

2024 Annual Report to the School Community

School Name: Wattle View Primary School (5012)



- 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 24 April 2025 at 08:44 AM by Tracy Wright (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 24 April 2025 at 08:46 AM by Tracy Wright (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

Wattle View Primary School is situated in Ferntree Gully, which is a suburb in Melbourne, Victoria, at the foothills of the Dandenong Ranges, within the City of Knox local government area. Wattle View Primary School had a total student enrolment of 256 students enrolled in 2024, 137 female and 119 male students.

13 percent had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander. Our staff consisted of 18 teachers (several part time) and 8 Educational Support Staff in classrooms. We had one Educational Support Staff member who ran our Literacy Intervention Program, overseen by our Literacy Learning Specialist. A Counsellor operated two days a week from our school. We had two administrative and two principal class staff. Wattle View Primary School's vision is to educate 'Learners for Life'. Supporting this vision are five core values: Getting Along, Confidence, Organisation, Persistence and Resilience. The school's socio-economic profile showing socio-educational disadvantage, based on families' occupations and education, was considered in the medium band width. Our Curriculum at Wattle View Primary School reflects the Victorian Curriculum Framework, with specialist programs in physical education, visual arts, performing arts, ICT and a language other than English program, being AUSLAN, which is delivered weekly.

Teachers attended every AUSLAN session, enabling the program to be embedded throughout the week.

Progress towards strategic goals, student outcomes and student engagement

Learning

Wattle View Primary School continues to reflect on our student learning outcomes and we are extremely proud of our ability to ensure our Learning and Teaching programs change according to our needs. In 2024, our Annual Implementation Plan strategies included continuation of the appointment of a Numeracy Learning Specialist, Literacy Learning Specialist and a Wellbeing Officer. All Learning Specialists and Wellbeing Officer all had a day out of the classroom a week, dedicated to whole school improvement in their field. Our School Improvement Team, comprising of Leadership, Learning Specialist and the Wellbeing Officer, designed professional learning opportunities for all staff to improve knowledge and practice in all areas of the Curriculum. This included strategies such as weekly Professional Learning in their respective areas, and timetabling, to allow all staff to have communal planning time together. By building staff knowledge and skills, this enabled staff to strengthen their teaching practice and develop a consistent program of explicit instruction. Two further members of our education support staff were upskilled in Literacy intervention programs, to support our Reading program, to enable greater support within classrooms, and a greater amount of students targeted as required. Our NAPLAN test results in Reading, in Strong or Exceeding in Year 3 was 69.4%, exceeding both the

similar schools and state average. In Year 5, our reading, in Strong or Exceeding was 59.4%, sitting below both similar schools and state average. Our school percentage of students in Numeracy in Strong or Exceeding in Year 3 was 58.3%, 0.7% shy of similar schools, and in Year 5, 62.5%, above similar school percentage. Teacher judgement of student achievement against the Victorian Curriculum in both English and Maths in Years Prep to Year 6 were above both similar schools and state average.

Wellbeing

To create further opportunities for authentic learning partnerships between students, staff and parents was a goal for 2024.

Strategies employed included funding a counselling service. Our counsellor was onsite two days a week to support students and families as required and had a growing number of families requesting the service. Due to the rising need and request for psychology services, an onsite Psychologist was engaged, accessible via the General Practitioner, with an immediate uptake that grew rapidly throughout the year. A wellbeing officer was appointed to implement approaches such as the Zones of Regulation, providing Professional Learning for staff for classroom implementation in supporting students to re-regulate and co-regulate. Zones of Regulation was promoted on school platforms e.g. the newsletter, and through termly Student Support Group meetings, promoting the partnership between home and school. A Student Voice Council, developed and led by a Learning Specialist was established, with representation across all classes. As a result of such initiatives, we saw an increase in sense of connectedness, on our Attitudes to School Survey (ATToS), rising to 70.2% from 65.4% in the previous year and our parent satisfaction on our Parent/Caregiver/Guardian Opinion survey was well above state average, at 89.3%. Wattle View Primary School continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program, working alongside the RRRR Department of Education team. The program was evident in all curriculum planners. Wattle View Primary School operated a Breakfast Club three mornings a week, that averaged 18 students in attendance, on a daily basis. Our connection with the local Salvation Army establishment grew, whereby they provided twice weekly, pantry items at no charge to our community. The uptake of this initiative was high. To address our 4 year average of Management of Bullying, as identified in the ATToS data sitting at 78.6 %, which is below similar schools and the state average, a tiered, consistent behaviour management document was created alongside all staff and implemented school wide. The student facing version of this model was introduced through our 'Learning to Learn' program, through which consistent expectations, aligned to our school values, are established at the beginning of the school year. A number of community events were held and well attended, including our Colour Run, transition events and parent workshops e.g. how to help your child to read at home.

Engagement

The importance of school attendance in 2024 was promoted at Wattle View Primary School, by continuing to refine our staged approach to non-attendance. We continued to regularly monitor attendance data at leadership meetings and will extend this next year, to include a scheduled discussion in teacher communal planning time. Attendance plans were formulated and employed

accordingly. Our 4-year average across all year levels sat at 21.7 days, slightly above similar schools and state average. Absence percentages across year levels were similar in percentage. During 2024, to encourage student engagement, we continued to prioritise student clubs and activities during the morning and break times. This included the inception of a morning running club, along with garden and art club, to name a few. We continued to offer independent dance and music providers who frequented our school weekly. Both attendance rates for these services were high. A partnership was formed mid-year with Swinburne Children's University, whereby our targeted year level were celebrated and encouraged to engage with the offered school clubs, as well as learn beyond the classroom. This program was overseen by a member of staff, who assisted students to record activities and milestones, and ultimately celebrate alongside students at an annual graduation ceremony. Wattle View had one student graduate in 2024 and will extend the program next year to include two year levels and begin the program from Term 1. A whole school production 'Finding Nemo Junior' was performed at a local theatre and was well attended which was evident through ticket sales. An early years transition team was formed, with increased visits to local kindergartens and child care centres. New updated flyers were created and a 'Wondering About Wattle View' afternoon, showcasing Literacy, Numeracy and Wellbeing, was well attended by prospective families.

Financial performance

Wattle View Primary School continued to be financially secure. Wattle View recorded a positive balance in the school banking account of \$32,536.00.

In 2024, the school continued to significantly invest in human resources by increasing to 12 classrooms, 2 Teacher Learning Specialists in Literacy, Numeracy along with a Wellbeing Officer. Specialist programs were increased to include STEM, alongside Physical Education, Visual Arts, Performing Arts and AUSLAN.

We prioritised Literacy and Wellbeing resources e.g. books, teaching materials and sourced grants to assist in maintaining our infrastructure e.g. tree auditing grants, worm grant, sporting grants. The equity funding received was used to fund our Literacy Intervention Program. The total funds available to the school at the end of 2024, and its overall financial position remained strong and allowed the school to fund future improvement projects and increase human resourcing.

For more detailed information regarding our school please visit our website at wattle.view.ps@education.vic.gov.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 256 students were enrolled at this school in 2024, 137 female and 119 male.

13 percent of students had English as an additional language and 3 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).

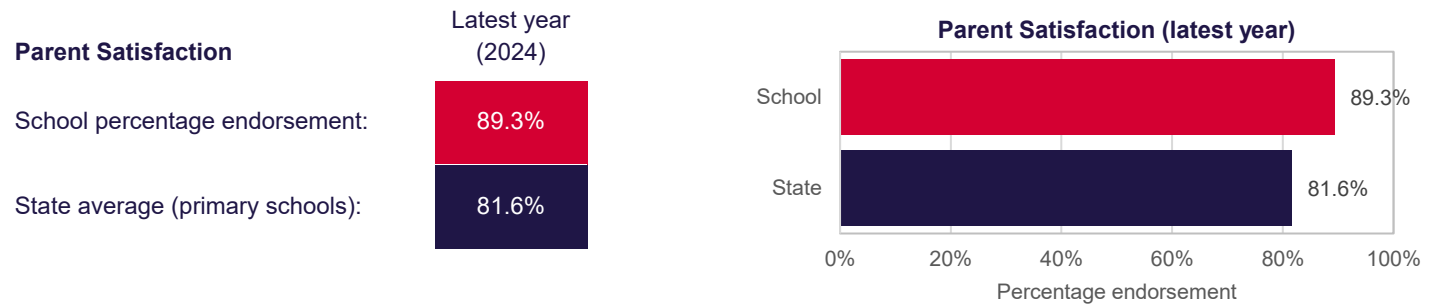
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

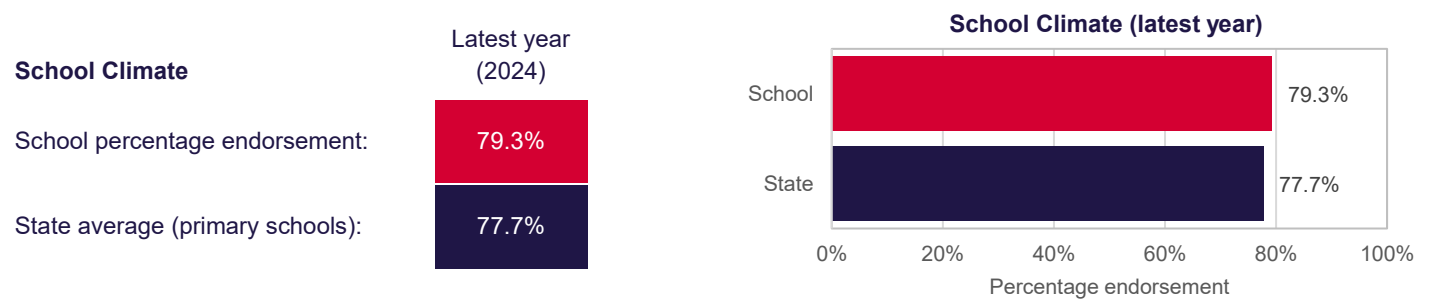


School Staff Survey

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.



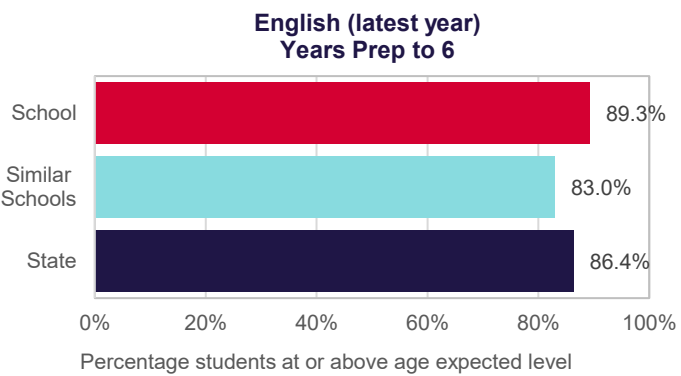
LEARNING

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.

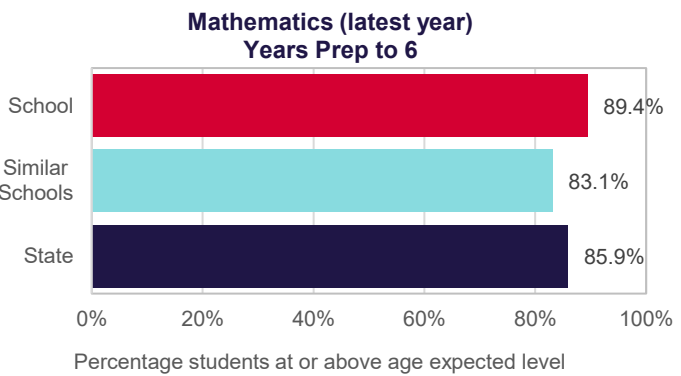
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.3%
Similar Schools average:	83.0%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.4%
Similar Schools average:	83.1%
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.

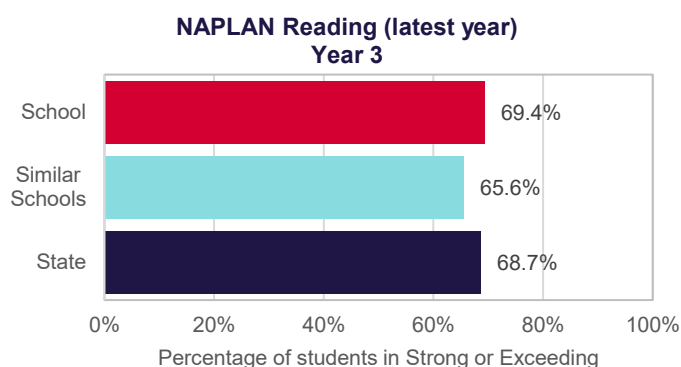
NAPLAN

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.

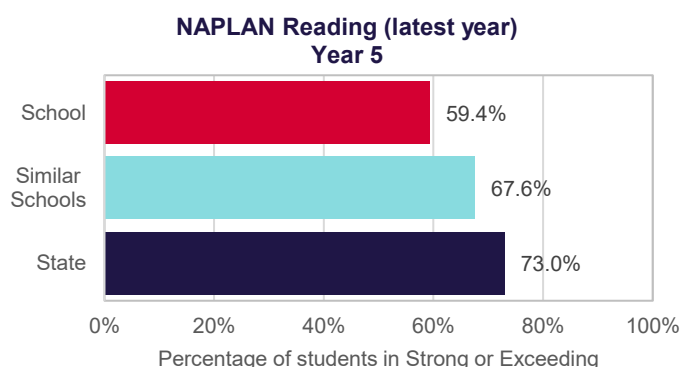
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.4%	64.8%
Similar Schools average:	65.6%	65.3%
State average:	68.7%	69.2%



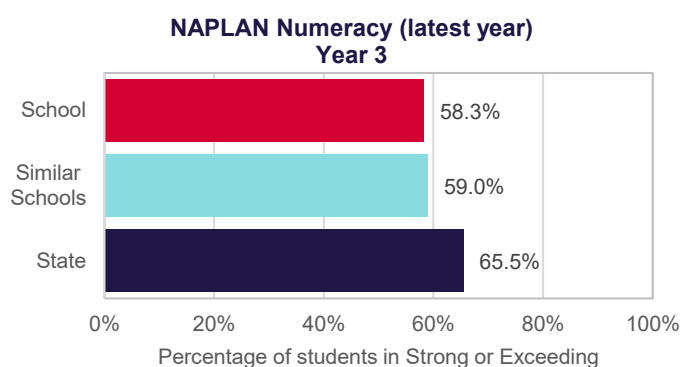
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.4%	61.8%
Similar Schools average:	67.6%	69.7%
State average:	73.0%	75.0%



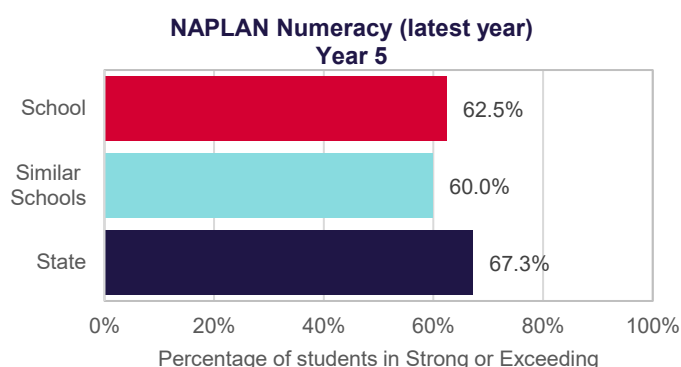
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	58.6%
Similar Schools average:	59.0%	60.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.5%	61.2%
Similar Schools average:	60.0%	60.1%
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:

68.6%

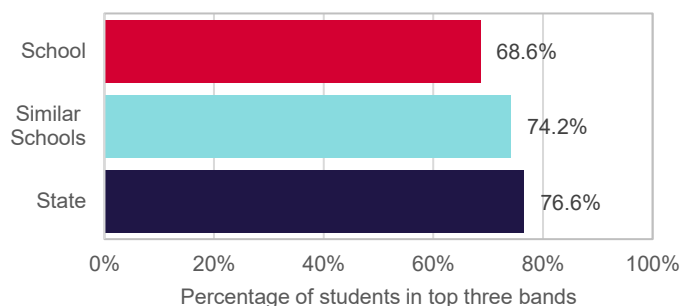
Similar Schools average:

74.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

63.6%

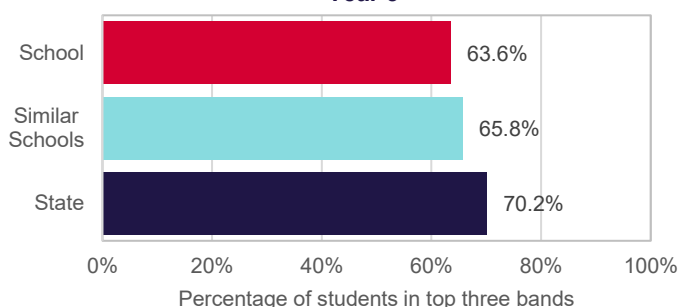
Similar Schools average:

65.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

57.1%

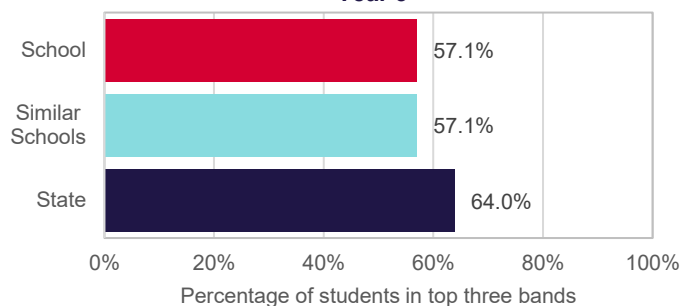
Similar Schools average:

57.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

46.5%

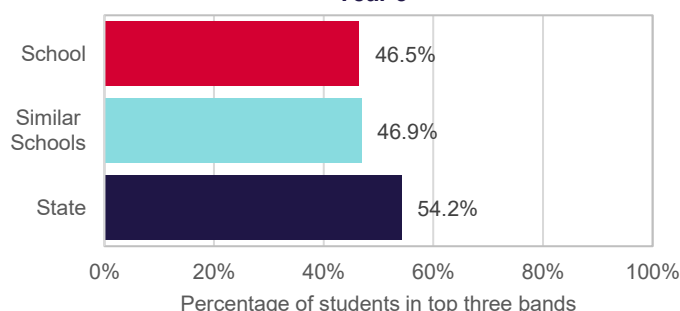
Similar Schools average:

46.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

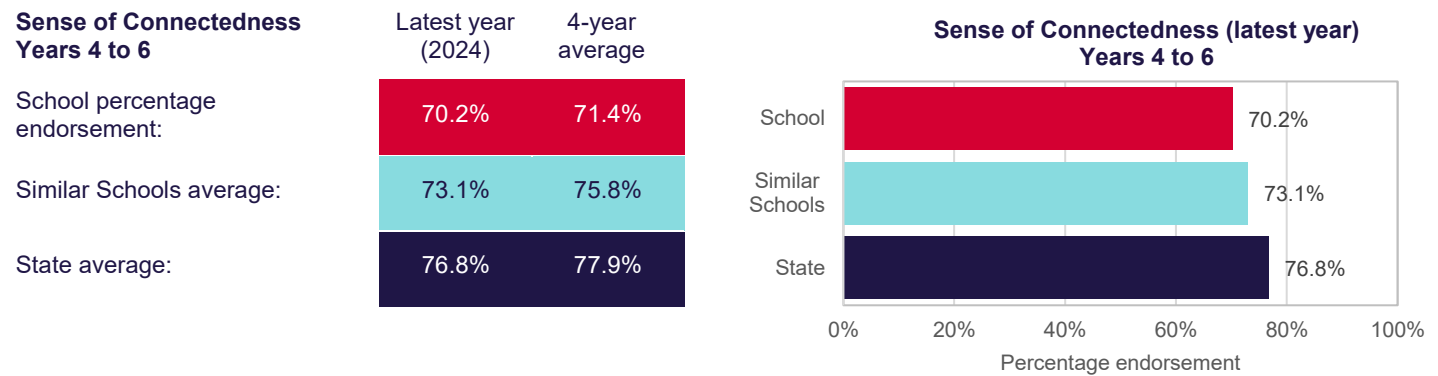


WELLBEING

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.

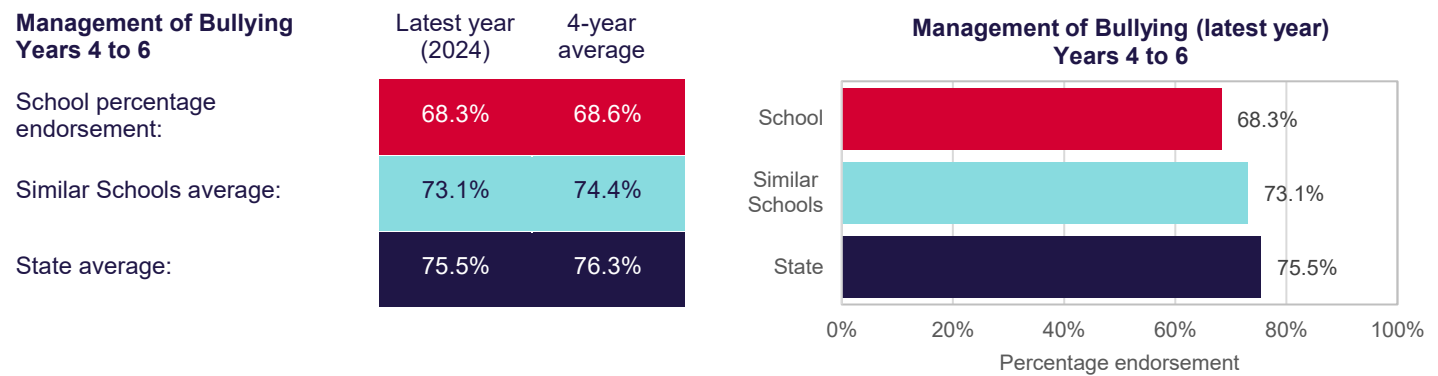
Student Attitudes to School – Sense of Connectedness

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).

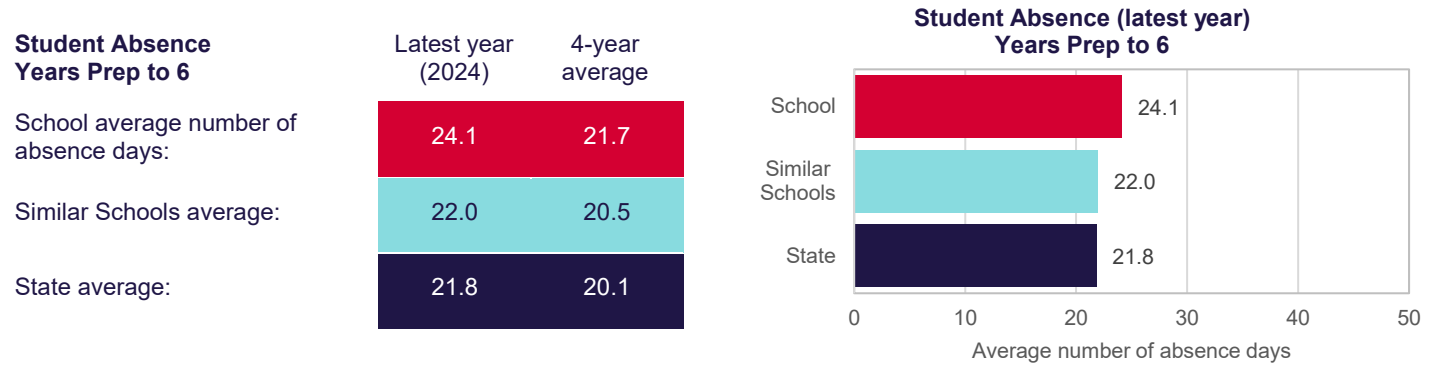


ENGAGEMENT

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):	90%	91%	88%	89%	85%	86%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,038,426
Government Provided DET Grants	\$328,334
Government Grants Commonwealth	\$8,189
Government Grants State	\$0
Revenue Other	\$10,092
Locally Raised Funds	\$197,152
Capital Grants	\$0
Total Operating Revenue	\$3,582,193

Equity ¹	Actual
Equity (Social Disadvantage)	\$125,651
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$125,651

Expenditure	Actual
Student Resource Package ²	\$3,021,955
Adjustments	\$0
Books & Publications	\$611
Camps/Excursions/Activities	\$54,320
Communication Costs	\$3,047
Consumables	\$80,256
Miscellaneous Expense ³	\$8,550
Professional Development	\$15,419
Equipment/Maintenance/Hire	\$62,540
Property Services	\$56,516
Salaries & Allowances ⁴	\$156,617
Support Services	\$26,596
Trading & Fundraising	\$34,514
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$670
Utilities	\$28,046
Total Operating Expenditure	\$3,549,657
Net Operating Surplus/-Deficit	\$32,536
Asset Acquisitions	\$0

- (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	\$132,263
Official Account	\$8,411
Other Accounts	\$0
Total Funds Available	\$140,674

Financial Commitments	Actual
Operating Reserve	\$89,053
Other Recurrent Expenditure	\$5,208
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$94,261

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.