

2022 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 of the previous calendar year 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 08 May 2023 at 10:36 AM by Tamara Halket (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 02 June 2023 at 01:53 PM by Simon Fiddelaers (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- 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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

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

School context

Willow Grove Primary School is a small, rural school with a rich history dating back to 1883. It is situated in the heart of Willow Grove, with the nearest major townships being Moe and Warragul. The school overlooks the Blue Rock Dam, and is surrounded by farmland, State Parks and forestry areas.

The school is an integral part of the Willow Grove Community, and holds strong partnerships with the community, and local organisations. We actively seek to work in partnership with our families, both past and present, recognizing the need to work together to provide a safe and supportive environment where learning, play and fun are celebrated.

The school sits within a generous area, featuring 2 buildings, a large oval, basketball court, rebound wall, vegetable garden and playground. There was a 5.3 FTE for staff in 2022 with 4 classes, and specialist subjects of Japanese, art and physical education. We are also privileged to have weekly library lessons with the visiting MARC Library van.

We are proud to be a Silver Tier in the School Wide Positive Behaviour Support program and a Lead School within the Respectful Relationships program.

Enrolments are primarily drawn from our local community, and those families that choose to travel from surrounding areas. We have a strong relationship and transition program with the Willow Grove Kindergarten, Lowanna Secondary College and Trafalgar Secondary College.

The 2022 census enrolment for student population was 84 for 2022. Of these enrolments there were 6 students who identify as Aboriginal, no English as an Additional Language (EAL), and no students in Out of Home Care. The 2022 Student Family Occupation & Education Index (SFOE) was calculated to be 0.3670 which places the school in the low-medium range.

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 vision is complimented by our Core Values of; Respect, Resilience, Teamwork and Community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2022 student achievement data based on teacher judgement showed we had the following percentages of students at or above age expected standards; Years Prep to 6 English 93.7% (state average 87%) and Years Prep to 6 Mathematics 91.7% (state average 85.9).

The school's NAPLAN data indicated the percentage of students in the top three bands of testing:

	2022	4 Year average	State average	4 Year state average
Year 3 Reading	66.7%	85.3%	76.6%	76.6%
Year 5 Reading	83.3%	78.1%	70.2%	69.5%
Year 3 Numeracy	75.0%	76.5%	64.0%	66.6%
Year 5 Numeracy	83.3%	68.8%	54.2%	58.8%

These results all exceeded the state averages, and that of similar schools. While pleased with these results, the school will continue to maintain a numeracy focus in 2023 to ensure all students make expected learning growth each year. The small number of students that did not make their expected level of growth will be supported through the Tutor Learning Initiative in 2023. This will compliment our in class differentiation strategies for all students.

Wellbeing

The 2022 year was a difficult year for the Willow Grove Primary School Community. Circumstances dictated the need for a deviation from the AIP goals. All mental health and wellbeing funding was allocated to the employment of a mental health professional in Terms 4 and 4, and continuing in 2023.

Given the challenges faced, the Student Attitudes to School Survey results were positive. The results showed the following :

Sense of Connectedness, Years 4 to 6, 85.7% (state average 78.1) and Management of Bullying, Years 4 to 6, 85.7% positive response (state average 75.8%).

All aspects of positive endorsement within Student Health and Wellbeing showed a decline from 2021, and this has been taken into account for the 2023 school year. We recognise the importance of wellbeing within the school setting and the impact that this has on learning. The 2023 focus will continue to use School Wide Positive Behaviour Support and Respectful Relationships programs.

Engagement

It is recognised that the message to stay away from school while unwell was clearly advertised throughout the school. This factor can be combined with the freedom to travel being returned after the COVID-19 Pandemic. The average number of absence days in 2022 was 19 (state average 23.3). The school uses the Compass administration system to track student attendance and follow up on absences. All absences are followed up using email or phone call, as soon as possible each day. Attendance awards were provided at assemblies and advertised in the school newsletter to recognise students with outstanding attendance at school. Students continued to be encouraged to stay home if unwell and only return when recovered. Students who were absent due to extended family holidays were encouraged to continue their learning by using tasks sent with them for their travels. Students also have access to the online learning platform "Essential Assessments" to continue their learning goal progress while out of the school setting.

Financial performance

Willow Grove Primary School is in a strong financial position with the high yield account, with surplus funds being carried over into 2023. The majority of funds are derived from the Student Resource Package, with a small amount of Equity funding and funds from targeted initiatives. The surplus has been accumulated with minimal spending occurring during the 2020/2021 years, due to the Pandemic. In 2023, significant spending is likely required due to a number of maintenance issues, and resource upgrades that are due to be addressed. At the end of 2022, the playground was painted, the BER building interior was painted, and new furniture was ordered for the BER building. A number of screens were also purchased for classroom use. It is anticipated that a healthy surplus will continue to be carried forward from this account.

The school will likely carry a staffing deficit in 2023, due to the salary increases introduced in the VGSA2022 and the highly experienced staff. The decision was made to maintain a 4 class structure in the school in 2023 to ensure class sizes remain as small as possible.

For more detailed information regarding our school please visit our website at
<http://www.willowgroveps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 84 students were enrolled at this school in 2022, 36 female and 48 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).

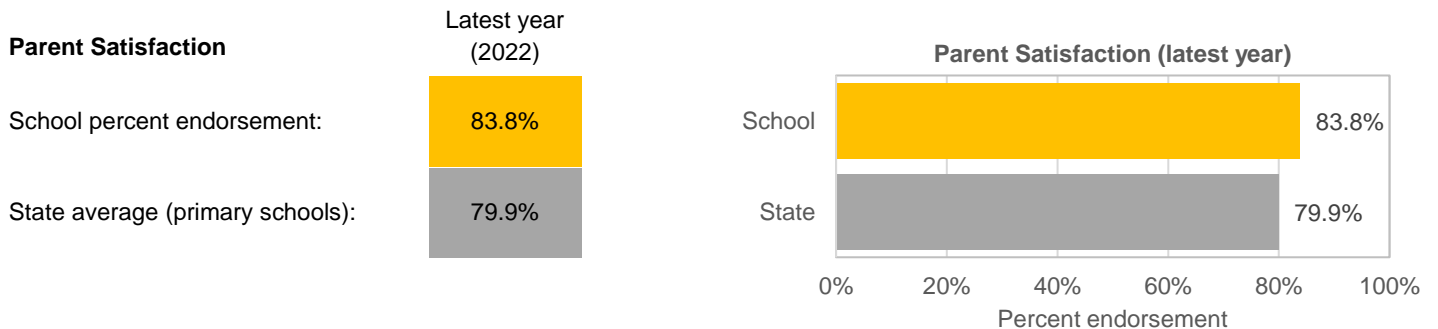
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

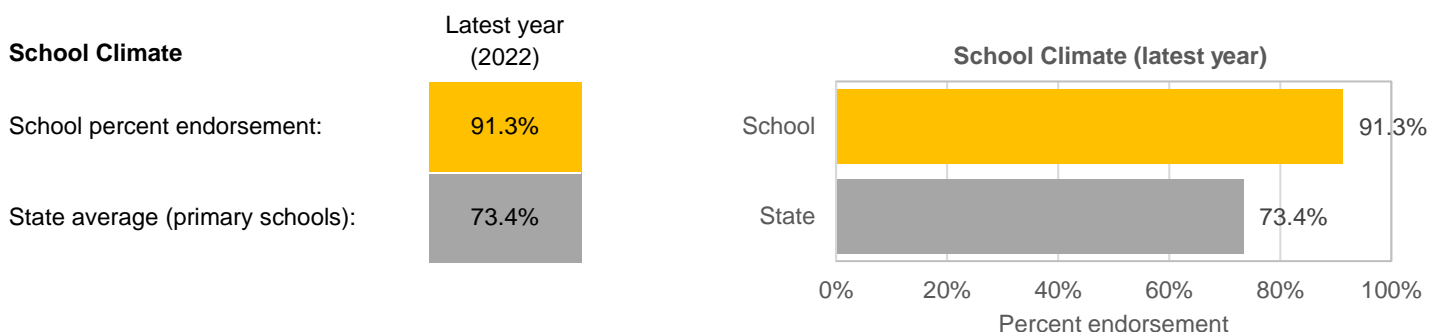


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

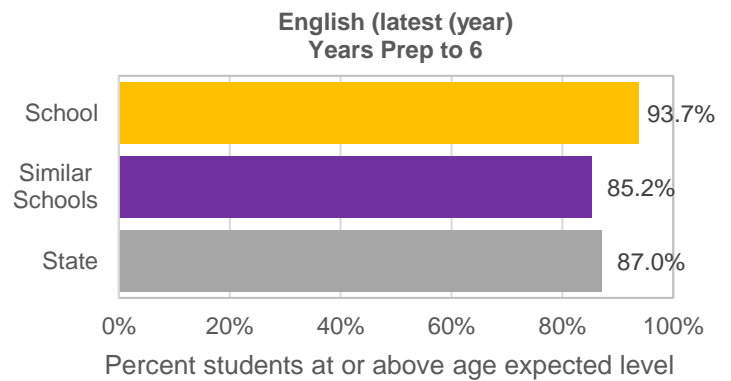
93.7%

Similar Schools average:

85.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

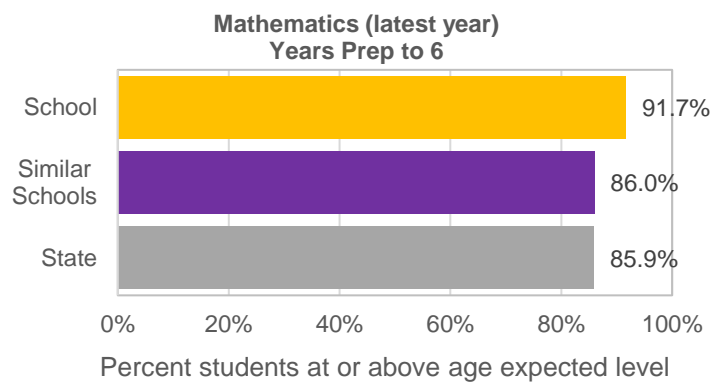
91.7%

Similar Schools average:

86.0%

State average:

85.9%



LEARNING (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.

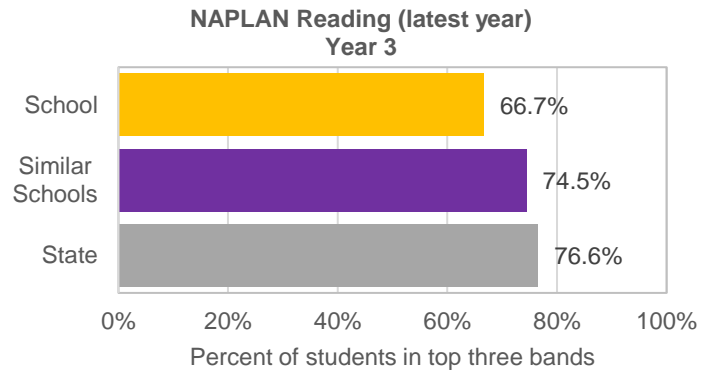
NAPLAN

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 2019, 2021 and 2022 data.

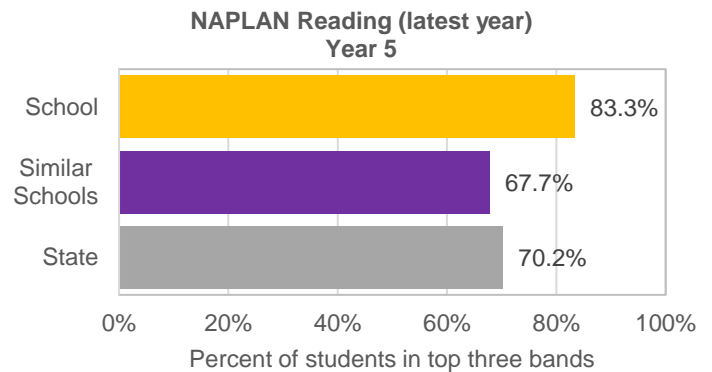
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	85.3%
Similar Schools average:	74.5%	72.7%
State average:	76.6%	76.6%



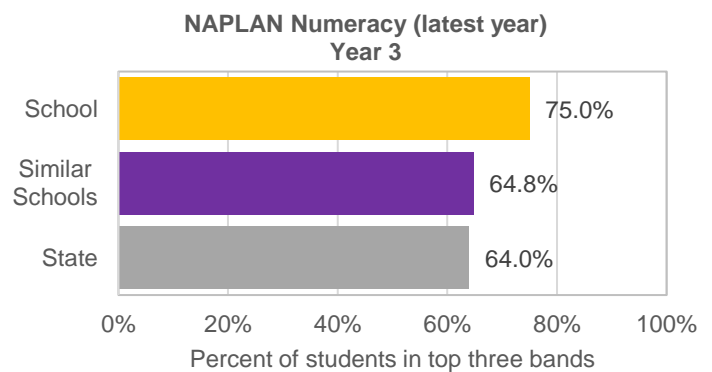
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	78.1%
Similar Schools average:	67.7%	69.0%
State average:	70.2%	69.5%



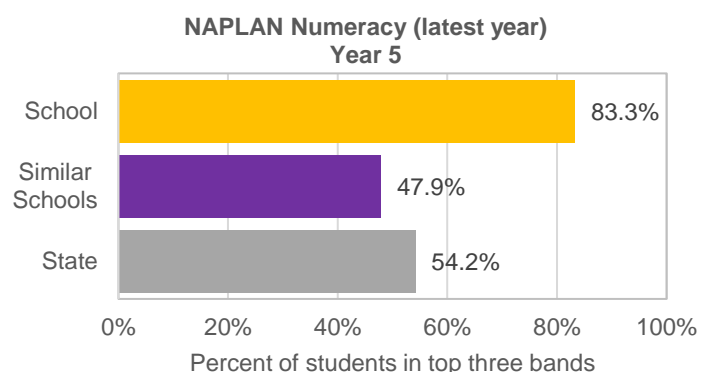
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	76.5%
Similar Schools average:	64.8%	65.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	68.8%
Similar Schools average:	47.9%	54.4%
State average:	54.2%	58.8%



WELLBEING

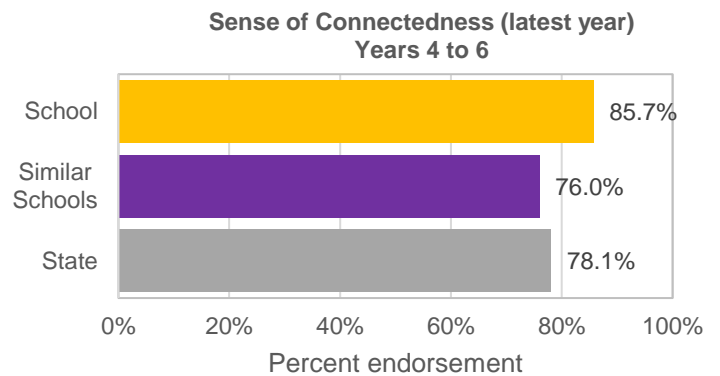
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.7%	89.0%
Similar Schools average:	76.0%	78.2%
State average:	78.1%	79.5%

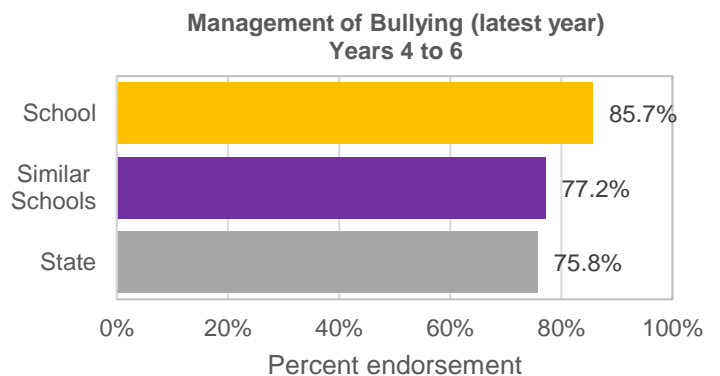


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.7%	89.6%
Similar Schools average:	77.2%	79.8%
State average:	75.8%	78.3%



ENGAGEMENT

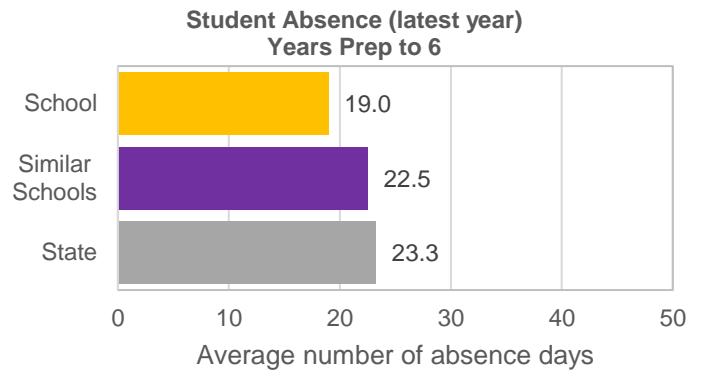
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.0	13.5
Similar Schools average:	22.5	16.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	93%	88%	91%	87%	90%	94%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$874,061
Government Provided DET Grants	\$143,195
Government Grants Commonwealth	\$7,799
Government Grants State	\$0
Revenue Other	\$5,746
Locally Raised Funds	\$42,488
Capital Grants	\$0
Total Operating Revenue	\$1,073,290

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,834
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,834

Expenditure	Actual
Student Resource Package ²	\$858,096
Adjustments	\$0
Books & Publications	\$1,395
Camps/Excursions/Activities	\$21,847
Communication Costs	\$1,254
Consumables	\$10,388
Miscellaneous Expense ³	\$18,196
Professional Development	\$2,554
Equipment/Maintenance/Hire	\$17,105
Property Services	\$41,490
Salaries & Allowances ⁴	\$53,541
Support Services	\$9,700
Trading & Fundraising	\$8,119
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,445
Total Operating Expenditure	\$1,057,131
Net Operating Surplus/-Deficit	\$16,159
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$260,481
Official Account	\$6,529
Other Accounts	\$0
Total Funds Available	\$267,010

Financial Commitments	Actual
Operating Reserve	\$29,112
Other Recurrent Expenditure	\$1,914
Provision Accounts	\$0
Funds Received in Advance	\$4,650
School Based Programs	\$23,586
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,383
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$6,398
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$84,043

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.