

# 2017 Annual Report to the School Community



School Name: Willow Grove Primary School

School Number: 2520

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Willow Grove is a small rural school situated in the Baw Baw Ranges and overlooking the Blue Rock Dam. It is surrounded by the scenic and rich dairying, horticultural and forestry area of West Gippsland. We are very privileged to live and work in this beautiful part of Gippsland.

Our school is proud to be an integral part of the Willow Grove Community and value the support we receive from this family orientated and community focused area. We encourage the support and partnership of parents and recognise that together we have a unique role to play in ensuring that our school continues to be a safe and supportive environment where learning, play and fun are celebrated.

Our vision:

At Willow Grove Primary School, we are a community of happy, healthy and resilient learners. We embrace challenges in all that we do and have high expectations of ourselves and others.

Our values emphasise the character of our school and the expectations we have of all members of the school community. We value: Respect, Resilience, Teamwork and Community. We are proud to be part of the School Wide Positive Behaviour Support Program.

Our enrolments are primarily drawn from our local community and surrounding areas and we have a strong relationship with the Willow Grove Kindergarten. Our school is defined as having an SFOE (Student Family Occupation & Education Index) of .4077 which places us in the low-medium range. Our current student population is 90 for 2018. We have 2 students who identify at Aboriginal, 3 EAL (English as an Additional Language) students and no students in out of home care.

### Framework for Improving Student Outcomes (FISO)

Under the current School Strategic Plan, 2016-2019, we have identified 'Excellence in Teaching and Learning' and 'Positive Climate for Learning' as our 2 improvement priorities, with a focus on the specific improvement initiatives of Building Practice Excellence and Setting Expectations and Promoting Inclusion. The work we have already completed and the strategies, goals and targets we are aiming to achieve all relate to these key areas of the Framework for Improving Student Outcomes.

Our current School Strategic Plan is in its third year year of implementation. We have the following goals:

**Achievement:** To maximise student individual learning growth in Reading and Number and Algebra

**Engagement:** To create independent learners with high levels of intrinsic motivation by increasing student voice

**Wellbeing:** To develop and embed the school's vision and values system across the whole school community.



AIP 2017

RESPECT *Resilience*  
TEAM WORK COMMUNITY

At Willow Grove Primary School, we are a community of happy, healthy and resilient learners. We embrace challenges in all that we do and have high expectations of ourselves and others.

Our values emphasis the character of our school and the expectations we have of all members of the school community. We value:  
RESPECT, RESILIENCE, TEAMWORK, COMMUNITY

### COLLABORATION

**GOAL:**

To maximise student individual learning growth in Reading and Number and Algebra

**TARGETS:**

By 2019, 75% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5 (and Years 5-7).

By 2019, ensure that all students make at least one year of growth for one year of school in Reading and Number and Algebra as measured against Victorian Curriculum standards

By 2019, there will be strong alignment between teacher judgements against the Victorian Curriculum and external benchmarks in Reading and Number and Algebra.

**Invest in staff development through PLC model**

**Guaranteed and Viable Curriculum**

**Consistent Approach to Teaching and Learning**

### VALUES

**GOALS:**

To create independent learners with high levels of intrinsic motivation by increasing student voice

To develop and embed the school's vision and values system across the whole school community.

**TARGETS:**

By 2019, Stimulating Learning, Student Motivation, School Connectedness and Teacher Morale, will have increased above the 75<sup>th</sup> percentile as measured by the Parent Opinion Survey

By 2019, Stimulating Learning, Student Motivation, School Connectedness, Teacher Morale and Teacher Empathy as well as all factors under Student Relationships will have increased above the 95<sup>th</sup> percentile as measured by the Student Attitudes to School Survey

By 2019, Student Morale will have increased above the 75<sup>th</sup> percentile as measured by the Student Attitudes to School Survey

**Explicitly teach school's values through the development of expected behaviour matrix**

**Enhance leadership capacity and skills of our senior students.**



The above strategic poster details our strategic goals, targets and key actions that were our focus for the 2017 school year. There was a significant investment in staff development through the Primary Maths and Science initiative, the Professional Learning Communities program and development of a common instructional approach to teaching and learning. These actions were focussed on the title: Collaboration.

The other key area was the implementation of Tier 1 of the School Wide Positive Behaviour Support Program and the development of leadership skills and capacity of our senior students through the Leaders Of Evolution program. These actions were focussed on embedding our values into the day to day operation of our school.

### Achievement

Our achievement and academic results are again consistent with schools that have similar characteristics. It is important that we take the time to celebrate our successes as a school community.

However, the Department of Education and Training have created revised measures which provide school's with an overall performance group and performance in each domain of Achievement. These are related to NAPLAN Reading and Numeracy. They are the % of students in the Top 2 bands for Year 5, the % of students in the bottom 2 bands for Year 5 and the % of students with high or medium gains from Year 3 to Year 5. For these measures of which we are assessed against, we have been able to increase or maintain the percentage of students in the Top 2 bands for Reading and Numeracy however the percentage of students in the bottom 2 bands has increased and the percentage of students with high or medium growth has decreased for Numeracy and decreased significantly for Reading.

These results categorize us a transform school, indicating that transformation is required to improve. Our 2018 AIP, available on our website details our schools plans to improve these results.

### Engagement

Student engagement has continued to be a strong area for Willow Grove Primary School. Compared to similar schools, WGPS has fewer students with 20 or more absent days and has a lower average absence rate (13 days compared to 15 days). Our ongoing and termly monitoring of student opinion data and our Response to Intervention Plan for attendance, which were developed in 2017, will further support our efforts to engage students and families with school ensuring that the number of absent days per child is less than our goal of 10. The use of Compass as our Parent Engagement Portal to provide SMS notification to parents regarding absences will also support this effort.

### Wellbeing

Developing pride and confidence in our school by taking on board feedback and making informed changes to meet the needs of our staff, students and parent community has been a key priority and proved extremely successful for our school during the 2017 school year. 89% of students in Grades 4-6 felt connected to school, 90% of staff were positive about school climate and 83% of parents were satisfied with the school overall. The individual factors for each of these opinion results had increased dramatically from the 2016 school year. In 2018, we are replicating this regular monitoring to ensure that are strong results are maintained or improved for our identified priority areas.

For more detailed information regarding our school please visit our website at [www.willowgrove.ps@edumail.vic.gov.au](mailto:www.willowgrove.ps@edumail.vic.gov.au)



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 84 students were enrolled at this school in 2017, 38 female and 46 male.</p> <p>4 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																																				
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<p><b>Reading</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>67%</td></tr> <tr><td>Medium</td><td>33%</td></tr> </table> <p><b>Numeracy</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>56%</td></tr> <tr><td>Medium</td><td>22%</td></tr> <tr><td>High</td><td>22%</td></tr> </table> <p><b>Writing</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>63%</td></tr> <tr><td>Medium</td><td>25%</td></tr> <tr><td>High</td><td>13%</td></tr> </table> <p><b>Spelling</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>13%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>38%</td></tr> </table> <p><b>Grammar and Punctuation</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>63%</td></tr> <tr><td>Medium</td><td>38%</td></tr> </table>	Gain Level	Percentage	Low	67%	Medium	33%	Gain Level	Percentage	Low	56%	Medium	22%	High	22%	Gain Level	Percentage	Low	63%	Medium	25%	High	13%	Gain Level	Percentage	Low	13%	Medium	50%	High	38%	Gain Level	Percentage	Low	63%	Medium	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>96 %</td> <td>97 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	94 %	92 %	96 %	97 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	94 %	92 %	96 %	97 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

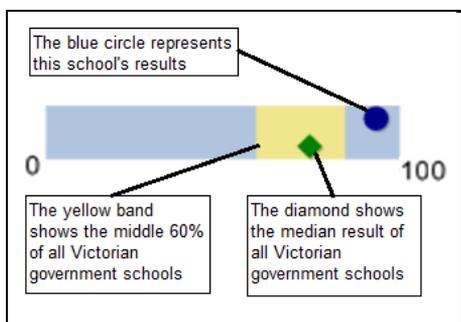
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

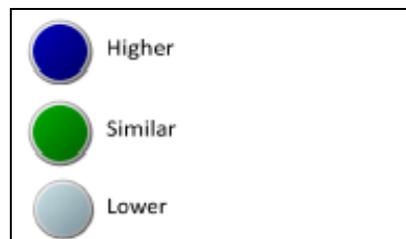


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

Willow Grove Primary School again finished the 2017 school year in a healthy financial position. This has been due to a change in staffing profile and increased enrolments allowing us to operate a four classroom model. Over the next two school years, we have employed an additional classroom teacher for 0.9 FTE (9 days per fortnight) to assist us in improving teaching capacity and ultimately student learning outcomes. We have also continued to make upgrades and improvements to our school buildings to ensure that our spaces are conducive to learning. It is anticipated that WGPS will have a small deficit in the 2020 school year due to these financial decisions.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$754,155	High Yield Investment Account	\$87,647
Government Provided DET Grants	\$240,216	Official Account	\$3,361
Government Grants Commonwealth	\$23,588	Other Accounts	\$75,000
Revenue Other	\$4,479	<b>Total Funds Available</b>	<b>\$166,008</b>
Locally Raised Funds	\$67,110		
<b>Total Operating Revenue</b>	<b>\$1,089,548</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$25,196		
<b>Equity Total</b>	<b>\$25,196</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$672,898	Operating Reserve	\$33,291
Books & Publications	\$245	Asset/Equipment Replacement < 12 months	\$9,379
Communication Costs	\$2,021	Capital - Buildings/Grounds incl SMS<12 months	\$14,710
Consumables	\$19,426	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Miscellaneous Expense <sup>3</sup>	\$48,047	Revenue Received in Advance	\$953
Professional Development	\$6,009	School Based Programs	\$42,804
Property and Equipment Services	\$30,981	Asset/Equipment Replacement > 12 months	\$29,258
Salaries & Allowances <sup>4</sup>	\$80,940	Capital - Buildings/Grounds incl SMS>12 months	\$21,500
Trading & Fundraising	\$11,342	Maintenance -Buildings/Grounds incl SMS>12 months	\$4,113
Utilities	\$9,506	<b>Total Financial Commitments</b>	<b>\$166,008</b>
<b>Total Operating Expenditure</b>	<b>\$881,414</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$208,134</b>		
<b>Asset Acquisitions</b>	<b>\$6,232</b>		

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

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



*All funds received from the Department, 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.*