

# 2021 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 2021 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 07 March 2022 at 09:40 AM by Anthony Wilson (Principal)

- This 2021 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 11 March 2022 at 03:32 PM by Simon Fiddelaers (School Council President)

## How to read the Annual Report

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### 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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).

#### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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.

'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 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').

## About Our School

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### 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 and a Lead School within the Respectful Relationships 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 84 for 2022. We have 6 students who identify as Aboriginal, 1 EAL (English as an Additional Language) students and no students in out of home care.

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### Framework for Improving Student Outcomes (FISO)

The school completed its review in 2020 and developed a new Strategic Plan for 2020-2023. Our strategic goals for this period 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.

In 2021, the Department of Education commenced a Tutor Learning across all schools. The program involved assessing student learning and growth during 2020 and identifying students that had achieved little or no growth during this extensive remote learning period. Fifteen students participated in the literacy and numeracy with nearly 90% achieving Medium/High growth over the period of time with external classroom intervention.

Willow Grove Primary School has continued in 2022 to consolidate its Tier 1 accreditation for School Wide Positive Behaviour Support (SWPBS) and continues to work towards Tier 2 accreditation. This school is grateful for the support of both school staff and the school community. At this stage, it is planned for this to be obtained by the end of 2022.

In 2021, Willow Grove Primary School continued its work as a Lead School in Respectful Relationships in amongst the many restrictions imposed due to COVID-19. At the commencement of 2022, this work has again continued with community sessions planned and meeting with our Partner Schools. Scope and Sequence has been implemented and reviewed across the school with Respectful Relationships Department of Education support 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. Metal signs displaying expected values for various across the school have been purchased to be displayed and replace the current paper, laminated ones.

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### Achievement

Our achievement and academic results have continued to improve in 2021. 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

NAPLAN results again showed improvement with the following medium/growth results from Year 3 to Year 5 being obtained:

Reading - 80%

Writing - 80%

Numeracy - 80%

Grammar and Punctuation - 100%

Spelling - 90%.

Although these results are excellent, there are still areas the school will continue to strive to improve in, with the Department of Education continuing its Numeracy focus in 2022.

Using reading data through Fountas and Pinnell (F&P), more than 84% 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. Implementation of proficiency scales during 2021 will continue into 2022 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 2022 with students having more voice and agency around their learning.

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### Engagement

Remote learning during 2021 provided some challenges for some families and students. 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 (11.2 days compared to 15 days) and attendance has been at 95% for the beginning of the 2022 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 2021 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 has continued 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.

To also maximize student engagement with school, Willow Grove Primary School has continued to strengthen its 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. This has continued again in 2022 with staff being prioritised with release time to complete this important and valued work.

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### Wellbeing

Welcome continued to be a priority for the school in 2021 following the impact of COVID-19 and subsequent remote learning periods during 2020/2021. Even during remote learning, student wellbeing was monitored through school-based surveys, classroom teacher and leadership 'check-in', personal delivery of all learning packs during remote learning periods and also the Department of Education Attitude to School Survey (AtoSS). This data provided the school with the opportunity to focus on wellbeing issues for students even while undertaking remote learning. On return from remote learning periods, wellbeing continued to be a focus with a number of events and activities planned to re-engage and connect students to the school at to one another. 2022 has commenced in a similar manner with a number of incursions, excursions and camps planned throughout the year. This 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.

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### Finance performance and position

Willow Grove Primary School has finished the 2021 school year in a healthy financial position as has been the case of the previous few years. 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 2022, WGPS will have a small deficit in the 2022 school year but will continue to carry a surplus into the following year, 2023.

# 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 81 students were enrolled at this school in 2021, 37 female and 44 male.

0 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

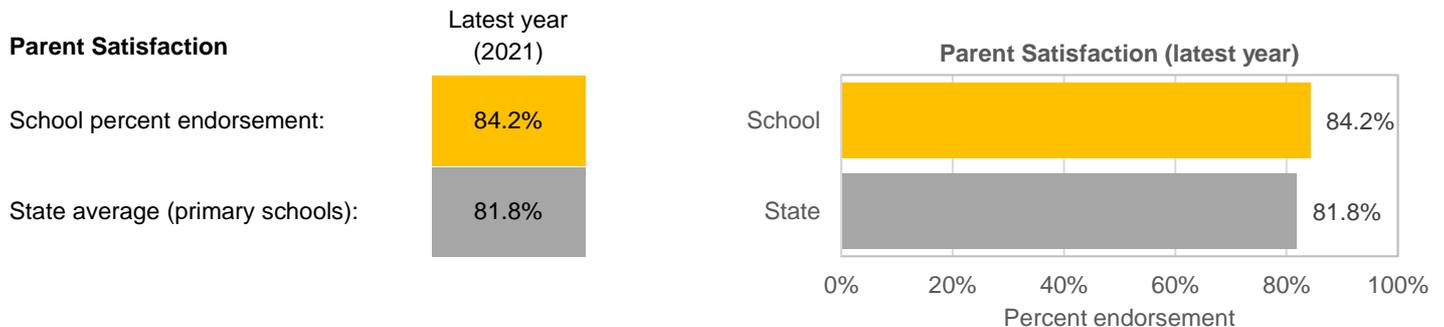
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.

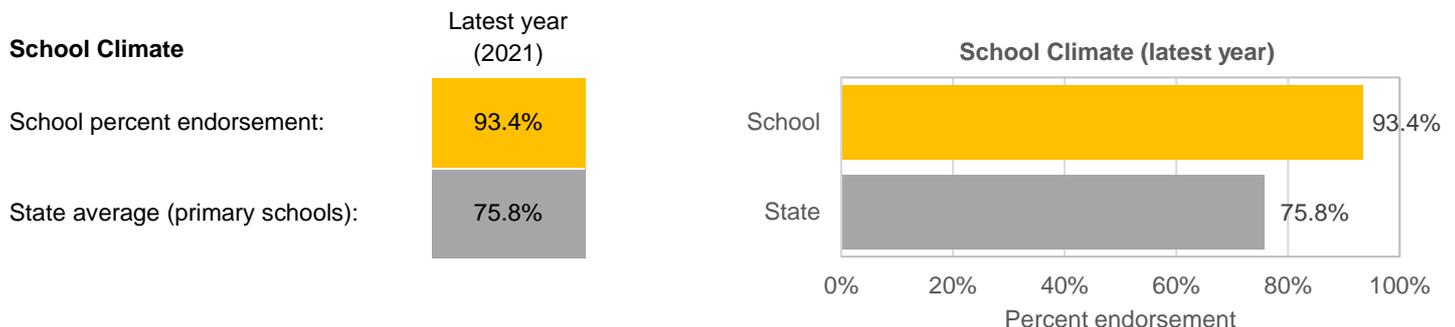


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

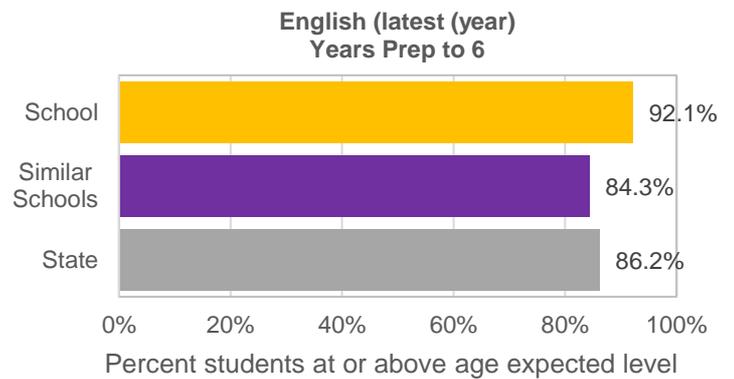
92.1%

Similar Schools average:

84.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

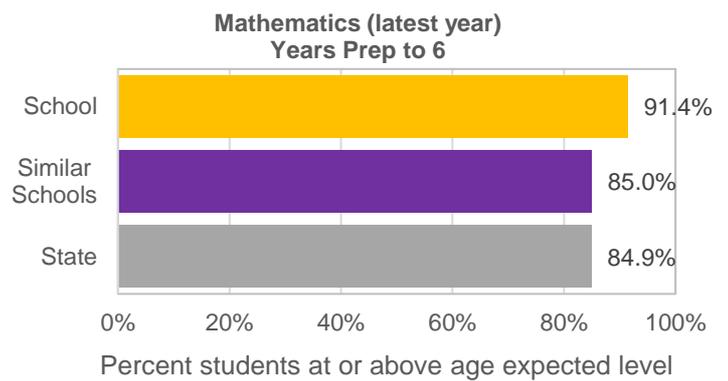
91.4%

Similar Schools average:

85.0%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

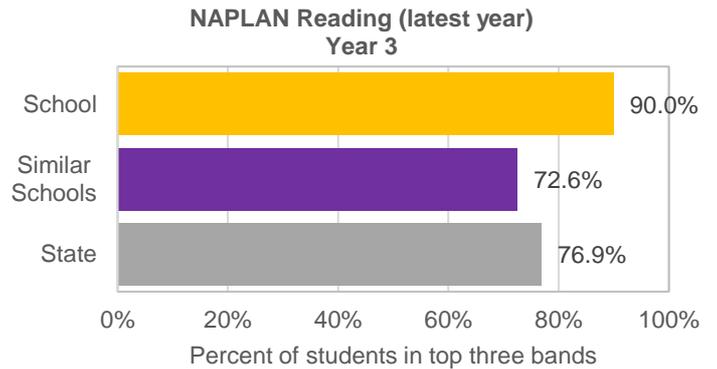
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

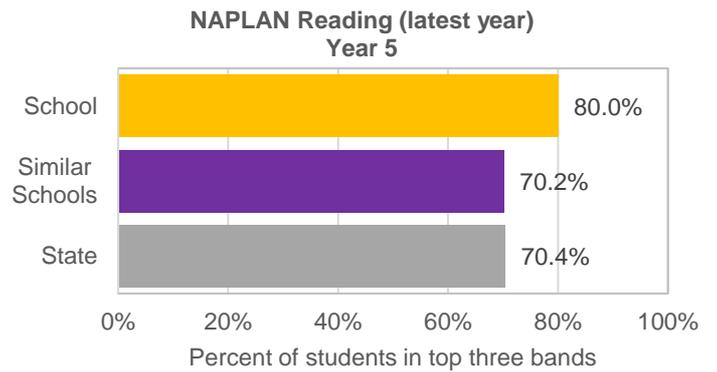
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.0%	88.6%
Similar Schools average:	72.6%	72.9%
State average:	76.9%	76.5%



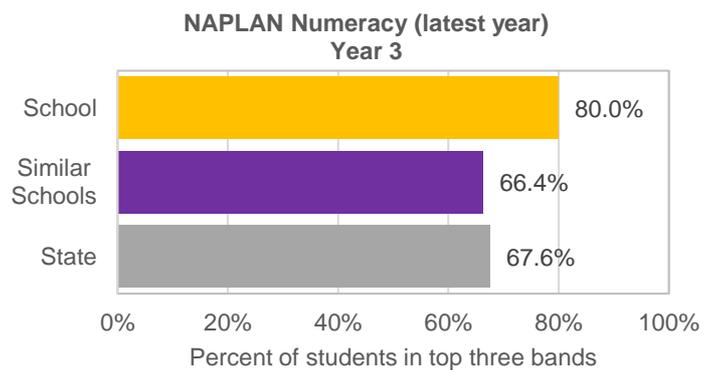
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	66.7%
Similar Schools average:	70.2%	67.3%
State average:	70.4%	67.7%



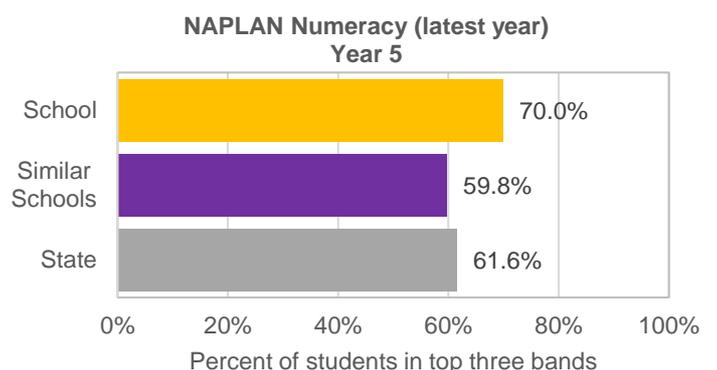
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	71.4%
Similar Schools average:	66.4%	67.0%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	57.6%
Similar Schools average:	59.8%	57.1%
State average:	61.6%	60.0%



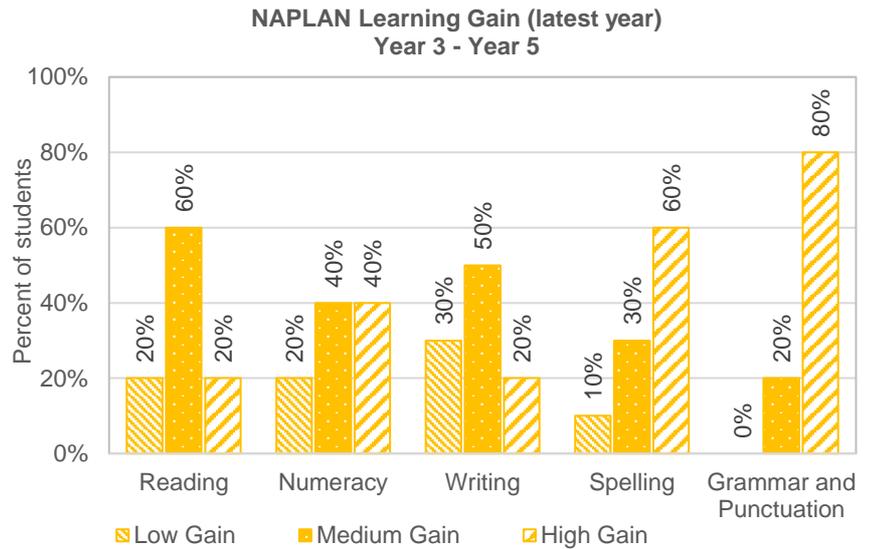
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	60%	20%	23%
Numeracy:	20%	40%	40%	24%
Writing:	30%	50%	20%	17%
Spelling:	10%	30%	60%	22%
Grammar and Punctuation:	0%	20%	80%	20%



## ENGAGEMENT

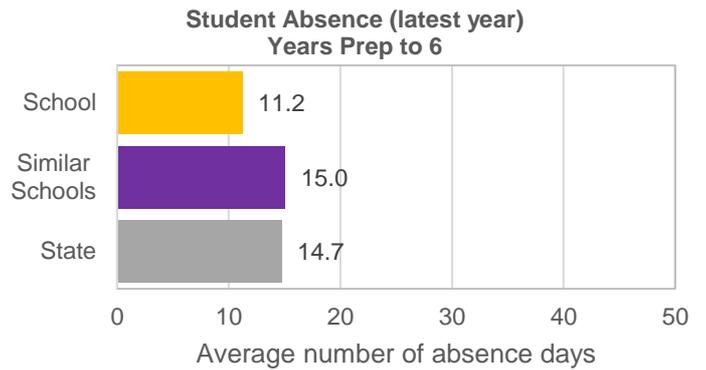
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.2	12.0
Similar Schools average:	15.0	15.0
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	95%	92%	96%	97%	96%	94%

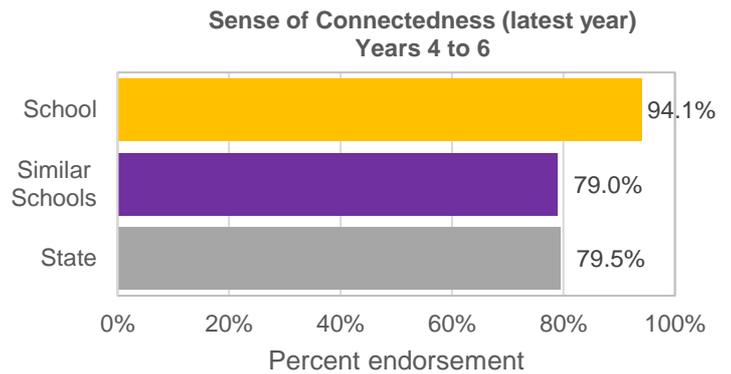
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	94.1%	91.1%
Similar Schools average:	79.0%	79.7%
State average:	79.5%	80.4%

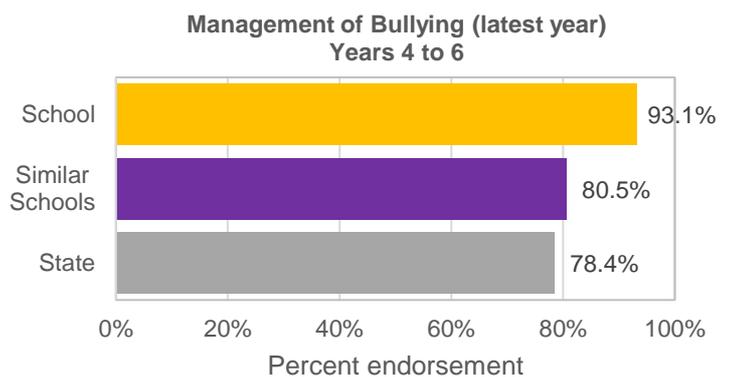


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	93.1%	91.9%
Similar Schools average:	80.5%	80.8%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$780,168
Government Provided DET Grants	\$161,245
Government Grants Commonwealth	\$26,806
Government Grants State	\$0
Revenue Other	\$2,200
Locally Raised Funds	\$45,642
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,016,060</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$16,155
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,155</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$766,436
Adjustments	\$0
Books & Publications	\$134
Camps/Excursions/Activities	\$23,363
Communication Costs	\$1,553
Consumables	\$14,640
Miscellaneous Expense <sup>3</sup>	\$17,592
Professional Development	\$3,066
Equipment/Maintenance/Hire	\$18,597
Property Services	\$55,205
Salaries & Allowances <sup>4</sup>	\$42,735
Support Services	\$0
Trading & Fundraising	\$9,643
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,030
<b>Total Operating Expenditure</b>	<b>\$959,994</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$56,066</b>
<b>Asset Acquisitions</b>	<b>\$0</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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$268,392
Official Account	\$3,973
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$272,365</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$26,928
Other Recurrent Expenditure	\$10,229
Provision Accounts	\$0
Funds Received in Advance	\$1,954
School Based Programs	\$17,365
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,300
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$14,683
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$74,459</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.*