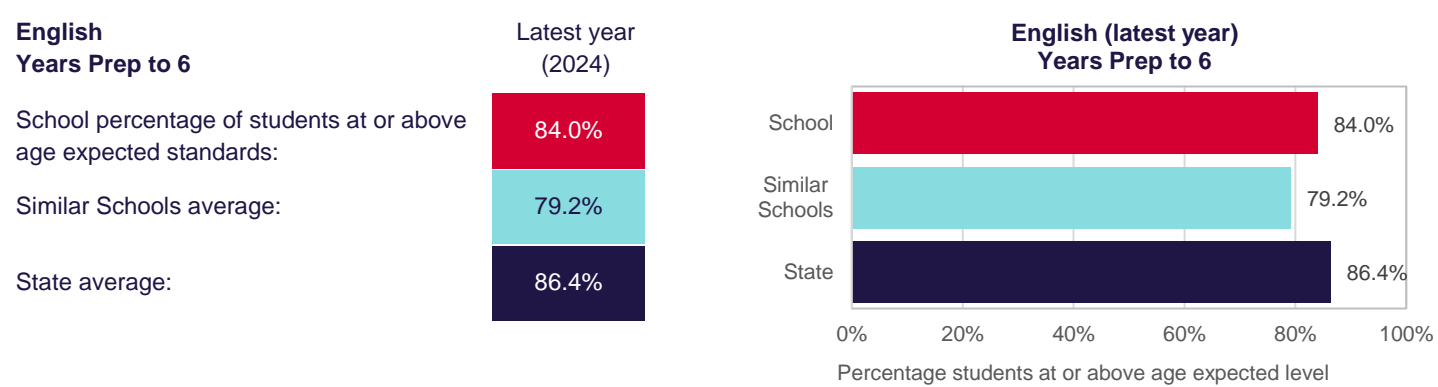


LEARNING

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.



Mathematics
Years Prep to 6

School percentage of students at or above
age expected standards:

Latest year
(2024)

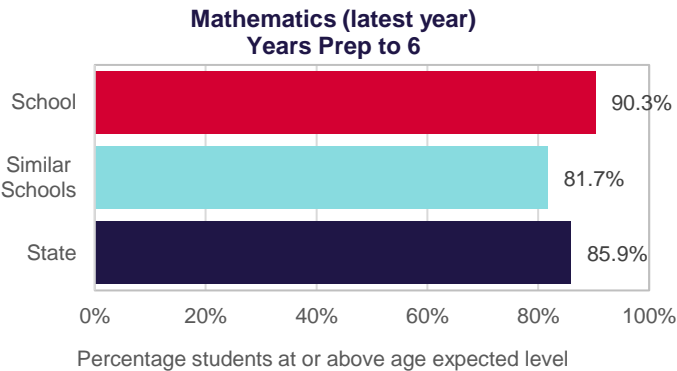
90.3%

Similar Schools average:

81.7%

State average:

85.9%



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.

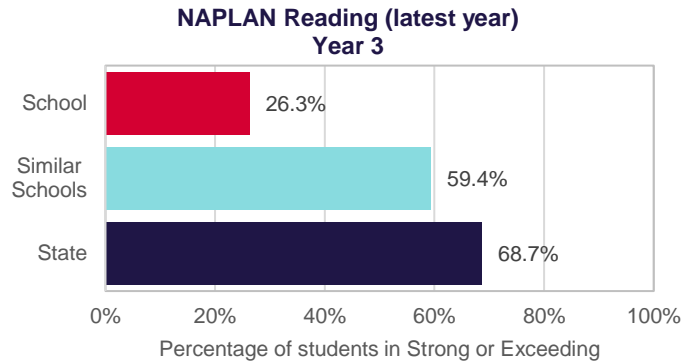
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

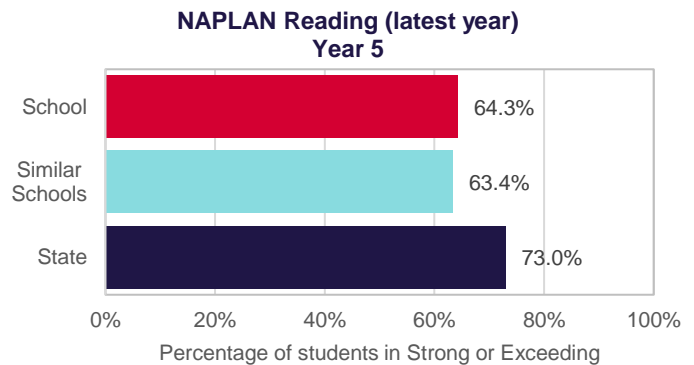
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	26.3%	38.6%
Similar Schools average:	59.4%	60.8%
State average:	68.7%	69.2%



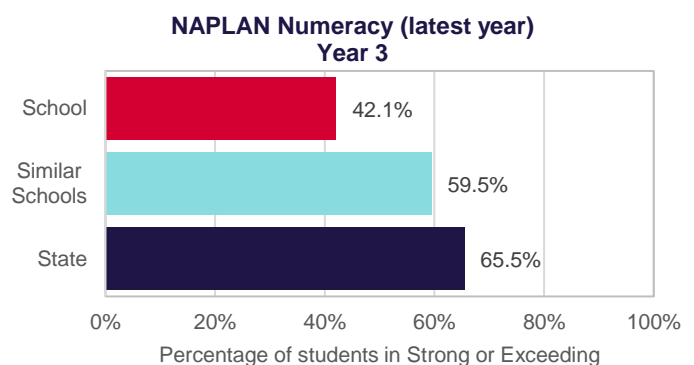
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.3%	60.0%
Similar Schools average:	63.4%	64.8%
State average:	73.0%	75.0%



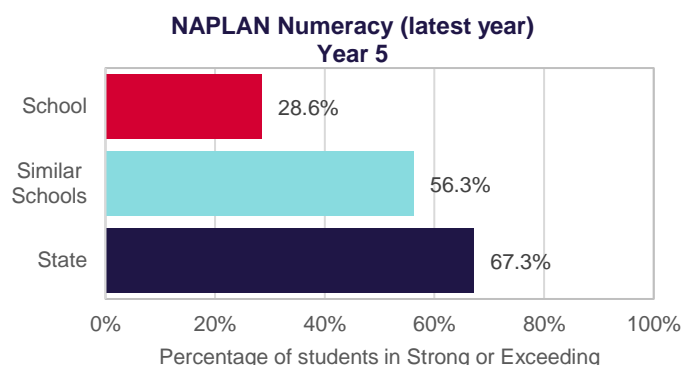
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.1%	47.7%
Similar Schools average:	59.5%	60.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	28.6%	31.0%
Similar Schools average:	56.3%	56.7%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

46.2%

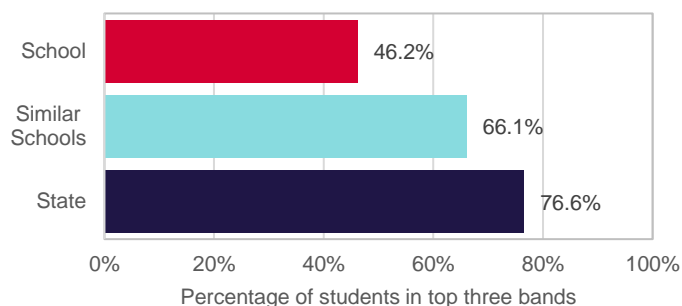
Similar Schools average:

66.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

58.8%

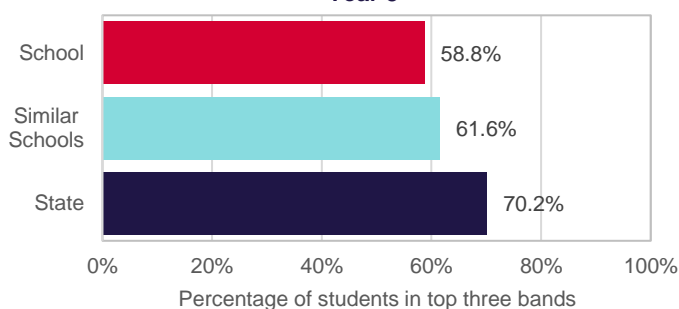
Similar Schools average:

61.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

38.5%

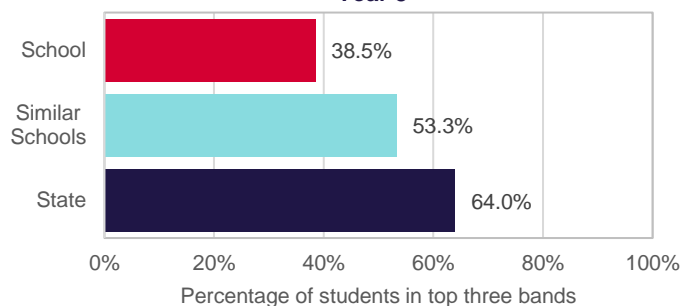
Similar Schools average:

53.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

13.3%

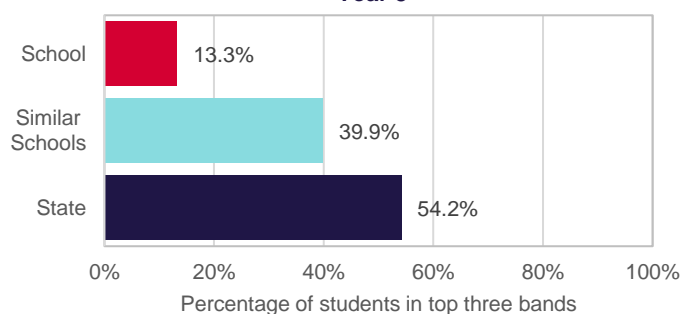
Similar Schools average:

39.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

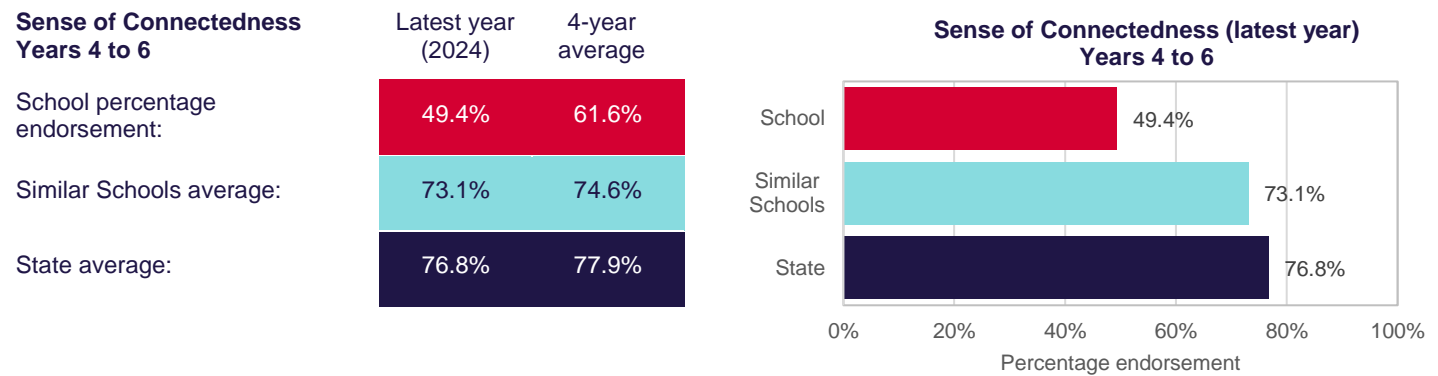


WELLBEING

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.

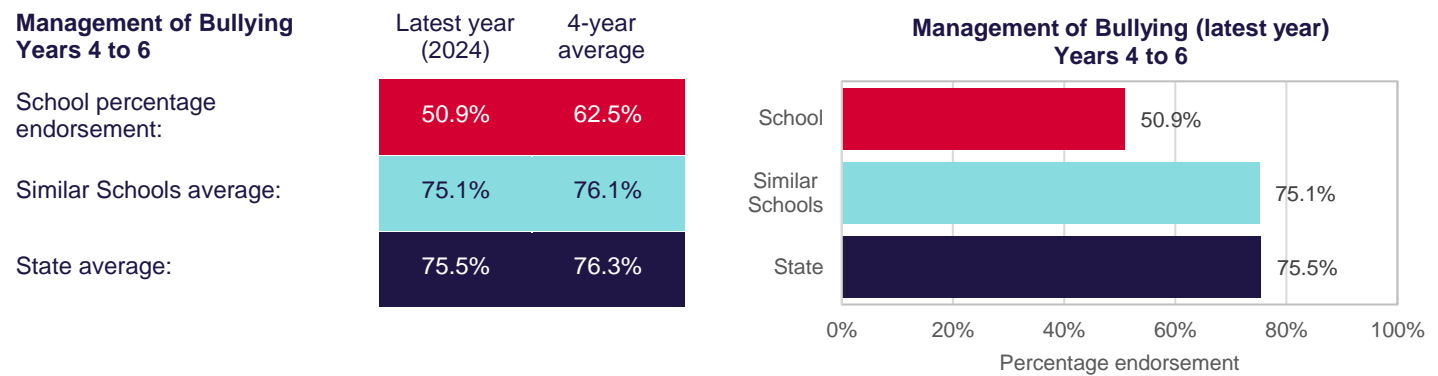
Student Attitudes to School – Sense of Connectedness

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).



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).

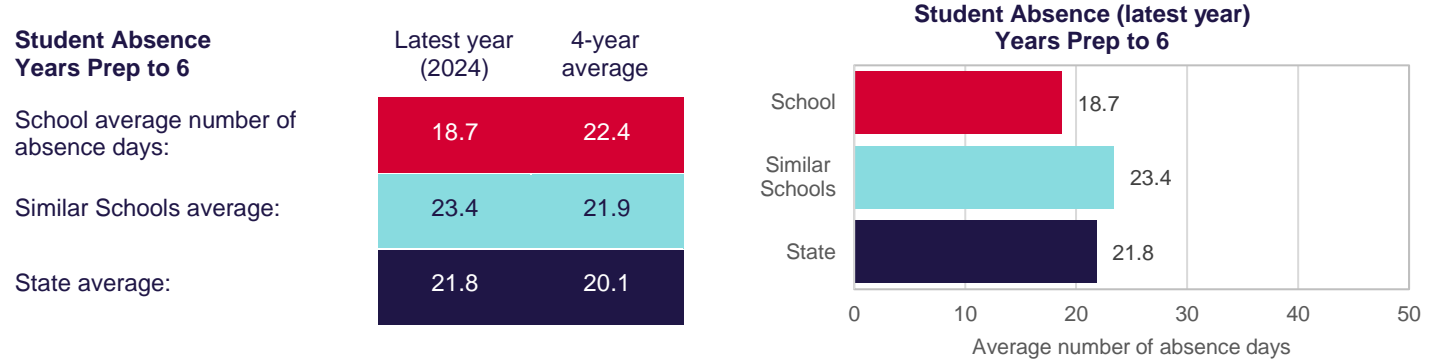


ENGAGEMENT

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.



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 (2024):	92%	91%	93%	91%	88%	92%	85%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,201,175
Government Provided DET Grants	\$282,430
Government Grants Commonwealth	\$6,191
Government Grants State	\$0
Revenue Other	\$12,133
Locally Raised Funds	\$102,192
Capital Grants	\$0
Total Operating Revenue	\$2,604,121

Equity ¹	Actual
Equity (Social Disadvantage)	\$98,193
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$98,193

Expenditure	Actual
Student Resource Package ²	\$2,275,648
Adjustments	\$0
Books & Publications	\$368
Camps/Excursions/Activities	\$47,495
Communication Costs	\$2,542
Consumables	\$51,205
Miscellaneous Expense ³	\$8,592
Professional Development	\$11,586
Equipment/Maintenance/Hire	\$33,205
Property Services	\$124,225
Salaries & Allowances ⁴	\$110,381
Support Services	\$63,091
Trading & Fundraising	\$20,994
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,083
Total Operating Expenditure	\$2,769,414
Net Operating Surplus/-Deficit	(\$165,294)
Asset Acquisitions	\$107

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$104,054
Official Account	\$9,234
Other Accounts	\$0
Total Funds Available	\$113,288

Financial Commitments	Actual
Operating Reserve	\$82,294
Other Recurrent Expenditure	\$0
Provision Accounts	\$8,576
Funds Received in Advance	\$0
School Based Programs	\$280,745
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	\$371,616

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.