

2023 Annual Report to the School Community

School Name: Whitehorse Primary School (5530)



- 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 19 March 2024 at 07:03 PM by Andrew Den Elzen (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 24 March 2024 at 08:50 PM by Tim Price (School Council President)

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 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

School context

Whitehorse Primary School, established in 2012 is a government primary school located in a family focused suburb of Blackburn North approximately 20km from the CBD. Our school's vision is to actively support the development of the whole child by delivering life-long learning skills including relevant academic, social and emotional skills. Our school values are Respect for Yourself; Respect for Others and Respect for Your School. In 2023 the school had an enrolment of 353 students - 163 female and 190 male. The school's SFOE was 0.1446 with an increasing number of EAL students within our junior cohorts.

In 2023 the school supported 15 classes made up of 3 x Foundation, 2 x Year 1, 2 x Year 2, 4x Year 3/4, and 4x Year 5/6 classes. The staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 Leading Teacher (0.4 FTE), 2 Learning Specialists (2.0 FTE), 17 Classroom Teachers (14.6 FTE) and 8 Education Support Staff (5.45 FTE). The school does not have any ATSI staff. The school also supported two international enrolments in 2023. The school also operates Seedlings Kindergarten onsite and Warekila Preschool in Kett Street Nunawading which enables the school to support a positive transition between kindergarten and starting school. The school also coordinates an OSHC program onsite for families.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Whitehorse Primary School delivered on the following actions within our Annual Implementation Plan to support Learning Catchup and Extension, especially in Numeracy, by:

- Strengthening teacher collaboration in diagnosing student learning point of need and monitoring of student growth, especially in Numeracy.
- Developing a school-wide numeracy strategy.
- Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support.

The school continued its focus on the use of Professional Learning Communities (teaching teams) to identify student's needs and then utilised cycles of inquiry (underpinned by Professional Learning on Datawise) to plan, implement and monitor actions to improve student learning. A whole school inquiry was established to focus on Mathematics which had a significant impact on driving growth in teacher knowledge and practice.

In Numeracy, staff focussed on developing a consistent whole school approach to mathematics, and building staff confidence. Staff were able to implement a consistent instructional model, as evidenced by ongoing staff feedback and reflection. Students were exposed to more rich and challenging tasks which are becoming more embedded in school planning and teaching. Student and staff dispositions have become more positive in regards to maths which was evidenced through student surveys and staff feedback. Whole staff professional learning was undertaken as part of the school's participation in the Riversdale Network which focused on 'The Big Ideas' with Di Siemon and 'Open ended tasks' with Peter Sullivan.

The Tutor Learning Initiative again enabled the school to utilise expertise within the staff to support students in Literacy and Numeracy that required catch up or extension which had a positive impact on our student achievement data.

Our student achievement results in NAPLAN (2023) saw the school exhibit high percentages of students working at strong or exceeding in both, Reading and Mathematics, and well above the State wide comparisons. In NAPLAN, our results saw us achieve well above similar schools in Year 3 and Year 5 Reading and Year 3 Numeracy. Our Year 5 Numeracy was slightly below similar schools. The continued focus on Mathematics PL for staff and the implementation of Datawise inquiry cycles will aim to improve our numeracy results over the future years.

Wellbeing

In 2023, Whitehorse Primary School delivered on the below actions within our Annual Implementation Plan to 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

The school developed a shared vision for School Wide Positive Behaviour (SWPBS) and the behaviours that are consistent with the SWPBS philosophy. The school focused on developing a consistent approach to behaviour through the construction of a Behaviour

Expectations Matrix and Behaviour Management flow charts. This was led by the Whitehorse PS Wellbeing team that sought feedback from staff, students and community about developing expectations for students. The school also engaged the Department of Education's SWPBS team to run professional learning for staff. This whole school approach supports our students understandings of emotional regulation and behaviours which aligns with our School Values and Respectful Relationships. As a result, students are beginning to articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework. Teachers are able understand the SWPBS philosophy and are beginning to articulate the desired behaviours, and major and minor behaviours. The school has continued to work closely with Uniting who provide a Family and Wellbeing Practitioner, 2 days a week. She is able to assist our families with practical parenting support and connect them to other support services such as, NDIS, Allied health professionals etc.

The school has established a partnership with Monash University Counselling, who provide us with a Masters students in counselling. This enabled our students to have 1:1 access to professional counselling support at school.

The school was able to provide a therapy dog again, to assist our students with social skills in a calm and supportive environment. Our school council, Wellbeing sub-committee addressed school pride by reviewing our school uniform policy and also provided feedback on our SWPBS - Behaviour Expectations Matrix.

As per our AtoSS - Student endorsement for Sense of Connectedness increased from previous years and our Management of Bullying decreased slightly from previous years, however this decrease was reflected across all schools (State averages in 2023). Whitehorse Primary School continued to achieve similar results against Similar School and State Averages in relation to wellbeing.

Engagement

The 2023 school year began with a local basketball club engaging with all our students participating in a 4 week Basketball program. All students were given the opportunity participate in our annual whole cross country running event. Our Community Matters parent sub-committee and school staff organised a celebration of different cultures which included a whole school Colour Run and Chinese Cultural day.

Foundation parents were invited into our school community through a Teddy Bear's Picnic to make connection with each other and the staff. We continued with our lunch time activities such as Chess, Nudle Cart, Quiet and Library club.

We also had a number of special days where students were able to celebrate different aspects of their learning these included, Grandparents and friends day, Book Week Parade and fair. We had numerous excursions including Melbourne Aquarium, Coal Creek and Healesville Sanctuary. School camps included 5/6 Canberra Camp, 3/4 Phillip Island Adventure Camp and Grade 2 Sleepover.

2023 proved to be another successful year for sport for our school. School Swimming and cross country teams progressed to Divisional and Regionals with participation and engagement high across our Year 3 - 6 cohorts. Our Hooptime Basketball teams also made it through to the State finals.

During Term 3, Artist in residence, Simone Thomson, a local Wurundjeri artist worked with our students to design and paint a mural of our school and community. This helped to build a strong sense of inclusiveness within our school community.

In Term 4, our whole school was involved in school production, 'The History of Hip Hop' showcasing teamwork and dance. This was well attended by our parents and family.

Student attendance data shows that average student absences were slightly higher similar schools but well below the state average even though we had a small number of students with ongoing attendance issues. Attendance improvement plans were in place for students with ongoing issues. A number of our families also took extended holidays to visit families overseas which had been delayed due to COVID restrictions in previous years.

Financial performance

At the end of the 2023 year the school had a total of \$331,698 in its combined bank accounts. This amount is more than the required operating reserve and shows that the school is still in an appropriate financial position. The school made an operating loss of \$128,132 for the year, which was largely due to a significant increase in the amount of Casual Relief Teaching staff required to be utilised to cover staff absences and sick leave. An Student Resource Package deficit of approximately \$68000 in 2023 also contributed to the school's operating loss and this deficit was incurred to provide the necessary teaching staff to deliver additional learning support and programs across the school including the Stephanie Alexander Kitchen Garden program. Additional Commonwealth funding of \$488637 was received for our Out of School Hours Care program and additional State Government funding of \$74,126 was received for our two kindergarten programs. Equity funding of \$17029 was spent on teaching and Education Support salaries to provide additional support to students in literacy and numeracy.

For more detailed information regarding our school please visit our website at
<https://www.whitehorseps.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 348 students were enrolled at this school in 2023, 160 female and 188 male.

22 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).

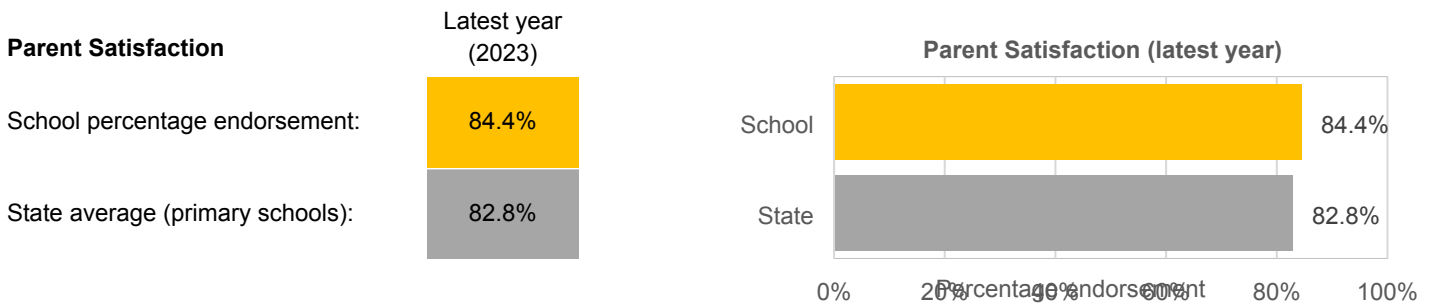
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

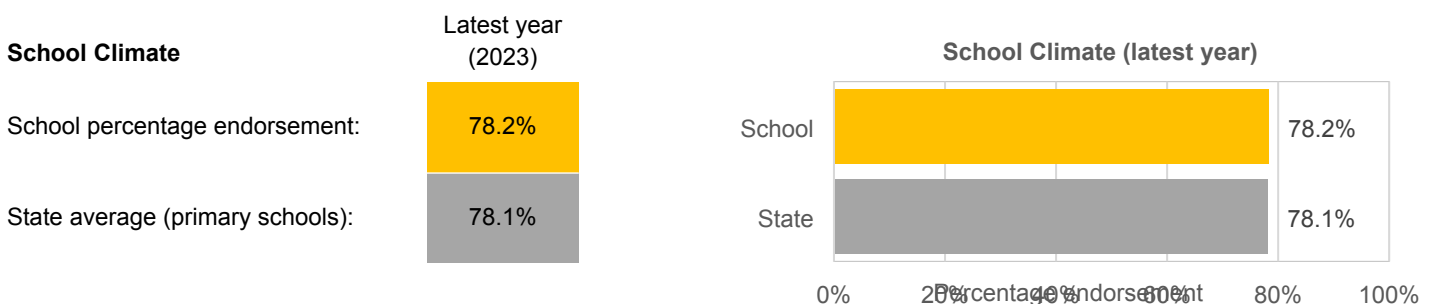


School Staff Survey

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:

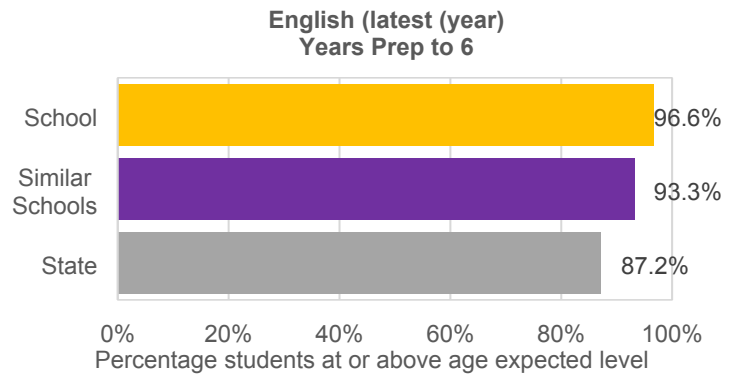
96.6%

Similar Schools average:

93.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

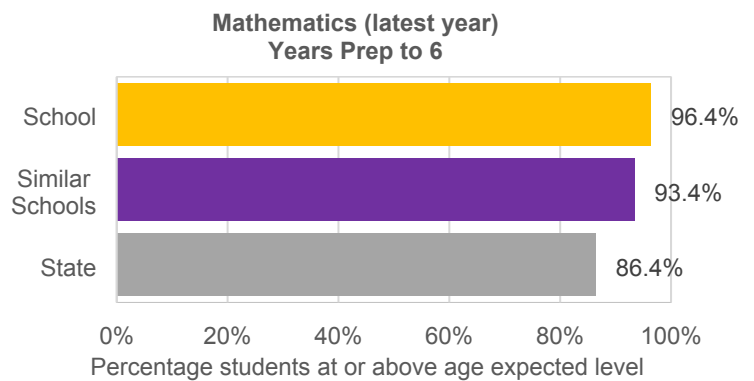
96.4%

Similar Schools average:

93.4%

State average:

86.4%



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:

94.4%

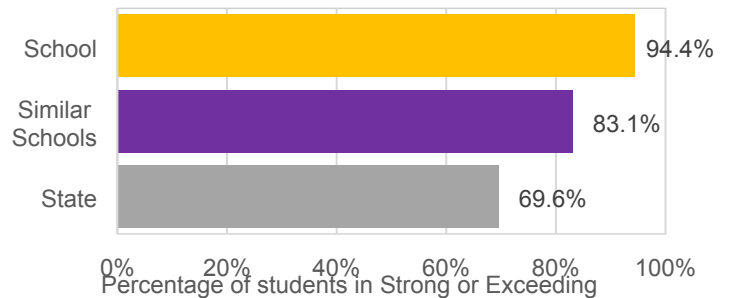
Similar Schools average:

83.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.2%

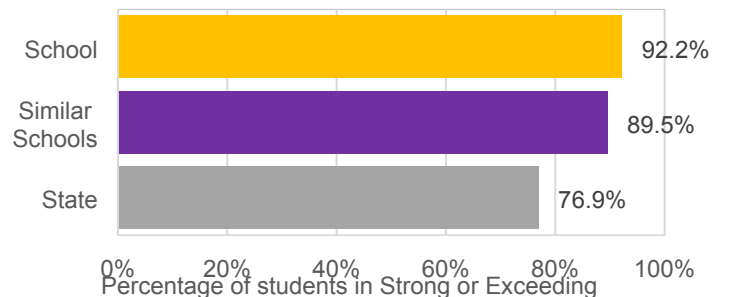
Similar Schools average:

89.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.7%

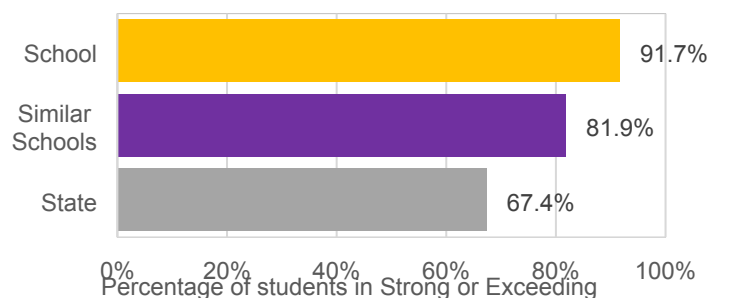
Similar Schools average:

81.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.4%

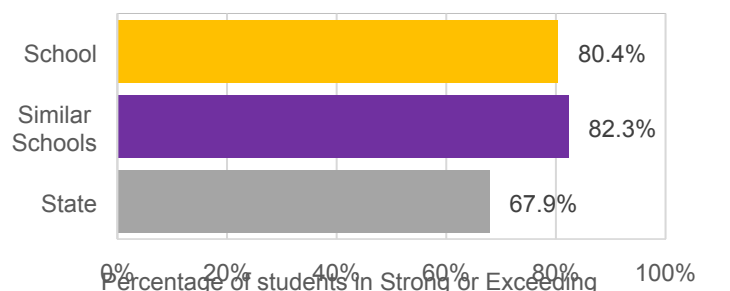
Similar Schools average:

82.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students
in the top three bands:

88.7%

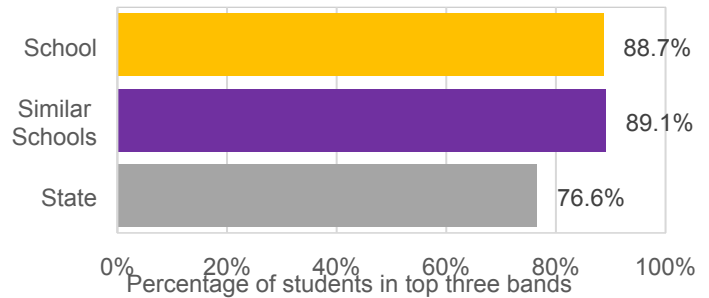
Similar Schools average:

89.1%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students
in the top three bands:

84.6%

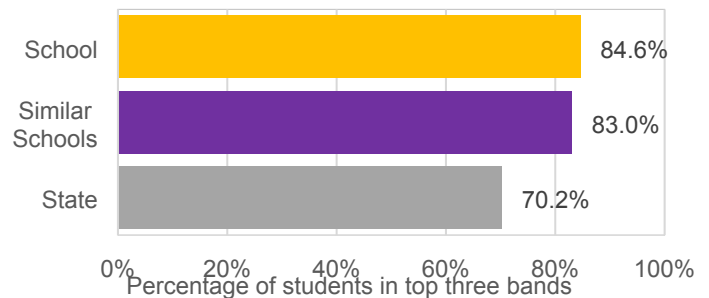
Similar Schools average:

83.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students
in the top three bands:

64.5%

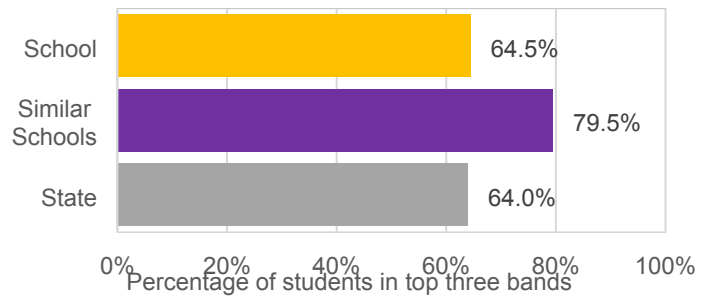
Similar Schools average:

79.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students
in the top three bands:

69.8%

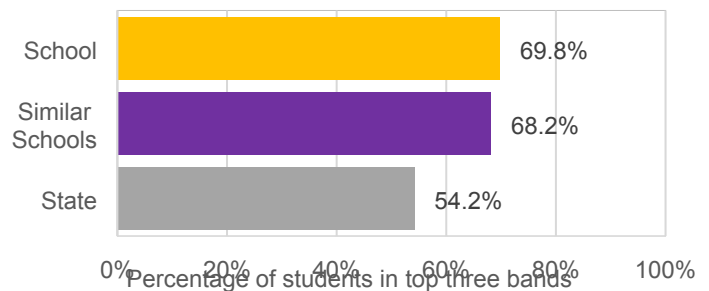
Similar Schools average:

68.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

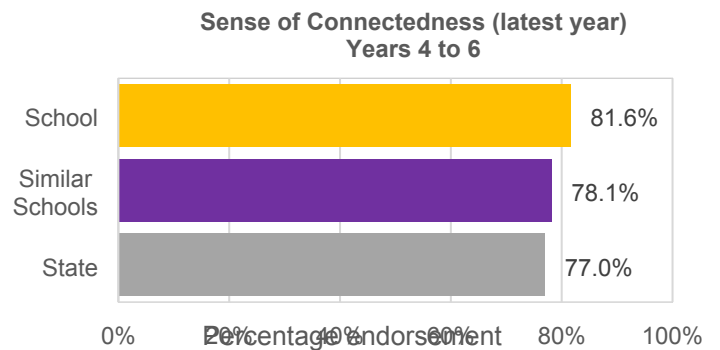
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	81.6%	80.3%
Similar Schools average:	78.1%	77.9%
State average:	77.0%	78.5%

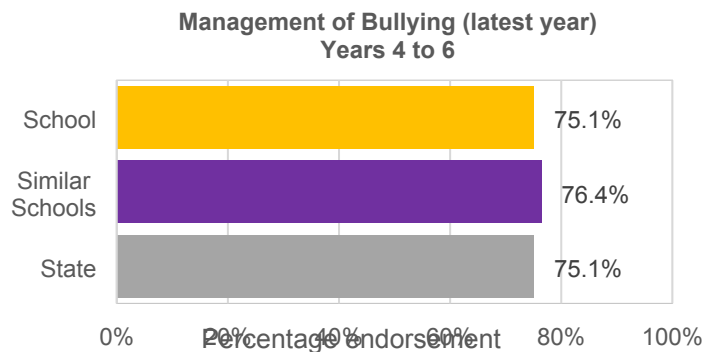


Student Attitudes to School – Management of Bullying

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:	75.1%	75.4%
Similar Schools average:	76.4%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

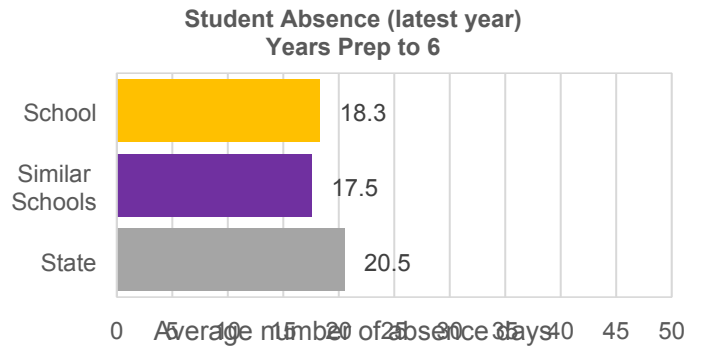
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.3	13.8
Similar Schools average:	17.5	14.9
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):	92%	91%	93%	91%	90%	89%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,017,436
Government Provided DET Grants	\$673,100
Government Grants Commonwealth	\$83,989
Government Grants State	\$0
Revenue Other	\$28,821
Locally Raised Funds	\$459,268
Capital Grants	\$0
Total Operating Revenue	\$4,262,614

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,028
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,028

Expenditure	Actual
Student Resource Package ²	\$3,073,734
Adjustments	\$150
Books & Publications	\$1,333
Camps/Excursions/Activities	\$149,960
Communication Costs	\$5,463
Consumables	\$93,405
Miscellaneous Expense ³	\$16,168
Professional Development	\$12,511
Equipment/Maintenance/Hire	\$43,531
Property Services	\$117,409
Salaries & Allowances ⁴	\$696,196
Support Services	\$107,403
Trading & Fundraising	\$36,421
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,322
Total Operating Expenditure	\$4,391,005
Net Operating Surplus/-Deficit	(\$128,392)
Asset Acquisitions	\$22,396

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$270,774
Official Account	\$60,923
Other Accounts	\$0
Total Funds Available	\$331,698

Financial Commitments	Actual
Operating Reserve	\$206,843
Other Recurrent Expenditure	\$1,014
Provision Accounts	(\$331)
Funds Received in Advance	\$0
School Based Programs	\$63,700
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,730
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$71,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$345,956

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.