

2018 Annual Report to The School Community



School Name: Willow Grove Primary School (2520)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 12 March 2019 at 12:41 PM by Anthony Wilson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 May 2019 at 09:06 AM by Mark Wilms (School
Council President)

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 80 for 2019. 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 fourth year of implementation and 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.

There was a significant investment in staff development through the Professional Learning Communities program and development of a common instructional approach to teaching and learning (Gradual Release of Responsibilities). 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. Currently, the school sits at 70% compliance for Tier 1 accreditation.

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.

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 and decrease the percentage of students in the bottom 2 bands. The percentage of students with high or medium growth has increased significantly for all parameters measured except for spelling which saw no high growth across the Grade 5 cohort.

These results categorize us a transform school, indicating that transformation is required to improve. Our 2019 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) and attendance has been above 95% for the beginning of the 2019 school year. 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 as well as messages delivered to students and families during assemblies and in Newsletters regarding the importance regarding attending school will also continue. Introduced in 2019, a weekly chart is now visible at the front office for students and families to see highlighting the attendance across the school.

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 2018 school year. 94% of students in Grades 4-6 felt connected to school (an increase of 5%), 87% of students responded positively to student voice and agency (an increase of 9%) and 95% responded positively to the school's response to managing bullying (an increase of 10%). The individual factors for each of these opinion results had increased dramatically from the 2017 school year and in 2019, we are replicating this regular monitoring to ensure that these strong results are maintained or improved for our identified priority areas.

Financial performance and position

Willow Grove Primary School has finished the 2018 school year in a healthy financial position as has been the case of the previous few year. However, due to a decrease in enrolments in 2019 (80 students compared to 90 in 2018), the school has not replaced the 0.9 FTE (9 days per fortnight) classroom teacher who had been used to assist the school in improving teacher capacity and students outcomes by providing regular release time for professional development for staff. Any professional development will now be covered at a cost by Casual Relief Teachers (CRTs). Along with other school's within the Moe Small Schools Cluster, Willow Grove has made a financial contribution to the Cluster Co-ordinator role (work being undertaken by Jack Blythman) for the 2019 school year as well as allocating 1 day per week for internal Professional Learning Communities (PLCs) work to continue to improve teacher capacity and student outcomes. It is still anticipated that with the reduced revenue for 2019, WGPS will still have a small deficit in the 2020 school year due to these financial decisions.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 89 students were enrolled at this school in 2018, 39 female and 50 male.

0 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	75.7	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.7	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.4	90.1	82.6	95.3	Higher
Mathematics	91.8	91.1	84.0	96.4	Higher

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	76.9	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	61.5	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	53.8	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	53.8	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	73.8	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	66.7	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	58.5	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	58.5	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	20.0	40.0	40.0
Numeracy	10.0	60.0	30.0
Writing	9.1	54.5	36.4
Spelling	18.2	81.8	0.0
Grammar and Punctuation	9.1	63.6	27.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.7	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.9	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	94	93	95	93	93	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	94.3	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	91.7	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	95.2	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	90.1	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$843,652
Government Provided DET Grants	\$141,081
Government Grants Commonwealth	\$23,419
Government Grants State	\$0
Revenue Other	\$7,839
Locally Raised Funds	\$47,405
Total Operating Revenue	\$1,063,395

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,728
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,728

Expenditure	Actual
Student Resource Package ²	\$752,206
Adjustments	\$0
Books & Publications	\$793
Communication Costs	\$1,624
Consumables	\$19,838
Miscellaneous Expense ³	\$54,194
Professional Development	\$13,689
Property and Equipment Services	\$47,606
Salaries & Allowances ⁴	\$63,536
Trading & Fundraising	\$12,340
Travel & Subsistence	\$0
Utilities	\$8,410
Total Operating Expenditure	\$974,234
Net Operating Surplus/-Deficit	\$89,161
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$81,739
Official Account	\$4,037
Other Accounts	\$77,138
Total Funds Available	\$162,914

Financial Commitments	Actual
Operating Reserve	\$34,893
Other Recurrent Expenditure	\$1,736
Provision Accounts	\$0
Funds Received in Advance	\$4,357
School Based Programs	\$18,054
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	\$6,050
Maintenance - Buildings/Grounds < 12 months	\$7,620
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$72,709

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 04 Mar 2019 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.

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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').