

# 2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 April 2025 at 04:57 PM by Andrew OCallaghan (Principal)

- As executive officer of the school council, I attest that this 2024 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 30 April 2025 at 12:27 AM by Andrew OCallaghan (Principal)

# 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

### 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').

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### Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

#### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### 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 2024, 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 2024, our staff consisted of the equivalent of 4.15 full time equivalent teachers, 0.72 Classroom Education Support staff, a Business Manager (0.6) and the school principal. All staff were returning to the school from positions held in 2023. This consistency in staffing is noted as a significant achievement, particularly given the current environment in Education, and is evidence of a positive school climate (as confirmed in Staff Survey data reported below). Specialist classes were offered in Art (via the Mobile Arts and Crafts Centre), Health and Physical Education, Resilience, Rights and Respectful Relationships (RRRR), Italian and Maths Specialist sessions. Student enrolment commenced the year at 49 students placed in 3 classes; a Foundation/1 class, a Grade 2/3/4 class, and a Grade 4/5/6 class.

2024 was the second year of the school's 2023-2026 Strategic Plan.

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

#### Learning

Teachers have continued to receive dedicated planning time, with nine hours of APLT allocated each fortnight, as well as an additional planning day at the end of each term. This termly planning day, supported by the Learning Specialist, allowed teachers to focus on the unique needs of their own class while maintaining collaborative practices.

Staff worked collectively to refine essential school documentation, including the Willow Weekly Planner Essential Elements, and the updated Maths 2.0 Curriculum scope and sequence. The development of the Maths curriculum involved familiarising staff with new content, connecting it to existing plans, and structuring units across the year.

Professional learning sessions were integral to strengthening instructional practices, particularly in

Maths. Pleasingly, performance data included further on in this report indicates progress being made in improving student outcomes in Maths, with further improvement still to be attained. Staff engaged in targeted sessions to understand and implement the school's Maths Instructional Model, breaking it down into key components: Launch, Explore, Summarise, and Consolidate. Teachers collaboratively created documentation outlining teacher and student roles within each stage, ensuring clarity and consistency in implementation. Additionally, a staff member participating in the Primary Maths Science Specialist program shared insights with colleagues to enhance instructional approaches.

Peer observation and feedback cycles provided valuable opportunities for professional growth, focusing on the Reading Instructional Model. Teachers selected an area of focus, observed a colleague, and shared reflections with the team. Reading conferences were another area of focus, with staff receiving new documentation and templates to support implementation. Teachers also observed model lessons delivered by the Learning Specialist, followed by reflection and goal-setting conversations. Learning walks were introduced to assess students' understanding of the Reading Workshop Model and their personal reading goals.

The Responsive Teaching Masterclass played a key role in refining evidence-based teaching strategies. Through extensive professional learning, staff developed the Willow Way Playbook, centring on three Big Ideas: Teach Explicitly, Check for Understanding, and Give Explicit Feedback at Point of Need. A collaborative approach led to the selection of three initial techniques—Think/Pair/Share, Worked Examples, and Say It Again Better—with a focus on embedding these into classroom practice. Staff trialled Think/Pair/Share first, making adjustments based on student response and sharing insights with colleagues.

Consistent assessment practices remained a priority, with weekly reminders reinforcing the school's assessment schedule. Data analysis revealed a positive trend in student growth, particularly in Maths, where Essential Assessment data showed improvements from pre- to post-testing. Writing moderation sessions continued twice yearly, ensuring consistent assessment practices across the school. These sessions facilitated discussions on student learning achievements and informed future teaching decisions. Moving forward, moderation processes will be expanded to other subject areas to further enhance consistency in assessment and instructional decision-making.

Overall, these initiatives have strengthened collaboration, instructional consistency, and assessment practices, ensuring a more effective learning environment for all students.

## Wellbeing

Significant progress was made in establishing active student leadership roles within the school, with formal role descriptions and support processes ensuring senior leaders had meaningful responsibilities. School Captains remained a strong presence, running assemblies, identifying student priorities, and representing the school in the local community. Maintenance Managers played a key role in keeping the school grounds tidy, while the Junior School Council coordinated fundraising and awareness efforts, allocating funds to student-centered resources and selecting relevant awareness events. Buddy Leaders provided regular support to Foundation and Year 1 students, particularly during transition sessions for incoming Foundation students. Assembly Leaders continued to organise and set up weekly assemblies, and House Captains became more active in leading their houses in demonstrating school values.

The school further embedded a structured student survey process, with all students completing a

survey in Term 1, following the WPS Student Survey Protocols. Results were shared and discussed with students and staff, leading to targeted improvement initiatives in classrooms. A follow-up survey later in the year allowed students and teachers to reflect on changes implemented, with teachers sharing experiences and identifying future areas for focus during professional learning sessions.

Building on previous professional learning in the Social Skills Improvement System, the Mental Health and Wellbeing/Disability Inclusion Leader developed a scope and sequence document to ensure students received structured and aligned Social Emotional Learning (SEL) opportunities alongside their weekly RRRRs specialist sessions. The introduction of weekly 30-minute class SEL lessons further reinforced these concepts, with common school-wide focuses that were revisited in weekly assemblies. Staff provided ongoing feedback, leading to adjustments throughout the year to improve the effectiveness of SEL instruction.

To further support student wellbeing, the MHWL/DI Leader provided small group interventions for students needing additional SEL support. Teachers used the SSIS screening assessment tool to identify students with similar needs, allowing for targeted interventions. Pre- and post-screening data indicated a positive impact, demonstrating the effectiveness of this additional support in fostering student development and wellbeing.

## Engagement

In 2024, the school continued to have a strong and ongoing focus on attendance. Overall, whilst the school's average attendance dropped, as per the data, 86% of students achieved attendance rates of 80% or higher, an improvement on the previous two years. The average attendance data is due to the significant number of absent days for a handful of students, greatly impacting the overall average due to the school's small size.

The school will need to continue to prioritise developing and implementing strategies to support and promote higher attendance levels, and to effectively respond to high absence rates. Points to consider are targeted intervention support for students with high levels of absence (over 30 days of absence in 2024), including meeting with parents, and identifying trigger points for initiating attendance support groups in 2025.

## Other highlights from the school year

The school continues to develop as a central hub for its local community. All families are made welcome at Willow, and are not only encouraged, but also provided with many avenues to become active members of the school community. The school's community engagement events, held once per term, have been highly successful in bringing the school community together. From the Term 1 Welcome Picnic, right through to the Term 4 End of Year Celebration, these events have seen significant levels of engagement from both students and families, and act as a highly effective way for the school to build upon its inclusive, friendly and welcoming environment. Parent responses to the 2024 state wide Parent Opinion Survey, showed that 100% of parents positively endorse the school. This is significantly above the state average of 81.6%. The state wide Staff Survey showed that staff also feel positively about the school with 85.3% of responses stating that the

school has a positive climate, ahead of the state average for primary schools of 77.7%.

## Financial performance

In 2024, the school's Total Operating Revenue was \$926,084 (cash and credit combined). Equity funding, money allocated to schools to assist them in overcoming disadvantage, of \$22,419 (cash and credit combined) was also provided. 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 2024, funds were targeted towards building the capacity of staff to improve student outcomes, with a particular focus on the development of effective teaching techniques, including developing stronger and more consistent formative assessment practices to support teachers to respond to students at their point of need. Funds were also utilised to provide additional classroom integration aide support. The school has been able to continue to offer an after school hours care program, as a result of funding received via the outside school hours care grant program.

**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 49 students were enrolled at this school in 2024, 20 female and 29 male.

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



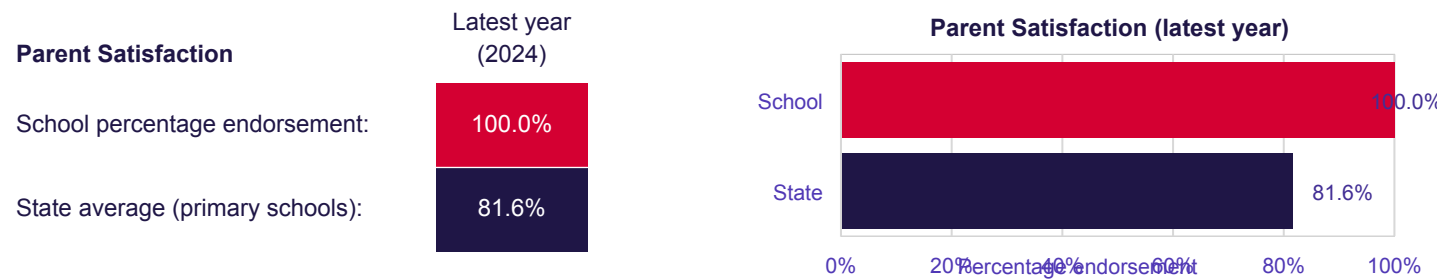
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage,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

This school’s SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian 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.

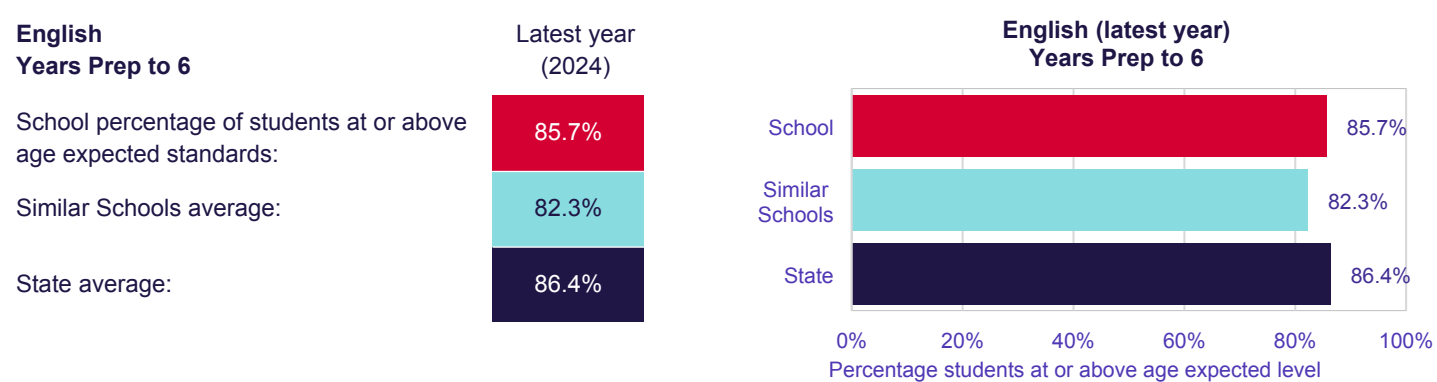


LEARNING

**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 against the Victorian Curriculum

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





Mathematics  
Years Prep to 6

School percentage of students at or above  
age expected standards:

Latest year  
(2024)

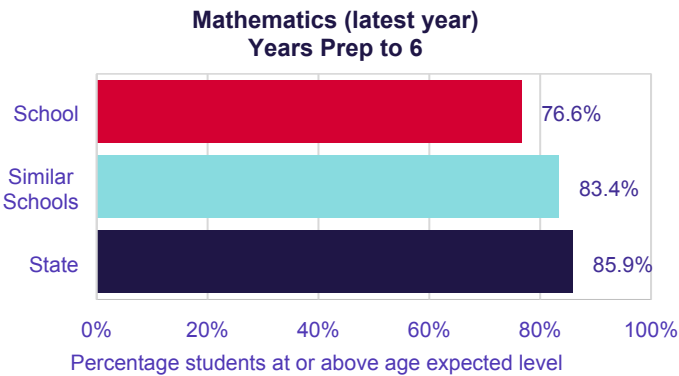
76.6%

Similar Schools average:

83.4%

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.

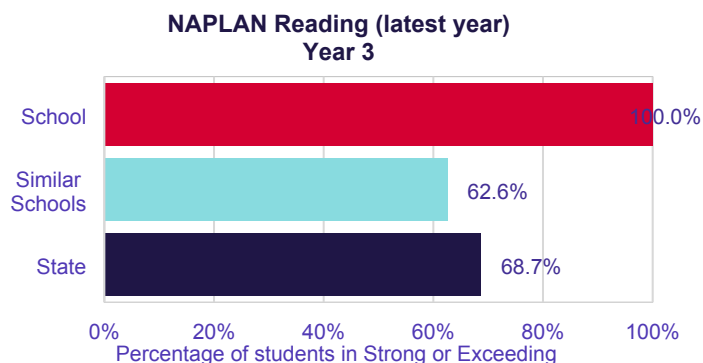
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

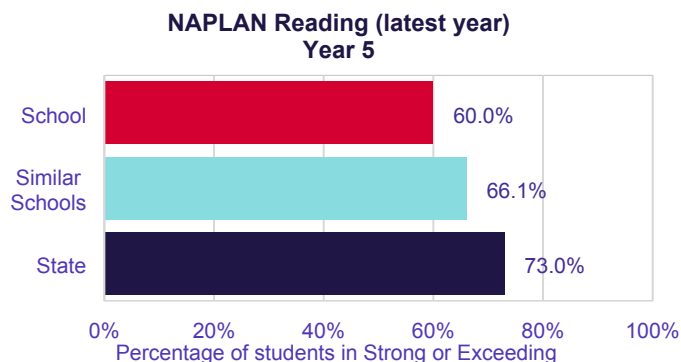
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	83.3%
Similar Schools average:	62.6%	61.9%
State average:	68.7%	69.2%



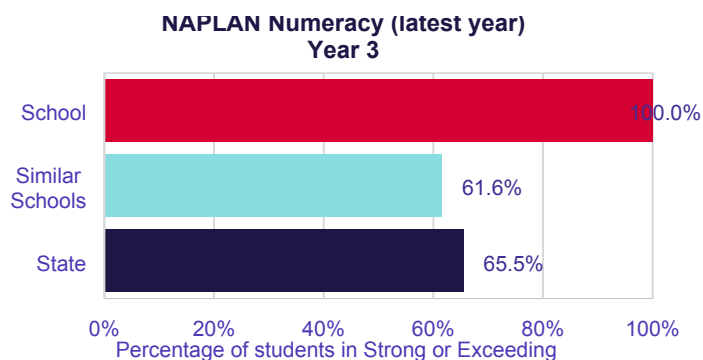
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	69.2%
Similar Schools average:	66.1%	68.6%
State average:	73.0%	75.0%



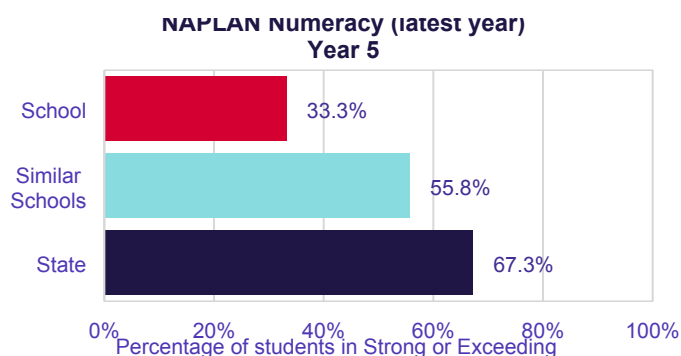
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	91.7%
Similar Schools average:	61.6%	62.9%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	50.0%
Similar Schools average:	55.8%	58.4%
State average:	67.3%	67.6%



## 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 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

60.0%

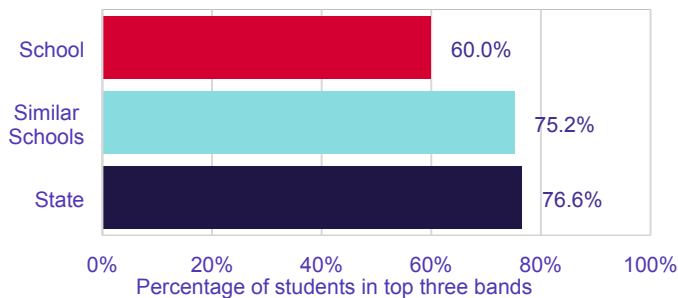
Similar Schools average:

75.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

50.0%

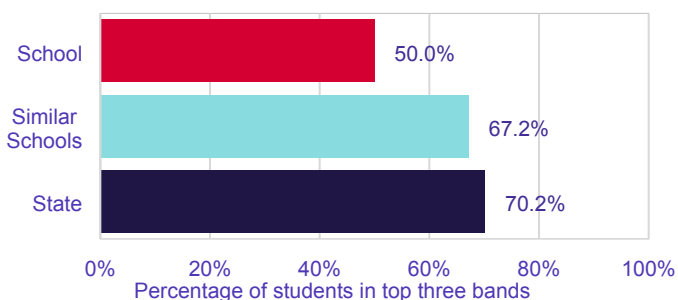
Similar Schools average:

67.2%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

40.0%

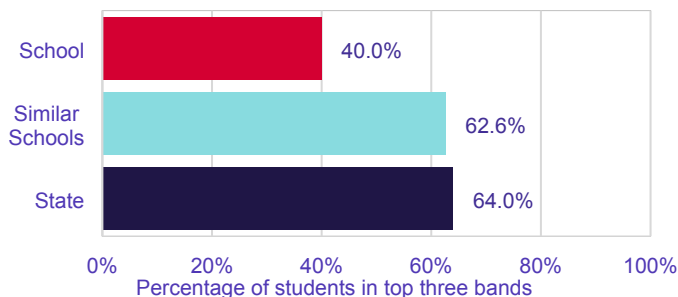
Similar Schools average:

62.6%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

37.5%

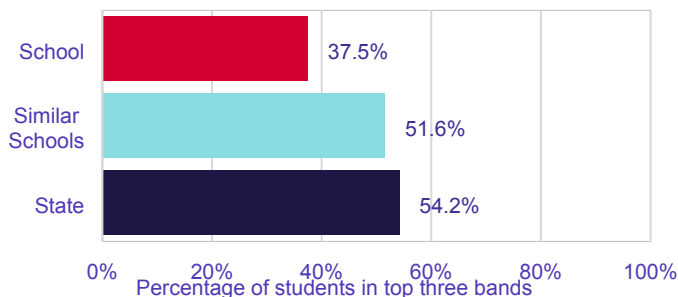
Similar Schools average:

51.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

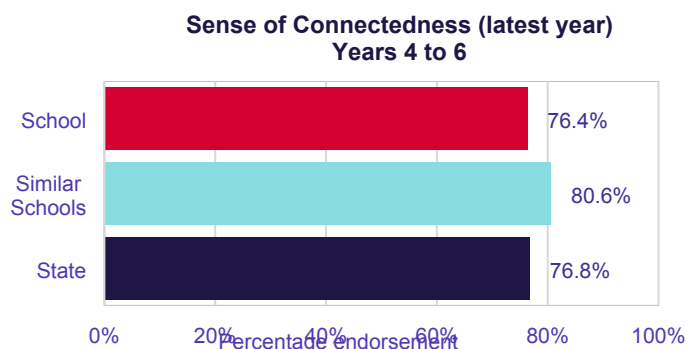
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	76.4%	68.9%
Similar Schools average:	80.6%	79.9%
State average:	76.8%	77.9%

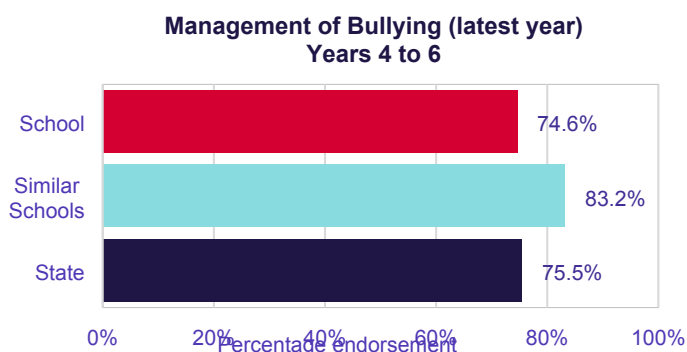


### Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	74.6%	70.9%
Similar Schools average:	83.2%	81.4%
State average:	75.5%	76.3%

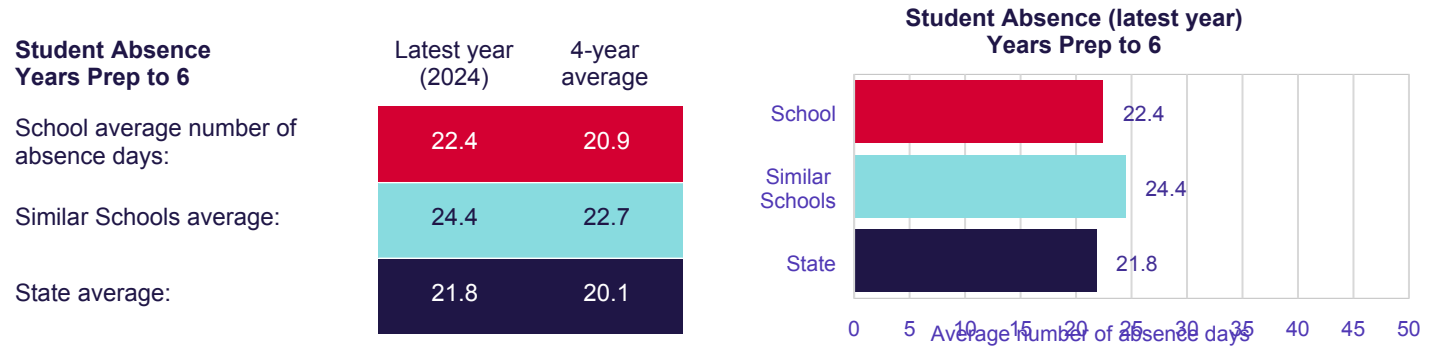


ENGAGEMENT

**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.



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 (2024):	91%	88%	89%	90%	91%	89%	78%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$814,271
Government Provided DET Grants	\$108,677
Government Grants Commonwealth	\$8,748
Government Grants State	\$0
Revenue Other	\$16,158
Locally Raised Funds	\$37,839
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$985,694</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$22,419
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$22,419</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$807,044
Adjustments	\$0
Books & Publications	\$27
Camps/Excursions/Activities	\$15,243
Communication Costs	\$1,391
Consumables	\$9,628
Miscellaneous Expense <sup>3</sup>	\$14,103
Professional Development	\$4,842
Equipment/Maintenance/Hire	\$13,157
Property Services	\$28,734
Salaries & Allowances <sup>4</sup>	\$32,201
Support Services	\$11,681
Trading & Fundraising	\$7,054
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,103
<b>Total Operating Expenditure</b>	<b>\$955,208</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$30,486</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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$241,933
Official Account	\$4,751
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$246,684</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$24,844
Other Recurrent Expenditure	\$54
Provision Accounts	\$0
Funds Received in Advance	\$30,000
School Based Programs	\$1,060
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$6,522
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$64,480</b>

*All funds received from the Department of Education, 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.*