

# 2020 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](http://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 2020 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 10 March 2021 at 12:16 PM by Anthony Wilson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 13 March 2021 at 08:27 PM by Mark Wilms (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 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 a disability 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').

## About Our School

### School context

Willow Grove Primary School 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 81 for 2021. We have 6 students who identify as Aboriginal, 2 EAL (English as an Additional Language) students and no students in out of home care.

### Framework for Improving Student Outcomes (FISO)

The school completed its review in 2020 and has now developed a new Strategic Plan for 2020-2023. Our new strategic goal are:

1. To improve student outcomes in literacy;
2. Improve student outcomes in mathematics;
3. To create empowered learners who are actively engaged in and connected to their learning.

During remote learning, the school continued to work on these goals but also explicitly focused on student wellbeing due to the many challenges faced during this difficult time. When students returned to school following remote for the commencement of Ter 4, extra time and resources were prioritised to assess and provide additional in/out classroom support for those students that had struggled more with remote learning. This work that was commenced during Term, 2020, has placed the school in a good position as implementation of the tutoring program was able to commence Week 1 of 2021. We will continue as much support as possible for as many students as possible following remote learning in 2020.

Willow Grove Primary School has continued in 2020 to consolidate its Tier 1 accreditation for School Wide Positive Behaviour Support (SWPBS) and at the beginning of 2021 has commenced working towards Tier 2 accreditation. At this stage, it is planned for this to be obtained by the end of 2022.

In 2020, Willow Grove Primary School commenced its work as a Lead School in Respectful Relationships although the 'roll out' did not occur in the planned manner due to COVID-19. At the commencement of 2021, this work has again continued with community sessions planned and meeting with our Partner Schools. Scope and Sequence has been implemented across the school and explicitly taught within the Values session each week. Staff (including parent members) have undergone training and on Modules 1-6 and will undertake other training as it becomes available. Values 'pencils' have been constructed and in the process of being finished.

### Achievement

Our achievement and academic results have continued to improve in 2020. It is important that we take the time to celebrate our successes as a school community, particularly with respect to the challenges experienced as a result of COVID-19. The Department of Education and Training did not operate NAPLAN due to COVID-19 in 2020 so it is not

possible to compare this data set to the targets within the school's new Strategic Plan (2020-2023) and 2020 Annual Implementation Plan. Using reading data through Fountas and Pinnell (F&P), more than 80% of students were again operating at our above the Willow Grove expected reading level. This is higher than the recommended level of F&P and is another point of celebration for the school. Commenced of proficiency scales during 2020 will continue into 2021 and students have certainly engaged with their learning around writing with their introduction. Periods of remote learning also provided staff the opportunity to use online resources and develop new ways of differentiation for students. This continued once students returned from remote learning and has also remained into the commencement of 2021 with students having more voice and agency around their learning.

**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 2021 school year. Our ongoing and termly monitoring (Week 5 of each term) of student opinion data and our Response to Intervention Plan for attendance 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. This continued in 2020 during remote learning with regular monitoring of work submission and attendance by both classroom teachers and school leadership. The use of Compass as our Parent Engagement Portal to provide SMS notification to parents regarding absences has also supported this effort as well as messages delivered to students and families during assemblies and in Newsletters regarding the importance of attending school will also continue. Again in 2020 a weekly chart is now visible at the front office for students and families to see highlighting the attendance across the school.

To also maximise student engagement with school, Willow Grove Primary School has strengthened it's protocol for Individual Learning Plans which explicitly focuses on mandatory requirements (PSD funded, out-of-home-care, Koori, ESL) but also for students that are: 12 months or more ahead in a priority learning area, part of the WGPS MacqLit/MiniLit intervention program, previous MiniLit/MacqLit intervention, 12 months behind in a priority area. This has ensured staff/students/families can develop learning goals together to help engage students with school. Priority areas include reading, writing, numeracy, attendance and behaviour.

**Wellbeing**

Welcome became a priority for the school in 2020 during to the impact of COVID-19 and subsequent remote learning periods during term 2 and term 3. Even during remote learning, student wellbeing was monitored through school-based surveys and also the voluntary Department of Education Attitude to School Survey. This data provided the school with the opportunity to focus on wellbeing issues for students even while undertaking remote learning. On the return of students to school for term 4, wellbeing became a focus and a number of events and activities were planned to re-engage and connect students to the school at to one another. 2021 has commenced in a similar manner and will continue to remain a focus for the school with internal termly surveys providing regular feedback to staff. This data is analysed and areas for improvement are discussed with students and necessary changes made with their input.

**Financial performance and position**

Willow Grove Primary School has finished the 2020 school year in a healthy financial position as has been the case of the previous few years. Along with other school's within the Moe Small Schools Cluster, Willow Grove has not made a financial contribution to the Cluster Co-Ordinator role for the 2021 school year with the format of the cluster being more around partnerships between 2 schools. Although COVID-19 had many negative impacts on schools, it did result in many costs being reduced (such as CRTs for professional development) due to much professional development occurring online rather than face-to-face. The positive cultural at the school meant that staff undertook a lot of professional development during remote learning. It is still anticipated that with the reduced revenue for 2021, WGPS will have a small deficit in the 2021 school year but will continue to carry a surplus into the following year, 2022.

# 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.

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 80 students were enrolled at this school in 2020, 36 female and 44 male.

0 percent of students had English as an additional language and 5 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.

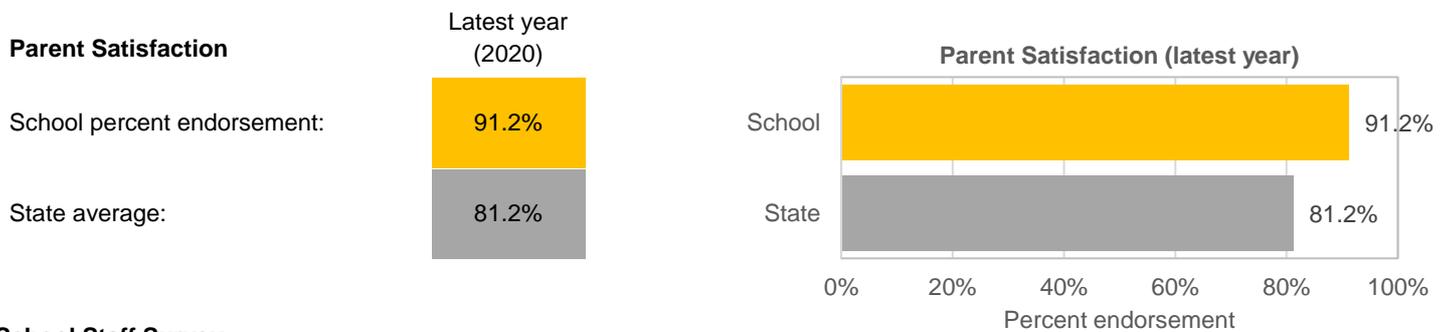
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

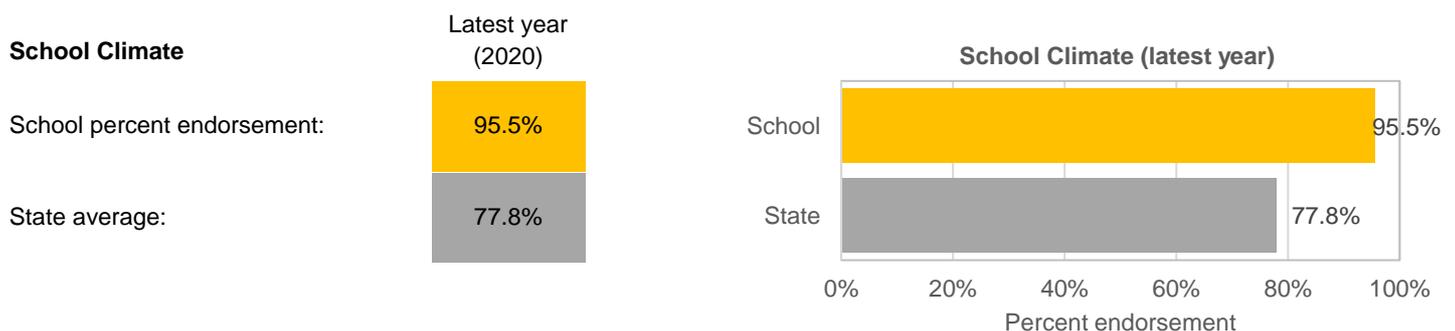


### School Staff Survey

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.



## ACHIEVEMENT

**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

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

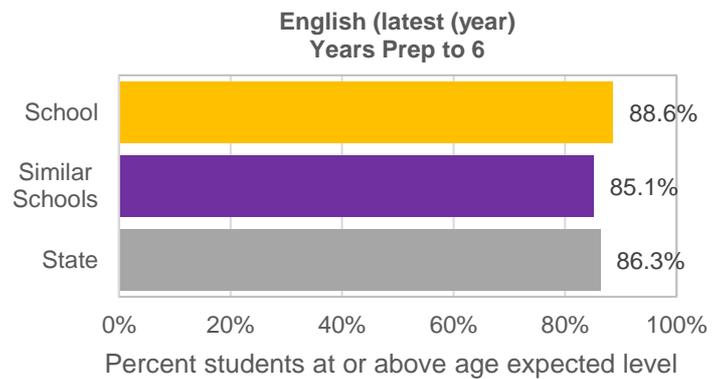
88.6%

Similar Schools average:

85.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

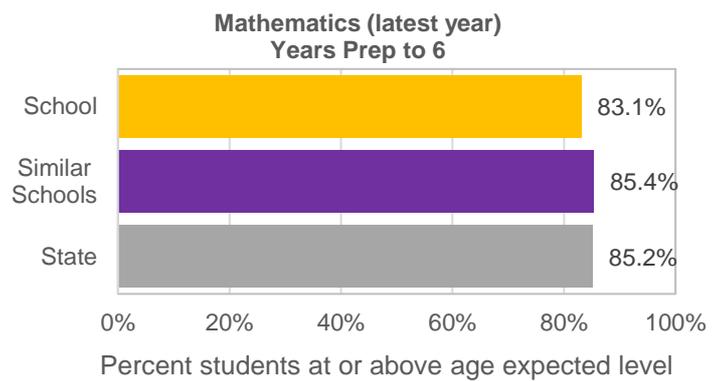
83.1%

Similar Schools average:

85.4%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

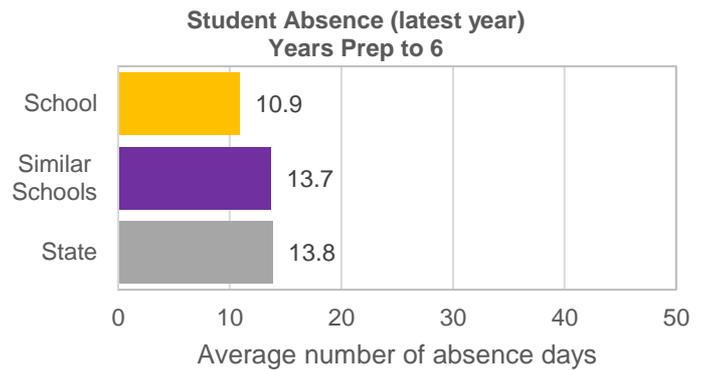
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

|  | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 10.9               | 12.4           |
| Similar Schools average:               | 13.7               | 14.9           |
| State average:                         | 13.8               | 15.3           |



#### Attendance Rate (latest year)

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2020): | 96%  | 90%    | 92%    | 98%    | 96%    | 96%    | 93%    |

## 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.

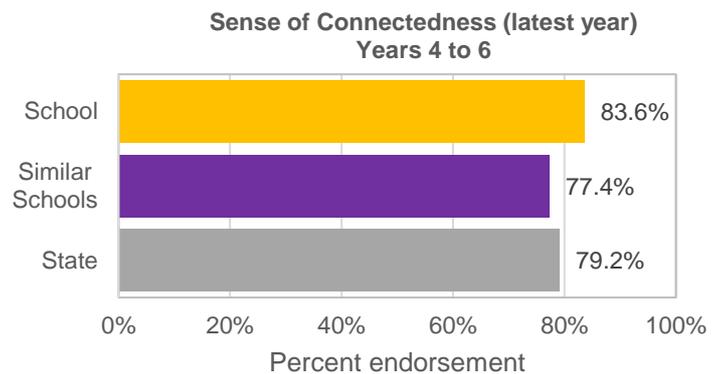
### Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

|                             | Latest year (2020) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 83.6%              | 89.8%          |
| Similar Schools average:    | 77.4%              | 80.2%          |
| State average:              | 79.2%              | 81.0%          |



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

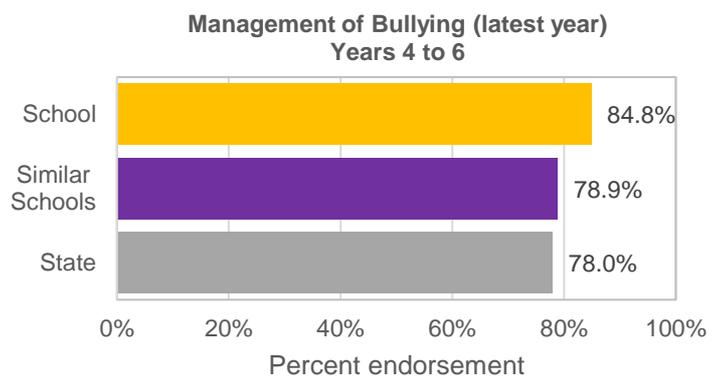
### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

|                             | Latest year (2020) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 84.8%              | 89.9%          |
| Similar Schools average:    | 78.9%              | 81.3%          |
| State average:              | 78.0%              | 80.4%          |



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$769,071          |
| Government Provided DET Grants | \$207,746          |
| Government Grants Commonwealth | \$21,156           |
| Government Grants State        | NDA                |
| Revenue Other                  | \$1,664            |
| Locally Raised Funds           | \$20,909           |
| Capital Grants                 | NDA                |
| <b>Total Operating Revenue</b> | <b>\$1,020,546</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$15,677        |
| Equity (Catch Up)                                   | NDA             |
| Transition Funding                                  | NDA             |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA             |
| <b>Equity Total</b>                                 | <b>\$15,677</b> |

| Expenditure                           | Actual           |
|---------------------------------------|------------------|
| Student Resource Package <sup>2</sup> | \$683,282        |
| Adjustments                           | NDA              |
| Books & Publications                  | \$2,402          |
| Camps/Excursions/Activities           | \$1,938          |
| Communication Costs                   | \$1,850          |
| Consumables                           | \$16,661         |
| Miscellaneous Expense <sup>3</sup>    | \$18,557         |
| Professional Development              | \$1,870          |
| Equipment/Maintenance/Hire            | \$19,759         |
| Property Services                     | \$52,193         |
| Salaries & Allowances <sup>4</sup>    | \$24,005         |
| Support Services                      | \$21,621         |
| Trading & Fundraising                 | \$7,464          |
| Motor Vehicle Expenses                | NDA              |
| Travel & Subsistence                  | NDA              |
| Utilities                             | \$13,278         |
| <b>Total Operating Expenditure</b>    | <b>\$864,881</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$155,665</b> |
| <b>Asset Acquisitions</b>             | <b>NDA</b>       |

- (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 01 Mar 2021 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 2020

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$218,760        |
| Official Account              | \$7,627          |
| Other Accounts                | NDA              |
| <b>Total Funds Available</b>  | <b>\$226,387</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>   |
|---|-----------------|
| Operating Reserve                           | \$25,989        |
| Other Recurrent Expenditure                 | \$8,480         |
| Provision Accounts                          | NDA             |
| Funds Received in Advance                   | \$2,030         |
| School Based Programs                       | \$9,572         |
| Beneficiary/Memorial Accounts               | NDA             |
| Cooperative Bank Account                    | NDA             |
| Funds for Committees/Shared Arrangements    | NDA             |
| Repayable to the Department                 | NDA             |
| Asset/Equipment Replacement < 12 months     | \$800           |
| Capital - Buildings/Grounds < 12 months     | NDA             |
| Maintenance - Buildings/Grounds < 12 months | \$16,620        |
| Asset/Equipment Replacement > 12 months     | NDA             |
| Capital - Buildings/Grounds > 12 months     | NDA             |
| Maintenance - Buildings/Grounds > 12 months | NDA             |
| <b>Total Financial Commitments</b>          | <b>\$63,491</b> |

*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.*