2025 Annual Report to the School Community

School Name: Woodville Primary School (5049)

- 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 March 2026 at 12:12 PM by Sharni Wallace (Principal)

- As executive officer of the school council, I attest that this 2025 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 30 March 2026 at 06:41 PM by Sharni Wallace (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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

At Woodville Primary School, our vision is to foster and encourage *"Success for everyone, in everything, every day."* We believe every child should experience success across all areas of their development – academic, social and emotional.

Our aim is that all students leave Woodville Primary School with the skills, knowledge and understanding needed to continue their educational journey with confidence. We also strive to develop the dispositions and values that empower students to overcome challenges and navigate obstacles throughout their lives.

Our vision guides us as an inclusive learning community that recognises and celebrates both effort and achievement. We value the strong partnerships we share with families and the support we receive from parents and community members in enriching our programs.

At Woodville Primary School, we are committed to embedding and modelling the core values of Respect, Responsibility, Resilience and Inclusiveness in everything we do.

Established in 1973, Woodville Primary School is located in Hoppers Crossing in the outer south-western suburbs of Melbourne within the City of Wyndham. The school site consists of four permanent buildings, one of these buildings undertook Major Capital Works which is now complete resulting with an entire new building. These facilities provide 16 classroom spaces, a Multipurpose FLATS (Flexible Learning and Teaching Space), a Music room, an Art area, STEM, Japanese and a Library Resource Centre.

In February 2025, the school's Census Day enrolment was 348 students, including 50.63% female and 49.37% male students. Woodville Primary School is a culturally diverse community. 51.58% of students speak English as an Additional Language (EAL), and 2.53% identify as Aboriginal or Torres Strait Islander. The largest cultural groups represented in the school community are students from India (16.21%), Myanmar (6.90%) and New Zealand (5.17%). In total, the school community represents 23 different cultural identities, with approximately 12.03% of students identified as refugees.

Support for culturally and linguistically diverse families is provided through an EAL program and access to translating services for meetings involving families. The school's Student Family Occupation and Education (SFOE) index is 0.4963, indicating a relatively low socio-economic profile.

Woodville Primary School provides an accredited Out of School Hours Care (OSHC) program offering both before and after school care for families operated by Kelly Club also available to families on curriculum days.

The staffing profile for 2025 included a Principal, 1.8 Assistant Principals, and 26.7 Full Time Equivalent (FTE) teaching staff. This included 0.9 Leading Teacher and two Learning Specialist teachers. The school also employed 12.5 Education Support staff, including 4.7 teaching support staff, and 0.4 Multicultural Teacher Aide.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Woodville Primary School is fully implementing the Phonics Plus Program across Prep to Year 2. Our classrooms have become a model for effective practice, with several schools visiting our Prep–Year 2 classes to observe the program in action and learn from our teachers about its implementation. Professional learning sessions have also been provided to share our approach and support other schools in understanding how the program operates.

In Term 3, our Year 1 students participated in the 2025 pilot of the Year 1 Phonics Check. The Year 1 Phonics Check is a short screening assessment designed to inform teachers about how students are progressing with their phonics knowledge and decoding skills. Results showed that 40.4% of our Year 1 students achieved at or above the expected level.

Our Prep–Year 2 teachers have engaged in the implementation of the Victorian Lesson Plans for English and Mathematics, which provide structured learning sequences, support explicit instruction, and include relevant resources while allowing flexibility to respond to diverse student learning needs.

This work has supported teachers to further implement the Victorian Curriculum 2.0 and align their teaching practice with the Victorian Teaching and Learning Model 2.0. As part of this process, staff explored targeted approaches within the model, with a particular focus on the Elements of Learning. An audit of current classroom practices was also undertaken to evaluate alignment with these elements and to identify areas for further improvement.

Woodville's Learning Performance Summary indicates that the school's overall Learning Domain remains at a Medium level. This rating is determined through a combination of measures including NAPLAN achievement in Reading and Numeracy, NAPLAN Relative Growth, and Teacher Judgement growth in English and Mathematics.

The following results contributed to this outcome:

ENGLISH

- 74% of students with High or Medium relative growth NAPLAN (Year 3 to 5)
- 78% of students with High or Medium relative growth NAPLAN (Year 5 to 7)

NUMERACY

- 85% of students with High or Medium relative growth NAPLAN (Year 3 to 5)
- 80% of students with High or Medium relative growth NAPLAN (Year 5 to 7)

Wellbeing

At Woodville Primary School, Disability Inclusion is at the forefront of Learning and Wellbeing. There is a clearly defined process resulting in Disability Inclusion Profile meetings having a strong success rate of students receiving extra funding for Tier 3 supports. Staff write detailed Individual Education Plans and clearly identify reasonable adjustments in work programs. This collaborative effort engages external Allied Health, School Learning Specialists, Student Support Services (SSS), and internal Speech Consultant and Provisional Psychologist (Psychs in Schools).

Staff have participated in and attended Wellbeing Professional Learning in a varying of capacities including both internal and external facilitators.

- Whole school staff 1st Aid Training.
- Whole Staff Forum Wellbeing sessions
- Positive Classroom Management Strategies.
- I Can Network

The Mental Health and Wellbeing Staff member is actively coaching and supporting staff to build their capacity and implement Berry Street Education Model Strategies within the classroom. The MHWL regularly models BSEM and RRRR curriculum lessons across the school.

Woodville's Learning Performance Summary indicates that the school's overall Wellbeing domain measures performance on a set of Attitudes to School Survey factors related to emotional awareness, managing bullying, school connectedness, stimulated learning and student voice; and the school's attendance rate has improved to a High Level.

The following results contributed to this outcome:

ATTITUDES TO SCHOOL SURVEY

- 95% of positive endorsement in Emotional awareness and regulation (Years 4-6)
- 98% of positive endorsement in Managing bullying (Years 4-6)
- 98% of positive endorsement in School connectedness (Years 4-6)
- 99% of positive endorsement in Stimulated learning (Years 4-6)
- 93% of positive endorsement in Student voice and agency (Years 4-6)
- Survey participation rate 100%

Our positive AToSS data results are a reflection of the Social Emotional Learning work embeded across the school. For example School Wide Positive Behaviours, Woodville Kids are Friendly Kids, Respectful Relationships programs.

SCHOOL STAFF SURVEY

- 76% of positive endorsement in Academic emphasis
- 85% of positive endorsement in Collective efficacy
- 93% of positive endorsement in Collective responsibility
- 86% of positive endorsement in Instructional leadership

- 79% of positive endorsement in Teacher collaboration
- Survey participation rate 83%

Engagement

Woodville Primary School has engaged in a range of internal and external programs to support students across Tier 1, Tier 2 and Tier 3 levels of intervention.

- A Speech Pathologist (employed as a school consultant) delivered targeted small group phonics and intervention sessions. The consultant also conducted classroom observations, completed individual student assessments and provided feedback and recommendations for teachers to strengthen instructional practice and Individual Education Plans.
- The Psychs in Schools Program operated throughout the year, supporting the triaging of Tier 3 students with a range of needs. This included referrals for therapeutic support and specialised assessments, such as cognitive assessments.
- Iron Champions was delivered to Year 5 students over an eight-week program in Term 3. The program focused on developing students as positive role models within their school, families and community. Through sport and physical activity, students built social, emotional and interpersonal skills. Sessions were age-appropriate and covered a range of health and life topics, including being active, teamwork, healthy relationships, attitude and behaviour, encouraging others, resilience and social skills.
- I Can Network - Imagination Club (external organisation) assists students to develop social/emotional skills and strategies for selected Tier 2 students. This program was adapted to extend the development of social/emotional skills and strategies to our year 1/2 students facilitated by our MHWL.
- Our Action Research Team (middle leaders) focused on attendance and worked extensively on fine tuning policies, creating processes and documents to be consistently adhered to across the whole school. This included analysing data and developing a flow chart for attendance processes (Staged Response for Attendance Map). Our School Performance data indicates our measure performance group ranked at Medium Level with a current result of 89%. The school values the work of the Action Research Team and will continue to focus on a range of school priorities related to the AIP in 2026.

Other highlights from the school year

The Musical themed Whole School Concert was a huge success bringing together the entire Woodville community. All staff, students and a small group of parents worked tirelessly to provide individual costumes for every student and created magnificent, vibrant, structurally designed props and sets that exceeded the expectations of our audience. These props reflected key components of our STEM program and the music teacher co-ordinated and choreographed the entire

production. It embodied our schools dedication to our Arts/STEM programs and overall support within our school community.

Two Athletics days were run for Years Prep - Year 2 (on school grounds) and Years 3-6 (at the Victorian University Athletics Track). These days were organised by our Physical Education Teacher and were supported by our staff, SEDA sports (secondary school students), parents and carers. All students participated in the intra-school athletics days, with some students qualifying to compete at District and Regional levels.

The Wheel-a-thon, a whole school community and fundraising event, was a complete success with all students participating whilst raising funds for a new school bike shed. Our OHSC Program Kelly Club, volunteered their time to provide a variety of outdoor games and activities for our students to enjoy whilst another cohort was participating, enhancing engagement and enjoyment for all students. Wheels of all sorts were sourced to ensure that all students were included and could participate in the day.

Students in year 3/4 have established a thriving vegetable garden. As a result of this students were able to grow a variety of vegetables. They were given the opportunity to taste these at school and some vegetables were sent home to experiment with recipes (photos of these recipes were shared with the class) and enjoy with their families.

Financial performance

In 2025, Woodville Primary School concluded the financial year in a surplus of $142,238, with no operating deficit. This outcome was supported by higher-than-anticipated student enrolments and additional backdated funding received through Disability Inclusion support.

The school's financial position was achieved through several contributing factors, including:

- Extended medical leave of one classroom teacher
- Various staffing absences outside of the credit budget
- Extended Long Service Leave and Family Leave

Out of School Hours Care (OSHC) services continued to operate before and after school and were managed by an external provider, Kelly Club.

Sources of Funding

The school received and utilised funding across the following categories:

- **Fundraising:** Funds were raised through a variety of initiatives, including the Easter raffle $1815, Mother's Day Stall $1011 and Father's Day stall $1062, Christmas raffle $1214, Wheel-a-thon $6689, Footy Fun Day $481, Second Hand Uniform Sales $359, and Zooper Dooper sales $620. These efforts contributed towards the planned construction of a new bike shed
- **Equity Funding:** This funding supported wellbeing initiatives, education support programs (including intervention and extension), student incursions, coaching, staff professional learning and the purchase of school-wide resources.
- **Grants:** The school successfully accessed grants, including Sporting Schools funding received in Term 2,3 and 4 which contributed to the purchase of equipment and delivery of

sporting programs. Unfortunately, further grants 'Active Schoos Grant - $30,000 (Tunnel and Mounds play area), 'Major Capital Works - $500,000 (Oval), 'Sensory Pod - $12,000 (mobile sensory station).

- **Donations:** A total of Miscellaneous Donations $107 via fundrasing program.
- **OSHC Contract:** The Kelly Club OSHC service $15,000 operated under its contractual agreement for the year (exclusive of GST).
- **Other Support:** Additional assistance was provided through programmed “Make Safe” resources.
- **Credit to Cash Transfer** of remaining 2024 Student Resource Package (SRP) surplus $3000,000 allowed us to complete x3 school funded capital works projects. Basketball Courts upgraded, Staffroom Courtyard built and BER specialist hub modified for wet areas in classrooms.

For more detailed information regarding our school please visit our website at https://www.woodvilleps.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 357 students were enrolled at this school in 2025, 175 female and 182 male. 46% had English as an additional language and 2% 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 **High**.

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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**95.5%**
	Similar schools	87.9%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**80.6%**
	Similar schools	77.2%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**79.6%**
	Similar schools	77.5%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**64.0%**
	Similar schools	72.9%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**63.0%**	**61.4%**
	Similar schools	57.7%	56.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**56.6%**	**61.2%**
	Similar schools	62.6%	63.8%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**58.7%**	**59.2%**
	Similar schools	50.5%	50.1%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**54.7%**	**59.0%**
	Similar schools	54.0%	53.7%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**70.6%**
	Similar schools	72.7%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**87.9%**
	Similar schools	74.1%
	State	74.0%

WELLBEING

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).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**97.9%**	**94.8%**
	Similar schools	80.8%	79.7%
	State	77.1%	77.3%

Student Attitudes to School – Managing 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).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**97.8%**	**95.2%**
	Similar schools	80.4%	77.7%
	State	76.4%	75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	**School**	**21.6**	**23.5**
	Similar schools	24.0	24.2
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	**School**	**87.9%**	
Year 1	**School**	**88.1%**	
Year 2	**School**	**89.1%**	
Year 3	**School**	**91.1%**	
Year 4	**School**	**90.7%**	
Year 5	**School**	**87.1%**	
Year 6	**School**	**89.4%**	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$4,503,569
Government Provided DET Grants	$974,359
Government Grants Commonwealth	$8,271
Government Grants State	$0
Revenue Other	$45,118
Locally Raised Funds	$108,703
Capital Grants	$0
Total Operating Revenue	**$5,640,019**

Equity	Actual
Equity (Social Disadvantage)	$479,132
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$479,132**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$4,618,027
Adjustments	$0
Books & Publications	$13,499
Camps/Excursions/Activities	$68,932
Communication Costs	$5,328
Consumables	$106,701
Miscellaneous Expenses[2]	$13,151
Agency Staff	$72,913
Professional Development	$9,935
Equipment/Maintenance/Hire	$243,532
Property Services	$178,534
Salaries & Allowances[3]	$181,686
Support Services	$74,260

Expenditure	Actual
Trading & Fundraising	$9,923
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$49,875
Total Operating Expenditure	**$5,646,297**
Net Operating Surplus/-Deficit	**($6,278)**
Asset Acquisitions	**$355,151**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$491,414
Official Account	$40,564
Other Accounts	$0
Total Funds Available	**$531,977**

Financial Commitments	Actual
Operating Reserve	$171,378
Other Recurrent Expenditure	$8,239
Provision Accounts	$0
Funds Received in Advance	$3,760
School Based Programs	$56,090
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	**$239,467**

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.