

2025 Annual Report to the School Community

School Name: Woodlands Primary School (5319)



- 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 13 March 2026 at 08:38 AM by Matthew Gallagher (Principal)

- As executive officer of the school council, I attest that this 2025 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 13 March 2026 at 08:38 AM by Matthew Gallagher (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Woodlands Primary School is located on the fringe of Langwarrin, approximately 40 kilometres south of Melbourne's Central Business District. Set within a natural bushland environment, the school provides a welcoming and inclusive learning setting for its community.

In 2025, Woodlands Primary School had an enrolment of 862 students. Due to a Department of Education enrolment cap, Foundation year enrolments have been reduced from six to five classes. The school community reflects a diverse range of learning needs, supported through a strong focus on wellbeing, inclusion and student engagement.

The school's vision, "Be Your Best," underpins all aspects of school life. This vision promotes a culture of high expectations, encouragement and care, and is reinforced through the school's core values of Loyalty, Friendship, Endeavour and Perseverance, which guide student behaviour, relationships and learning.

Woodlands Primary School is led by a Principal, supported by two Assistant Principals, a Business Manager, a Student Wellbeing psychologist, and a Wellbeing and Inclusion Learning Specialist. The School Improvement Team, comprising of the Leadership Team and two Learning Specialists, drives improvement priorities aligned to the School Strategic Plan. A comprehensive Student Wellbeing Team includes a psychologist, speech pathologist, Student Engagement Leader and Disability Inclusion Leader, ensuring a coordinated approach to supporting student learning and wellbeing.

The teaching staff consists of 55 teachers, including 40 full-time and 15 part-time staff, supported by year-level leaders and curriculum teams who work collaboratively to deliver high-quality teaching and learning programs. Our teaching staff are supported by 31 Education Support staff who operate in both an administrative and student support capacity.

Woodlands Primary School offers a broad range of co-curricular and specialist programs, including Physical Education, Visual Arts, Science, Music, Digital Technologies and AUSLAN. Students are also provided with opportunities to participate in clubs, school performances and inter-school sporting competitions, supporting engagement beyond the classroom.

Strong partnerships with families are a valued feature of the school. Parent involvement is encouraged through an active Parent and Friends Group and regular participation in school events and activities. The school is also part of the Central Peninsula Network, working collaboratively with local schools and Elisabeth Murdoch College to support effective student transitions.

The school's facilities are modern, well maintained and thoughtfully designed to blend with the surrounding bushland. Learning spaces are flexible and equipped with interactive whiteboards or televisions. Specialist facilities include a Resource Centre, Chromebook lab, Performing Arts Hall, Science room and extensive sporting fields. The wider community also benefits from the use of school facilities, including before- and after-school care programs operated by TeamKids.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, we made strong progress towards our learning based goals, with a focus on strengthening literacy instruction in Year 2 and building greater consistency in mathematics across the school. Our approach centred on evidence-based practice, structured teaching routines and aligned curriculum documentation to support improved student learning outcomes.

A key highlight was the continued implementation of structured literacy practices in Year 2 and the successful roll out of Phormes (spelling and reading program). Our Year 2 teachers engaged in regular sessions focused on explicit instruction, structured literacy blocks and consistent classroom routines. Curriculum planning now demonstrates strong alignment with agreed literacy goals, and leadership observations confirmed greater consistency in instructional delivery. Teachers reported increased confidence in teaching reading and spelling and in differentiating to meet diverse learning needs. DIBELS benchmark data shows positive growth in foundational reading skills, particularly in phonics and fluency, with many students achieving expected or above expected growth.

A second highlight was the transition to Maths 2.0, supported by the development of aligned scope and sequence documentation across all year levels. This work has strengthened whole-school curriculum coherence and clarified the progression of mathematical concepts. The continuation of consistent daily reviews in mathematics has reinforced prior learning and improved student fluency and retention. Early evidence shows strong and consistent planning across all year levels.

Our NAPLAN data reflects continued strong performance. In Year 3, 86% of students achieved at or above the strong or exceeding benchmark in reading, 98% in writing and 83% in numeracy. In Year 5, 81% achieved at or above benchmark in reading, 92% in writing and 72% in numeracy. These results indicate that our focus on explicit, evidence based instruction is supporting sustained high levels of student achievement. Whilst the NAPLAN data is from early 2025, our consistently strong results according to PAT and teacher judgement further highlight our strong performance.

Wellbeing

In 2025, we continued to strengthen our whole school wellbeing approach through the THRIVE program. THRIVE supported a shared language focused on strengths, resilience and respectful behaviour. It was embedded across the school and formed part of daily practice. Student THRIVE diaries further supported wellbeing by including the Student Code of Conduct, goal setting, child safety information and opportunities for student voice. Respectful Relationships lessons were also delivered consistently by classroom teachers through the THRIVE program, with support where required, ensuring wellbeing was explicitly taught across all year levels.

Our first highlight was the continued implementation of the whole school wellbeing framework. THRIVE, Respectful Relationships and the successful roll out of School Wide Positive Behaviour (SWPBS) provided consistent expectations and shared language, supporting positive behaviour, resilience and student understanding of respectful relationships.

Our second highlight was improvement in student attendance. Attendance remained a priority in 2025. The school recorded an average of 19.9 absence days per student, which was better than similar schools (20.7) and the state average (21.5). The four-year average remained below both comparison groups, reflecting clear attendance processes and early communication with families.

Our third highlight was positive student wellbeing outcomes in the Attitudes to School Survey. In 2025, 76.5% of Years 4–6 students reported positive Sense of Connectedness, which was above similar schools. The four-year average of 81.3% remained strong. In the Managing Bullying domain, 77.3% of students responded positively in 2025, also above similar schools and the state. The four-year average of 80.9% demonstrated sustained success.

Overall, these results showed continued progress in student wellbeing, belonging and safety.

Engagement

Woodlands Primary School students are engaged and connected to their school, supported by strong programs and structures that underpin a positive learning community. We are proud to develop confident, self-motivated learners who are empowered to live out our vision: “Be Your Best.”

Student attendance remains a key focus. In line with our School Strategic Plan, we set a target of 15 average absence days per student. In 2025, the school-wide average was 19.9 days, reflecting an improvement from 20.6 in 2024. We continued to strengthen our absence follow-up processes, including daily notifications from the office, teacher follow-up calls, and support from the principal class where required. The Wellbeing and Leadership teams worked closely to support students with chronic absences and to implement effective return-to-school processes.

In 2025, the Wellbeing Team also launched our School-Wide Positive Behaviour strategy, supported by a dedicated professional learning day at the start of the year. This focused on building a shared understanding and consistent approach to positive, proactive classroom management across the school.

Student engagement continued to grow under the leadership of our Learning Specialists. A range of wellbeing and student voice initiatives were offered, including the Play Leaders Program, Student Representative Council, Senior School Leadership Program, Lunch Clubs, Woodlands Got Talent, and our ongoing THRIVE curriculum. Our Year 6 Student Leadership Team further developed their capabilities through participation in the Langwarrin Student Leadership Network Program, engaging in forums and professional learning workshops.

In 2025, we continued to strengthen student voice and agency. Building on feedback from students and parents, and the successful introduction of Student Led Conferences in 2024, we refined our approach to include both Student Led Conferences (Years 3–6) and separate Parent Teacher Interviews. All students from Foundation to Year 6 developed individual learning portfolios, further enhancing ownership of learning. This approach has strengthened partnerships

with families and resulted in overwhelmingly positive feedback from students, staff and parents. We look forward to continuing to build on this success.

Financial performance

Woodlands Primary School has maintained its sound financial position throughout 2025 with the school operating within the 2025 Programme Budget ratified by School Council. The 2025 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and the continued improvement of the educational outcomes of all students. The school's surplus shown on the 2025 Financial Commitment Summary contains funds allocated for upgrade of senior toilet blocks, Library upgrade and upgrading of student laptops. Team Kids continue to offer Out of School Hours Care from the school stadium providing the community this valued service whilst creating a significant revenue stream for the school.

**For more detailed information regarding our school please visit our website at
<https://woodlandps.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 855 students were enrolled at this school in 2025, 414 female and 440 male. 2% had English as an additional language and 1% 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 - 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	85.1%	
	Similar schools	79.7%	
	State	82.0%	

School Staff Survey


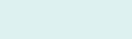


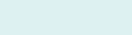

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	88.5%	
	Similar schools	78.6%	
	State	77.4%	

LEARNING


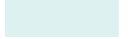


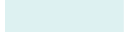


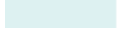




Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	89.8%	
	Similar schools	88.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	91.7%	
	Similar schools	87.3%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


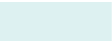


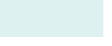

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	85.7%	 83.0%
	Similar schools	75.1%	 74.7%
	State	69.5%	 69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	80.7%	 85.1%
	Similar schools	77.8%	 78.3%
	State	73.9%	 74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	83.1%	 82.5%
	Similar schools	72.2%	 72.3%
	State	66.2%	 66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	72.0%	 81.6%
	Similar schools	72.0%	 71.0%
	State	69.1%	 68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	70.2%	
	Similar schools	72.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.0%	
	Similar schools	68.3%	
	State	74.0%	

WELLBEING




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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	76.5%		81.3%
	Similar schools	75.5%		76.3%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	77.3%		80.9%
	Similar schools	76.3%		76.2%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.9	19.9
	Similar schools	20.7	21.0
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	92.0%	
Year 1	School	91.2%	
Year 2	School	91.3%	
Year 3	School	89.7%	
Year 4	School	89.8%	
Year 5	School	88.0%	
Year 6	School	87.9%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$9,142,547
Government Provided DET Grants	\$935,564
Government Grants Commonwealth	\$6,400
Government Grants State	\$0
Revenue Other	\$52,605
Locally Raised Funds	\$752,921
Capital Grants	\$0
Total Operating Revenue	\$10,890,036

Equity	Actual
Equity (Social Disadvantage)	\$67,699
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$67,699

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$8,795,759
Adjustments	\$0
Books & Publications	\$4,909
Camps/Excursions/Activities	\$332,469
Communication Costs	\$6,306
Consumables	\$179,696
Miscellaneous Expenses ²	\$23,194
Agency Staff	\$445,244
Professional Development	\$26,608
Equipment/Maintenance/Hire	\$118,352
Property Services	\$154,623
Salaries & Allowances ³	\$0
Support Services	\$107,862

Expenditure	Actual
Trading & Fundraising	\$37,313
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$65,684
Total Operating Expenditure	\$10,298,021
Net Operating Surplus/-Deficit	\$592,015
Asset Acquisitions	\$272,616

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$869,933
Official Account	\$12,914
Other Accounts	\$0
Total Funds Available	\$882,846

Financial Commitments	Actual
Operating Reserve	\$250,377
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$56,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$350,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$856,377

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.