

2023 School Report

Woodlands Primary School





School Overview

Welcome to Woodlands Primary School, catering for students from Kindergarten to Year 6.

Our school values a play-based learning approach and provides a balanced curriculum to give students a solid start in the early years.

Specialist programs include Science, Music, Art, Japanese and Physical Education. Students participate in a range of school based, interschool and community-based events in sport, instrumental music, and choir.

The Woodlands Primary School music program offers students the opportunity to learn a variety of instruments including violin, viola, cello, and trumpet. Out-of-hours guitar and piano classes are also offered by private tutors on the school site.

Our school community aims to provide a world of opportunity for students through the power of learning. We strive for student excellence, both academic and non-academic, and focus on developing the whole child.

Preparing our students to succeed in the digital world is key. Students from years 2 to 6 use their own iPads in our classrooms with the goal of 'creation over consumption'. Woodlands Primary School places importance on the use of the device as a tool for learning and the iPads program is overseen by educators with a specialty in the use of technology in schools.

Our Positive Behaviour Support program aims to develop the four school values of Belonging, Respect, Humanity and Possibilities in students. We believe that when these are embedded in a child's behaviour, they are well prepared to embrace the challenges and possibilities of the future.

Established in 1964, Woodlands Primary School is situated in an established suburb with an abundance of native old growth trees. The school serves as a community hub and is used after school hours by local families who enjoy the many contemporary playgrounds and basketball and netball courts.

An onsite out of hours childcare centre offers parents the convenience and peace of mind that their child is being well looked after in a safe and caring environment.

Student Numbers and Characteristics

Woodlands Primary School

Student Numbers (as at 2023 Semester 1)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(26)	49	48	46	50	51	52	57	379
Part Time	52								

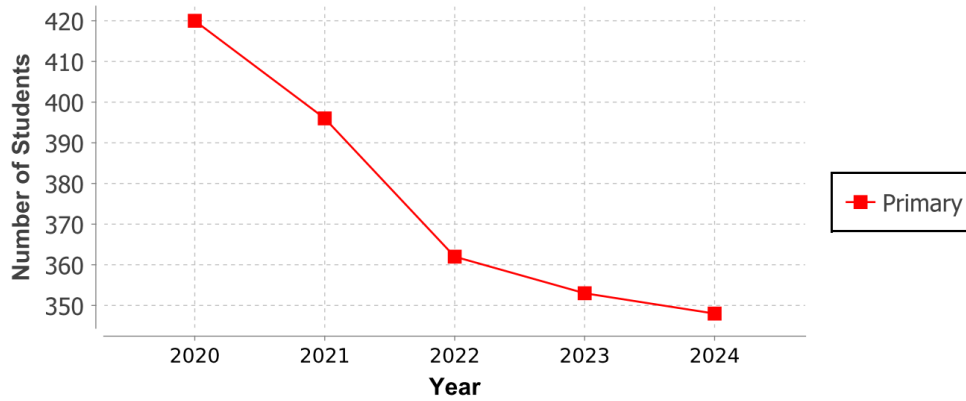
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	27	23	149		199
Female	24	26	155		205
Total	51	49	304		405

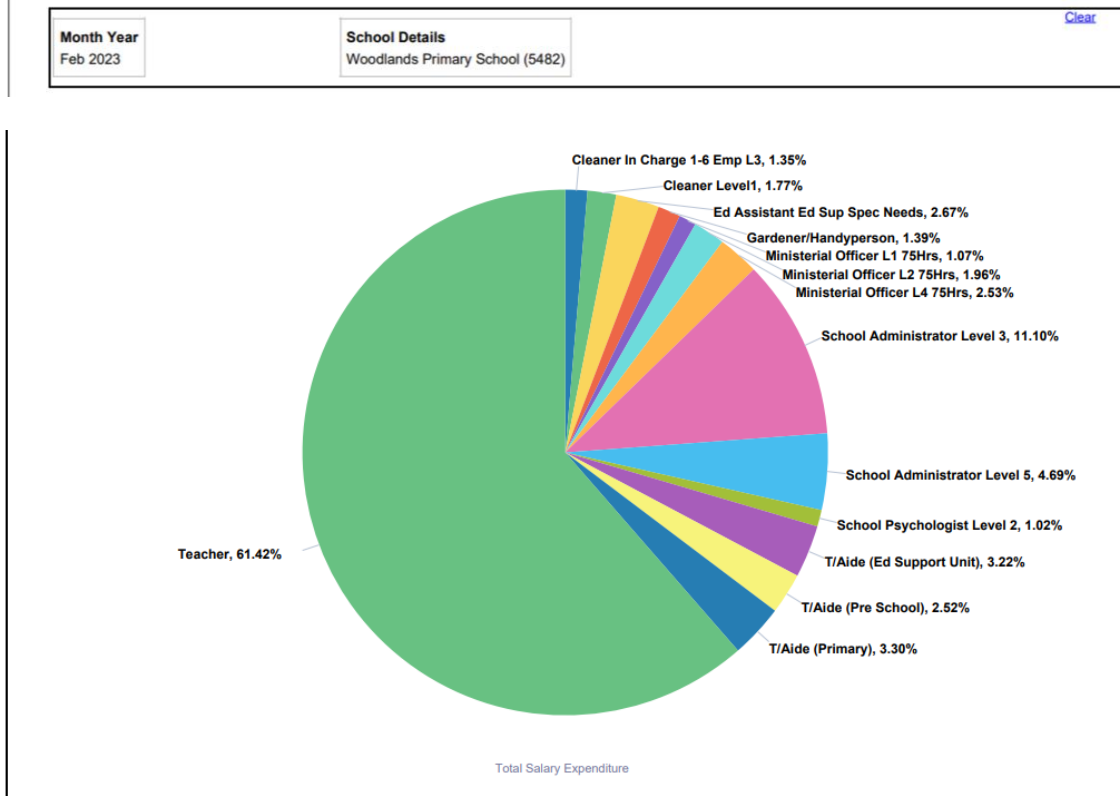
	Kin	PPR	Pri	Sec	Total
Aboriginal					
Non-Aboriginal	52	49	304		405
Total	52	49	304		405

Woodlands Primary School

Semester 1 Student Numbers



Workforce composition



Student Attendance

Woodlands Primary School

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	95.8%	94.6%	92.4%	null%	null%	null%	95.8%	94.5%	91%
2022	89.1%	90.9%	88.3%	null%	null%	null%	89.1%	90.9%	86.6%
2023	92.6%	92.4%	90.3%	null%	null%	null%	92.6%	92.3%	88.9%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	90.4%	7.3%	1.8%	0.5%
2022	58.3%	33.1%	7.0%	1.6%
2023	78.8%	17.0%	2.5%	1.7%
Like Schools 2023	74.4%	20.5%	4.2%	1.0%
WA Public Schools	61.0%	25.0%	10.0%	4.0%

The overall attendance 2023 rate was 92.6% and was above like schools and WA Public schools.

Non-attendance management - As part of the school's Students at Educational Risk (SAER) process, students with low attendance rates are monitored, there is engagement with parents to improve attendance and where appropriate, plans are implemented to support student attendance.



Student Achievement and Progress

NAPLAN

Total Students

NAPLAN	Numeracy	
	2023	
	Year 3	Year 5
Number of Students	50	50

Average Test Score

NAPLAN	Numeracy	
	2023	
	Year 3	Year 5
School Average Score	428	510
WA Public School Average Score	398	480

Percentages of Students - Proficiency Levels (School)

NAPLAN	Numeracy	
	2023	
	Year 3	Year 5
Exceeding	14%	10%
Strong	70%	68%
Developing	14%	22%
Needs Additional Support	2%	0%

Total Students

NAPLAN	Reading	
	2023	
	Year 3	Year 5
Number of Students	51	51

Average Test Score

NAPLAN	Reading	
	2023	
	Year 3	Year 5
School Average Score	417	500
WA Public School Average Score	390	484

Percentages of Students - Proficiency Levels (School)

NAPLAN	Reading	
	2023	
	Year 3	Year 5
Exceeding	22%	27%
Strong	59%	55%
Developing	12%	12%
Needs Additional Support	8%	6%

Total Students

NAPLAN	Writing	
	2023	
	Year 3	Year 5
Number of Students	50	51

Average Test Score

NAPLAN	Writing	
	2023	
	Year 3	Year 5
School Average Score	429	509
WA Public School Average Score	408	474

Percentages of Students - Proficiency Levels (School)

NAPLAN	Writing	
	2023	
	Year 3	Year 5
Exceeding	14%	16%
Strong	70%	67%
Developing	14%	18%
Needs Additional Support	2%	0%

Total Students

NAPLAN	Spelling	
	2023	
	Year 3	Year 5
Number of Students	51	50

Average Test Score

NAPLAN	Spelling	
	2023	
	Year 3	Year 5
School Average Score	411	504
WA Public School Average Score	396	485

Percentages of Students - Proficiency Levels (School)

NAPLAN	Spelling	
	2023	
	Year 3	Year 5
Exceeding	12%	20%
Strong	53%	64%
Developing	31%	10%
Needs Additional Support	4%	6%

Total Students

NAPLAN	Grammar & Punctuation	
	2023	
	Year 3	Year 5
Number of Students	51	50

Average Test Score

NAPLAN	Grammar & Punctuation	
	2023	
	Year 3	Year 5
School Average Score	418	510
WA Public School Average Score	397	487

Percentages of Students - Proficiency Levels (School)

NAPLAN	Grammar & Punctuation	
	2023	
	Year 3	Year 5
Exceeding	10%	10%
Strong	55%	70%
Developing	24%	16%
Needs Additional Support	12%	4%

Analysis and impact of evidence:

In all 2023 NAPLAN areas, Woodlands Primary School achieved above the WA public school average.

Woodlands has embraced the Department of Education's Quality Teaching Strategy and the effective evidence-based approaches to teaching promoted in the Teaching for Impact document. Of all the factors that impact student learning, the single biggest in-school influence is the quality of the teaching.

To improve teaching and learning in our school, we have reviewed our understanding of highly effective practice. Effective teaching practice elements include; building positive classroom cultures and inclusive learning environments, employing whole-school approaches which reduce variation in teaching practices and content between classes, differentiating in-class teaching to cater for a range of student learning needs and delivering structured and sequential lessons through an agreed lesson design.

The school has focussed and invested in increasing staff teaching capabilities through delivering staff training on evidence-based strategies and programs.

The school has devoted significant staff meeting time for teachers to work in Phase of Learning Teams to discuss their work, share successes and plan for improvement. The school analyses a range of data to measure student achievement including PAT, NAPLAN, and teacher assessments.

Students' High School Destination

The vast majority of Woodlands Primary School students attend Churchlands Senior High School after Year 6 at Woodlands. Ten other schools attracted 12 of the 58 (21%) of Year 6 students.

Destination Schools	Male	Female	Total
4012 Churchlands Senior High School	27	19	46
1171 Scotch College	2		2
1157 St Mary's Anglican Girls' Sch		2	2
1438 Australian Chr Coll - Southlands	1		1
4004 Balcatta Senior High School	1		1
1041 Christ Church Grammar School	1		1
1121 Iona Presentation College		1	1
4025 John Curtin College Of The Arts		1	1
1259 Newman College	1		1
4168 Shenton College		1	1
1122 St Hilda's Anglican Sch - Girls		1	1



School Income by Funding Source



Department of
Education

Operational-Nov 2023

Operational One Line Budget Statement

Issued on 8 July 2024

School: Woodlands Primary School **School Year:** Nov 2023 (Verified Nov Cash)

Region: North Metropolitan Region **Aria:** 0
Distance to Perth (km): 8.14

One Line Budget – Nov 2023

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 74,701	74,701	-0
Carry Forward (Salary):	\$ 138,581	138,581	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,033,686	4,033,686	0
Locally Raised Funds:	\$ 165,899	186,461	-20,563
Total Funds:	\$ 4,412,866	4,433,429	-20,563
EXPENDITURE			
Salaries:	\$ 3,862,484	3,545,078	317,406
Goods and Services (Cash):	\$ 454,013	432,970	21,043
Total Expenditure:	\$ 4,316,497	3,978,048	338,449
Variance:	\$ 96,369	455,381	-359,012

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$74,700.62	\$74,701.00	\$-.38
Carry Forward (Salary)	\$138,580.54	\$138,580.54	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$4,033,685.80	\$4,033,685.80	\$0.00
Per Student	\$3,265,441.00	\$3,265,441.00	\$0.00
School and Student Characteristics	\$516,074.11	\$516,074.11	\$0.00
Disability Adjustments	\$65,829.41	\$65,829.41	\$0.00
Targeted Initiatives	\$186,231.28	\$186,231.28	\$0.00
Operational Response Allocation	\$0.00	\$0.00	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-199,890.00	\$-199,890.00	\$0.00



School Transfers - Cash	\$200,000.00	\$200,000.00	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$165,898.89	\$186,461.49	\$-20,562.60
Voluntary Contributions	\$22,947.00	\$20,547.50	\$2,399.50
Charges and Fees	\$78,391.20	\$99,134.65	\$-20,743.45
Fees from Facilities Hire	\$17,000.50	\$13,627.27	\$3,373.23
Fundraising/Donations/Sponsorships	\$43,135.55	\$47,200.53	\$-4,064.98
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$877.63	\$1,505.63	\$-628.00
Other Revenues	\$3,547.01	\$4,445.91	\$-898.90
Transfer from Reserve or DGR	\$0.00	\$0.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,412,865.85	\$4,433,428.83	\$-20,562.98

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$3,862,484.05	\$3,545,078.23	\$317,405.82
Appointed Staff	\$3,523,303.58	\$3,228,587.74	\$294,715.84
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$338,280.58	\$315,590.60	\$22,689.98
Other Salary Expenditure	\$899.89	\$899.89	\$0.00
Goods and Services (Cash Expenditure)	\$454,013.08	\$432,970.05	\$21,043.03
Administration	\$33,250.00	\$35,185.83	\$-1,935.83
Lease Payments	\$33,500.00	\$25,231.46	\$8,268.54
Utilities, Facilities and Maintenance	\$100,500.00	\$84,576.81	\$15,923.19
Buildings, Property and Equipment	\$32,990.00	\$42,453.65	\$-9,463.65
Curriculum and Student Services	\$198,018.45	\$189,490.00	\$8,528.45
Professional Development	\$38,600.00	\$38,190.58	\$409.42
Transfer to Reserve	\$14,500.00	\$14,500.00	\$0.00
Other Expenditure	\$0.00	\$2.59	\$-2.59
Payment to CO, Regional Office and Other schools	\$2,654.63	\$3,339.13	\$-684.50
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,316,497.13	\$3,978,048.28	\$338,448.85

Woodlands Primary School's strategic directions for 2023 – 2025

Teaching Quality

FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know
Teaching	Develop and embed a whole school, evidence-based approach to teaching which includes a scope and sequence for English and Maths.	Whole school approaches are evident in all classrooms. <ul style="list-style-type: none"> • Whole school lesson design • Explicit teaching • Phonics scope & sequence • Whole school spelling program
Whole School Planning	Develop an evidence based, consistent, whole school approach to Literacy & Numeracy planning.	Literacy & Numeracy whole school plan developed & implemented. <ul style="list-style-type: none"> • Literacy & Numeracy Blocks established
Differentiation	Develop a whole school approach to support student achievement by catering for a range of abilities.	Whole school plan and expectations developed and implemented. <ul style="list-style-type: none"> • SoundsWrite intervention groups established • Quality Differentiated Teaching Practice •
Early Years Learning	Continue to align best practice in the early years (K – 2) with evidence-based approaches.	National Quality Standard (NQS) <ul style="list-style-type: none"> • School self-assessment
Assessment	Develop a consistent whole school approach to assessment.	Whole school assessment plan developed and implemented <ul style="list-style-type: none"> • Whole school assessment plan updated
STEM (Science, Technology, Engineering and Mathematics)	Provide continued opportunities for all students to be involved in STEM.	Annual competitions like STAWA, STEM Coding, Science Week, Network STEAM competition <ul style="list-style-type: none"> • STEMsmart • Keen2Steam
BYO iPad program	Continue to build the integrated, purposeful use of technology in classrooms	Increased student and staff competency and engagement in technology use. <ul style="list-style-type: none"> • Whole school ICT review conducted
Aboriginal Education	Develop student and staff knowledge, understanding and appreciation of Aboriginal culture using the Aboriginal Cultural Standards Framework.	Aboriginal Cultural Standards – Performance Descriptors & Indicators (Department of Education WA) <ul style="list-style-type: none"> • RAP Committee established • Waangkininy established • Acknowledgement of country at assemblies and in meetings • NAIDOC celebrations

Learning Environment

FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know
Physical Environment	Continue to provide an inclusive, purposeful play-based learning environment that caters for the developmental needs of all students and provides opportunities for students to take risks in their play.	Play based and Nature Play opportunities incorporated in the teaching and learning program <ul style="list-style-type: none"> Nature playground installed Teacher and parent PL provided
Positive Behaviour School (PBS)	Maintain the PBS Framework to sustain our positive school community and environment.	PBS program outcomes <ul style="list-style-type: none"> Data collected and analysed to inform revised values matrix, behaviour flow chart and tracking to reflect contemporary approaches
Health & Wellbeing	Continue to implement the BeYou program.	Survey outcomes for student wellbeing using NSOS <ul style="list-style-type: none"> Survey information used to develop lessons for upper and lower primary students based on needs Introduction of URStrong program
Sustainability	Continue to re-establish a school-wide sustainability program.	Develop a strategic plan for sustainability. <ul style="list-style-type: none"> Green Team established

Use of Resources

FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know
Budget Management	Ensure alignment of budget areas to reflect student and staff needs.	Operational Plans to address priority areas. <ul style="list-style-type: none"> Finance Committee expanded and trained in role expectations Funding aligned to school priorities
Leadership	Middle Leaders Program, Aspirant Leaders Program	PCEL 2023, Planned & funded <ul style="list-style-type: none"> Commenced Term 4 2022 Completed Term 4 2023
Assessment and Planning Resources	Evidence based resources for monitoring student achievement.	Best Performance, ACER PAT <ul style="list-style-type: none"> Pat Elastik (previously Best Performance) NAPLAN KAT testing WCLDC – screening tools

Leadership

FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know
Distributed Leadership	Develop middle leadership positions to support whole school approaches. Develop Phase of Learning Team and Curriculum Leader positions.	Middle leader positions created and funded. <ul style="list-style-type: none"> Whole school Positive Culture & Empowered Leadership Program Phase of Learning Team Leadership (POLT) established POLT in common DOTT and staff meeting time
Aspirant Leaders	Continue to participate in the Churchlands Network Aspirant Leaders Program, developing L3CT and Aspirant School Leaders.	Staff applications for Level 3 Teacher and Deputy Principal. <ul style="list-style-type: none"> Network aspirant leaders courses Legacy – James Kerr, schoolbook club
Student Leadership	Maintain and further develop opportunities for students to be involved in authentic leadership roles	Evidence of student involvement in leadership roles. <ul style="list-style-type: none"> Year 6 students – Youth Leadership Association. Conference In-house Year 5 Student Leadership Dev Course Councillor selection process and role expectations updated Rotary Club of Cambridge

Relationships and Partnerships

FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know
Effective & Purposeful Relationships (community)	Investigate further opportunities to gather quality feedback from the parent community that will inform our practices and promote a connected and inclusive community.	School Board, P&C NSOS Survey in 2024 <ul style="list-style-type: none"> City of Stirling awards, mayor involvement in school Successful applications for children's crossings – community effort Claire Orange – Cyber safety
Educational Partnerships - Partner with families, communities and agencies to support the educational engagement of every student.	Continue to provide opportunities for parents and community members to share their expertise with students in curriculum areas	Scientists, Engineers, Artists, etc. Share opportunities/successes on website. <ul style="list-style-type: none"> Parent information sessions

		<ul style="list-style-type: none"> • School Chaplain • PEAC • Parents – Beekeeping, geologist
Provide every student with a pathway to a successful future.	Maintain and review existing links with department agencies and services e.g. PEAC, SEND, SENBE, IMSS, Extracurricular Coding clubs	Improved engagement and outcomes for students per SEN plans <ul style="list-style-type: none"> • SEND, SENBE, CAMHS, Pathways • IMSS • High School transition programs

Targets

STUDENT ACHIEVEMENT & PROGRESS	TARGETS 2023-2025
On Entry	On entry assessment data will be used to inform program delivery in pre-primary <ul style="list-style-type: none"> • Completed in Term 1 2023
NAPLAN	Match or exceed like schools performance in NAPLAN 2023-2025 N/A <ul style="list-style-type: none"> • 2023 compared to WA Public School Average Score
ACER PAT	Students in Years 2-6 demonstrate expected progress each year, .4 effect size <ul style="list-style-type: none"> • Achieved – Numeracy – Y 2-6 • Achieved – Reading – Y 2-5 • Not Achieved Y 6
National Quality Standard	Meet the requirements of all quality areas within the National Quality Standard, <ul style="list-style-type: none"> • Self-Assessment – Meeting Standard in 2 of 7 areas
Staff	NSOS, DOE culture survey indicates high satisfaction levels <ul style="list-style-type: none"> • Reviewed in 2022, next review due in 2024
Parents & Community	NSOS indicates high satisfaction levels <ul style="list-style-type: none"> • Reviewed in 2022, next review due in 2024
Students	NSOS indicates high satisfaction levels <ul style="list-style-type: none"> • Reviewed in 2022, next review due in 2024

