

2024 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 24 April 2025 at 10:31 AM by Natalie Bennett (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 24 April 2025 at 10:32 AM by Natalie Bennett (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
- 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 2024 enrolment saw a total of 10 students.

Our SFOE band value was classified as high.

The percent endorsement by our parents on their general 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 81.6% our parent satisfaction level is higher.

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey was 93%. 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 77.7% 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 2024 included our Principal 1.0, Office Manager 0.8, 2 Classroom Teacher 0.6, 2 MARC Teachers sharing the load on 0.6 and 0.4. and Education Support in the classroom 0.4.

Our school celebrates 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 2024 all students and staff enjoyed a two night camp to Mount Gambier. 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 and 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.

Our Mission Statement, Vision Statement and School Values.

Mission Statement 'Live, Learn, Grow'

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.

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, Safety and Endeavour.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2024 we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2024 Priorities Goal. Our Key Improvement Strategies were: Learning - Document, refine and embed an evidence-based approach to teaching and learning. Wellbeing - Build student capacity to set challenging learning goals and monitor their own growth.

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.

Our teacher's judgements 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 86.4% and Similar School's average of 81.3%.

Our school's percentage of students at or above age expected standards for Mathematics was 96.7% in comparison State's average of 85.9% and Similar School's average of 83.3%.

Our percentage of students in the Strong or Exceeding proficiency levels in NAPLAN for Year 3 Reading, on a 2-year average, is 83.3% in comparison to Similar Schools at 62.6% and State at

69.2%.

Our percentage of students in the Strong or Exceeding proficiency levels in NAPLAN for Year 3 Numeracy, on a 2-year average, is 83.3% in comparison to Similar Schools at 64.1% and State at 67.6%.

Our results are considerably higher in both Year 3 NAPLAN Reading and Numeracy, on a 2-year average than Similar Schools and the State.

Wellbeing

On the Student Attitudes to School Survey our four-year average for Management of Bullying 98.1% is a much higher result than the four-year average for Similar Schools 85.2% and State 76.3%.

On the Student Attitudes to School Survey for Management of Bullying endorsement was 100% for 2024

The school believes our School Wide Positive Behaviour program is having a positive impact by empowering students to model and recognise positive behaviours in all interactions within the school.

Our Breakfast Program utilises produce from our kitchen garden program and is available to all students.

The Mental Health funding also had an impact by allowing an individualised focus for student wellbeing needs.

Engagement

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 a sense of inclusion, responsibility, belonging and respect. The school's values and the strong school ethos in connection with and 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 - Mount Gambier camp for all students, Cluster camp with Penshurst and Macarthur.
- excursions - representation at HDSC Science, English and Math days, cluster school events with Penshurst and Macarthur
- school performances - Eisteddfod for singing, instrumental and speech. BWCS won the instrumental section.
- whole school events and celebrations – Annual Art Show, Kids Eat Well, RISE Awards
- sporting achievements - representation at swimming and athletics up to State level

Financial performance

Branxholme Wallacedale Community School maintained a sound financial position throughout 2024. The 2024 SRP funded programs to support priorities. The Tutor Funding as well as our Equity funding of \$31,178 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 \$2,250 was used to support ongoing maintenance. Locally Raised funds of \$8,003 was 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 in 2024, being in a surplus of \$15,799. 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
<https://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

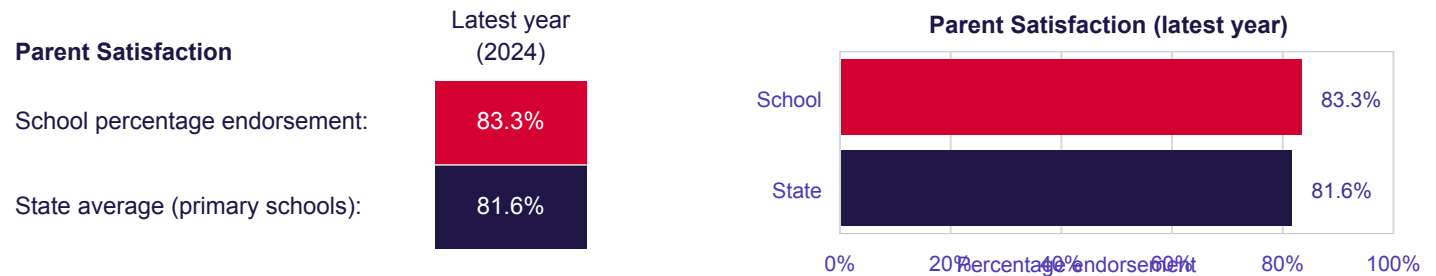
A total of 10 students were enrolled at this school in 2024, NDP female and NDP male.
0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

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.

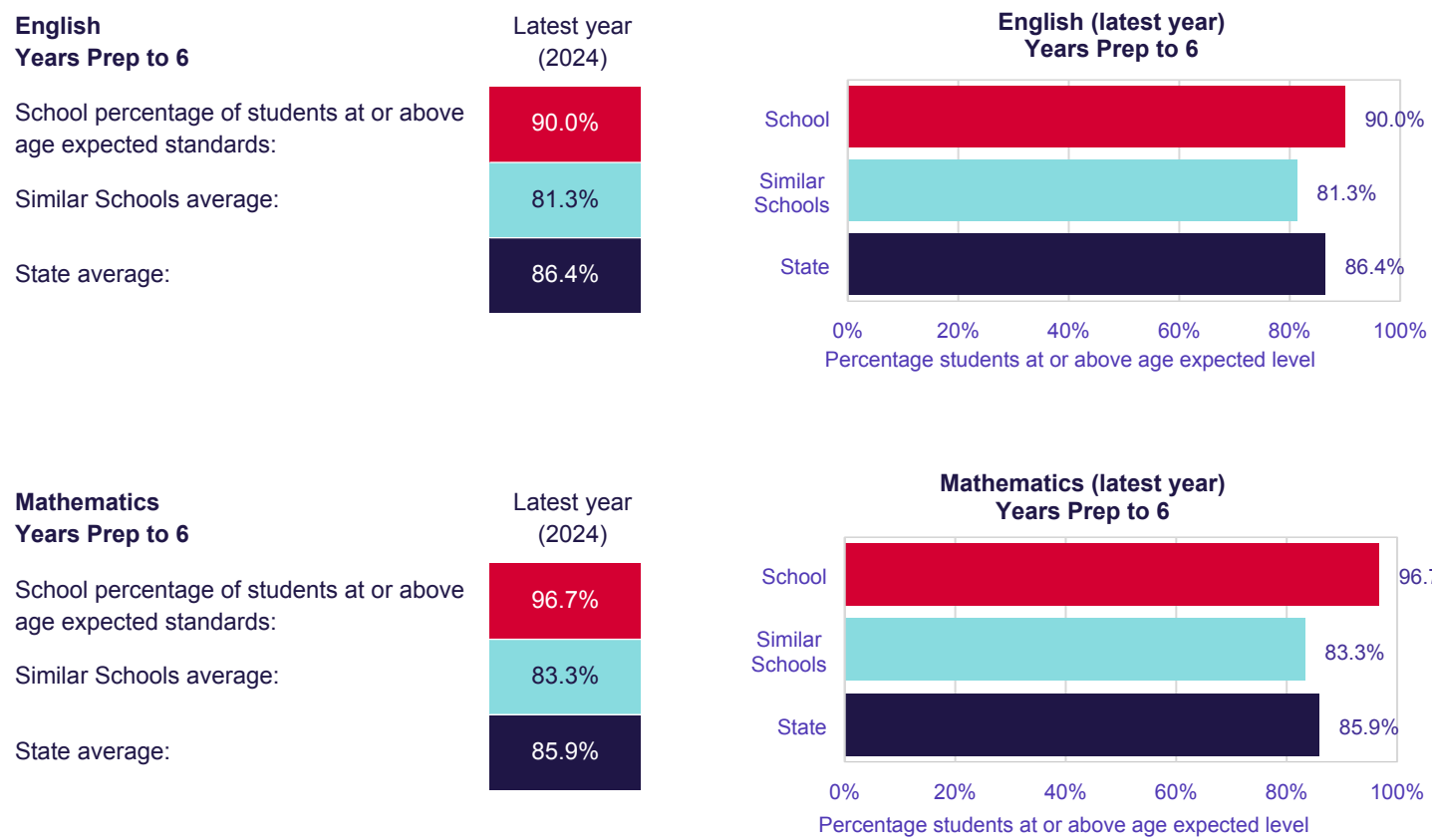


LEARNING

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.



Mathematics

Years Prep to 6

Latest year

(2024)

School percentage of students at or above age expected standards:

96.7%

Similar Schools average:

83.3%

State average:

85.9%

Mathematics (latest year)

Years Prep to 6

Category	Percentage
School	96.7%
Similar Schools	83.3%
State	85.9%

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.

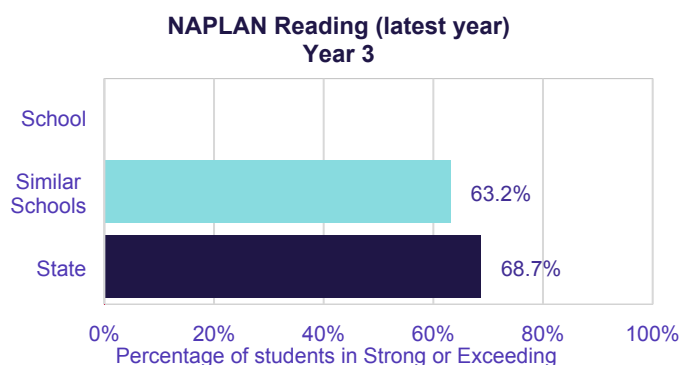
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

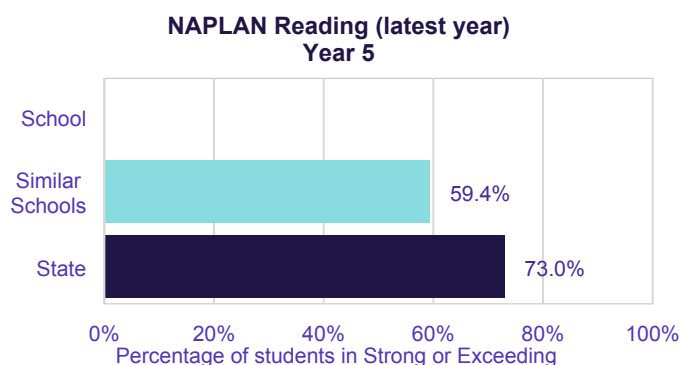
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	83.3%
Similar Schools average:	63.2%	62.6%
State average:	68.7%	69.2%



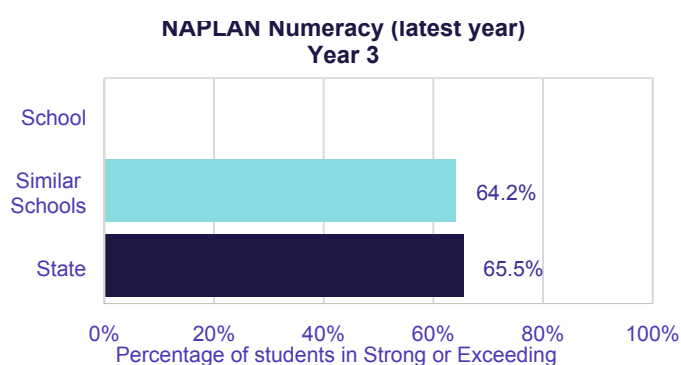
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	NDP
Similar Schools average:	59.4%	61.4%
State average:	73.0%	75.0%



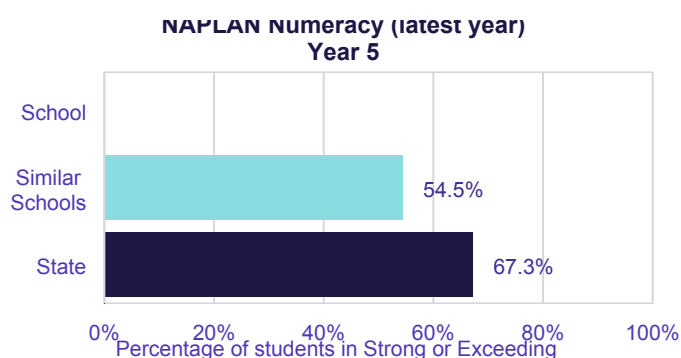
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	83.3%
Similar Schools average:	64.2%	64.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	NDP
Similar Schools average:	54.5%	50.3%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

NDP

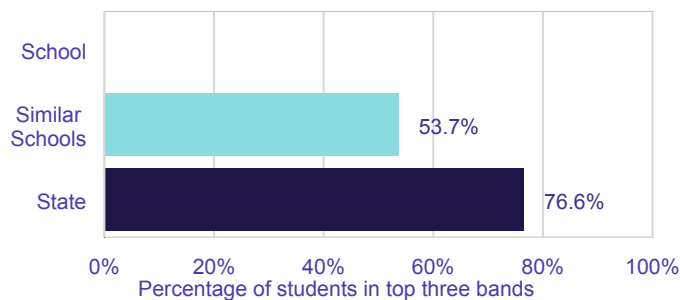
Similar Schools average:

53.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDP

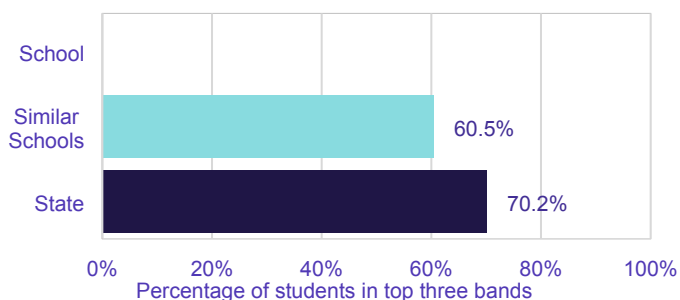
Similar Schools average:

60.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

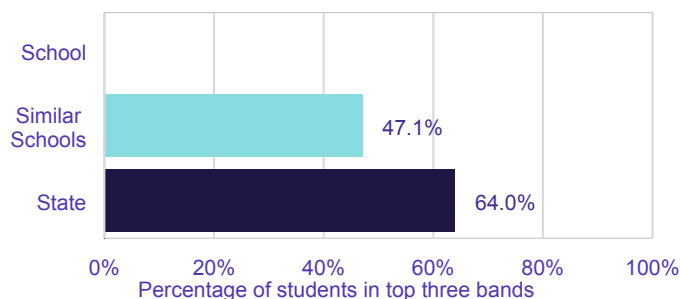
Similar Schools average:

47.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDP

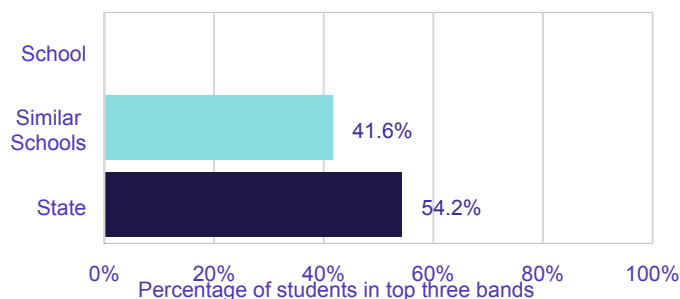
Similar Schools average:

41.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

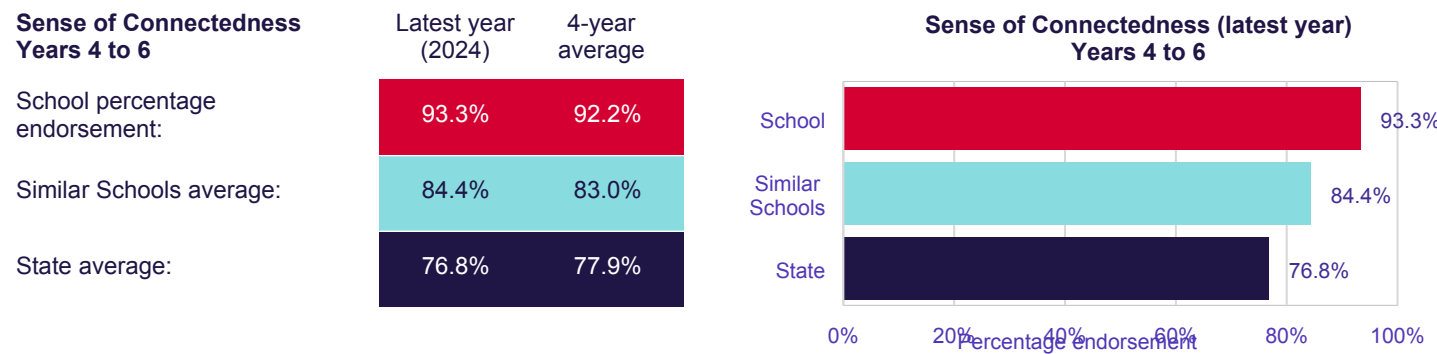


WELLBEING

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.

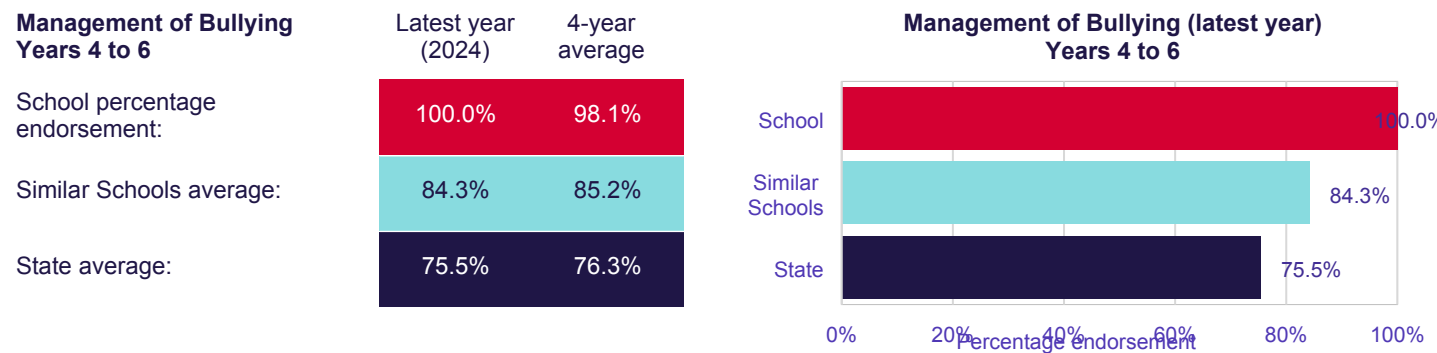
Student Attitudes to School – Sense of Connectedness

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).



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).

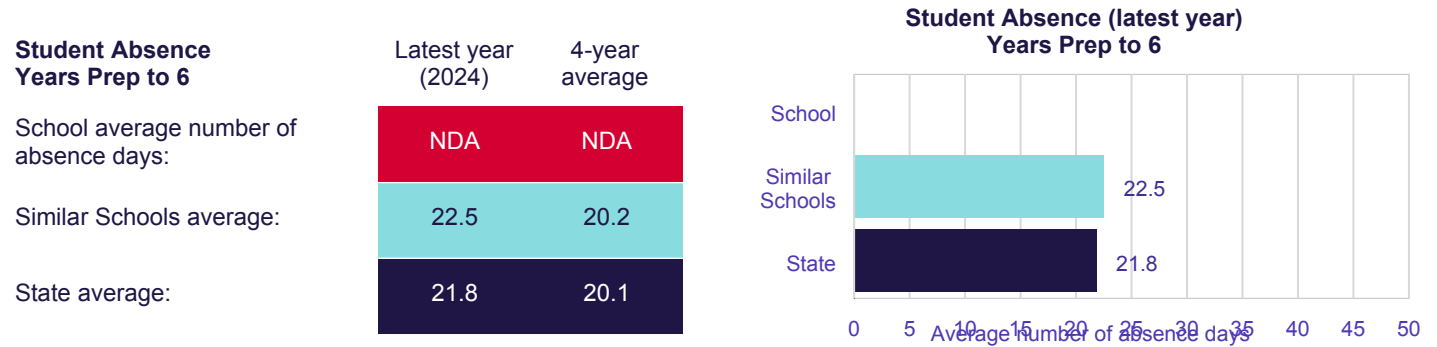


ENGAGEMENT

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.



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 (2024):	NDA	NDA	NDA	NDA	NDA	NDA	NDA

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$501,053
Government Provided DET Grants	\$144,848
Government Grants Commonwealth	\$2,000
Government Grants State	\$2,250
Revenue Other	\$25,287
Locally Raised Funds	\$8,003
Capital Grants	\$0
Total Operating Revenue	\$683,441

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,178
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,178

Expenditure	Actual
Student Resource Package ²	\$515,563
Adjustments	\$0
Books & Publications	\$3,335
Camps/Excursions/Activities	\$11,344
Communication Costs	\$560
Consumables	\$13,446
Miscellaneous Expense ³	\$5,127
Professional Development	\$7,238
Equipment/Maintenance/Hire	\$23,218
Property Services	\$64,755
Salaries & Allowances ⁴	\$36,666
Support Services	\$1,826
Trading & Fundraising	\$1,279
Motor Vehicle Expenses	\$8,329
Travel & Subsistence	\$0
Utilities	\$6,555
Total Operating Expenditure	\$699,241
Net Operating Surplus/-Deficit	(\$15,799)
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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$183,270
Official Account	\$6,151
Other Accounts	\$0
Total Funds Available	\$189,421

Financial Commitments	Actual
Operating Reserve	\$30,613
Other Recurrent Expenditure	\$4,673
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$109,000
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	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$164,286

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.