

# 2022 Annual Report to the School Community

School Name: Willowmavin Primary School (3479)



- 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 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 31 March 2023 at 12:27 PM by Andrew OCallaghan (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 16 May 2023 at 03:16 PM by Lisa Hiscock (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 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.

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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

### 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)

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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

Willowmavin Primary School was first registered as an Education Provider in 1904. The school is located in Willowmavin, a small town situated six kilometres to the west of Kilmore and 60 kilometres north of Melbourne. The school grounds include one main BER building containing three classroom spaces and an open area that houses the school's library. There are 2 double portables providing space for an additional four classrooms. A final portable contains the staffroom, administration and office areas. The school has an undercover basketball court, one main adventure playground area and a number of other smaller play equipment spaces. In 2022, our school's values were Be Your Best, Respect, Resilience and Safe. Our vision is to build an educational setting where students are supported and challenged to achieve beyond any perceived potential by developing a growth mindset – an understanding that extra effort will lead to higher achievement. The development of the teaching team reflects our commitment to best practice and our goal to improve the lives of our students through education. At the commencement of 2022, our staff consisted of the equivalent of 4.6 full time equivalent teachers, 1 Education Support staff (0.6), a school chaplain, a Business Manager (0.6) and the school principal. Specialist classes were offered in Art, Health and Physical Education, DigiTech and Italian. Student enrolment commenced the year with 61 students placed in 4 classes; a Foundation/1/2 class, a Grade 2/3 class, a Grade 4/5 class and a Grade 6 class.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The school's NAPLAN targets for the 2022 year were:

#### Reading

25% of students or greater in the Top 2 Bands for Grade 3 Reading: Achieved (30%)

25% of students or greater in the Top 2 Bands for Grade 5 Reading: Achieved (25%)

#### Writing

20% of students or greater in the Top 2 Bands for Grade 3 Writing: Achieved (30%)

25% of students or greater in the Top 2 Bands for Grade 5 Writing: Achieved (25%)

#### Numeracy

20% of students in the Top 2 Bands for Grade 3 Maths: Not achieved (10%)

10% of students in the Top 2 Bands for Grade 5 Maths: Not achieved (0%)

As part of the school's focus on teachers "understanding and demonstrating ways in which the HITS support the school's pedagogical model", teachers engaged in an inquiry cycle approach to develop their ability to differentiate learning in their classrooms. DET resources were investigated and teachers applied their learning to their classrooms. At the conclusion of the cycle, teachers presented their learning and impact to each other. The Differentiated Teaching Continuum of Practice from the DET resource "High Impact Teaching Strategies - Excellence in Teaching and Learning" was utilised as a pre and post cycle tool to measure progress. All teachers indicated growth on this continuum. Results from DET's Staff Survey showed 100% of teachers responded positively to the statement "Plan differentiated learning activities".

The school continued its work in documenting its curriculum in the form of scope and sequences. The school reached out to collaborate with its small school cluster network, however we were unable to engage other schools. Instead, the school sought the support of the Region's Curriculum Access Coordinator to assist in this work. The school has in place Writing and Maths scope and sequence documents to support teachers in addressing the curriculum. A Reading scope and sequence will be work for 2023.

The school continues to prioritise its efforts to operate as a PLC. PLT meetings continued to occur on a weekly basis and the school's PLC Leadership Team were invited to be on the panel for a Q and A session for current schools completing PLC training. A significant challenge has been identifying a relevant crumb for investigation in the weekly meetings. With the current PLT being made up of the F/1/2 teacher, the 2/3 teacher and the 4/5/6 teacher, each teacher is facing very different needs in their students. The school adapted to this, focusing on learner characteristics and disposition with improvement cycles on student behaviour and student voice.

## Wellbeing

The school acknowledges that 2022 wasn't the year it had planned for in the space of Wellbeing. The majority of the work that was planned for 2022 in the Wellbeing space, will now be taken up in 2023.

Student surveys, aligned to the DET Student Attitudes to School Surveys, have been created and utilised to enhance student voice and monitor student engagement and wellbeing. The school has begun to use these surveys in PLT meetings to enhance student voice at the school and develop student centred classrooms.

Whilst 4 out of 6 of the school's Student Attitudes to School Survey targets were met with the Grade 4-6 girls, but 0 out of 6 were met with the boys. This was investigated through further surveying and consultations with students. End of year surveys showed that the school would now have met 3 of the targets relating to the Student Attitudes to School Survey and achieved improved results in 4 out of the 5 areas targeted in the AIP.

The school has continued to align its practices to the SWPBS framework. The whole school reward system continues to motivate students to demonstrate positive behaviours. Through using data on student behaviour and incidents, the school has used its reward system to target particular wanted behaviours, effectively achieving increased instances of desired behaviour and reduced instances of undesired behaviour.

## Engagement

Whilst the school continued to have attendance as a priority, it was a very challenging year to achieve the 2022 attendance target set of less than 12 days per student. Ultimately, the school did not come close to this target with students on average missing over 25 days for the school year. Attendance report cards, sent home to families at the end of each term, provide families with an update on their child's attendance, including an indication of how their child is tracking with their attendance for the remainder of the year.

As per its Attendance Policy, the school follows up with all student absences.

Although the school has supported families in getting their child to school, it acknowledges the best way to increase student attendance is to ensure school is somewhere our students want to be. Creating a school where student voice and agency is a priority for the school. The work around student surveys, seeking student feedback and input into their school experiences, has been a positive and will continue to be a focus in 2023.

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## Other highlights from the school year

The sudden passing of the school's Grade 6 teacher at the end of Term 1, had an understandably significant impact on the school. The personal and professional loss was felt deeply by students and families, and of course staff. Out of a very sad time, however, the school had much to celebrate. The manner in which the school community came together to support one another, epitomised how the school has effectively created a school community that is in every essence a community by action, not just in words. "Kate's Day", a celebration of Miss Kate Taylor's impact at Willowmavin Primary School, was a wonderful day in which students were engaged in learning activities in their House groups, rather than their normal classes. The school's values, something Miss Taylor had played a significant role in establishing, were prevalent that day, none more so than students Being their Best and being Resilient.

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## Financial performance

In 2022, the school's Total Operating Revenue was \$826,069. Equity funding, money allocated to schools to assist them in overcoming disadvantage, of \$11,061 was also provided, and the school was granted \$20,280.00 to support its Chaplaincy program. 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. Program Budgets are reviewed annually to ensure that financial resources support the implementation of Key Improvement Strategies. Close monitoring of expenditure ensures resources are allocated to areas of need identified during annual reviews of our performance. During 2022 funds were targeted towards building the capacity of staff to improve student outcomes, with a particular focus on Literacy. Works related to the \$200,000 grant the school successfully applied for in 2020 to improve the school's basketball court, were carried out. To provide additional wellbeing supports after the sudden loss of a teacher, the school targeted additional funds to the school's chaplain role and additional ES hours. Fundraising efforts targeted student learning resources, including an Apple TV.

The school ended the 2022 school year with a budget deficit of \$14,428. However the school's financial position remains strong due to significant funds held in its bank accounts. A significant drop in enrolments from 2022 going into 2023, due mainly to a large Grade 6 cohort in 2022, will mean the school is once again in need of prioritising school promotion.

**For more detailed information regarding our school please visit our website at**

**<https://www.willowmavin.net/>**

# 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 60 students were enrolled at this school in 2022, 27 female and 33 male.

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

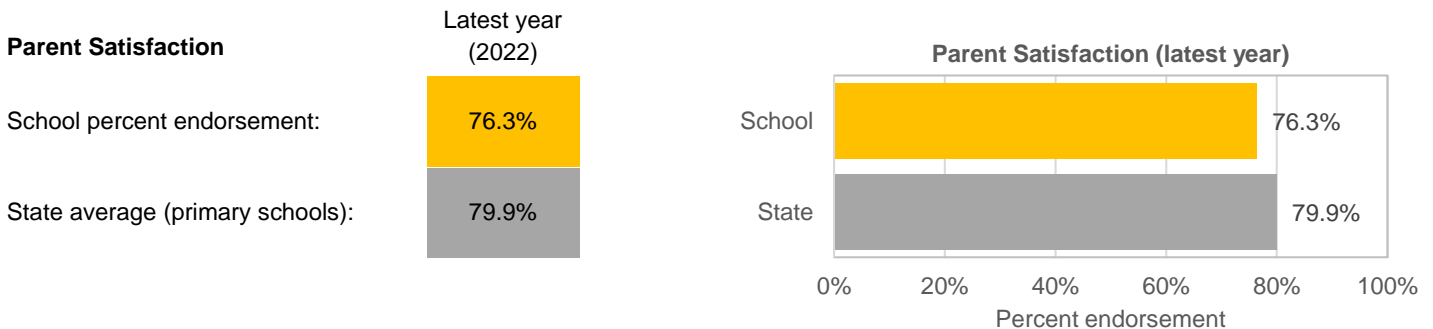
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

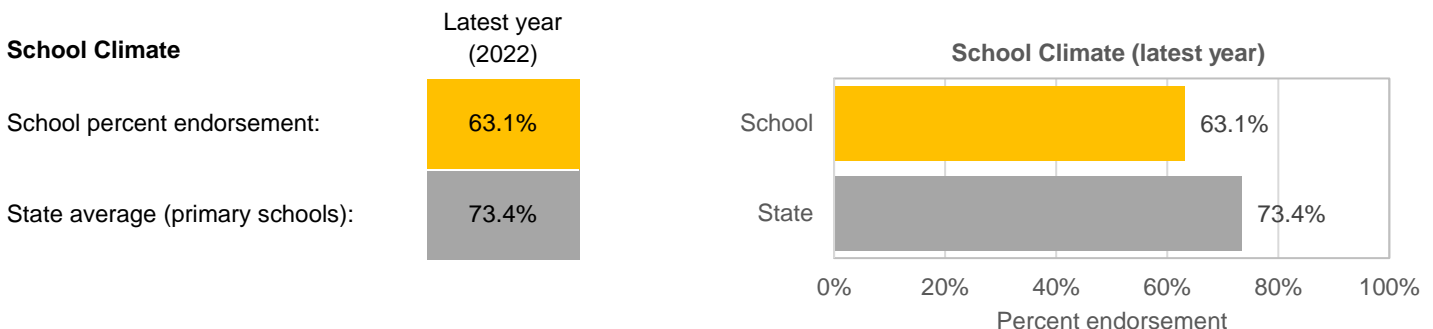


### School Staff Survey

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:

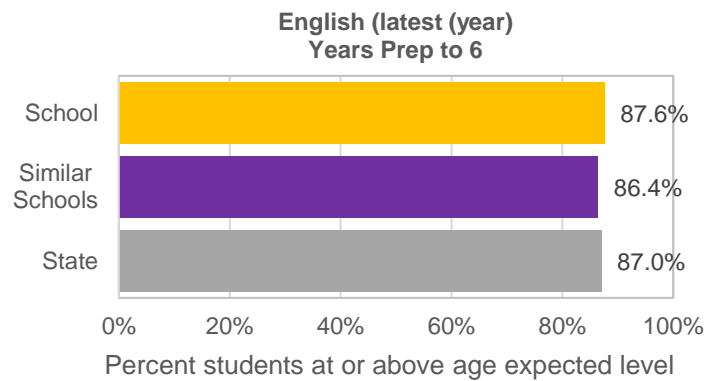
87.6%

Similar Schools average:

86.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

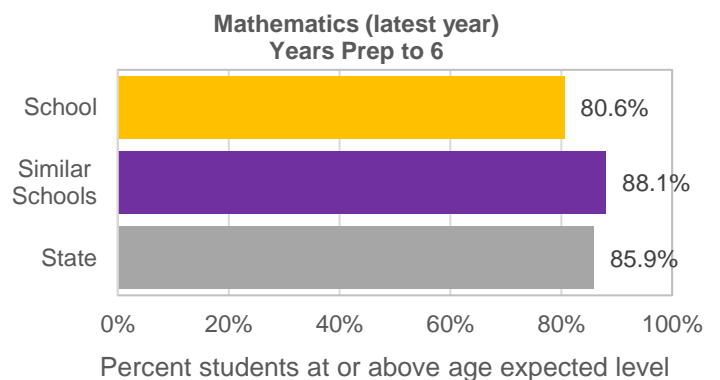
80.6%

Similar Schools average:

88.1%

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.

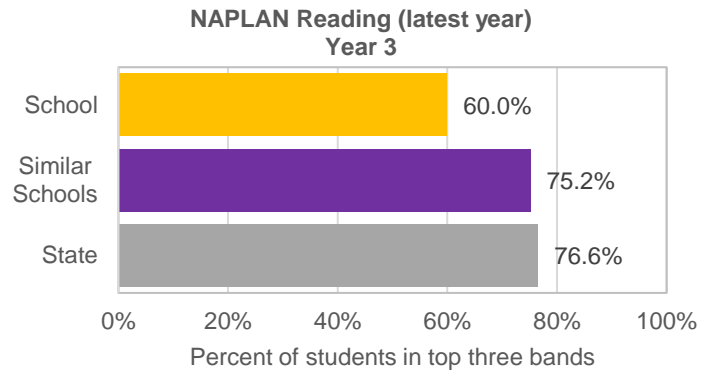
### NAPLAN

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.

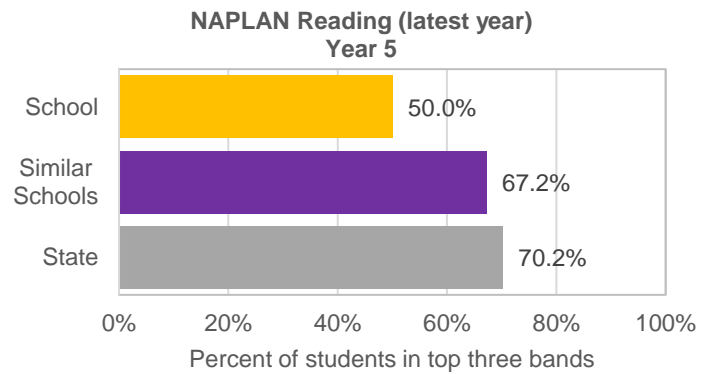
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	79.3%
Similar Schools average:	75.2%	75.4%
State average:	76.6%	76.6%



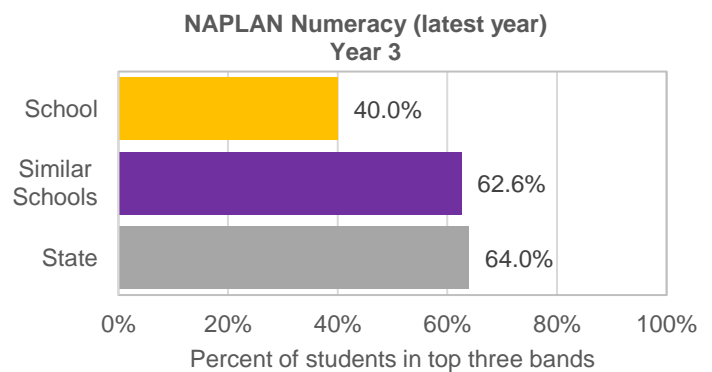
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	58.3%
Similar Schools average:	67.2%	66.0%
State average:	70.2%	69.5%



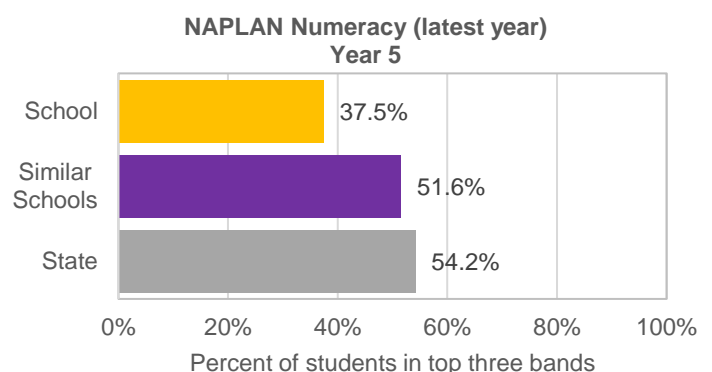
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	58.6%
Similar Schools average:	62.6%	66.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.5%	51.4%
Similar Schools average:	51.6%	54.4%
State average:	54.2%	58.8%



## WELLBEING

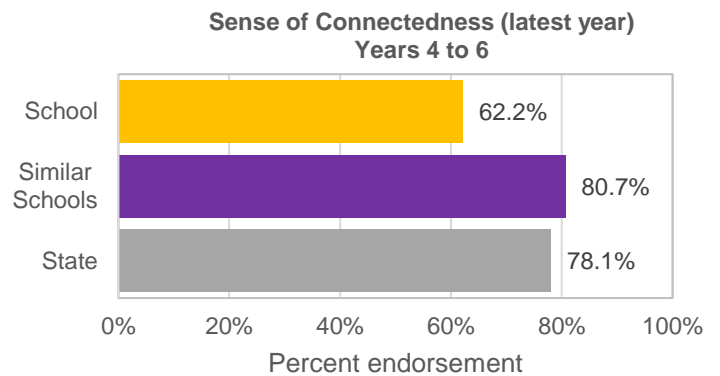
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	62.2%	68.3%
Similar Schools average:	80.7%	81.3%
State average:	78.1%	79.5%

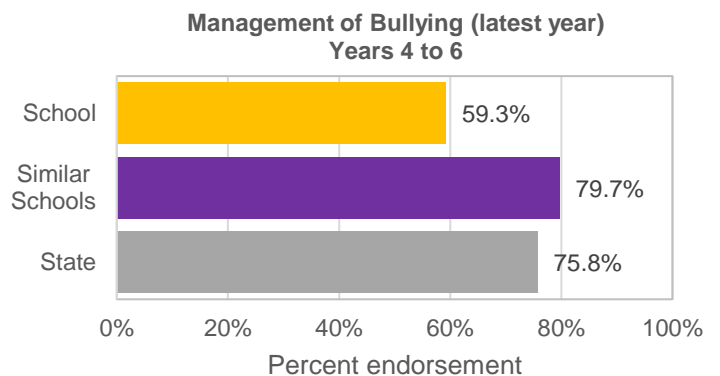


### Student Attitudes to School – Management of Bullying

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:	59.3%	77.9%
Similar Schools average:	79.7%	82.6%
State average:	75.8%	78.3%



## ENGAGEMENT

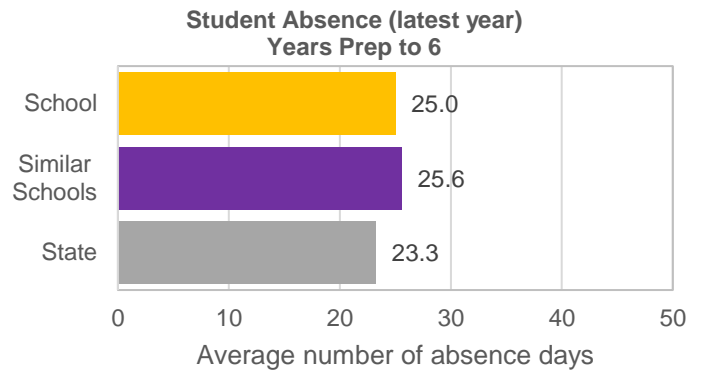
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	25.0	19.2
Similar Schools average:	25.6	18.4
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):	89%	91%	88%	85%	90%	88%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$673,258
Government Provided DET Grants	\$118,259
Government Grants Commonwealth	\$5,418
Government Grants State	\$443
Revenue Other	\$3,536
Locally Raised Funds	\$24,948
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$825,863</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,061
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$11,061</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$782,572
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$17,326
Communication Costs	\$997
Consumables	\$20,635
Miscellaneous Expense <sup>3</sup>	\$9,268
Professional Development	\$12,384
Equipment/Maintenance/Hire	\$21,534
Property Services	\$32,255
Salaries & Allowances <sup>4</sup>	\$13,977
Support Services	\$19,857
Trading & Fundraising	\$4,139
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,172
<b>Total Operating Expenditure</b>	<b>\$945,116</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$119,254)</b>
<b>Asset Acquisitions</b>	<b>\$11,364</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$164,886
Official Account	\$7,469
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$172,356</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$25,787
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$24,758
Maintenance - Buildings/Grounds < 12 months	\$20,762
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$71,307</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.*