2025 Annual Report to the School Community

School Name: Wangala Primary School (4983)

- 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 23 March 2026 at 01:10 PM by Joseph Doyle (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 02 April 2026 at 01:28 PM by Joseph Doyle (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

Wangala Primary School is a small, growing school located in the suburb of Belmont, approximately three kilometres from the centre of Geelong. The school is guided by the core values of being respectful, caring, community-minded and future-focused, with a strong commitment to embedding these values in everyday practice. This focus aims to empower students to embrace learning, achieve their personal best and develop their emotional, social and physical wellbeing.

Wangala is currently classified as 'high-growth' school, finishing 2025 with an enrolment of 103 students. This has risen from 41 students since 2021, with continued growth anticipated in the coming years.

In 2025, students were organised into five composite classes, comprising two Prep/Year 1 classes, a Year 1/2 class, a Year 2/3 class and a Year 4–6 class. The staffing profile included a Principal, Business Manager (part-time), Administration Assistant (part-time), 7.14 full-time equivalent teachers, 6.69 full-time equivalent Education Support staff, as well as a Wellbeing Officer (part-time). Our teacher class employees had various roles, including 1 x Learning Specialist, Classroom teachers across the 5 classes and Specialist teachers for Physical Education, Art, Music and STEAM.

Despite its size, the school boasts impressive facilities, including a full-size gymnasium, expansive outdoor spaces and a picturesque setting. There is a strong emphasis on core learning in Literacy and Numeracy, complemented by a rich Specialist program. Additional programs include the Mobile Access Resource Centre (MARC) library van, which visits fortnightly, and the teaching of Auslan as the school's language, delivered remotely with staff learning alongside students. Another highlight is the 'Stephanie Alexander Kitchen Garden Program' where students participate in gardening sessions and use the classroom kitchen to utilise the produce from the garden. All classes were involved in experiences in our kitchen garden program throughout the year.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, student learning outcomes were strong, with teacher judgement data indicating performance above both similar schools and state averages in key areas. In English, 84.7% of students were assessed as achieving at or above age-expected standards, slightly exceeding similar schools (82.9%). In Mathematics, results were even stronger, with 86.0% of students meeting or exceeding expected levels, outperforming both similar schools (81.7%) and the state average (84.2%).

NAPLAN results further highlight high levels of student achievement, particularly in Reading and Numeracy. In Reading, 80% of Year 3 students were classified in the 'strong' or 'exceeding' proficiency levels, well above similar schools (63.3%) and the state average (69.5%). This strong performance continued in Year 5, where 100% of students achieved in these categories, significantly surpassing both similar schools (68.5%) and the state average (73.9%).

In Numeracy, 80% of Year 3 students were also classified as 'strong' or 'exceeding', compared to 57.6% in similar schools and 66.2% across the state. Year 5 results remained positive, with 71.4% of students achieving at these higher proficiency levels, again above similar schools (60.2%) and the state average (69.1%).

While achievement data is very encouraging, relative growth data indicates an area for focus. Between Year 3 and Year 5, 66.7% of students achieved 'high' or 'medium' growth in Reading, and 50% in Numeracy. Both measures were below those of similar schools and the state average, highlighting the need to further strengthen strategies that support consistent student growth over time.

Overall, the school demonstrates strong achievement outcomes, supported by a clear and strategic approach outlined in the 2025 Annual Implementation Plan. Key priorities included the implementation of the Victorian Teaching and Learning Model (VTLM) 2.0, strengthening the school's Reading instructional model across Foundation–Year 6, and delivering targeted support through the Tutor Learning Initiative to reduce the number of students requiring additional assistance in Reading and Numeracy. In addition, the school focused on reviewing and strengthening assessment practices and utilising Professional Learning Communities to build teacher capacity and further improve student outcomes.

Wellbeing

Wangala Primary School continues to place a strong emphasis on student wellbeing, which is clearly reflected in the 2025 Attitudes to School Survey (AToSS) results for students in Years 4–6. In 2025, the student responses recorded notable increases across several key areas: emotional awareness and regulation rose by 7.8% to 75%, managing bullying increased by 6.3% to 82%, school connectedness improved by 9% to 80%, stimulated learning increased by 3.5% to 74%, and student voice and agency rose by 1.3% to 69%. Encouragingly, all of these results, except for 'stimulated learning', exceeded those of similar schools, highlighting the effectiveness of the school's ongoing focus on student wellbeing and engagement.

These outcomes are supported by a whole-school approach to wellbeing. Universal supports are in place for all students, including the delivery of the Respectful Relationships curriculum, implementation of School Wide Positive Behaviour Support, and the adoption of the Berry Street Education Model to guide trauma-informed practice. Additional initiatives such as 'Ready to Learn' plans and a Passive Play space during recess and lunchtime further promote student engagement and inclusion.

Targeted and individualised supports are also provided to meet diverse student needs. These include Individual Education Plans (IEPs), Student Support Group (SSG) meetings involving families and external professionals, behaviour support plans, and social and emotional learning groups.

This work was led by a dedicated Wellbeing and Inclusion team comprising a Learning Specialist, Wellbeing Officer, and the Principal. The team meets regularly and collaborates with a regional Student Support Services (SSS) worker through fortnightly key contact meetings, ensuring coordinated and responsive support for students.

Engagement

Wangala Primary School continues to prioritise student engagement through a range of targeted strategies across attendance, behaviour, and extra-curricular opportunities.

Attendance data indicates that the average number of absent days per student in 2025 (28.4) remained higher than that of similar schools (22.2). It is important to note that, as a small school, a small number of students with chronic attendance concerns can significantly influence overall data. To address this, the school implemented attendance campaigns to highlight the importance of regular attendance and its impact on learning and wellbeing. Processes for following up unexplained absences were strengthened to ensure accurate record keeping and enable analysis of attendance patterns. The wellbeing team also worked closely with families experiencing high rates of absenteeism to provide targeted support.

In the area of behaviour, the school introduced Positive Classroom Management Strategies, comprising eight evidence-informed practices designed to create safe, orderly, and productive learning environments. These strategies will continue to be focussed on in the future. ‘Ready to Learn’ plans were also implemented to support student self-regulation and readiness for learning within the classroom.

Student engagement has been further enhanced through a broad range of extra-curricular opportunities. A rich specialist program in Physical Education, Art, Music, and STEAM has provided students with opportunities to explore and showcase their talents. The Stephanie Alexander Kitchen Garden Program has been a key engagement initiative, offering hands-on learning experiences that promote positive food habits. Regular whole-school assemblies have supported a strong sense of community by celebrating student achievements. Additionally, the ‘Stay and Play’ program has provided structured and unstructured play opportunities during breaks, with Education Support Staff playing a vital role in fostering positive social interactions and student participation.

Financial performance

At Wangala Primary School, the 2025 financial year concluded with a small, managed deficit. This was anticipated and responsibly offset through the school’s operating cash reserve. As a small school, it is important to note that even minor variations between projected and actual funding can significantly impact overall financial outcomes.

Targeted funding streams were effectively utilised to support key school priorities. Equity funding enabled engagement with external educational consultants, particularly in the areas of literacy improvement and Berry Street Education training. Flexible Working Grants for teachers and school leaders supported the employment of a Learning Specialist at a 0.8 full-time equivalent,

strengthening instructional capacity across the school. In addition, OSHC Grant Operations Support Funding was received and allocated to meet increased staffing requirements within the program.

Throughout the year, financial resources continued to be strategically directed towards the development and improvement of school facilities and grounds. Significant works included the completion of roofing repairs on both the main building and gymnasium, the extension of the staff carpark, and the installation of a section of required fencing along the front boundary of the school.

The school's gymnasium remained a valuable community asset, with local sporting groups continuing to access the facility through well-established hire agreements, providing an ongoing supplementary income stream.

The Outside School Hours Care (OSHC) program performed strongly, generating a healthy surplus. This profit has been prudently reserved to support the sustainability and future operation of the program.

Overall, the school has maintained a responsible and strategic approach to financial management, ensuring resources are aligned with school improvement priorities while maintaining financial stability.

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 99 students were enrolled at this school in 2025, 43 female and 55 male. 10% had English as an additional language and 7% 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 **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**	**66.7%**
	Similar schools	76.9%
	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**	**70.7%**
	Similar schools	76.1%
	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**	**84.7%**
	Similar schools	82.9%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**86.0%**
	Similar schools	81.7%
	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**	**80.0%**	**76.0%**
	Similar schools	63.3%	64.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**100.0%**	**68.2%**
	Similar schools	68.5%	68.8%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**80.0%**	**69.2%**
	Similar schools	57.6%	59.0%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**71.4%**	**33.3%**
	Similar schools	60.2%	58.9%
	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**	**66.7%**
	Similar schools	71.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**50.0%**
	Similar schools	67.9%
	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**	**80.0%**		**72.1%**
	Similar schools	75.3%		74.6%
	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**	**82.5%**		**77.2%**
	Similar schools	76.0%		73.8%
	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**	**28.4**	**28.3**
	Similar schools	22.2	22.8
	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**	**86.7%**
Year 1	**School**	**86.8%**
Year 2	**School**	**89.9%**
Year 3	**School**	**81.4%**
Year 4	**School**	**89.7%**
Year 5	**School**	**75.8%**
Year 6	**School**	**83.4%**

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	$1,609,843
Government Provided DET Grants	$321,624
Government Grants Commonwealth	$106,131
Government Grants State	$0
Revenue Other	$92,543
Locally Raised Funds	$85,577
Capital Grants	$0
Total Operating Revenue	**$2,215,716**

Equity	Actual
Equity (Social Disadvantage)	$70,882
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$70,882**

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

Expenditure	Actual
Student Resource Package[1]	$1,684,491
Adjustments	$14
Books & Publications	$1,601
Camps/Excursions/Activities	$15,515
Communication Costs	$2,083
Consumables	$26,273
Miscellaneous Expenses[2]	$15,322
Agency Staff	$14,566
Professional Development	$17,724
Equipment/Maintenance/Hire	$41,735
Property Services	$130,386
Salaries & Allowances[3]	$149,895
Support Services	$51,246

Expenditure	Actual
Trading & Fundraising	$5,372
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$14,814
Total Operating Expenditure	**$2,171,037**
Net Operating Surplus/-Deficit	**$44,680**
Asset Acquisitions	**$21,139**

[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	$275,849
Official Account	$13,179
Other Accounts	$0
Total Funds Available	**$289,029**

Financial Commitments	Actual
Operating Reserve	$81,089
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$75,000
School Based Programs	$7,100
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	**$183,189**

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.