

2023 Annual Report to the School Community

School Name: Branhholme-Wallacedale Community School (5377)



- 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 28 March 2024 at 01:24 PM by Natalie Bennett (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 29 April 2024 at 09:53 AM by Alysia Sanderson (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

Branxholme Wallacedale Community School is a small rural school that values a friendly, caring environment which promotes learning, personal growth and well-being for students. Our 2023 enrolment saw a total of 13 students. Our SFOE band value was classified as high.

The percent endorsement by our parents on their school satisfaction level, as reported in the annual Parent Opinion Survey was 83.3%. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey. When comparing this to the State's average 82.8% our parent satisfaction level is higher.

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey was 91.2%. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. When comparing to the State's average of 78.1% our percentage was much higher.

As a result of our small numbers, our classroom numbers are under 10 students per class, so all students are provided with that extra attention from their classroom teacher during our hands on daily learning tasks. Branxholme Wallacedale Community School has that country feel as you enter its expansive grounds, complete with apple trees, well equipped school garden and free range chickens. The iconic original main brick building is a reminder of our school's historic past, and is surrounded by our modern extensions, all blending together to bring a fresh and spacious feel to our classrooms. We have a well-designed modern multi-purpose room that caters for library, art, music and science and LOTE (German) classes. The vast majority of our students travel the small distance to and from school by a local bus provider 'Sanderson Bus Lines Pty Ltd '.

Our staffing for 2023 included our Principal 1.0, Office Manager 0.8, 2 Classroom Teacher 0.6, 3 MARC Teachers sharing the load on 0.6 and 0.3. and 0.1 and Education Support in the classroom 0.4

A small number of our staff are Indigenous and as such, our school has a focus on Indigenous culture and language which permeates throughout the children's learning. Our curriculum focus and pedagogy is aimed at developing student's excellence in literacy and numeracy through high quality teaching programs that stimulate and guide learners to reflect on their learning. The school provides specialist, supportive and extra-curricular programs in science, music, art, sport, German language and various cultural experiences. The school camps policy sees students involved in camps from Foundation. During 2023 all students and staff enjoyed a two night camp to Melbourne.

BWCS has a modern range of technology support including laptops and iPads. Students integrate their learning of technology across many subject areas, with all students having their own computer and iPad. We have a mobile Polycom and Webex station that are used for many classroom learning tasks within our school and to link us to our local community, and the wider community by being involved in student centred webinars or Webex sessions.

Our school encourages new enrolments both locally, outside the area. The school values educational partnerships that see students, staff, parents and the community working together for the students' academic, and welfare needs. We currently have no overseas or non-English speaking students and have no indication that this will change for next year's enrolment.

Our Mission Statement, Vision Statement and School Values.

1. Mission Statement 'Live, Learn, Grow'
2. Vision Statement BWCS strives to provide an engaging and individualised learning environment for all students. We seek to educate the whole child to become self-directed lifelong learners who contribute to a local and global society. Our school community is comprised of highly committed and talented individuals who endeavour to give their best, each and every day. We develop strong healthy partnerships with parents, teachers, and the wider community.
3. The School Values The values which form the basis of the actions of the whole school community are: Resilience – focusing on the three pillars of Gratitude, Empathy and Mindfulness (GEM), Integrity – being honest, listening to your own inner voice about what is right, and behaving in ways that earn the trust of others, as well as standing up for ourselves and for others

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2023 we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal. Our Key Improvement Strategies were:

Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. We were successful at improving the learning outcomes for every student through a consistent approach to Explicit and Direct Instruction and student learning from their point of need. To achieve this, we gathered pre and post evidence and analysed the data. The school has an embedded School Wide Positive Behaviour support program (SWPB). This has supported our already positive school climate. We have a culture of student competence and an open, responsive behaviour management system for all school community members.

Year 3 NAPLAN saw us outperforming the State and Similar School's averages in both Reading and Numeracy.

Our school's percentage of students in Strong or Exceeding for Reading was 80% in comparison to the State's average of 69.6% and Similar School's average of 59.4%.

Our school's percentage of students in Strong or Exceeding for Numeracy was 80% in comparison to the State's average of 67.4% and Similar School's average of 62%.

Due to privacy reasons no data was provided for our year 5s.

With only a small amount of NAPLAN data our teacher judgement on student achievement is crucial to monitor and assess the students across their learning continuum, to ensure students are meeting the expected outcomes and that their learning follows a positive growth continuum.

Years Prep to 6 Teacher Judgements saw us once again outperforming the State and Similar School's averages in both English and Mathematics.

Our school's percentage of students at or above age expected standards for English was 90% in comparison State's average of 87.2% and Similar School's average of 83.8%.

Our school's percentage of students at or above age expected standards for Mathematics was 90.9% in comparison State's average of 86.4% and Similar School's average of 85.4%.

Wellbeing

On the Student Attitudes to School Survey our four-year average for Sense of Connectedness (92.9%) is a much higher result than the four-year averages for Similar Schools (82.2%) and State (78.5%).

On the Student Attitudes to School Survey our four-year average for Management of Bullying (97.6%) is a much higher result than the four-year averages for Similar Schools (85.4%) and State (76.9%).

The school believes our School Wide Positive Behaviour program is having an impact and empowering students to model and recognise positive behaviours in all interactions within the school. The Breakfast Program is available to all students every day, and 100% of our students utilised this program at some time throughout the year. The Mental Health funding also had an impact by allowing an individualised focus for student wellbeing needs.

Engagement

During 2023 Student Absence at Branxholme Wallacedale Community School averaged at 17.6 days per student and over a four-year average at 15.2 days per student. In comparison to Similar Schools averaging 23 days absent per student in 2023 and 19.1 days on a four-year average, and State averaging 20.5 days absent per student in 2023 and 18.1 days on a four-year average, our students are spending a lot more time at school learning.

Classroom observations, student and parent feedback all reflect a purposeful, safe and calm learning environment that prioritises student independence and ownership of their learning. Branxholme Wallacedale Community School has a 'stage not age' approach to student learning needs and progress, with a well-documented whole school approach to data and assessment that tracks and reports student progress.

Branxholme Wallacedale Community School seeks to extend learning opportunities for its students beyond the school, through partnerships with other schools, subsidised camps, excursions, and specialist music programs and by building networks with like schools. Branxholme Wallacedale Community School provides a variety of programs that develop student wellbeing and sense of inclusion, responsibility, belonging and respect. Student and community consultation on redefining the school's values and the strong school ethos in connection and pastoral care for students and families promoted a close knit and supportive school community that supported student emotional and social wellbeing.

Other highlights from the school year

- school camps - Urban Camp to Melbourne for all students, Cluster camp with Penshurst and Macarthur, we also had students attend Somers
- excursions - representation at HDSC Science, English and Math days, cluster school events with Penshurst and Macarthur
- school performances - World Record and Eisteddfod for singing, instrumental and speech
- whole school events and celebrations - time capsule reveal, Jimmi Buscombe, Kids Eat Well
- sporting achievements - representation at swimming and athletics up to Regional level

Financial performance

Branxholme Wallacedale Community School maintained a sound financial position throughout 2023. The 2023 AIP funded programs to support priorities. The Tutor Funding as well as our Equity funding of \$31,098 ensured that we could provide students with additional assistance to improve literacy and numeracy rates as per our AIP goals. The Mental Health Funding ensured we were able to address the needs of our students.

The State Government Grant of \$22,950 was used for the Safe Tree Program and Sporting Schools.

Locally Raised funds of \$10,899 could be put to good use on the many projects within the school that the school council determined were of high importance. These funds have not been exhausted and will be available in 2024 to again be used as needed to make improvements within the school.

Our school ended in a good financial position at the end of 2023, being in a surplus of \$64,000.

Branxholme Wallacedale Community School is the base school for the Hamilton MARC program. Revenue for the program is a part of our SRP, surplus and locally raised funds.

For more detailed information regarding our school please visit our website at
<http://www.bwcs.vic.edu.au/wordpress/>

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 13 students were enrolled at this school in 2023, NDP female and NDP male.

0 percent of students had English as an additional language and 0 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).

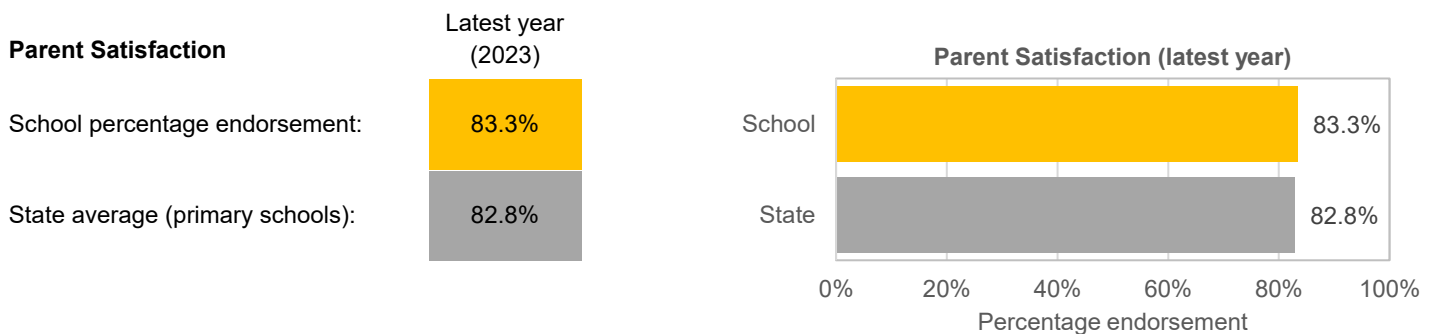
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

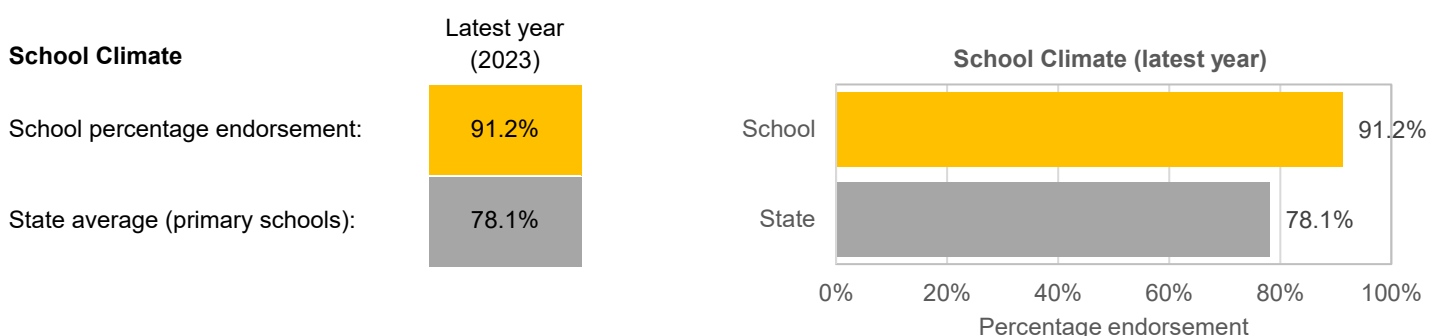


School Staff Survey

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:

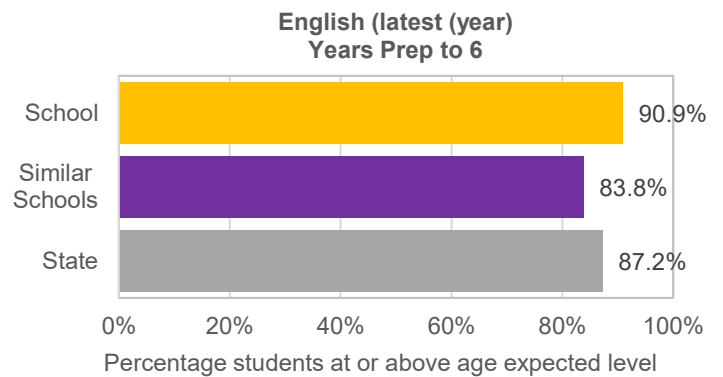
90.9%

Similar Schools average:

83.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

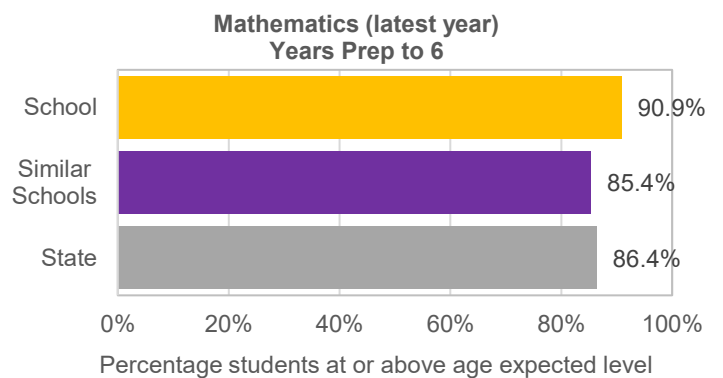
90.9%

Similar Schools average:

85.4%

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:

80.0%

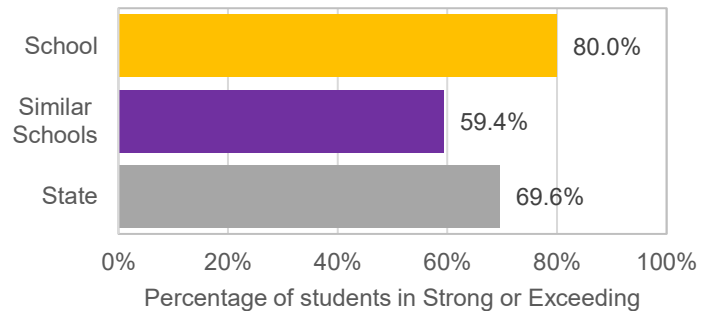
Similar Schools average:

59.4%

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

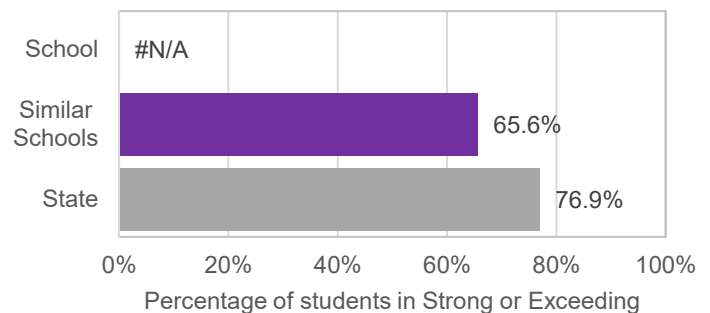
Similar Schools average:

65.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

80.0%

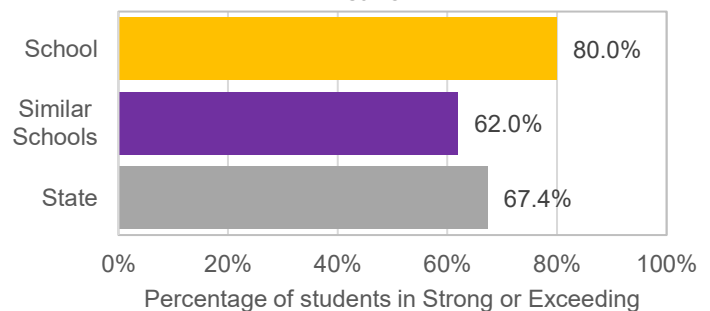
Similar Schools average:

62.0%

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

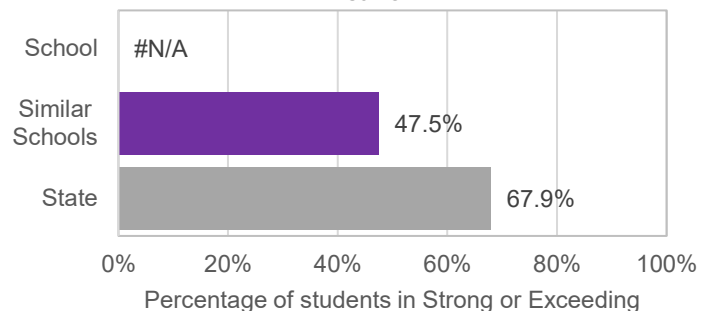
Similar Schools average:

47.5%

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

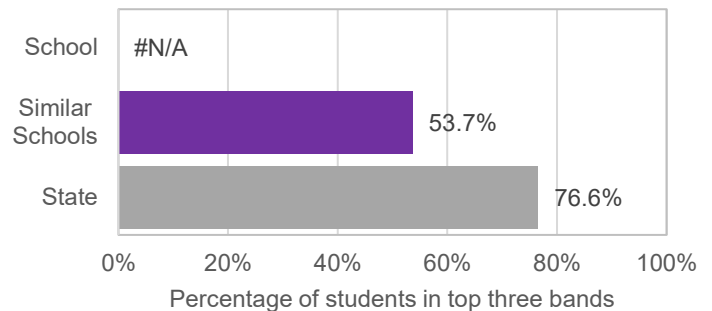
Similar Schools average:

53.7%

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

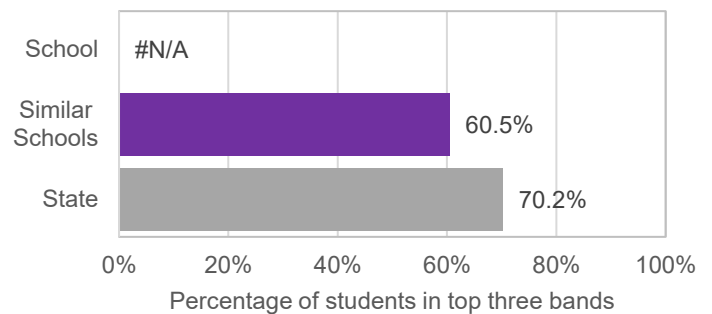
Similar Schools average:

60.5%

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

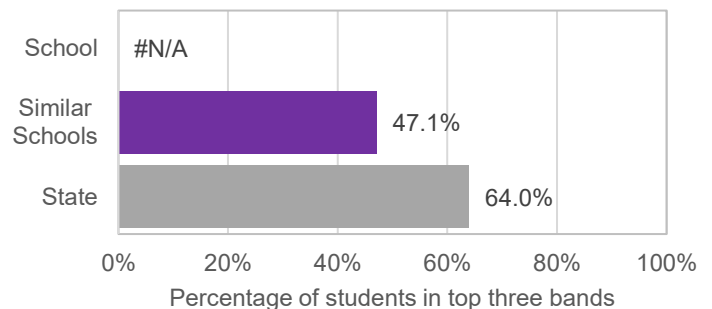
Similar Schools average:

47.1%

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

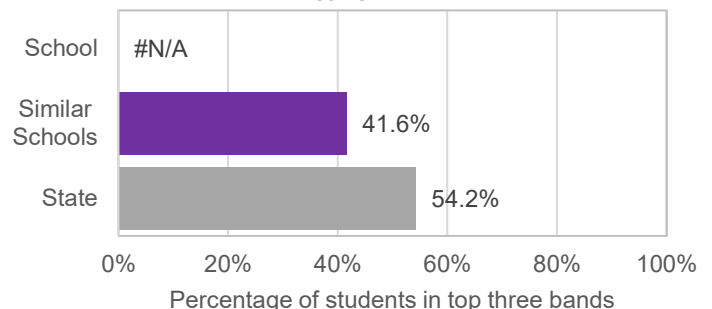
Similar Schools average:

41.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

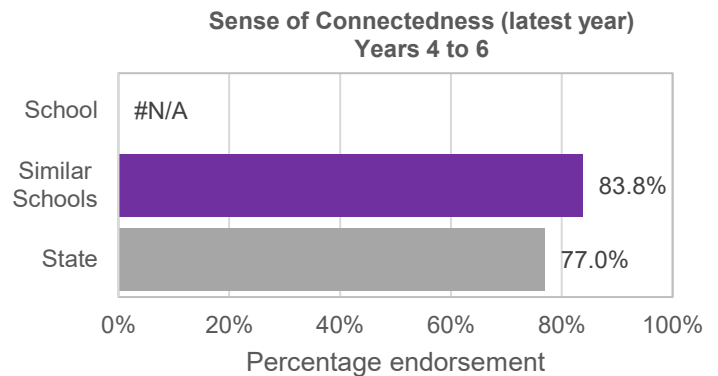
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDP	92.9%
Similar Schools average:	83.8%	82.2%
State average:	77.0%	78.5%

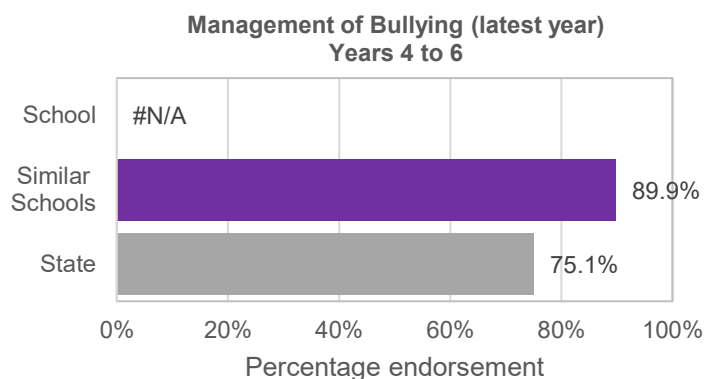


Student Attitudes to School – Management of Bullying

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:	NDP	97.6%
Similar Schools average:	89.9%	85.4%
State average:	75.1%	76.9%



ENGAGEMENT

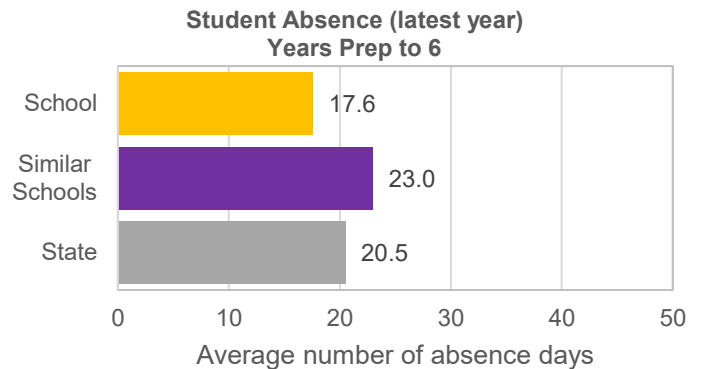
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.6	15.2
Similar Schools average:	23.0	19.1
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):	NDP	NDP	NDP	88%	NDP	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$507,923
Government Provided DET Grants	\$143,314
Government Grants Commonwealth	\$2,000
Government Grants State	\$22,950
Revenue Other	\$14,273
Locally Raised Funds	\$10,899
Capital Grants	\$0
Total Operating Revenue	\$701,359

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,098
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,098

Expenditure	Actual
Student Resource Package ²	\$491,204
Adjustments	\$0
Books & Publications	\$3,794
Camps/Excursions/Activities	\$25,240
Communication Costs	\$296
Consumables	\$10,729
Miscellaneous Expense ³	\$4,288
Professional Development	\$1,653
Equipment/Maintenance/Hire	\$6,762
Property Services	\$43,481
Salaries & Allowances ⁴	\$37,446
Support Services	\$0
Trading & Fundraising	\$1,638
Motor Vehicle Expenses	\$7,775
Travel & Subsistence	\$0
Utilities	\$3,054
Total Operating Expenditure	\$637,359
Net Operating Surplus/-Deficit	\$64,000
Asset Acquisitions	\$0

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

(2) Student Resource Package Expenditure figures are as of 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	\$180,542
Official Account	\$4,548
Other Accounts	\$0
Total Funds Available	\$185,090

Financial Commitments	Actual
Operating Reserve	\$17,776
Other Recurrent Expenditure	\$1,540
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$135,000
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	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$184,316

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.