

# 2021 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

«PrincipalSignDescription»

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

«PresidentSignDescription»

# About Our School

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## School context

The vision of Willmott Park Primary School is to create an inclusive, supportive, and safe environment in which every child can learn, explore, and thrive. Students reach their full potential when they are happy, healthy, and safe, and all members of our community are welcome participants in our school. We acknowledge that student wellbeing is intrinsically linked to student learning outcomes and that our approach must emerge from that understanding. We pride ourselves on being an inclusive school where we actively welcome and support all our members. Our aim is to always deliver this philosophy in a practical manner: with time, staffing, resources, funding, and programs that build positive relationships across our school community and engage all learners. At Willmott Park Primary School, every student will be treated fairly and heard. We are proud of our diverse school community, and we have a strong and detailed history of ensuring, monitoring, and maintaining the wellbeing of our students. We will have this at the forefront of our practise to therefore ensure deep learning can occur within our classrooms. Our three school values are: Respect, Responsibility and Achievement.

Willmott Park Primary school is located 2 minutes away from Craigieburn Road and approximately 2kms from Craigieburn Station. We are a 10 minute walk from Malcom Creek near the Aitken Boulevard Grassland Reserve. Our school grounds are clean and expansive with a multitude of playgrounds that offer sandpits, 2 basketball courts, a gym, shaded areas, quiet and high active areas. The continual maintenance of school grounds ensures we have a happy, safe and inclusive range of play spaces for all our students. We also have our own onsite canteen and Outside School Hours Program.

In 2021, our FTE staff number was 69.93 staff and our enrolment was 771 students. Our students come from a diverse multicultural and socio-economic background and we have more than 40 different language backgrounds. Our workforce composition was: a Principal, an Assistant Principal, 2 Wellbeing Leading teachers, 4 Learning Specialists, 35 classroom teachers, 3 English as an Additional Language teachers, a Multicultural Education Assistant, 3 Learning Tutors, 10 specialist teachers, a Program for Students with Disabilities Leader and a separate Deaf Facility with 3 staff. The school also employed a range of Educational Support staff comprising of office staff, administration and integration support. A Care Team was also established which included a Speech Pathologist and Educational Psychologist.

At Willmott, we all work together to ensure everyone has equal access and equal opportunities at our school.

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## Framework for Improving Student Outcomes (FISO)

During 2021, our key areas of focus were:

- Monitoring wellbeing and engagement through remote and on-site learning through regular check-ins with students and families, as well as adapting planning to cater to the changing wellbeing needs of all.
- To continue building practice excellence with a focus on learning catch up and extension which included the introduction of the Learning Lab tutoring program.
- Collaborative curriculum planning responsive to data and student needs.
- Reflecting on assessment and improving Data Literacy.
- Embedding Inquiry-based learning.
- Supporting engagement and connectedness both onsite and through lockdowns.
- Ensuring staff were connected by running PLC meetings, staff meetings and professional learning through Webex.
- Embedding Professional Learning Community Inquiry Units throughout the school. These Inquiry Units were adapted to work both remotely and onsite to cater to the learning needs in each cohort. Staff became more confident in analyzing data to identify their next Unit of Inquiry. PLC teams presented each Inquiry Unit to the staff, on a termly basis, which demonstrated a deep understanding of student growth as well as being a celebration for success.
- Inclusion continued to be a priority through modification of teaching and learning programs especially our English as an Additional Language (EAL), Deaf Facility (DF), Program for Students with Disabilities (PSD) and vulnerable students. Willmott Park's exceptional Wellbeing curriculum based on School Wide Positive Behaviour Support Program continued to reinforce resilience, mental health and school connectedness. This is evident in the Students Attitude to School Survey school with students' sense of connectedness average over 4 years is 80.6% and management of bullying average over 4 years is 77.7%. Whilst there is always room for improvement our data is very similar to our 'like schools' and the state.

## Achievement

Initiatives implemented and achievements in 2021 include (which were reflected in our Term 3 Whole School Review):

- Staff increased knowledge of the curriculum.
- Continued use of online planning documents, using whole school instructional models to plan lessons that are engaging and differentiated.
- The continuation of the Intensive Phonics Support Program (INSPIRED), including pre and post assessment.
- Introduction of the Tutor Learning Initiative (TLI) Willmott's 'Learning Lab'. Students responded positively to the program and teachers commented on the confidence and learning gains of the students when they returned to the classroom.
- Embedding elective programs across the school to promote Student Agency: Willmott Wonders 5\6, Passion Project 3\4 and Genius Hour 1\2.
- Implementing Webex Wellbeing sessions for classes throughout Remote Learning.

In 2021, Learning Specialist portfolios showed:

- Reading – Willmott Park Primary School has continued to provide a balanced approach to the teaching and learning of Reading. This approach, anchored in the Victorian Curriculum, has allowed us to continue to embed Jolly Phonics in the younger years through a more fluid Scope and Sequence that lets us respond to the learning needs of our students more accurately. Other core elements of the Reading curriculum, such as phonemic awareness, comprehension, and vocabulary; have been implemented through a Guided Reading program and Author Studies that are delivered through the Gradual Release of Responsibility Model. Furthermore, we have provided our senior students with more agency through our "Read All About It" Book Club program that encourages high-level discussions around comprehension and literature enjoyment. Finally, we have continued with Drop Everything and Read, and the ongoing tracking of student performance to inform teaching through the English Online Interview, various Phonics assessments, PM Benchmark Running Records and the Adaptive Progressive Achievement Test.
- Writing – The planning and implementation of 6+1 Traits and The Writing Process across the school. Improved the process for whole school writing moderation to allow teachers to discuss the learning of students achieving results either well above or well below their expected level. We investigated the writing assessments across the school and are in the process of forming assessments in line with both the Victorian Curriculum and key elements of the traits to assist with providing the most purposeful data to fuel their planning. We also continued to investigate a spelling program that will best support our readers and writers. The assessment and spelling programs will be implemented in 2022.
- Mathematics – The continued use of the Instructional Model with a focus on fluency, reasoning and problem solving, by creating lessons that are engaging, hands on, differentiated and based on real word problems. There was a strong emphasis on getting back to basics. Maths moderated tasks for the different year levels were introduced to allow teachers to gauge students' understanding of Number and Algebra and discuss the achievements in relation to the Victorian Curriculum indicators. We introduced Polya's Problem Strategies to assist staff in implementing this process. The next step is to explicitly teach mathematical strategies that complement problem solving. Websites such as Resolve, You Cubed, Which One Doesn't Belong, with a range of teacher references supported staff to investigate and implement problem solving activities that suited the learning needs of their students. We introduced online assessment to monitor student understanding and growth. In the junior school we implemented Mathematics Online Interview and Years 2-6 assessed students using PATM.

## Engagement

During 2021, our school once again focused on student engagement and attendance through a variety of ways. This also included during the periods of Remote Learning.

We promoted inclusivity, engagement, attendance, and connections in 2021 by:

- Implementing a Therapy Dog program at the school and having Sana attend school 3 days per week. Sana was utilised in a variety of ways including, classroom visits, one on one time with students, lunch club, helping with behaviour, and reading and writing.
- Sana attending onsite during some of the Remote Learning days to spend time with students, be a part of their learning tasks and have Sana club at break times.
- A Whole School Acknowledgement system related to the School Values (Wristbands, Keychains & Badges)
- Student Leadership roles: Junior School Council and Sports House Captains with responsibilities that included attending meetings, Young Leaders Day, school announcements, fundraising and assisting with Step into Prep.
- New Student Leadership roles in 2021: SWPBS Ambassadors were voted on by their peers and elected to this role. The Ambassadors have been helping with lunch clubs, Sana duty, Random Acts of Kindness, presented at School Council and student voice on related decisions.

- Extra-Curricular activities such as Energy Breakthru, Hooptime and Gala Sports Days
- An Electives Program: Willmott Wonders (Grads 5&6), 3/4 Electives, Passion Projects and Genius Hour – these are to increase engagement, student agency, enthusiasm for learning and student voice.
- Camps, Incursions, Excursions and Special Year level events: these included the Grade 5 and Grade 6 Camps, Prep 100 Days of School, Grade 3 & 4 Inflatable Day, Prep Bundoora Farm, Grade 1 ACMI Incursion and CFA Fire Incursion.
- Family Events: Prep BBQ, SWPBS Family Trivia Night, Writing Exhibitions and Grade 6 Graduation.
- Providing an array of lunch clubs such as: Lego Club, Drawing Club, Sana Club, Basketball Shootout, Markers Up, Chess Club, Board Games, Dancing, Mindfulness Club and Library.
- Attendance being taken every day and parents were informed of absences via Sentral. Teachers followed up absences and referred to Wellbeing for extended absences.
- Communicating through the school Newsletter, Seesaw and Sentral promoting the importance of school attendance and reminding to inform the school of any absences.
- Seesaw and Sentral platforms being used for communication, student work, onsite attendance information, absences and informing/reminding of upcoming events.
- Remote learning attendance being closely monitored and taken through check ins and completed work. Teachers did wellbeing check ins on students and offered assistance with tasks. Staff contacted parents and students over Remote Learning time regarding absences and if further assistance was required.
- monitoring students and families with English as An Additional Language, -paper packs were created and supplied to those requiring these until families could access digital technologies. Our EAL teachers followed up and supported students during this time and translated information to ensure accessibility and inclusiveness.
- Onsite Attendance being offered for vulnerable students and those whose parents worked in authorised worker positions. Our school had a large number of students attend onsite learning; therefore, rosters were made for supervision, support was given for learning and wellbeing and lunch activities and games were offered. A member of Executive was in attendance every day during Remote Learning to assist, support, engage with and encourage the onsite students and to greet and welcome parents and guardians.
- Wellbeing WebEx's during Remote Learning so students and staff could connect via video and conduct wellbeing activities and discussions.
- Deaf Facility Students being involved in WebEx lessons with the Deaf Facility staff to support their learning and wellbeing.
- Conducting 3 Way Conferences via WebEx, where parents, students and teachers could discuss their child's learning, celebrate their successes, and inform of any concerns. Attendance and non-attendance at both the Meet the Teacher and 3 Way Conferences were monitored. Assistance was given and alternatives made (for example a phone conversation instead of a video conference) for those families unable to access WebEx. Interpreters were also booked for families with English as an Additional Language.
- When students returned to face-to-face learning, Wellbeing and Connections (both staff to student and student to student) were a focus to help transition students back into their learning and social interactions.

Willmott Park will continue to support, encourage, monitor, and reflect on student engagement, wellbeing and attendance. We always strive to find a variety of ways to improve and strengthen these areas so that we are continuing to build upon the supportive work that our staff and school programs offer.

## Wellbeing

The wellbeing of all our students and staff continued to be the highest priority in our school and we are proud of the way everyone embraced the challenges of 2021. The School Wide Positive Behaviour Support Framework was a focus throughout all grade levels - starting the year with the 'Welcome to Willmott' program. This program built connections between students, teachers and the school community and set the tone for a positive and collaborative start to the school year. Behavioural expectations were explicitly taught and modelled through the Matrix of Expectations and our school values of Respect, Responsibility and Achievement; our values were revisited and explored as to what they looked like around the whole school.

Student leadership groups organised days such as Pyjama Day and Crazy Hair Day to celebrate and come together as a community. Targeted and engaging wellbeing activities were incorporated into weekly programs and covered a wide range of areas such as building an understanding of the school values and SWPBS framework, being resilient, being an upstander, not a bystander in challenging situations and working positively together.

Attendance and inclusion were a big focus and Wellbeing Leaders and teachers worked together to communicate with families and ensure measures were put in place for students to be at school, feel safe, accepted and included. Health and wellbeing supports were prioritised and many supports were put in place to help with transitions between remote and flexible learning.

During remote and flexible learning, all teams across the school met and professionally collaborated with a focus on

ensuring connections with students and their families was at the forefront and that the curriculum offered was targeted, engaging, achievable and diverse with a major focus on Wellbeing. Check-ins were regular between students and teachers. Students funded under Program for Students with Disabilities liaised with Educational Support staff to ensure they were supported at all times during the remote and flexible learning periods. Many students in all year levels had Individual Educational Supports plans that ensured they were both supported and extended in their academic, social and behavioural goals. We focused on ALL students accessing the curriculum. This was done by offering technical support and access to devices through the IT team, hard copies of work and activities made available where needed and support given to EAL students with learning tasks. Students identified at risk were also able to access onsite learning, as well as those children of essential workers. Our school had multiple classrooms running each day, that were well supported by teaching and Educational Support staff.

The Care Team, which included the Assistant Principal, Student Wellbeing Leaders, PSD Leader, Speech Pathologist and the School and DET psychologists continued to meet regularly to discuss student concerns, implement supports, liaise with appropriate external agencies and providers such as DFFH, case workers and therapists, to ensure the needs of all students across the school were addressed. Willmott Park Primary School prides itself on its commitment to providing a safe, supportive and inclusive learning environment, where there is an expectation for positive student behaviour and respectful behaviour from our community. We provided ongoing support to students and families across a range of areas and will continue to respond accordingly to behaviours of concern following the policies and procedures that the school has in place. We used the Sentral system to track a range of data from attendance, positive behaviour, behaviours of concern, student supports, curriculum and reporting trackers.

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## Finance performance and position

Willmott's' commitment to financial management enabled the school to end 2021 in a sound monetary position. Our students benefited from support programs offering reading intervention, Literacy and Numeracy support, and Well-Being programs.

Our digital technologies program is very well established and continues to grow in what we offer re: digital printing, resources and laptops. We will continue the 1 to 1 iPad program for our school, and we have acquired a number of HDi boards to enhance this program in every classroom.

We were also successful in obtaining a shade sail grant that will be completed in 2022.

The hire of the Gymnasium provides a source of income which will continue to be used to maintain the facility in high quality condition.

The School Council was supported by high level finance leadership from the principal, business manager, and finance committee and conducted all dealings in a transparent manner.

Continual improvement and maintenance of the school buildings, facilities and grounds including the internal painting, cleaning and the completion of the Hendry Report re Essential Safety Measures will continue to be a focus in 2022.

This will ensure a safe, comfortable and accessible environment for our entire Willmott Community.

**For more detailed information regarding our school please visit our website at**  
**<https://willmottparkps.vic.edu.au/>**