

# 2020 Annual Report to The School Community



School Name: Willmott Park Primary School (5342)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2021 at 01:56 PM by Evan Hughes (Principal)

The 2020 Annual Report to the school community:

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

Attested on 07 May 2021 at 05:22 PM by Donna Draper (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

SFOE 0.3963 and SFO 0.5067 enrolment 797. The school values - Respect, Responsibility and Achievement permeate every aspect of school life. Parent opinion and staff survey did not occur during 2020. The pandemic year affected every aspect of teaching & learning with just over 50% of the school year was experienced through Remote & Flexible Learning (R&FL). The challenges were to provide quality teaching & learning whilst addressing wellbeing & engagement of both staff & students. A particular focus was EAL and vulnerable students. The AIP goals focused on Building Practice Excellence - Learning & Catch Up, Building Communities & Connections. During remote & flexible learning a big focus was to manage & support both on-site students (average 90-110 students per day) and off-site students participating in R&FL. On resumption the primary goal was student and staff welfare. School reports were modified to reflect R&FL and careful information was conveyed to parents. The Executive Team at school did a remarkable job in managing & supporting staff, students and parents during this difficult time. The school introduced a new curriculum support program INSPIRED to support students in years 1 & 2 that had not yet acquired decoding skills to support reading. Although was derailed somewhat due to R&FL, initial results were encouraging. Most extra-curricular activities were cancelled however the year 6 early in the school year was able to proceed. Parent meetings & communications, including school council meetings occurred via seesaw and WebEx. Feedback from parents was positive & supportive of the school. In addition we rolled out plans for 'catch-tutoring' as funded in 2021 by DET. The Deaf Facility and PSD programs continued to operate during R&FL using available technologies. The school continued exemplary programs such as School Wide Positive Behaviour Support (SWPBS) and the associated matrices - student, staff & parent. The school attained Bronze achievement status - highest in NWVR. PLCs operated exceptionally well during R&FL and developed new operational regimes that were a distinct enhancement.

### Framework for Improving Student Outcomes (FISO)

In 2020, our key areas of focus for the transition to remote and flexible learning continued to be Excellence in Teaching and Learning, Building Practice Excellence and Curriculum Planning and Assessment. Differentiation and Innovation were at the forefront to enable all learners to access their education in a variety of different forms. Planning was specific and followed the guidelines set. Assessment and Attendance were modified due to the technology being used and the Remote Learning Program at the school. Checklists, forms, anecdotal notes, videos, screen shots, recorded messages have been examples of modified assessment that occurred at the school to ascertain the student learning and growth. We still conducted Professional Learning Days, Staff Meetings, PLC Meetings and Parent Conferences to maintain integrity in our processes.

We began to plan online in a more collaborative approach, conducted our first Professional Learning Community Inquiry Units and continued to audit and reflect on our assessment and planning practice. Feedback became very specific to students and their opinions were validated. As a staff, we continually evaluated our impact on learning by using our data, feedback and monitoring whether our students could explain what they had learnt and how; incorporating agency.

Inclusion was another main priority in regards to a modified teaching and learning program with a continual link from school to home, especially in regards to our English as an Additional Language, Deaf Facility, Program for Students with Disabilities and vulnerable students during this time. Willmott maintained a highly structured Wellbeing curriculum which encompassed resilience and a range of School Wide Positive Behaviour activities to reinforce Mental Health and a connected to school and each other approach.

Collaboration, flexibility and being change agents were at the forefront of all online teaching and learning and also when the students returned to school. The continuation of teacher and student/family connections has been highlighted as a main priority for 2021. This is one of the most crucial elements that we need to continue at Willmott Park to ensure that everyone has a sense of belonging at our school which will intern enable confident, resilient and passionate lifelong learners.

### Achievement

Our Performance Report from 2019 stated we were in the Stretch phase for 2020. Our attendance was high and our data demonstrated a steady increase in all areas. We continued this stretch phase in 2020 by constantly reflecting and auditing our curriculum and assessment practice through remote learning and evaluating student performance across the school will always be an ongoing activity.

We began a number of initiatives for Achievement across Willmott:

- The employment of 4 Learning Specialists with particular portfolios (6 traits plus 1 Writing, Reading through the Gradual release Model and Maths Problem Solving and whole school vocabulary)
- Jolly Phonics began in Foundation and continued throughout Remote Learning
- An INSPIRED Intensive Phonics Support Program for the Junior school
- Online collaborative planning documents
- A range of different assessments due to (R&FL) and Running Records digitally
- Tracked our students re their learning and differentiated at point of need with ongoing assessments, conversations with parents, Individual Learning Plans and Student Support Group Meetings.
- Assessment was modified and the report was also adapted. The criteria for the reports and comments was all tailored to ensure “true” information was being disseminated to the parental community.
- Developing whole school Scope and Sequences for Curriculum Planning and Assessment schedules.

The onsite students were catered for academically and all our students/families and staff were offered Mental Wellbeing support throughout the year. Check ins and assistance via Paraprofessionals, Aides, Care Team and/or staff were provided for all English as an Additional Language, Deaf Facility, Students with Disabilities and the vulnerable on an ongoing basis.

At Willmott we will continue to strive for the level of attainment stated in previous goals set and endeavour to maintain a PLC approach to identify and rectify learning gaps while embedding school wide approaches that are transparent, collaborative and effective.

## Engagement

At Willmott Park Primary School we have continued implementing School Wide Positive Behaviour and working towards achieving improved proactive behaviour throughout the school. During 2020, we continued to focus on student engagement and wellbeing. Parent and community engagement was also a focus for the school which began with changing the approach to the beginning year for our prep students and also introducing a Prep BBQ community event to include in parent engagement and to promote parent involvement. The school was focussing on more community events for 2020 before Remote Learning impacted on these plans.

During Remote Learning, we had a large number of students still attending onsite. During this time, additional to the teachers, we rostered on Educational Support Staff into the onsite classrooms to ensure that students were supported with their learning. Staff also ran some lunch time activities to engage cross-year level students during play as we found the need to help foster positive relationships and interactions during break times.

A specific Remote Learning Student Matrix was created to ensure that our school values were still being promoted and embedded whilst the students were learning from home. This also allowed for teachers to address student needs if they were not demonstrating the school values during Remote Learning. PLC’s planned lessons that were engaging and differentiated to cater to student needs to promote student engagement via our online platform of Seesaw. These included a variety of video’s, PowerPoints, step by step tutorials and end of week quizzes. We also supported student engagement during Remote Learning by having the teachers contact all of their students to touch base with them, reassure them, assist with their learning and also their wellbeing. This led to teachers tracking engagement and attendance and raising any concerns that they may have with Wellbeing and Executive. Attendance was monitored and calls/support offered to families to ensure a community and whole child/whole family approach. Our Educational Support Staff would also contact their PSD students to support in their learning and wellbeing throughout the week. To support student engagement during the transition back to onsite learning, the focus was on wellbeing and reconnecting with their teachers and their peers. We had a Welcome Back to Willmott week that encompassed wellbeing activities, social skills, games, getting along, reconnecting and also reiterating the school values. Planners were made with staff involvement to increase student engagement and ease them back into full time learning days.

## Wellbeing

The school has made significant gains in improving student and staff Wellbeing through the implementation of School Wide Positive Behaviour, Staff Wellbeing Policy and Professional Learning. Clear expectations that were explicitly taught in weekly wellbeing lessons and data tracked through our Sentral system has allowed for a whole school consistent approach. To further assist the Wellbeing of students, we designated blocks within the timetable for the core SWPB team to meet weekly to incorporate fortnightly focus groups based on playground behaviour data. During Remote Learning, Wellbeing Leaders regularly checked in with vulnerable students (Out of Home Care, DHHS involvement, disengaged students and EAL) and worked with families whose child/ren would benefit from attending onsite learning. This also included our EAL students where many of them worked with our EAL teachers. Connections were always at the forefront of our school therefore a video montage was created for the students, where staff across the school sent in photos and videos of themselves to send out the community. In 2020, some additional highlights to support student wellbeing included having the Student Leaders make a daily wellbeing video for a month that was sent to all students. This encouraged them to do activities such as; go for a walk, keep active and play games with their family. We also had weekly highlights in the newsletter of recipes families could try at home and send in their photos, gardening and activity suggestions - as well as reminders about taking care of themselves and their family members. The school constantly alerted the community to a range of school and external supports which could be utilised. This included the provision of Food Care Packages to particular family groups. Upon returning to Onsite Learning, we made the focus on wellbeing, reconnecting with each other and socialisation. Students were struggling with play outside at times, so we addressed this in staff meetings, came up with strategies and included these elements in wellbeing lessons and counselling. All staff, including Principal class became more visible before, during and after school therefore there was a continued safe environment and a proactive approach to resumption after lockdown.

### **Financial performance and position**

The annual result was a modest SRP deficit (-\$38,519) due to incremental creep & little staff movement. Unlike previous years, recruitment was minimal. Workforce planning in 2020 for 2021 will lead to a return to balance or surplus in 2021.

There was no extraordinary revenue however the school did expend some reserves on infrastructure improvements to students play, recreation & garden areas. Equity funding expenditure was identified through the AIP directly used to support the extensive PSD program that included employment of PSD Leader & ES classroom support. Smaller class sizes (average 22), employment of 3-EAL Teachers and Multicultural Aide and support the employment of 2-Wellbeing Leaders (LTs) to support inclusion & Engagement. There were no special grants outside the SRP. The Local fundraising initiatives were limited due to the pandemic year however mother and fathers day stall did proceed with limitations.

There was no additional State or Commonwealth Government funding the school received beyond the SRP. The school leases photocopiers and netbooks for students in accordance with leasing guidelines for schools.

**For more detailed information regarding our school please visit our website at**  
<http://willmottparkps.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.

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 812 students were enrolled at this school in 2020, 392 female and 420 male.

53 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

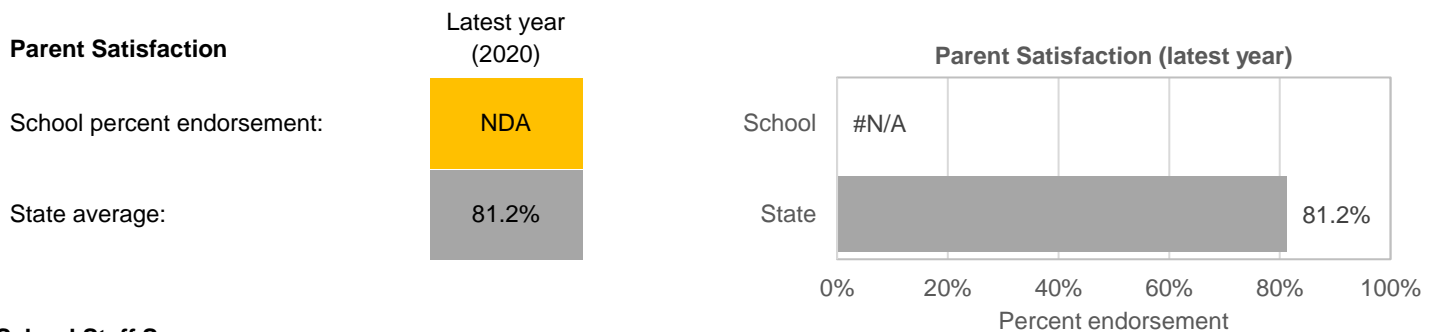
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

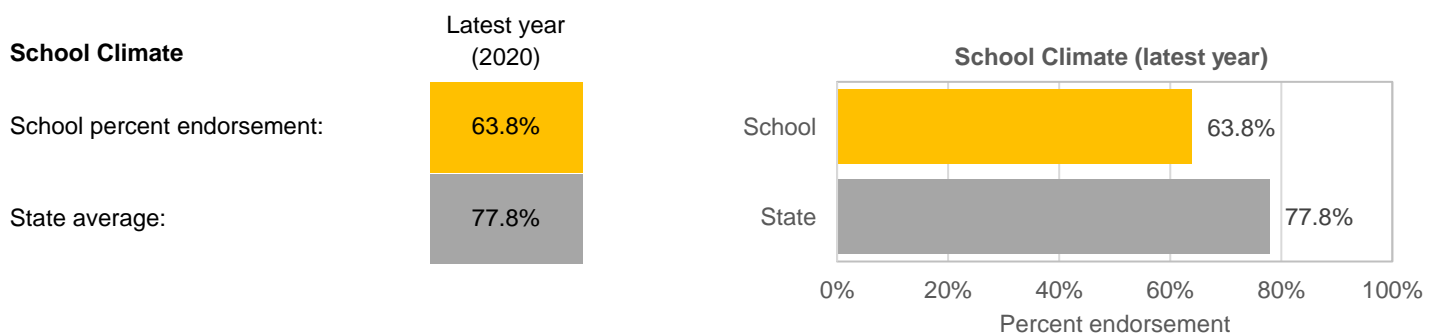


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

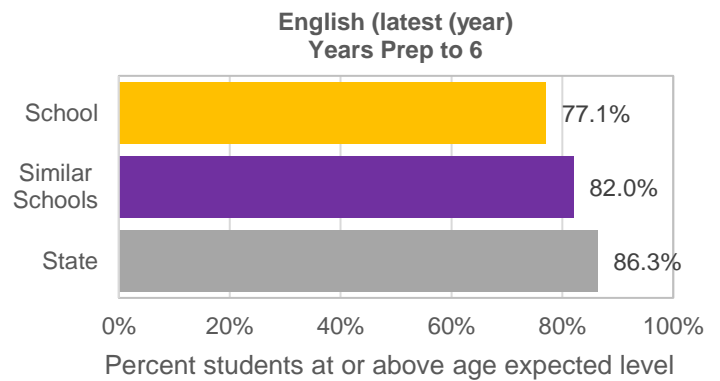
77.1%

Similar Schools average:

82.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

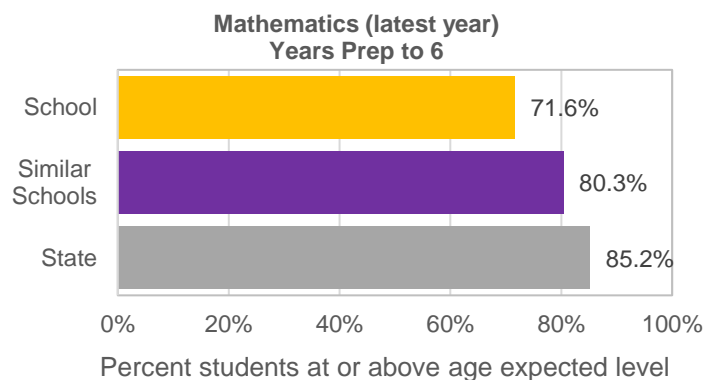
71.6%

Similar Schools average:

80.3%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

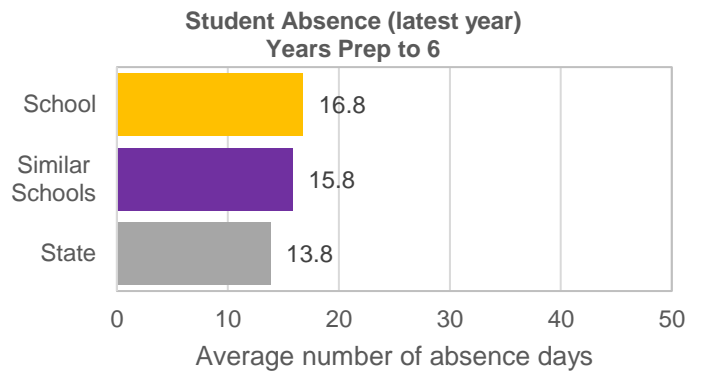
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.8	14.3
Similar Schools average:	15.8	17.0
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	88%	90%	91%	93%	94%	92%	92%

## WELLBEING

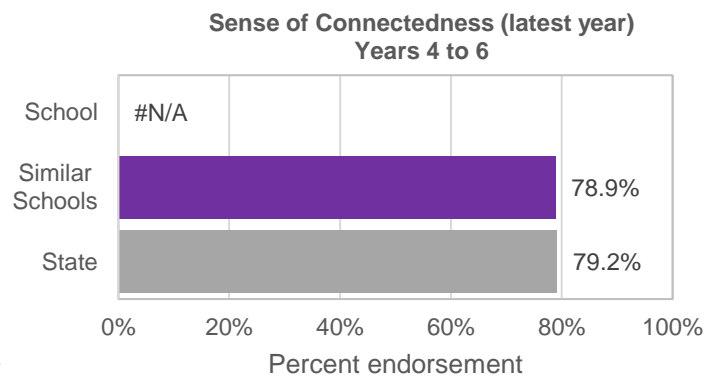
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

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

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.4%
Similar Schools average:	78.9%	80.7%
State average:	79.2%	81.0%



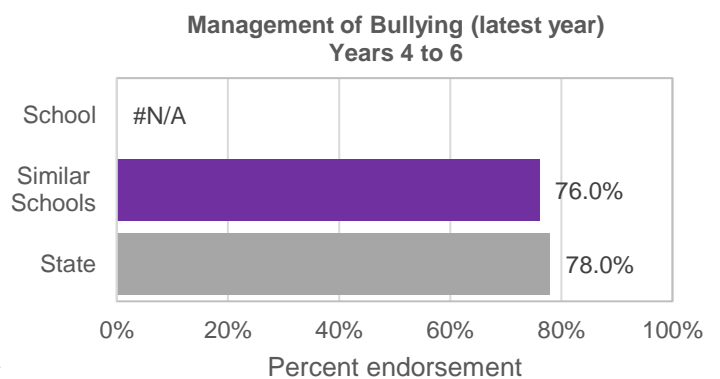
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.9%
Similar Schools average:	76.0%	78.2%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,545,194
Government Provided DET Grants	\$865,299
Government Grants Commonwealth	\$361,293
Government Grants State	NDA
Revenue Other	\$30,027
Locally Raised Funds	\$328,113
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$9,129,926</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$141,370
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$141,370</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,583,831
Adjustments	NDA
Books & Publications	\$1,130
Camps/Excursions/Activities	\$48,486
Communication Costs	\$10,158
Consumables	\$111,794
Miscellaneous Expense <sup>3</sup>	\$37,578
Professional Development	\$30,851
Equipment/Maintenance/Hire	\$169,613
Property Services	\$111,889
Salaries & Allowances <sup>4</sup>	\$686,364
Support Services	\$157,267
Trading & Fundraising	\$29,252
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$37,656
<b>Total Operating Expenditure</b>	<b>\$9,015,870</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$114,056</b>
<b>Asset Acquisitions</b>	<b>\$38,200</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$553,201
Official Account	\$85,681
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$638,882</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$224,082
Other Recurrent Expenditure	NDA
Provision Accounts	\$18,409
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$267,491</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*