

# 2023 Annual Report to the School Community

School Name: Williamstown North Primary School (1409)



- 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 20 May 2024 at 09:33 AM by Richard Buckingham (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 20 May 2024 at 01:15 PM by Martin Gill (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

Williamstown North Primary School is located in Williamstown, a suburb, within the Hobsons Bay municipality. In 2023, the school had a total enrolment of 672 students. There were 57 teaching staff (44.8 equivalent full-time) and 19 education support staff (13 equivalent full-time). The school prides itself on providing an inclusive learning community that promotes personal excellence, creativity and empowerment. The school values are, Respect, Responsibility, Resilience and Doing Our Best and these underpin all academic programs. Enrolment trends have shown a gradual reduction in overall enrolments each year due to the rising cost of house prices and decrease in prep aged students within the school's catchment zone. The shift in student numbers has enabled ample spaces for students to play and include resources such as our Butterfly Room, library and dedicated learning spaces for our specialist subjects including; Visual Art room, Performing Art room, Japanese room and STEM room. The school is set amongst established grounds with contemporary facilities and well-resourced classrooms. Students consistently display high levels of achievement in their learning with the intention of doing their personal best. Student behaviour is generally exemplary, with students demonstrating care, empathy, and consideration for their peers. The school is supported by a wonderful parent community who are actively involved in many aspects of the school. A key focus for staff is to build upon the individual needs of students, nurture their individual talents, and provide rigorous and purposeful educational programs whilst tracking learning progress for all students. The school engaged extensively with local kindergartens as well as the Hobsons Bay network of schools participating in centre visits, Communities of Practice in Mathematics and Inclusion and consistent positive transitions between kinder and year prep as well as year 6 to year 7.

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

### Learning

The School Improvement Team (SIT) undertook the Department's Professional Learning Community (PLC) training and then provided internal professional development to all staff. New curriculum and year level PLCs were established with a focus on building consistent and differentiated programs across the school. Curriculum PLCs included Literacy, Numeracy and Wellbeing whilst year level PLCs consisted of years Prep, 1/2, 3, 4 and 5/6. All PLCs experimented with PLC inquiry cycles. The Numeracy PLC undertook Leading Mathematics professional learning as well as the Hobsons Bay network professional learning focussing on the new Victorian Mathematics curriculum, developed a whole school numeracy instructional model and revised the numeracy assessment schedule. The Literacy PLC undertook SoundsWrite training, implemented a consistent whole school spelling approach, engaged in ACARA trials of the new Victorian English curriculum, developed a whole school literacy instructional model, revised the literacy assessment schedule and developed all teachers' capacity in planning and delivering a school wide literacy curriculum. School wide planning expectations were initiated with scopes and sequences, unit planners and individual class work programs trialled. Staff attended internally and externally led professional learning to further build and develop their knowledge of the Victorian Curriculum and engaged with the Department's regional data coach to analyse achievement and growth data. The school's leadership team engaged with the Clarity Learning Suite and implemented systemic measurement of learning outcomes through a data wall. The school once again experienced strong NAPLAN results in all areas exceeding State and Network benchmarks consistently. Year 3 NAPLAN data demonstrated 83% of students either strong or exceeding in Reading (with only 2% of students deemed needing additional support), 95% of students either strong or exceeding in Writing (with only 1% of students deemed needing additional support), and 88% of students either strong or exceeding in Numeracy (with only 2% of students deemed needing additional support). Year 5 NAPLAN data demonstrated 88% of students either strong or exceeding in Reading (with only 1% of students deemed needing additional support), 89% of students either strong or exceeding in Writing (with only 3% of students deemed needing additional support), and 83% of students either strong or exceeding in Numeracy (with only 1% of students deemed needing additional support).

### Wellbeing

A new Wellbeing PLC was formed with teacher representatives from each cohort, specialist teachers and a dedicated wellbeing Learning Specialist. In addition, a wellbeing committee was formed inclusive of the Wellbeing PLC leaders, Assistant Principal and School Nurse/Attendance Officer. This committee met fortnightly, and the Hobsons Bay Health and Wellbeing Key Contact attended. The school continued to employ Education Support Staff whereby 10 of these employees were dedicated to in class student

assistance. The school also employed a School Nurse who was onsite each day between 8.45am and 3.45pm. Students felt a strong sense of confidence as well as having an advocate at school as demonstrated in the Student Attitude to School Survey data (73% and 84% respectively). The school undertook extensive Department training in Disability and Inclusion and were proactive in the transition from Program for Students with Disability to the new Disability Inclusion Program. Weekly social thinking sessions took place led by the Wellbeing PLC leader and co-facilitated by Education Support Staff. The school library was re-configured and became available to students every lunch time, in addition to the already available Butterfly Room. Student Attitude to School Survey data demonstrated 88% positive response to sense of inclusion which was consistent with previous years data as well as anecdotal perceptions. The Wellbeing PLC provided extensive professional learning to all staff to ensure Disability Inclusion adjustments were in line with children/s needs, documented consistently within the new whole-school weekly class work programs and used for Disability Inclusion funding applications. Our whole school wellbeing scope and sequence was audited and adjusted linking with our revised Respectful Relationships and School Wide Positive Behaviour curriculum.

## Engagement

Attendance data demonstrated some overall signs of improvement with a reduction of students across year Prep-6 having more than 20 days absent throughout the year (35% in 2023 compared to 46% in 2022). This was in part due to the introduction of an Attendance Officer role, including daily phone calls home to absent students' guardians, undertaken by our School Nurse in collaboration with the Wellbeing team. Whilst this was an improvement, 35% of students having more than 20 days absent was still an area of concern for the school. Upon further analysis, the number of absences did not align to responses from students and parents with an 83% positive endorsement for attendance in the Student Attitude to School Survey, 75% positive endorsement for sense of connectedness in Student Attitude to School Survey and an 83% positive endorsement for sense of connectedness in the Parent Opinion Survey. However, both Parent Opinion Survey and Student Attitude to School Survey data indicated significant room for improvement in student voice and agency opportunities which may have impacted students' levels of engagement. Opportunities for student voice and agency included School Captains, Sports Captains, Junior School Council and class specific learning tasks including inquiry, conferencing and debating. Some year levels trialled student led learning goals and all classes incorporated the High Impact Teaching Strategies (HITS) and High Impact Wellbeing Strategies (HIWS) within their weekly programs which will be an area for further development in 2024. The school held many community events including Mother's Day and Father's Day stalls, egg and bacon breakfast and regular coffee van at school events, the Easter Bonnet Parade, two Performing Arts showcases where students in years Prep-2 participated in class performances, a whole school Christmas Carol day, school camps across years 3-6, year 2 sleepover, year 1 stay late, year Prep Spooky Pizza Party, RWTIM (Reading, Writing Together is Magic) during where students produced poems or snapshots created during classroom lessons to their families. Year 5/6 students participated in the Interschool Sport program in which, many of our teams performed outstandingly, moving to Divisional and Regional Finals. A Community Engagement Committee was formed, and several small community events were held plus a major fundraiser in the form of a whole school community Trivia Night which was well attended and appreciated by our school community.

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## Financial performance

The school experienced a decline in financial support from the school community with just over 60% of families paying all voluntary essential items costs. Reasons for this included staffing changes in Business Managers as well as changes to the school's voluntary contribution practices in line with Department policy. Whilst the school was able to raise funds through the OSCH care and some small community fundraisers, including the Trivia Night, Democracy Sausage Sizzle and Mothers Day/Fathers Day breakfasts and stalls, major fundraisers such as the biennial school fete did not eventuate. The school's major focus was on re-engaging the community rather than fundraising. Throughout the year, there was yet another change in Business Managers with the position being advertised several times without having suitable or qualified applicants apply. In response, the school worked closely with the Department's Finance team to internally appoint a Finance Manager under an Assistant Principal Level 1 classification. The Principal and School Council President led School Council to undertake School Council training, became more familiar with the Student Resource Package funding model, including credit and cash allocations/expenses and targeted funding. This enabled School Council to more closely monitor program budgets as well as assist the Principal in staffing arrangements and class structures to ensure the school's credit allocation deficit was reduced. The continued decline in enrolments coupled with the highly experienced staffing profile saw the school's credit position in significant deficit. Reducing the workforce deficit was a necessary and major focus and will continue to be at the forefront in future years as we manage further projected enrolment decline.

For more detailed information regarding our school please visit our website at  
[www.willynthps.vic.edu.au](http://www.willynthps.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 671 students were enrolled at this school in 2023, 311 female and 360 male.

6 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).

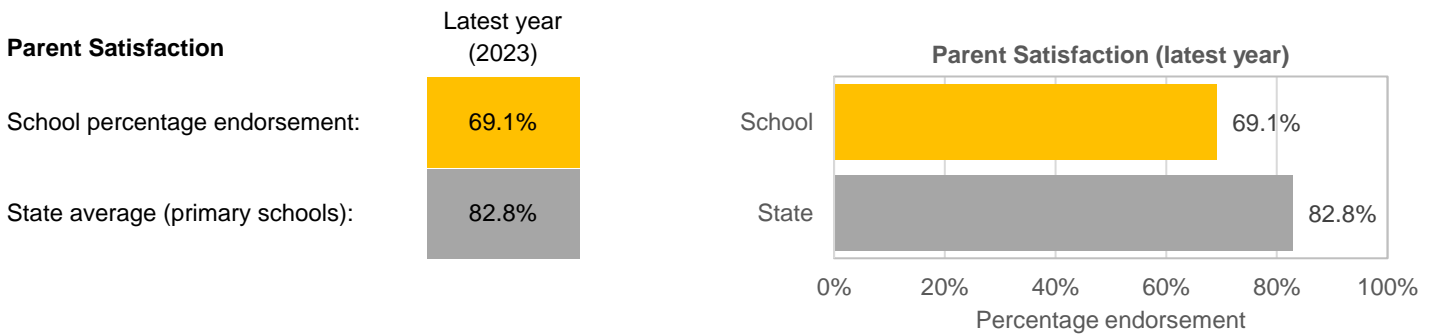
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

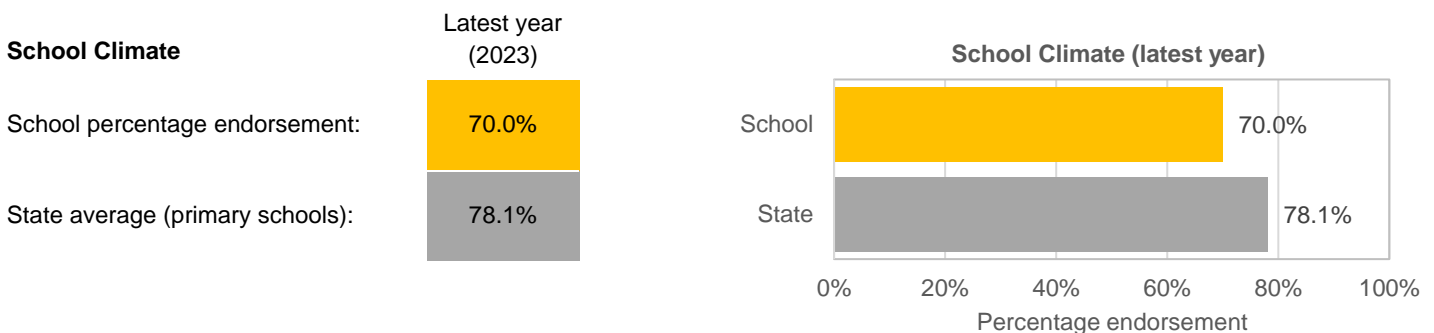


### School Staff Survey

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:

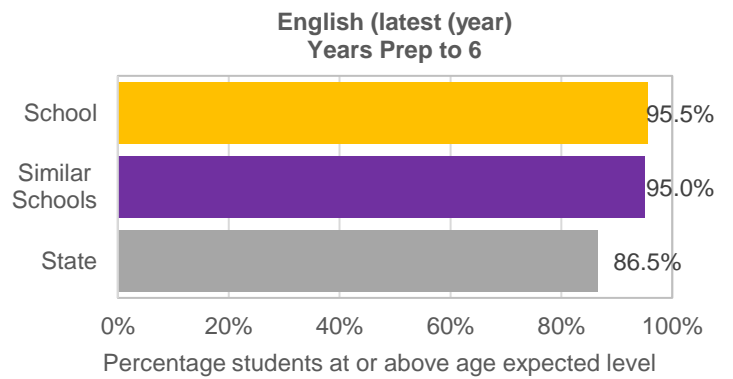
95.5%

Similar Schools average:

95.0%

State average:

86.5%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

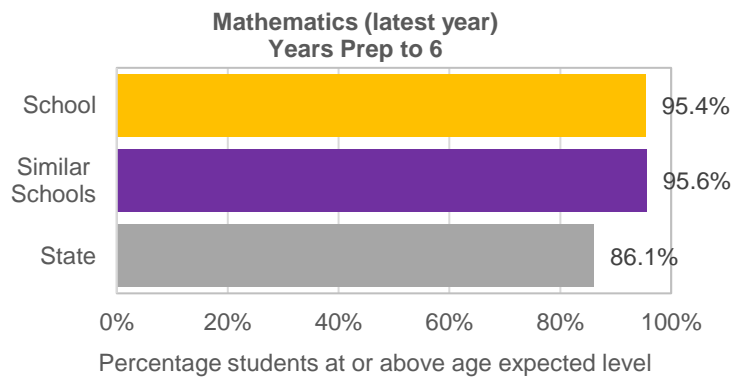
95.4%

Similar Schools average:

95.6%

State average:

86.1%





## 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:

82.8%

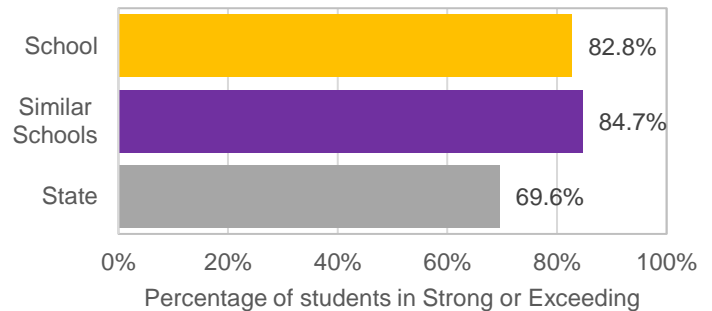
Similar Schools average:

84.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.9%

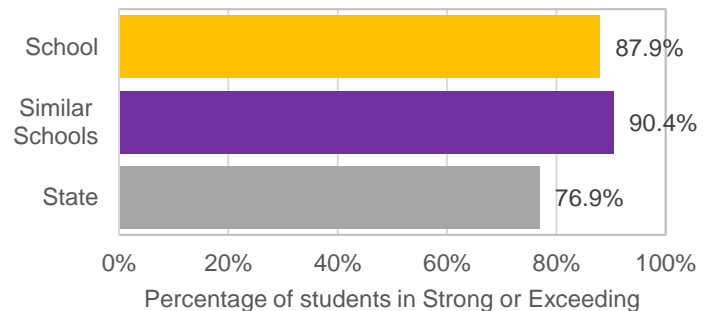
Similar Schools average:

90.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.6%

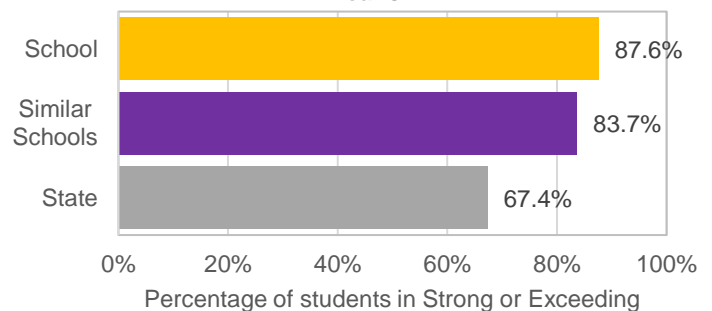
Similar Schools average:

83.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.8%

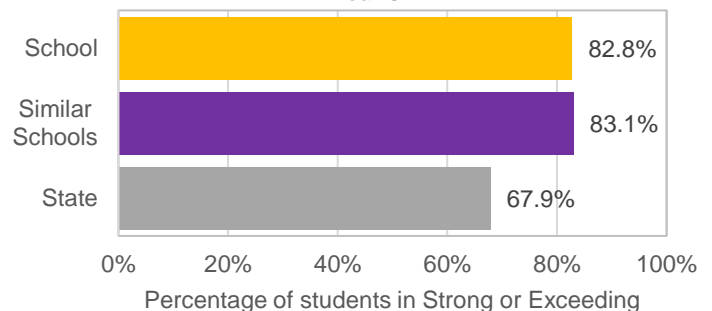
Similar Schools average:

83.1%

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:

80.2%

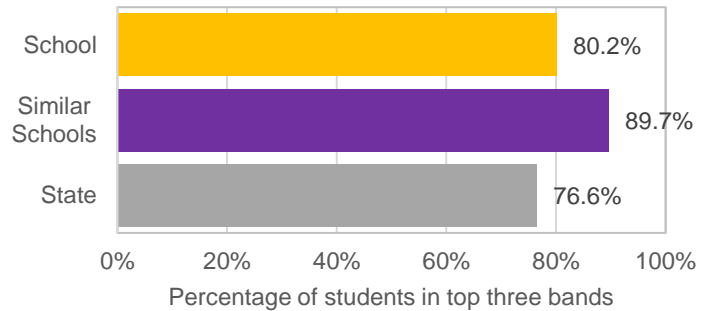
Similar Schools average:

89.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

85.9%

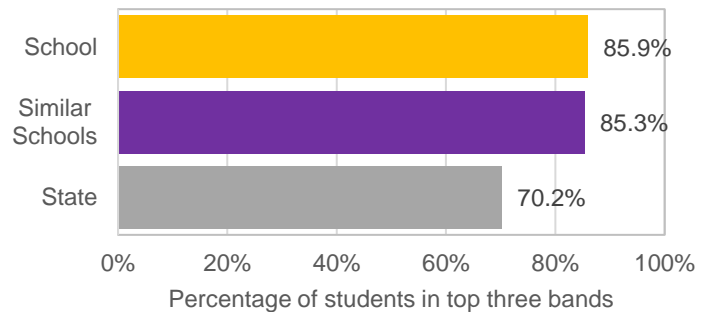
Similar Schools average:

85.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

72.4%

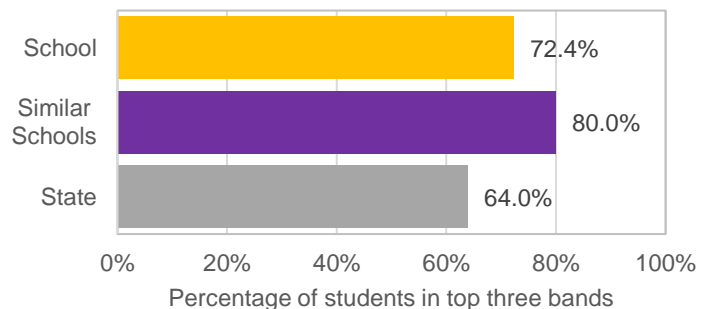
Similar Schools average:

80.0%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

73.7%

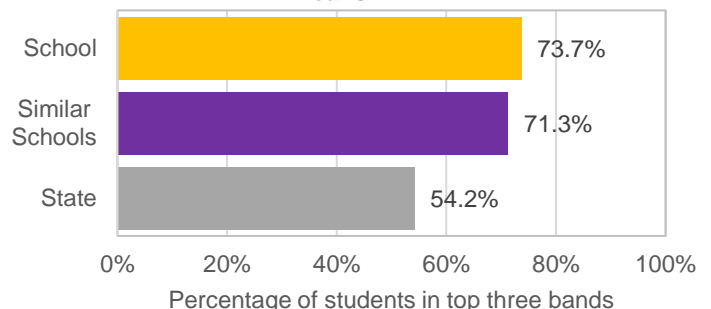
Similar Schools average:

71.3%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

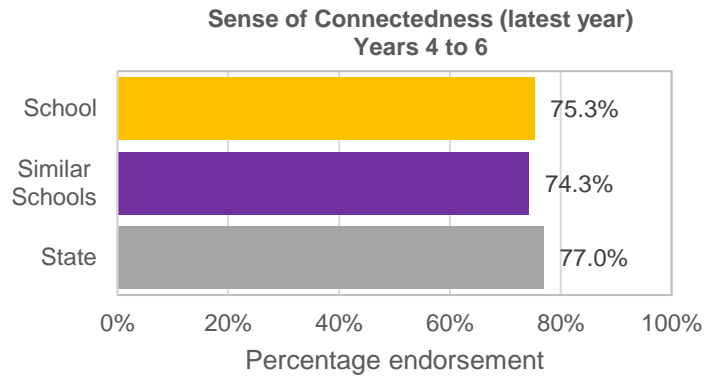
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	75.3%	73.3%
Similar Schools average:	74.3%	76.4%
State average:	77.0%	78.5%

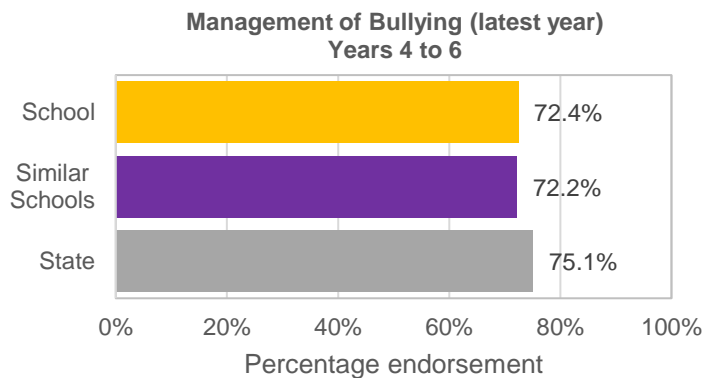


### Student Attitudes to School – Management of Bullying

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:	72.4%	70.7%
Similar Schools average:	72.2%	74.7%
State average:	75.1%	76.9%



## ENGAGEMENT

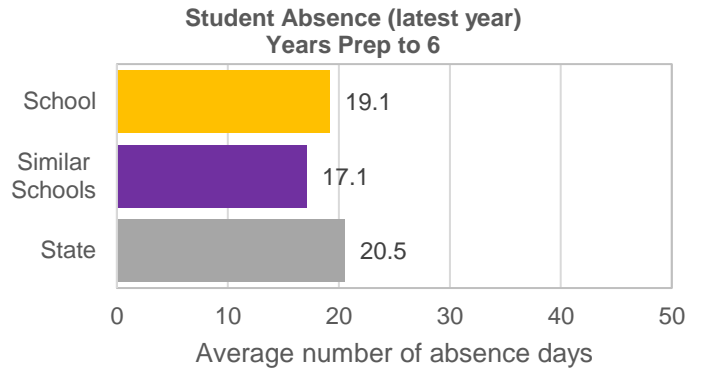
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.1	15.2
Similar Schools average:	17.1	13.8
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%	92%	91%	91%	89%	90%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,009,953
Government Provided DET Grants	\$647,289
Government Grants Commonwealth	\$2,900
Government Grants State	\$0
Revenue Other	\$58,558
Locally Raised Funds	\$698,275
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,416,975</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$25,488
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$25,488</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,114,585
Adjustments	\$0
Books & Publications	\$2,161
Camps/Excursions/Activities	\$300,066
Communication Costs	\$3,088
Consumables	\$105,562
Miscellaneous Expense <sup>3</sup>	\$83,370
Professional Development	\$32,936
Equipment/Maintenance/Hire	\$79,676
Property Services	\$132,381
Salaries & Allowances <sup>4</sup>	\$531,655
Support Services	\$192,256
Trading & Fundraising	\$77,682
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,491
<b>Total Operating Expenditure</b>	<b>\$7,709,909</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$292,935)</b>
<b>Asset Acquisitions</b>	<b>\$1,923</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 28 May 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	\$251,115
Official Account	\$16,655
Other Accounts	\$28,863
<b>Total Funds Available</b>	<b>\$296,634</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$248,738
Other Recurrent Expenditure	\$3,593
Provision Accounts	\$2,613
Funds Received in Advance	\$13,530
School Based Programs	\$30,794
Beneficiary/Memorial Accounts	\$800
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	\$28,830
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$328,898</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.*