

2024 Annual Report to the School Community

School Name: Waubra Primary School (0859)



- 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 22 April 2025 at 09:56 AM by Kane Tolliday (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 22 April 2025 at 09:56 AM by Kane Tolliday (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

Waubra Primary School aims to provide encouragement, guidance, support and motivation to our students in a friendly, caring and dynamic learning environment.

Our vision is to provide the support to motivate and stimulate our learners on their life-long learning journey.

The values our school community embrace are: Respect, Integrity, Responsibility and Excellence. The values are a prominent feature around the school and provide us with a framework for the way we achieve our vision. The school has a committed, talented and professional staff with a positive range of skills and abilities. The staff comprises of 1 principal class member, 3 full time teaching class members, ART teacher at 0.2, 1 experienced Japanese teacher at 0.1, 6 educational support staff and a visiting MARC Library Van teacher. The school has 0 Aboriginal and Torres Strait Islander staff. The school completed its Strategic Plan review in Term 4 2023 which has become the building blocks for future growth. From this review, consistency was a standout and has been continual focus. Consistency in the way teachers plan, assess and deliver their lessons across all 3 classrooms. In 2024, the school's enrolment was 49 students, divided into three class groupings: Foundation/1, 2/3/4 & 4/5/6. We strategically selected these classroom cohorts based around class size and student learning ability. We have successfully completed 5 Disability Inclusion Profiles and have 5 funded students who receive targeted support from classroom teachers and ES staff. Our school is located 32km north-west of Ballarat and situated in a rural environment. The school is very well supported by our parent body and other local community groups. The school is very inclusive, opening enrolments and education to all children from Australia and overseas.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school continued to work on its strategic plan goals of improving numeracy outcomes for all students and to engage students with science and technology.

The State Priority goal of - continue to focus on student learning - with an increased focus on numeracy aligned perfectly with our SSP goals. Our Target for this was: by the end of 2024, our target was By the end of 2024, increase the percentage of P–6 students displaying at or above expected growth in teacher judgement in:

Reading to 83%, Writing to 73% and Number and Algebra 84%.

Within the parameters of Reading, Writing and Maths, we are well on the way to meeting our 4 year targets. We have focussed on consistency of practice when planning and delivering our content. Teachers in F/1 and 2/3/4 took part in InitialLit training and from April had streamed

spelling running throughout the whole school. Students either took part in InitialLit Foundation, InitialLit Grade 1 or Spelling mastery Groups for 30 minutes per day. The results from a consistent synthetic Phonics program have paid dividends with the F-4 cohort. This will benefit our Year 3 NAPLAN Data in future years and set our learners up for greater success.

This year our PLC process alternated between Maths, Reading and Writing. Teachers and students benefitted from the change in inquiry focus.

The school supported all DI funded students by tailoring individual learning programs to their direct needs and providing Ed support to work 1 on 1 or in small groups to ensure they are supported through learning and social and emotional experiences. We also completed 3 more Disability Inclusion Profiles (DIP) for students.

Wellbeing

We have continued to make progress in student wellbeing; however, we still continue to focus on supporting students' ability to build and maintain relationships along with regulating emotions and dealing with conflict. This has been an area that staff worked hard to support all students. Staff have taken part in professional Learning, with a focus on understanding a child's escalation cycle, and when required, redirecting and helping the child regulate before they become dysregulated.

Students continue to take part in daily mindfulness and GEM along with weekly Respectful Relationships lessons. BY the end of 2024, increase Stimulated Learning ATOS to 78% and Sense of Connectedness to 79%. This was successfully achieved with 85.6%.

To support students wellbeing, we have;

Provide breakfast club each morning, thanks to foodbank provides families with food supplies, provide families free uniform to exchange at the office

Engagement

Waubra Primary School students are engaged and connected to their school and we are proud of the programs that support students in building resilience, persistence, engagement and social capacity.

It has been an incredibly rewarding and satisfying year were establishing and embedding school routines were back at the forefront of day to day school life. Students were authentically engaged during daily classroom sessions and relationships between staff and students developed a strong sense of connection and support. Throughout all classrooms, students have been given the opportunity to work with the classroom teacher to develop their personal learning goals and these are displayed throughout each classroom. This continues to engage them to their own learning journey.

In 2024, Waubra Primary School continued to work with families to ensure students were engaged in their learning and could demonstrate pride and ownership with their when celebrating their

success. This took place during teacher, student, parent learning conferences once a semester. A highlight for the year which demonstrated community engagement was the end of year Christmas Carols. This was held on the school oval, with students from the Waubra Kindergarten also performing. The lions club cooked a BBQ and we also had live music following the carols, creating a great community atmosphere.

Other highlights from the school year

- School Camp to Log Cabin Creswick (grades 3-6)
- F-2 Big Day In ·
- 10 week Swimming Program ·
- 10 Week Gymnastics program · Sporting Schools provided Basketball and Volleyball ·
- Football clinics from Western Bulldogs ·
- Athletics - House and Multi school opportunities
- Christmas carols
- Cross Country
- Food Fight fundraiser

Financial performance

- · The Financial Performance and Position report shows an end of year deficit of \$ 131,892 according to performance report however, our calculations show
- · The school finished the year with a managed deficit of \$53,000 with the small schools deficit reduction removing \$50,000.
- · ES employed for second semester making our ES at 7.
- OSH – First year of school ran OSH. We managed, luckily for \$75,000 grant, closer look at finances and use of CCS moving forward is crucial to the longevity of the program.
- · School receiving CCS, 2025 will see restructure.
- We used bushfire funding to contribute to the continual garden works and upkeep of the school.

**For more detailed information regarding our school please visit our website at
<https://www.waubps.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 47 students were enrolled at this school in 2024, 25 female and 22 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

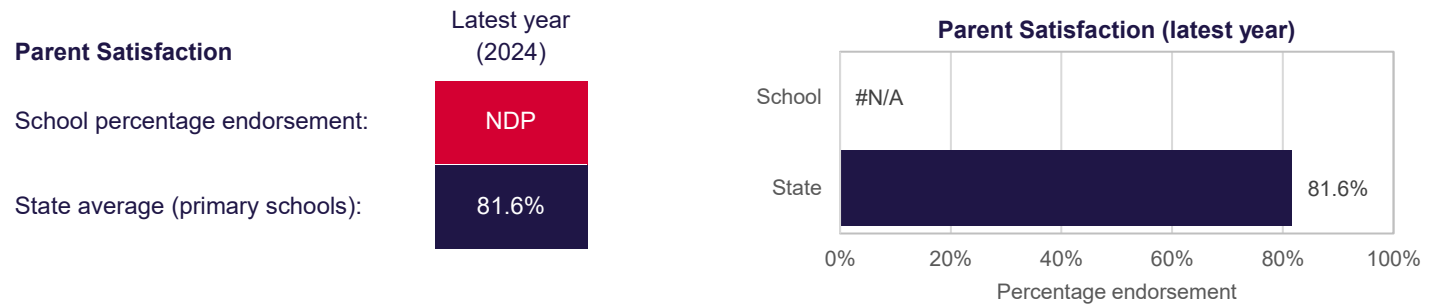
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

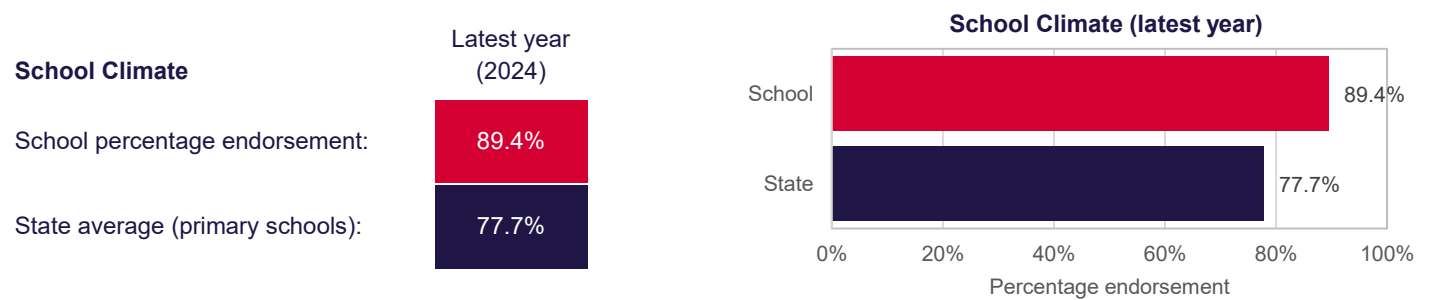


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



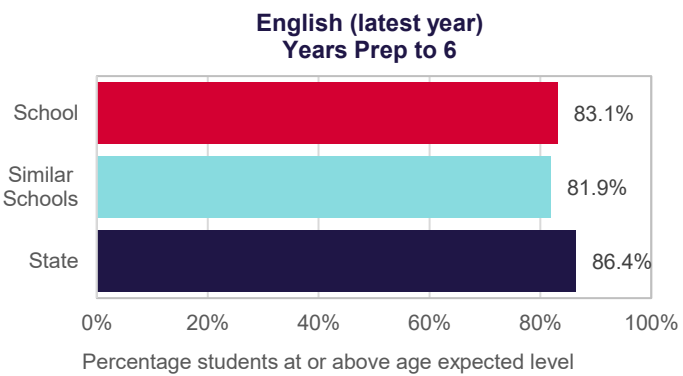
LEARNING

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

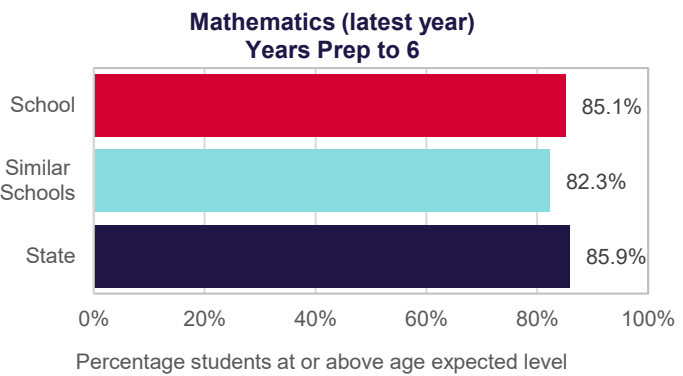
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	83.1%
Similar Schools average:	81.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	85.1%
Similar Schools average:	82.3%
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.

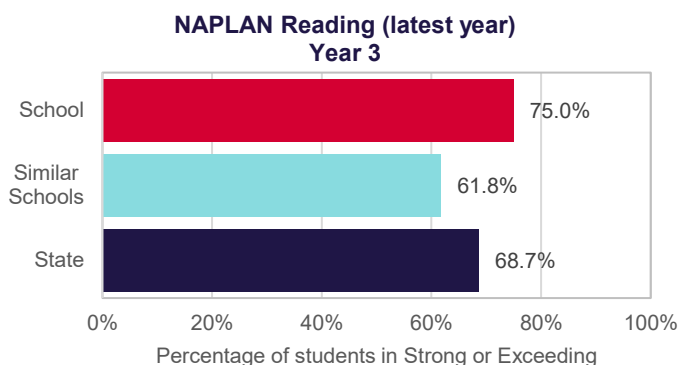
NAPLAN

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.

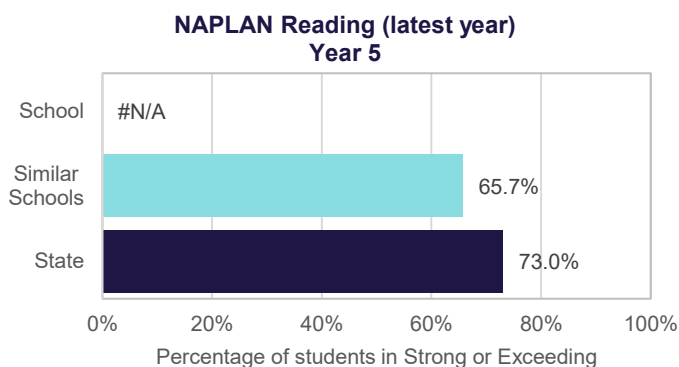
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	66.7%
Similar Schools average:	61.8%	60.2%
State average:	68.7%	69.2%



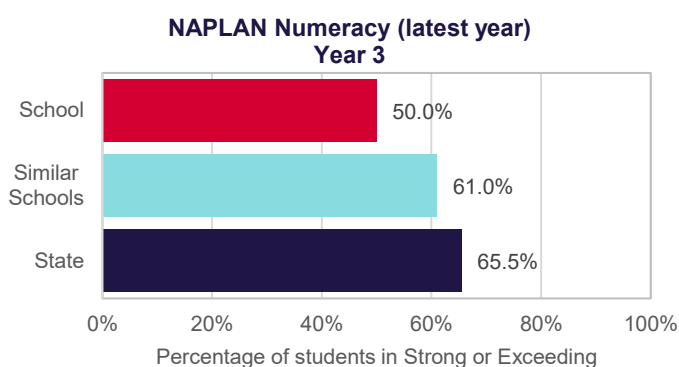
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	87.5%
Similar Schools average:	65.7%	68.2%
State average:	73.0%	75.0%



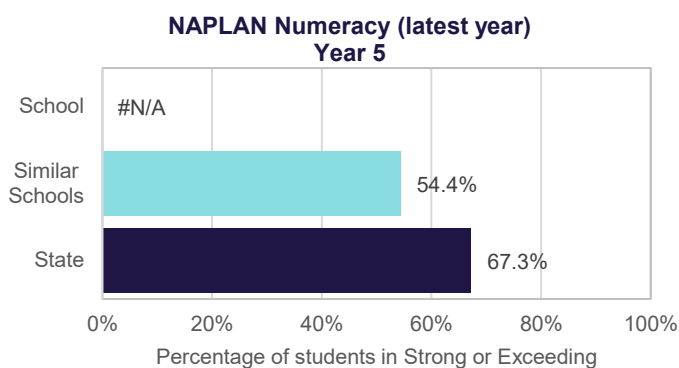
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	66.7%
Similar Schools average:	61.0%	61.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	55.6%
Similar Schools average:	54.4%	55.5%
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:

NDP

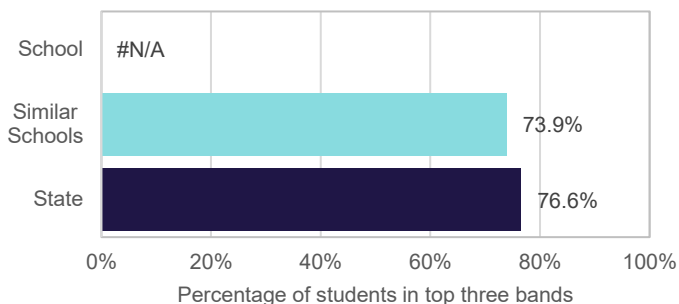
Similar Schools average:

73.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

63.6%

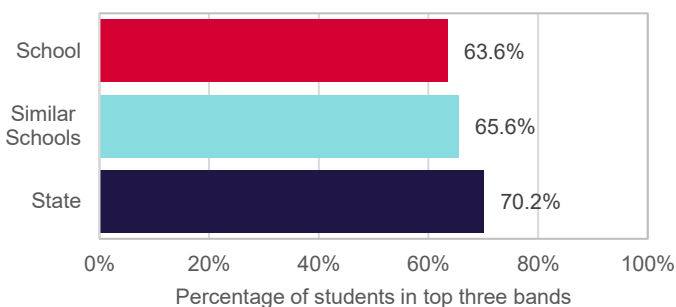
Similar Schools average:

65.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

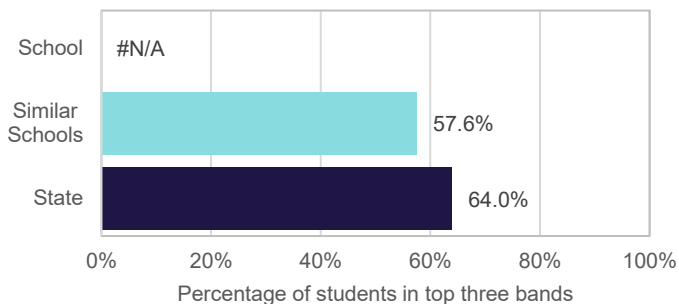
Similar Schools average:

57.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

45.5%

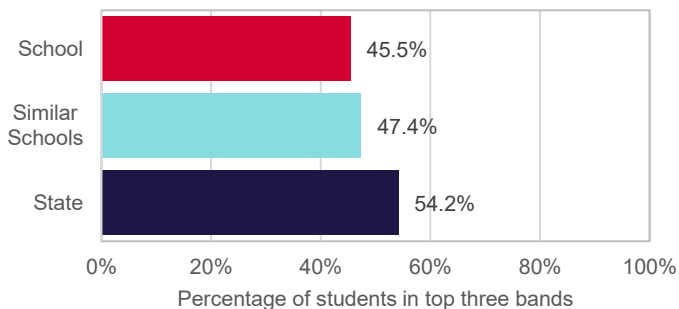
Similar Schools average:

47.4%

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.

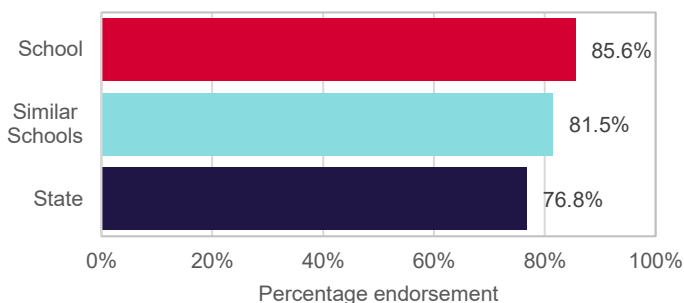
Student Attitudes to School – Sense of Connectedness

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 (2024)	4-year average
School percentage endorsement:	85.6%	83.7%
Similar Schools average:	81.5%	80.1%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



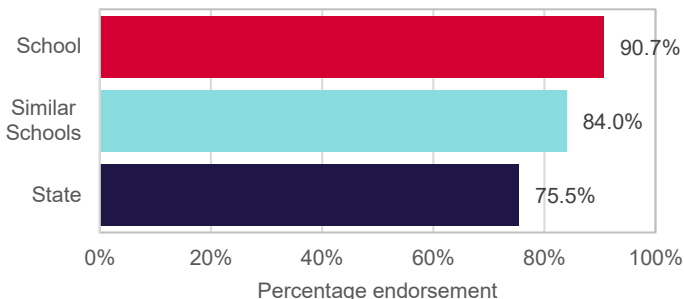
Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	90.7%	84.8%
Similar Schools average:	84.0%	81.3%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

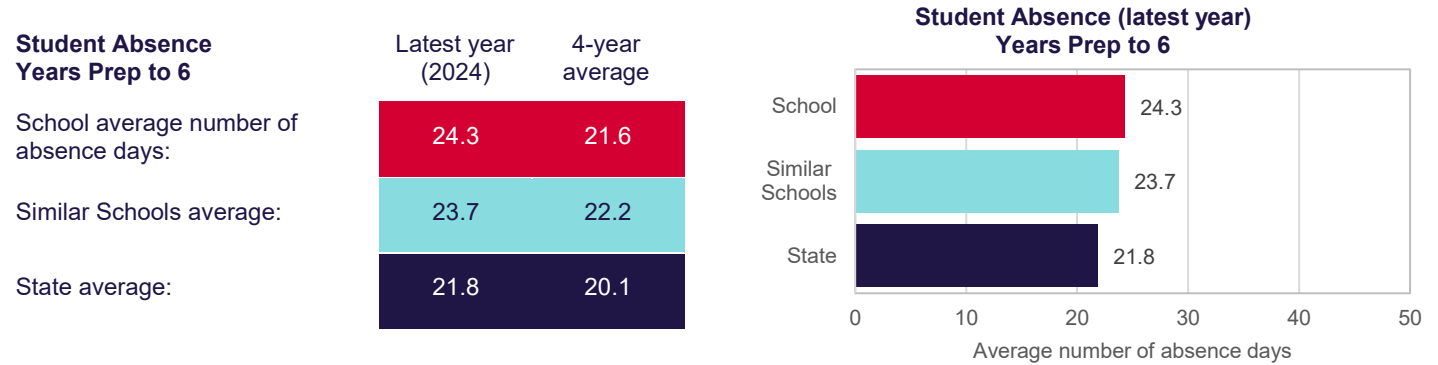


ENGAGEMENT

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):	91%	88%	89%	83%	85%	NDP	90%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$763,245
Government Provided DET Grants	\$131,458
Government Grants Commonwealth	\$19,823
Government Grants State	\$0
Revenue Other	\$10,546
Locally Raised Funds	\$50,788
Capital Grants	\$0
Total Operating Revenue	\$975,860

Equity ¹	Actual
Equity (Social Disadvantage)	\$38,713
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$38,713

Expenditure	Actual
Student Resource Package ²	\$866,097
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$26,446
Communication Costs	\$1,758
Consumables	\$18,433
Miscellaneous Expense ³	\$2,620
Professional Development	\$3,651
Equipment/Maintenance/Hire	\$13,243
Property Services	\$57,901
Salaries & Allowances ⁴	\$84,533
Support Services	\$0
Trading & Fundraising	\$14,902
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,821
Utilities	\$16,347
Total Operating Expenditure	\$1,107,752
Net Operating Surplus/-Deficit	(\$131,892)
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	\$158,027
Official Account	\$24,373
Other Accounts	\$0
Total Funds Available	\$182,400

Financial Commitments	Actual
Operating Reserve	\$40,667
Other Recurrent Expenditure	\$7,184
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$41,272
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	\$36,249
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$125,372

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.