**2018 Annual Report to**

**The School Community

School Name: Willowmavin Primary School (3479)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2018 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.
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| Attested on 05 April 2019 at 11:14 AM by Andrew OCallaghan (Principal) |

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| * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
* To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* To the extent that the school council is responsible, 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.
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| Attested on 30 April 2019 at 08:56 AM by Lisa Hiscock (School Council President) |

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**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. 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.Our school values of Respect, Environmental Awareness, Achievement and Respect, are indicative of the local environment and representative of all members of the school community. Our vision is to inspire lifelong learning by nurturing curiosity, scientific, and mathematical thinking and giving opportunities for expression through literacy and the Arts. The development of the teaching team reflects our commitment to best practice and our goal to improve the lives of our students through education. In 2018, our staff consisted of the equivalent of 5.7 full time equivalent teachers, 4 Education Support staff and a full time Business Manager. Specialist classes were offered in Art, Physical Education, Science and Auslan. Student enrolment commenced the year at 104 with students placed in 5 classes; a Foundation/Grade 1 class, Grade 2 class, Grade ¾ class, Grade 4/5 class and a Grade 6 class. |
| Framework for Improving Student Outcomes (FISO) |
| The Framework for Improving Student Outcomes continued to be the platform from which our teaching development was driven. In developing Excellence in Teaching and Learning, we focused on Building Practice Excellence and Curriculum Planning and Assessment. The High Impact Teaching Strategies were explored and Explicit Teaching and Feedback became a focus for teachers. A feedback and observation process was put in place for teachers to gain feedback from their peers. This will be refined in 2019. Curriculum Leaders were appointed and charged with the task of documenting the school’s curriculum. Work in this area will also continue in 2019.We continued to work on building a Positive Climate for Learning, with a focus on empowering students and building school pride and setting expectations and promoting inclusion. The student Attitudes to School Survey results show improvements in these areas that were targeted with the school’s resources. |
| Achievement |
| Teacher judgments in English and Mathematics placed our students just below the median score for all Victorian Government schools. Grade 3 NAPLAN results also indicated our students to be achieving lower than that of the state. Grade 5 results, however, showed that over the past 4 years, our students have been achieving similar results to state level. This is particularly pleasing as this shows that we are achieving greater growth than the state average from Grade 3 to Grade 5 in our NAPLAN results.Moving forward, we will continue to focus on improving teacher practice to achieve greater academic results for our students. Through utilising staff Professional Practice Days, facilitating professional learning on such resources as the High Impact Teaching Strategies, and through a more effective and comprehensive observation and feedback process, we will maintain our resolve - and increase our capacity - to improve outcomes for our students. |
| Engagement |
| Student absence data indicates students at Willowmavin as a whole are away from school more often than students in similar schools. Of greatest concern in this area has been a noted trend that student absences have increased over the past 4 years. Closer analysis of our attendance data reveals that high levels of chronic absences (students missing 20 days or more in a school year) are a key area to seek improvement. In 2018, 47% of Willowmavin’s students fell into the chronic absences category. This is significantly above the state average of 25%.In 2019, the school will have a strong emphasis on turning around this data. Reasons for student absences will be explored, supports put in place, and celebrations of attendance achievement will be utilised as a pro-active strategy to get our students to school more often.  |
| Wellbeing |
| Our Student Attitudes to School Survey results indicate that overall, students at Willowmavin are feeling that the school is becoming a more inclusive learning environment. A greater number of our students are feeling that the school advocates for them and in 2018 there were more positive responses related to students respecting diversity. Significant work is still to be done, particularly in the areas of building resilience and promoting student connectedness to our school. To increase student wellbeing in 2018, the school provided a school chaplain for students to utilise and engaged our Student Support Services key contact to support the school’s students as well as staff and families. Individual Education Plans and Behaviour Plans were created with Student Support Groups put in place to work together to achieve goals set out in these plans.In 2019, the school will investigate and apply strategies to further enhance wellbeing at our school. Key factors here will be the school’s implementation of the School Wide Positive Behaviour Support initiative and the role of the school’s chaplain in leading wellbeing programs. |
| Financial performance and position |
| In 2018, the school’s Total Operating Revenue was $1,217,502. In addition to this amount, the school received $36,641 in equity funding. This additional funding is supplied by the Department of Education to assist schools in supporting students from disadvantaged backgrounds. At Willowmavin, this funding was used to provide extra Education Support Staff assistance for individual students. 2018 saw the school ending the year with a surplus of $95,267. $63,424 of this was money carried over from the 2017 school year. The main other factor in this amount was changes to the staffing structure of the school. This surplus has been allocated to provide greater staffing support for students in 2019. |
| **For more detailed information regarding our school please visit our website at** [**https://www.willowmavin.net/**](https://www.willowmavin.net/) |

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| **Performance Summary** |

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| The Government School Performance Summary 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.Members of the community can contact the school for an accessible version of these data tables if required. |

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| **School Profile** |

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| Enrolment ProfileA total of 104 students were enrolled at this school in 2018, 47 female and 57 male.ND were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| No Data Available |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| School Comparison |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.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). If the current year result is in the Top 25 percent, their gain level is categorised as ‘High’. Middle 50 percent, is ‘Medium’. Bottom 25 percent, is ‘Low’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| Engagement |

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| Student Outcomes |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**School Comparison**A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.Average 2018 attendance rate by year level: |

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| Few absences <------> Many absences |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| --- |
| **Financial Performance and Position** |

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| --- |
| *Commentary on the financial performance and position is included in the About Our School section at the start of this report* |

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2018 |

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|  |
| --- |
| Financial Position as at 31 December, 2018 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Revenue** |

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| --- |
| **Actual** |

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|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $11,846 |
| Official Account | $14,945 |
| **Total Funds Available** | **$26,791** |

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|  |
| --- |
| Student Resource Package |

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|  |
| --- |
| $1,014,944 |

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|  |  |
| --- | --- |
| Government Provided DET Grants | $145,198 |
| Government Grants Commonwealth | $177 |
| Revenue Other | $7,747 |
| Locally Raised Funds | $49,437 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Total Operating Revenue** |

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| --- |
| **$1,217,502** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity¹** |

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|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $36,641 |

 |  |  |  |  |  |  |  |  |
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| --- |
| **Equity Total** |

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| --- |
| **$36,641** |

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| --- |
| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $26,791 |
| Other Recurrent Expenditure | $12,573 |
| **Total Financial Commitments** | **$39,364** |

 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Student Resource Package² |

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| $915,394 |

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| Communication Costs | $3,151 |
| Consumables | $22,366 |
| Miscellaneous Expense³ | $29,619 |
| Professional Development | $3,567 |
| Property and Equipment Services | $57,072 |
| Salaries & Allowances⁴ | $62,129 |
| Trading & Fundraising | $13,000 |
| Utilities | $10,178 |
| Adjustments | $5,760 |

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| **Total Operating Expenditure** |

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| **$1,122,236** |

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| **Net Operating Surplus/-Deficit** |

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| **$95,267** |

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| **Asset Acquisitions** |

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| **($5,760)** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *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.* |

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| How to read the Annual Report |

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| The School Comparisonshows that most schools are achieving results that are **‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **What does ‘*Data not available’* or *'ND'* mean?**Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.New schools have only the latest year of data and no comparative data from previous years.The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.‘Levels A to D’ 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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| **What does the *About Our School* section refer to?**The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.                                         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 reports on data in three key areas:**Achievement** - student achievements in:- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)- English and Mathematics for teacher judgements against the curriculum- all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)**Engagement** - student attendance and engagement at school- how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)**Wellbeing** - Attitudes to School Survey (ATOSS)- Sense of connectedness- Management of BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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| **What does *School Comparison* referto?**TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. |

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