

# 2023 Annual Report to the School Community

School Name: Watsonia Primary School (4838)



- 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 June 2024 at 09:15 AM by Paul Johnson (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 18 June 2024 at 11:19 AM by Megan Pictor (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

Watsonia PS aims to develop socially well-adjusted students who will become effective and productive members of the broader world community. Our School Values are: Honesty, Learning, Pride, Resilience, Respect and Teamwork. Watsonia PS is located 16 kilometres north-east of Melbourne CBD. In recent years Watsonia PS has received \$6.4M Capital Works funding which has enabled a fabulous new Junior School Building and refurbished existing wing. The physical environment of the school is spacious and recent upgrades have included the school oval, new fences, new basketball court surfaces. We have plans for an upgrade of the playground equipment and school Hall in 2024. We have a diverse student population and active parent body. Staff consists of one principal class, 6 teachers and 3 Education Support Staff. In addition, we have one trainee integration aide staff. In 2023 Watsonia Primary School provided specialist programs for LOTE Italian, Performing Physical Education, Arts and Visual Arts run by 2 part time specialist teachers. The school also offers a Before and After School Care program shared with Concord Junior School. Parental involvement is encouraged in all aspects of school life with parents very active on a wide range of committees including Education, Marketing, Parents and Friends and a Volunteer program. The School Council at Watsonia Primary School is an effective body which is committed to ensuring that education for all children is the best it can be. Watsonia Primary School has established excellent relationships with local preschools, businesses and community, including the RSL and the local Library. The school is also an active member of the Banyule Nillumbik Network and ensures appropriate transition arrangements for our students.

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

### Learning

The 2023 School Performance Report for 'Achievement' shows that we performed very well with NAPLAN results that saw us above State in all 5 areas at grade 5 and in 4 out of 5 areas in grade 3. This performance report shows that the School percentage of students 'in the top three bands' was above state for Year 3 and 5 reading and for year 3 Numeracy. We were just below similar schools for Year 5 Numeracy. We have a strong structured reading (phonics program) and we regularly use data to inform teaching classes, cohorts and individuals. Our Tutor Learning Initiative and Intervention program supports students in literacy and numeracy. Our Parent Satisfaction Summary taken from the 'Parent Opinion Survey' indicates that our parents are above the state average for satisfaction of their child's experience of learning. FISO 1 - Building Communities. We celebrated a number of whole school events and worked with local Kinders and Early Learning Centres to have their communities on our school site whenever possible. FISO 2 - Curriculum planning and assessment. Our Leading teacher continued to develop our use of data to continually improve learning and teaching. We increased staff opportunities to work together and plan strategies for student progress informed by data. FISO 3 - Empowering students and building school pride. We aimed to provide a stimulating learning experience over 2023. Many students demonstrated increased independence and management of their learning through student goals and a student led Three Way Conference.

### Wellbeing

In 2023 our school continually adapted the delivery of our health and wellbeing program. We engaged with The Resilience Project; drew upon 'Smiling Minds' curriculum; 'Zones of Regulation', DET recommended wellbeing resources and our own knowledge of what our individual students and cohorts need. We continue with weekly staff meetings that have a standing agenda item for Student Wellbeing and Safety where we monitor individual, cohort and whole school needs; including classroom supports and yard duty review. In 2023 we adapted individual student Profiles that entail a teacher and student interview to determine student preferences for learning and support for self-regulation and informed our Individual Education Plans (IEPs). Weekly class meetings are held to provide an opportunity for students to discuss wellbeing where students are able to engage with The Resilience Project, take control and build on emotional intelligence.

### Engagement

Student 'Engagement' at Watsonia Primary School is positive as indicated on our annual DET 'Attitudes to School Survey'. Students responded to the survey in the high percentile for 'Effective teaching Time', 'Differentiated Learning Challenges', and 'Stimulating

Learning'. Student Voice: Our student leaders run our weekly assemblies where we recognize student achievement. All students are supported to understand their own progress and to reflect on areas for improvement following completion of learning tasks and student assessments.

Individual student attendance improvements were managed by all school teachers and staff, including making personal contact. We worked with professional agencies and guidance officers to provide support and encouragement where needed. Regular communication and accurate updating of records has made it possible to support any students who have lower attendance.

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## Other highlights from the school year

In 2023 we had many highlights that we celebrated as a community: we completed the swimming program at WATERMARC; we celebrated Italian Day at the Venuto Club; attended QUANTUM Science excursion; we held a very well attended end of year Performance; we participated in the District Athletics and District cross country and our students worked with Monash University in the development and promotion of the Minecraft Education edition "Future Healthy World".

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## Financial performance

Our operating statement summary ending in Dec 2023 demonstrates that funds were allocated to the achievement of educational outcomes and operational needs of the school. Trainees were used as Ed support staff to support all students including those with special needs who may not be included in the Program for Students with Disabilities. In 2023 we used Equity Funding to support Leadership time and PD to continue the initiatives that would benefit students requiring Literacy and Numeracy Support across the whole school. Our effective intervention support program, has been an excellent model and combines well with our Tutor Learning Initiative program that uses skills assessment, (Math Online interview, Essential Assessment, TOPAL, DIBELS, etc) for frequent and 'agile' intervention response.

We managed a \$75K 'Start-up' Commonwealth Grant for staffing of the Before and After School Theircare program.

Fundraising activities were successfully run by our Parents and Friends organisation, which went towards supporting our Structured Reading Program including purchasing more student texts for the phonics program. The locally raised funds include transactions through our uniform shop, supported by School Council.

**For more detailed information regarding our school please visit our website at**  
<http://www.watsoniaps.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 73 students were enrolled at this school in 2023, 30 female and 43 male.

19 percent of students had English as an additional language and 10 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).

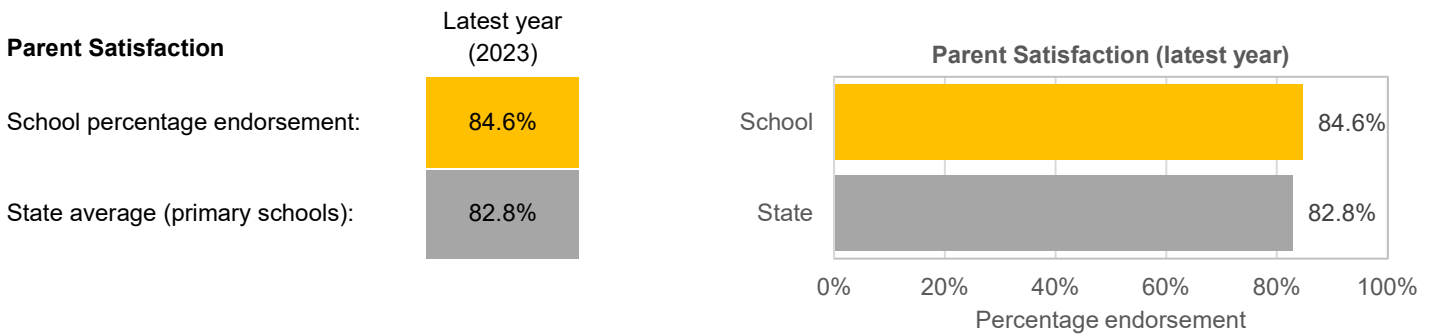
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

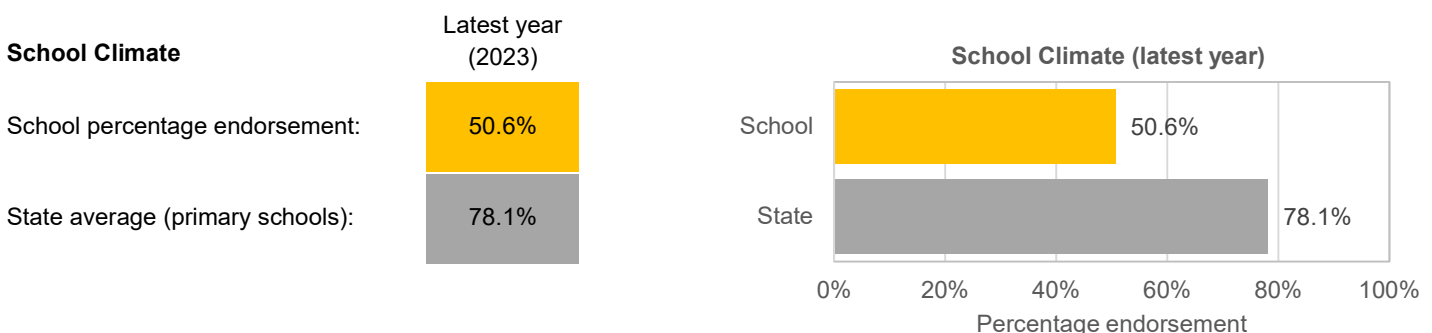


### School Staff Survey

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:

NDA

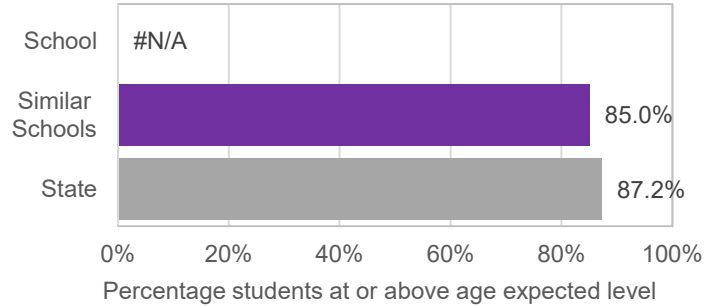
Similar Schools average:

85.0%

State average:

87.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

NDA

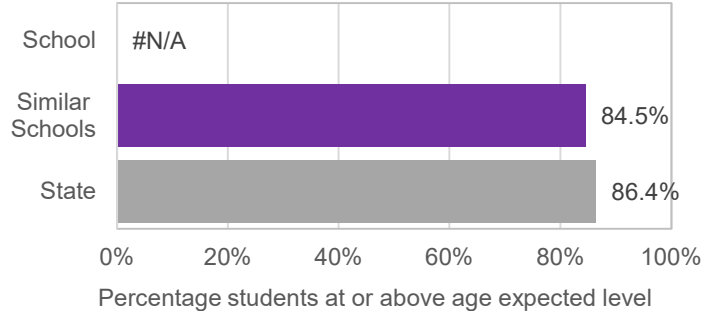
Similar Schools average:

84.5%

State average:

86.4%

#### Mathematics (latest year) Years Prep to 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**

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:

70.0%

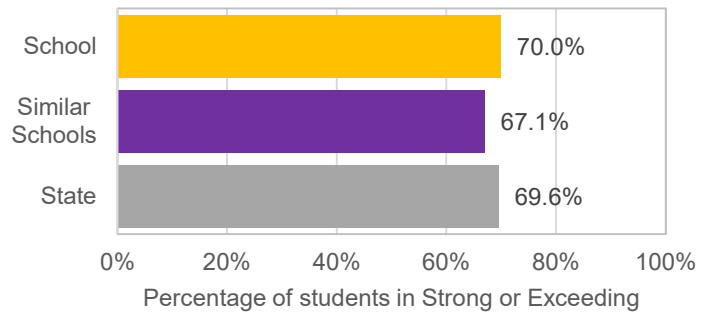
Similar Schools average:

67.1%

State average:

69.6%

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



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

83.3%

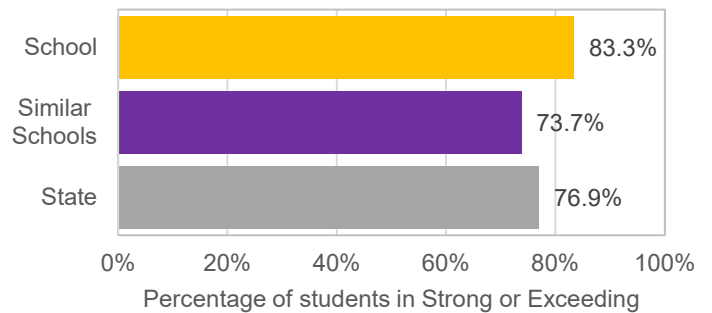
Similar Schools average:

73.7%

State average:

76.9%

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



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

81.8%

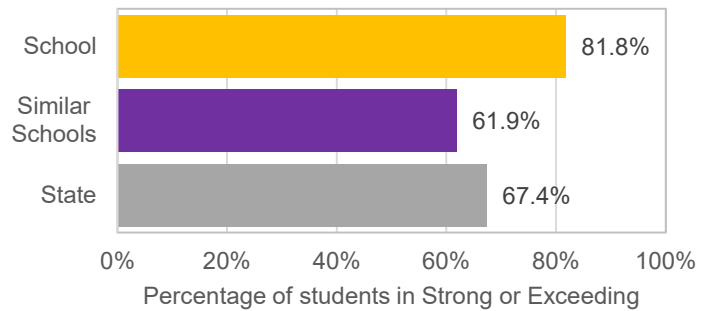
Similar Schools average:

61.9%

State average:

67.4%

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



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

83.3%

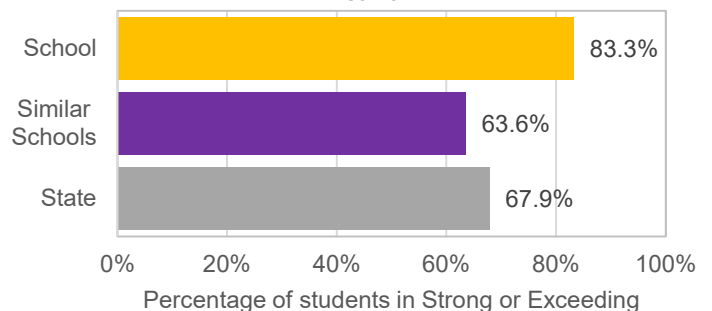
Similar Schools average:

63.6%

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:

88.9%

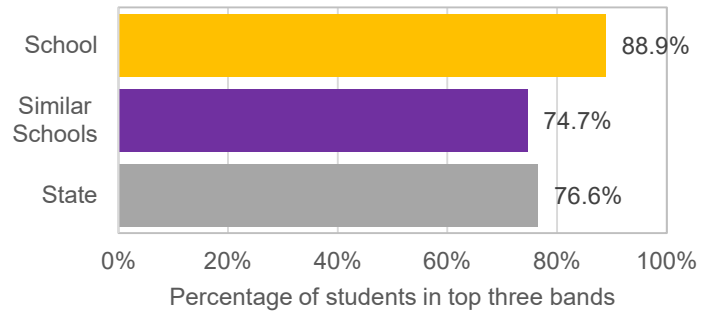
Similar Schools average:

74.7%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

85.7%

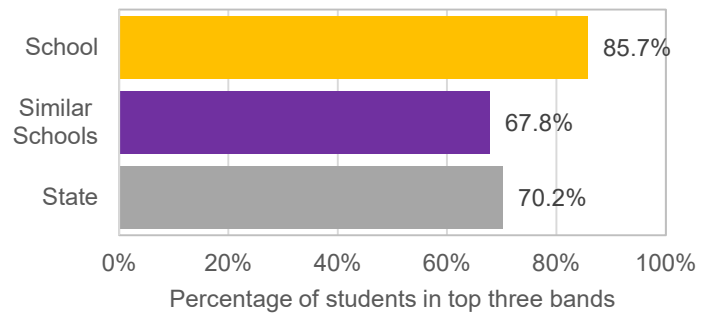
Similar Schools average:

67.8%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

77.8%

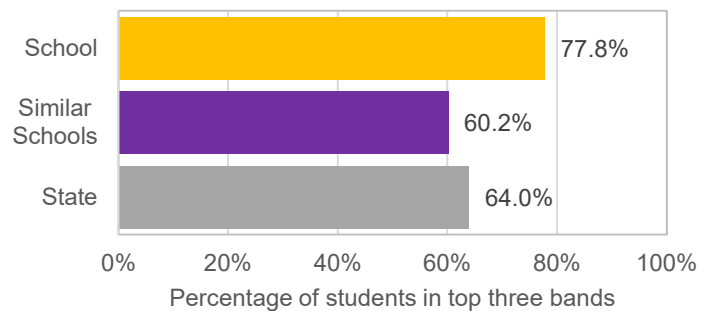
Similar Schools average:

60.2%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

42.9%

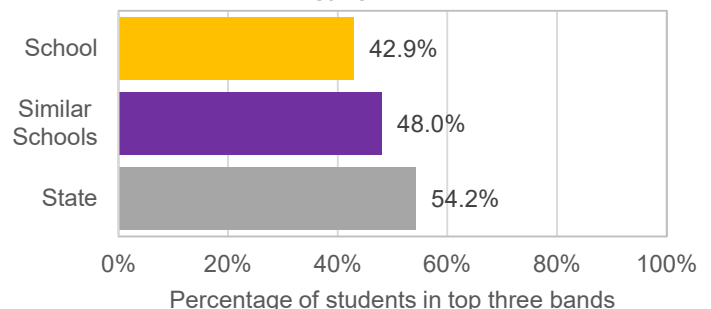
Similar Schools average:

48.0%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

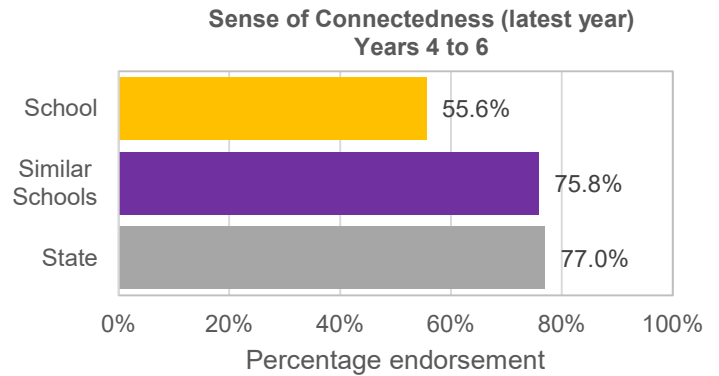
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	55.6%	74.3%
Similar Schools average:	75.8%	78.1%
State average:	77.0%	78.5%

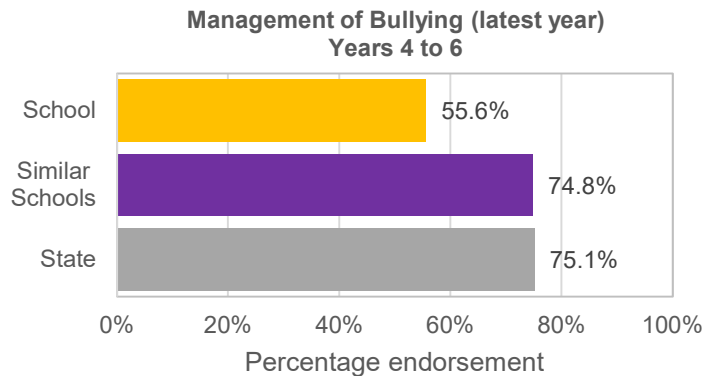


### Student Attitudes to School – Management of Bullying

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:	55.6%	75.4%
Similar Schools average:	74.8%	76.3%
State average:	75.1%	76.9%



## ENGAGEMENT

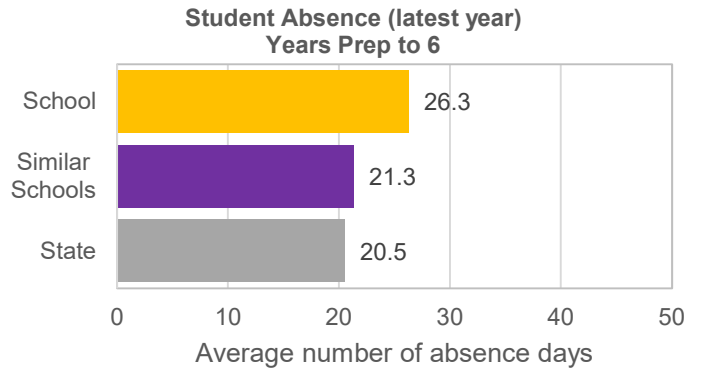
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	26.3	22.6
Similar Schools average:	21.3	19.2
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):	86%	83%	89%	88%	92%	92%	82%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$985,039
Government Provided DET Grants	\$148,407
Government Grants Commonwealth	\$75,000
Government Grants State	\$0
Revenue Other	\$12,964
Locally Raised Funds	\$37,065
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,258,475</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$31,138
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$31,138</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,038,442
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$5,932
Communication Costs	\$4,264
Consumables	\$13,312
Miscellaneous Expense <sup>3</sup>	\$3,589
Professional Development	\$7,713
Equipment/Maintenance/Hire	\$11,445
Property Services	\$21,786
Salaries & Allowances <sup>4</sup>	\$93,888
Support Services	\$10,146
Trading & Fundraising	\$60,033
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,397
<b>Total Operating Expenditure</b>	<b>\$1,288,947</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$30,471)</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

Funds available	Actual
High Yield Investment Account	\$144,736
Official Account	\$12,411
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$157,147</b>

Financial Commitments	Actual
Operating Reserve	\$39,386
Other Recurrent Expenditure	\$2,023
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$35,738
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
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>\$157,147</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.*