

# 2023 Annual Report to the School Community

School Name: Warrenheip Primary School (1591)



- 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 29 April 2024 at 07:03 PM by Johanne Reyntjes (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 01 May 2024 at 03:24 PM by Catherine Gill (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

Warrenheip primary school is situated in a picturesque setting on the eastern side of Ballarat, on a site it has occupied since 1875. The school is set on large, attractive grounds that offer a semi-rural learning environment for its educational community. Enrolments are drawn from both urban and rural homes. The school's vision is for the students to become successful learners in an environment that provides the best possible opportunities for academic excellence. It is a friendly school which values Learning, Respect and Safety. The Warrenheip teaching staff work closely with the School Council and the parent community in maintaining a 'multi-aged' approach to teaching all aspects of the curriculum. During 2023 the workforce composition was 3 full time teaching staff (including a teaching principal), 1 business manager and several experienced teachers and education support staff who are employed on a part-time basis to help support our students during core literacy and numeracy. The school provides a comprehensive curriculum with specialist areas in Japanese, Visual Arts, Health and Physical Education, Digital Technologies, Respectful Relationships, and a visiting MARC Van (Mobile Area Resource Centre) There are also many extracurricular activities that support classroom programs such as sporting clinics, cross country, athletics, swimming, leadership, camp, and performances. The school has an enrolment of 23 students - 10 female and 13 males. The class structure comprised of 2 classes - a Junior (F-2) and a Senior (3-6). Attendance is recognised as an integral element of each child's education with close attention being paid to children whose attendance levels fall below expected standards. Most of the buildings are in overall good condition: the school currently offers 5 classrooms, 1 multi-purpose room, 2 outdoor playgrounds combined with modern toilet amenities for both children and adults. In 2023 a large undercover area was added to the school as well as a quaint little cubby house. Students tend to a large vegetable garden and enjoy creative play in a renovated sandpit. The school maintains an extensive array of compute resources, with each child allocated a notebook computer for school-based usage. Our classrooms are supported by interactive whiteboards. Warrenheip Primary School offers a wide-open space, with football oval, soccer pitch, basketball courts and quiet play space. It offers both before and after school care and proudly runs a Playgroup once a week.

---

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

### Learning

The goal of improving student learning outcomes in Literacy and Numeracy progressed well in 2023. Teacher judgements show results from F-6 in English at or above the expected standards at 78.8% which is higher than similar schools 77.6%. In Maths our F-6 students at or above age expected standards was also pleasing at 80.0%, higher than similar schools 78.8%. Having new staff join the team at Warrenheip Primary School at the beginning of 2023 also saw the introduction of an explicit teaching model. Students in the junior class were introduced to Literacy programs that included Little Learners Love Literacy, Heggerty's as well as UFLI spelling. We began to make the switch to decodable readers and recorded students growth using a suite of DIBELS assessments. This allowed us to identify the exact point of need for our students and differentiate learning goals. Our regular classroom programs were assisted with MultiLit and Tutoring. After completing PLC (Professional Learning Communities) training, we rolled this initiative out as a part of our regular practice. Joining up with a similar sized school we were able to work collaboratively, using PLC processes, to identify the needs of our students and create programs that support these students to achieve growth.

### Wellbeing

Our goal was to 'Improve the well-being and resilience for all students in 2023'. We began regular and continual contact with parents through our school app, newsletter, and social media outlets. We made our priorities checking-in on students and connecting with families to ensure we were working together to improve our student's well-being outcomes. We introduced opportunities for our community to come together at least once each term to celebrate the learning that had taken place in the classrooms. We held casual events that allowed our parents to get to know the new staff as well as connect with other parents at our school. In 2023 some of our staff were trained in the Berry Street Education Model to support our students who were displaying actions related to trauma. The success of this model will see the remaining staff trained in 2024. We introduced Breakfast Club once a week and were fortunate to be able to continue the Chaplaincy Program for two days per week. Throughout 2023 we were able to provide support to parents with vouchers for school supplies, uniforms and even Christmas presents. Teachers continued to deliver the Rights, Resilience and Respectful Relationships program to our students. This was supported with a focus area each week where teachers were looking for students achieving the goal and using positive reinforcement for greater reach. During assemblies students'

achievement were celebrated through a range of awards, we began to see a focused shift towards achieving our school values of Respect, Safety and Learning. This was reflected in our Student Attitude to School Survey data with students in years 4-6 endorsing a positive connection to school of 90.0% compared to the state average of 77.0%. Similarly with students endorsing the management of bullying at 100% compared to the state average of 75.1%.

## Engagement

Our goal for 2023 was 'To improve engagement in learning for all students'. At Warrenheip Primary School we aim to provide our students relevant, practical, and fun learning experiences. We employed specialist teachers to deliver expert programs that catered for a wide range of interests. A specialist Health and Physical Education teacher supported our students to understand the rules of many of the games they enjoyed playing. A music teacher created a school song with our students and produced a series of videos about school life at Warrenheip Primary School. Students had the opportunity to work in small groups on projects like, Re-Cranked, building a street library, DASH, Story Dogs, and leadership activities to name a few. With our attendance data still and area for concern we began a campaign in the newsletter focused on the importance of attending school, this included well-being phone calls to families when students had been marked for several days in a row with an unexplained absence. We encouraged parents to call the school to inform us of an absence or to contact the classroom teacher via the school used app. The average number of days absent for students in 2023 was 27.3 days, this is higher than the state average of 20.5 days. Our attendance data showed more days absent in years 4 and 5 with no data being published for year 6.

---

## Financial performance

In 2023, Warrenheip Primary School recorded a credit surplus of \$125,045. The school received Equity funding of \$76,823 which was allocated to different programs and resources. Extra funding was gained through Tier 2 and 3 interventions under the new Disability Inclusion Program which allowed to further support staff and resources. Mental Health and Well-being funding was utilised to support many of the extracurricular activities that were put in place. The Tutoring Program funding was again allocated to a teacher who was able to work 1:1 with students who needed additional assistance. During 2023 the buildings and grounds required more funds than anticipated which meant the school had to draw from the surplus held in the investment account. With the school's 150th celebrations approaching, the School Council has identified the need for maintenance on the old building.

**For more detailed information regarding our school please visit our website at**  
<https://whps.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 27 students were enrolled at this school in 2023, 11 female and 16 male.

0 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).

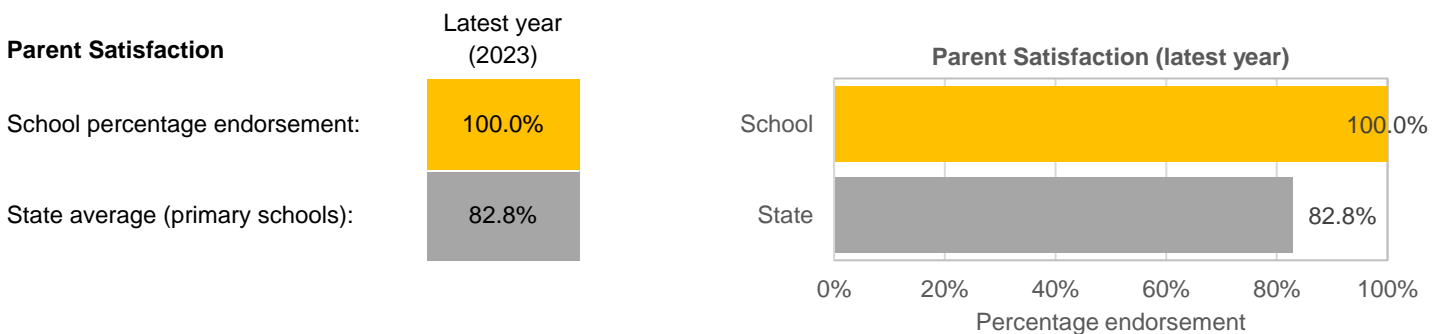
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

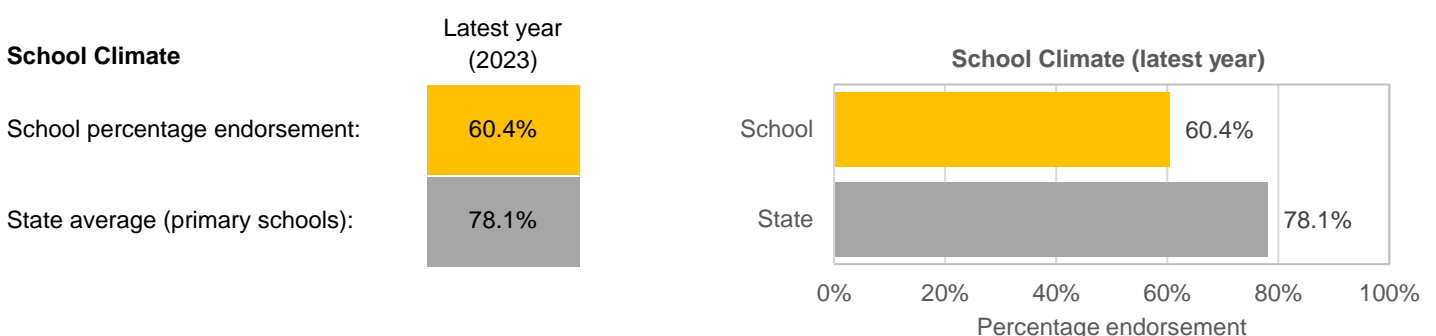


### School Staff Survey

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:

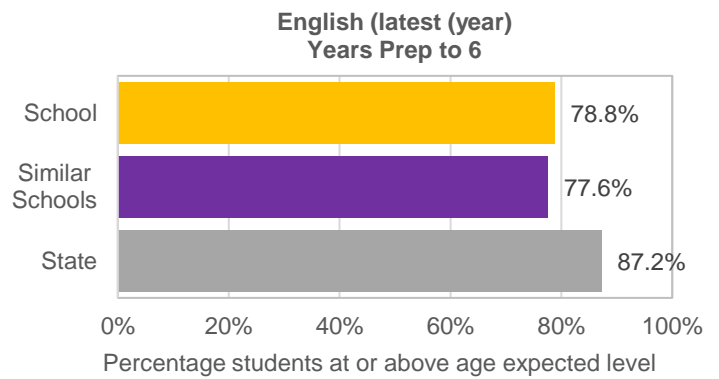
78.8%

Similar Schools average:

77.6%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

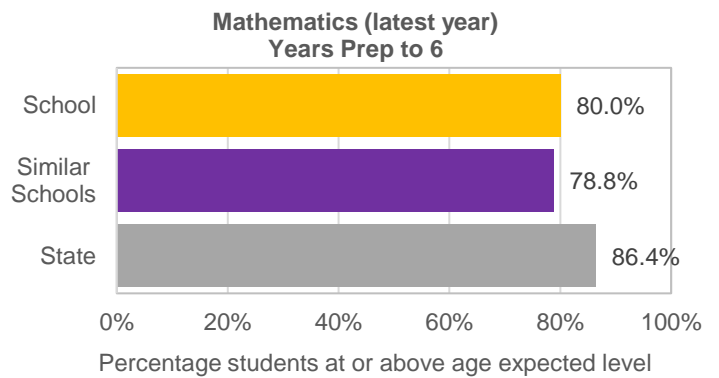
80.0%

Similar Schools average:

78.8%

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:

NDP

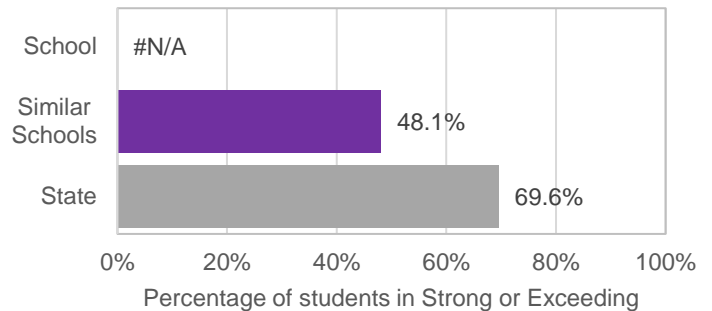
Similar Schools average:

48.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

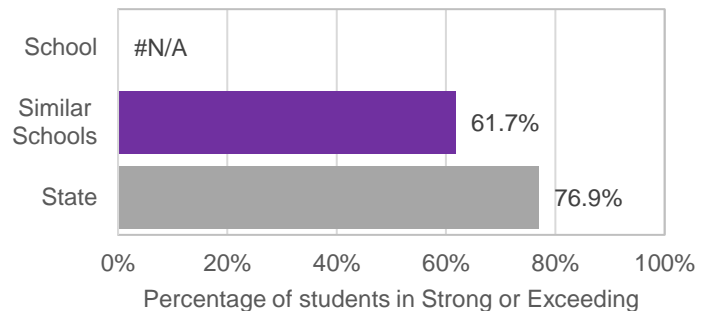
Similar Schools average:

61.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

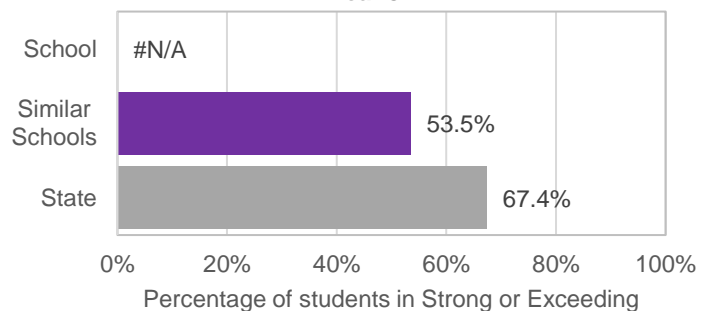
Similar Schools average:

53.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

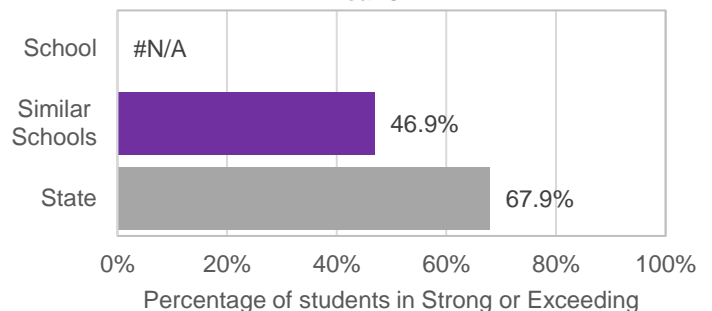
Similar Schools average:

46.9%

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:

NDP

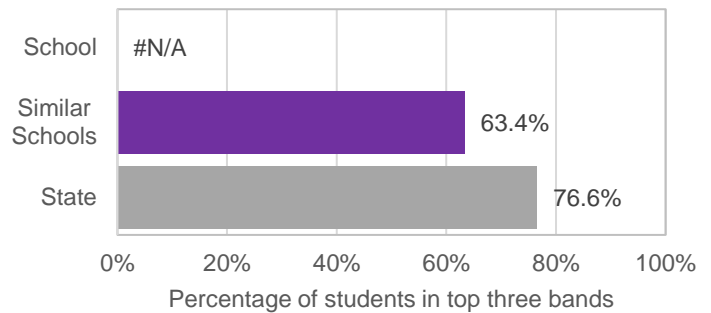
Similar Schools average:

63.4%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

NDP

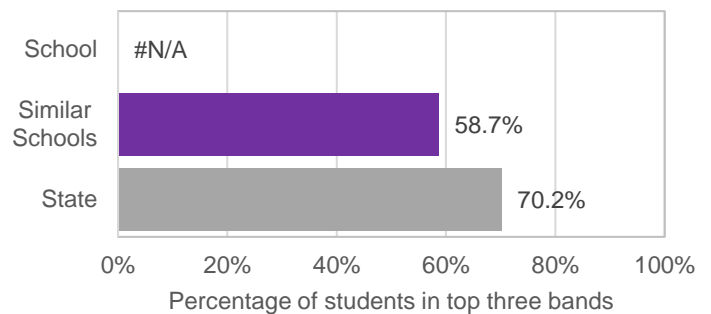
Similar Schools average:

58.7%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

NDP

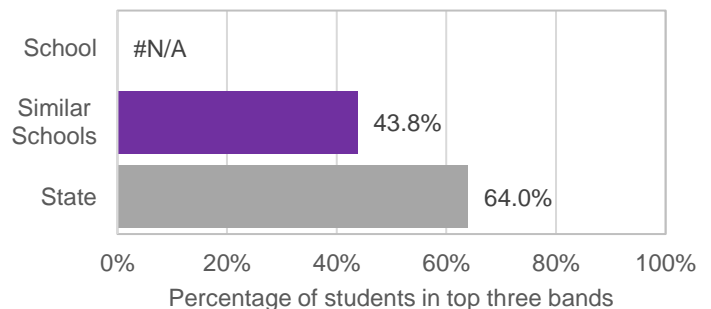
Similar Schools average:

43.8%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

NDP

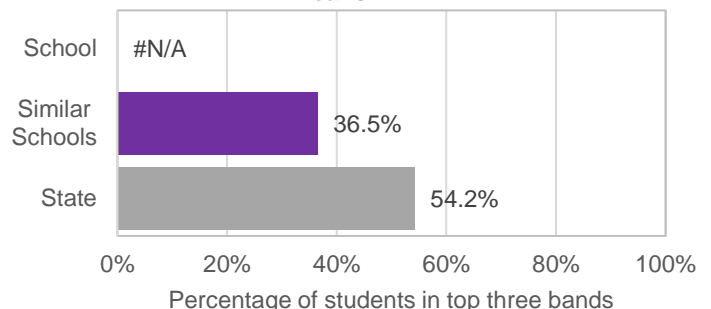
Similar Schools average:

36.5%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

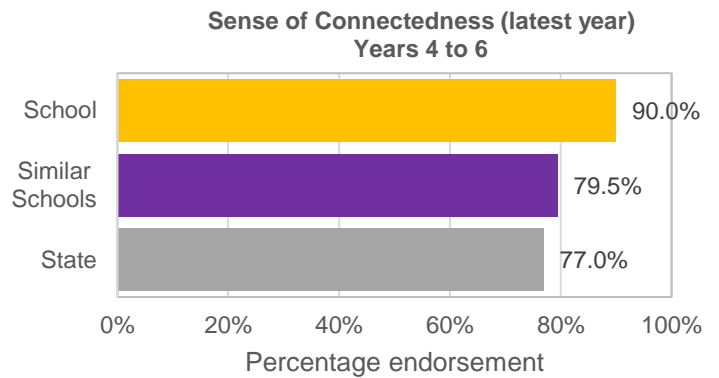
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	90.0%	80.6%
Similar Schools average:	79.5%	80.4%
State average:	77.0%	78.5%

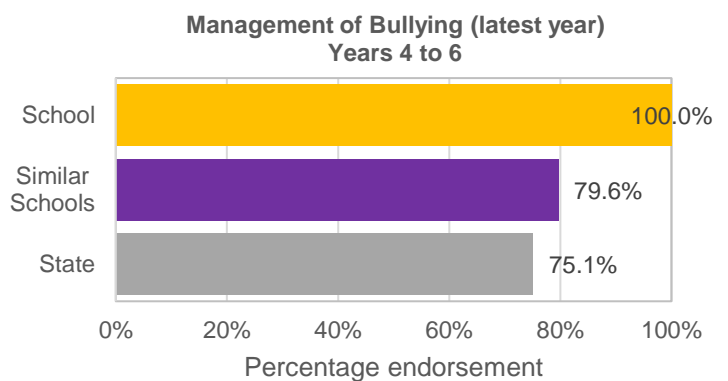


### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	100.0%	84.6%
Similar Schools average:	79.6%	81.1%
State average:	75.1%	76.9%



## ENGAGEMENT

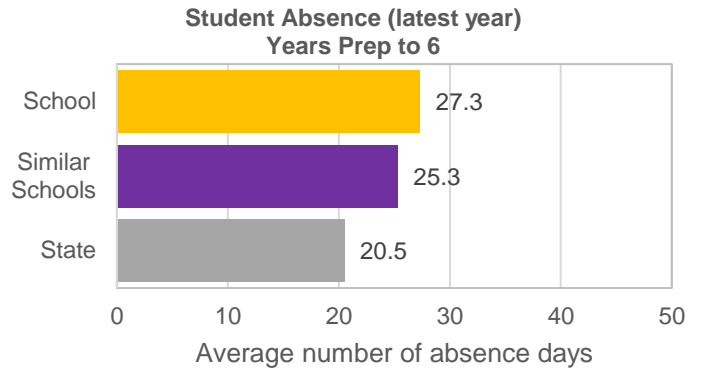
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.3	23.0
Similar Schools average:	25.3	21.5
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):	98%	92%	92%	90%	72%	65%	NDP

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$709,834
Government Provided DET Grants	\$271,216
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$11,153
Locally Raised Funds	\$14,228
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,010,932</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$76,823
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$76,823</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$582,633
Adjustments	\$0
Books & Publications	\$517
Camps/Excursions/Activities	\$16,446
Communication Costs	\$2,143
Consumables	\$33,908
Miscellaneous Expense <sup>3</sup>	\$4,376
Professional Development	\$3,167
Equipment/Maintenance/Hire	\$10,237
Property Services	\$29,160
Salaries & Allowances <sup>4</sup>	\$64,299
Support Services	\$89,076
Trading & Fundraising	\$2,905
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$366
Utilities	\$7,830
<b>Total Operating Expenditure</b>	<b>\$847,062</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$163,871</b>
<b>Asset Acquisitions</b>	<b>\$42,828</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$161,490
Official Account	\$10,497
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$171,987</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$41,193
Other Recurrent Expenditure	\$1,962
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$16,420
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
<b>Total Financial Commitments</b>	<b>\$59,575</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*