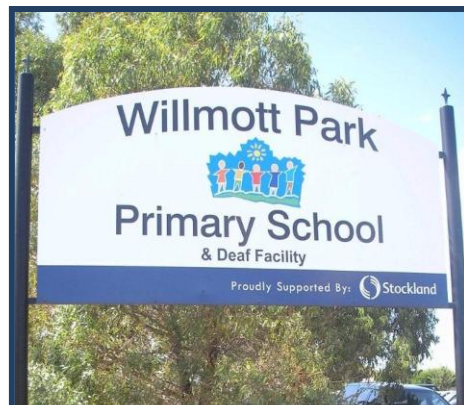


2008 Annual Report to the  
School Community



## School Overview

### OVERVIEW

Willmott Park Primary opened in 1995 with just over 100 students. The school currently has a teaching & non teaching staff of over 50 that includes an enrolment in 2008 of 620. The demographic continues to change with an increasing diversification of family background and culture, demands for OSHC places, dual working parents and increased EMA applications.

Three new schools (Craigieburn North P-12, a Catholic College and an Anglican College) are due to open in the area in 2009 that will have some short term impact on future enrolments.

A continued focus on teaching & learning, teacher performance & development and improving student learning outcomes were prominent in both the strategic & annual implementation plans. A representative working party embarked on a program to review staff Performance & Development, Professional Learning and curriculum support delivery.

Rapid changes in technology in schools has provided many challenges that include maintaining a computer to student ratio at a least 1:5, enhancements to our ICT lab, keeping abreast with ICT advances and providing meaningful and appropriate integration of ICT into student learning opportunities. Interactive LCD televisions are fitted in many classrooms and will expand over the next 3-5 years to complement teaching & learning.

Support programs continued to expand, and included MAD (Make a Difference), ESL, Speech Therapy and Hands on Learning and Developmental Curriculum in Prep. A wide variety of lunchtime programs (choir, band, Taekwondo etc.) continue to support student engagement.

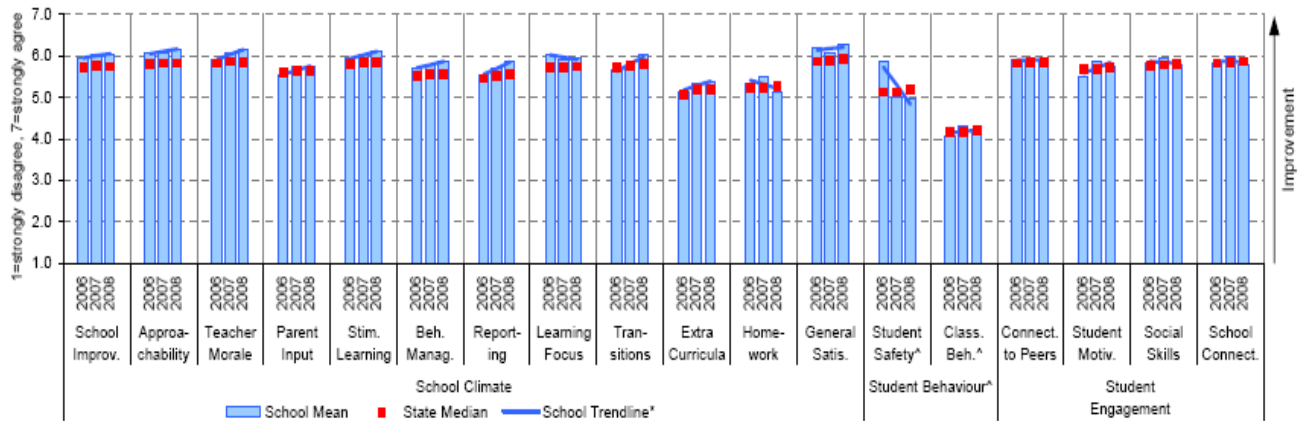
Willmott Park is an exemplary school that continues to build teacher capacity through ongoing professional learning and careful recruitment. And at the same time presents a balanced curriculum and a structured and equitable student management process.

### Student Enrolment

	2005	2006	2007	2008	2009
Enrolment	629	602	613	628.2	624
Enrolment Change - %	3.45 %	-4.29 %	1.83 %	2.48 %	-0.67 %
<b>Teacher EFT</b>	<b>37.60</b>	<b>37.80</b>	<b>37.30</b>	<b>38.00</b>	<b>37.70</b>
Leadership Positions - %	26.33 %	25.66 %	22.52 %	25.26 %	23.61 %

**Parent Satisfaction**

**School Mean against Primary State Mean**



The parent opinion survey as shown above indicates our parents are on or above the state mean in regards to their general satisfaction with Willmott Park Primary.

**Teacher Satisfaction**

The average score for teacher satisfaction (morale) at this school was 71.2 on a scale of 0-100 where 100 is the best possible score.

**Teacher Absence**

The average number of days absent per teacher was... in 2008. (Data will be available in April 2009)

**Teacher Retention**

Of the 38 ongoing teaching staff at Willmott Park primary school at June 2007 (including those on leave without pay), 34 or 90% were still at the school in June 2008. The figure across all Government schools was 88%

**Teacher participation professional learning**

Teacher professional learning continues to be given high priority at Willmott Park Primary. We have significant cohort of graduate and accomplished teachers who require extensive PL. Our achievement data also identified area which required improvement – numeracy & literacy. PL is also a central core to our extensive Performance and Development culture.

**Teacher qualifications**

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute can be found at; [http://www.vit.edu.au/content.asp?Document\\_ID=241](http://www.vit.edu.au/content.asp?Document_ID=241)

## Principal's Report

Evan Hughes

Enrolment on census day (February 2008) of 628.2 and grew to 640 before settling to 619 by term 4. The school structure remained as 4 working units – Prep (5 classes, Years 1-2 with 7 classes, Years 3-4 with 7 classes and Years 5-6 with 8 classes. The curriculum provision was structured around the domains of teaching as outlined in the Victorian Essential Learning Standards and specialist programs of Music & Performing Arts, Visual Arts, and Physical Education & Sport & Science for all grades Prep-6. A decision was made to introduce LOTE- Auslan to compliment the Deaf Facility however an Auslan teacher could not be found. Curriculum Coordination was provided by two non-teaching Leading Teachers and Student Welfare led by the Assistant Principal and supported by the unit coordinators. This model changes somewhat during mid-year with the resignation of Mr Toomey Assistant Principal. Mr Toomey had worked at Willmott Park since the school's second year of opening. A retirement function was held in his and Mary Toomey's honour who also retired at the same time.

Carol Booker came out of her class to take the newly created role of Welfare Leader and Bob Carmichael assumed the acting AP role.

Curriculum Support was provided through a variety of forms that included M.A.D. (Making a Difference), literacy & numeracy support delivered via specifically trained teacher aides and two teachers assigned to the 4 units. Extracurricular activities enhanced opportunities for students and included Taekwondo, Human Powered Vehicle (HPV) endurance, Aerobics team, School Rock Band and Prep-4 concerts.

2008 continued a strong emphasis on Teaching & Learning, commenced in 2007, through the Unit coordinators role. Management & organisational tasks were to be delegated to team members to gain experience. Professional Learning (PL) therefore became a key role of the unit coordinators for members of their team. This involved demonstrating lessons or making available times for team members to visit other classrooms to observe best practice. This was in response to concerns about our academic performance by some cohort's particularly in teaching literacy & numeracy. Year-2 of the 5-year PL program was commenced to address this.

The school enjoys wonderful support from both School Council and the Parents & Friends Association who work in harmony to support most aspects of school life. Show Day in May was a little disappointing perhaps due to the economic downturn and was not well supported. However the Trivia Night, Unit BBQ's, Christmas Raffle, working Bees and other fundraisers enjoyed a huge success. The school is fortunate to have many other dedicated groups within the school to support in a multitude of ways that include – parent helpers, reading parents, classroom helpers and working bee attendees. Evidence of this is best provided by the 70-80 parents that attend the annual parent helpers' morning tea.

Following the major upgrade 2008 was a year of consolidation fitting out new buildings (library, classrooms & computer centre) and landscaping. I was on leave for part of term two and would like to thank Mr Toomey, Mr Carmichael & Miss Sims and the staff for their excellent job in running the school in my absence. I am very proud of the achievements of this school over time. The staff are committed, parents supportive and the students very well managed. A shared leadership model operates that devolves responsibility across a broad range of duties. The school has a culture where everybody is learning, innovation is seen as the norm and challenges seen as opportunities.

## School Council President's Report

Philip Nicholson

The biggest single change to the school in 2008 was the staff. Starting with the Principal retiring early in the year and the process undertaken to fill that position. It was a great experience to be involved in as School Council President and I also thank all of the Principal Selection Committee, including Julie Swanson from WPPS School Council and Robyn O'Neil, for their appropriate due diligence. The successful applicant was Mr Evan Hughes and I was very pleased to be able to offer him the position following the extra ordinary School Council meeting in May.

Quite a number of staff took long service leave and maternity leave. Of most significance was the retirement of Assistant Principal Mr Paul Toomey and his wife Mary. Paul was the first Assistant Principal for WPPS with a career spanning more than 40 years. Mary had also been with WPPS and involved with the Education Department for many years their contribution to education in Victoria is undeniably outstanding and we will be forever in their debt.

Thanks to the economic management of the Principal and finance committee the school remains in a sound financial position. One of the most significant financial decisions has been the huge amount of dollars this school puts into professional development for its entire staff with the winners being both the staff and the students. Along with the school values that are reinforced on a weekly basis, this is evident in all areas of student development both inside and outside the classroom.

All the policies for the school have started to be totally reviewed with a new template being agreed upon by School Council. Some policies will be no longer required due to new policies being implemented through the Department while other policies will need to be developed in line with changing society and the needs and future direction of the school.

One of School Councils responsibilities is the stimulation of interest in the school and the involvement of parents within the school. To this end we have again struggled this year in some areas and thrived in others. Certainly where the students are displaying new skills acquired, support from their families is overwhelming however, when it comes to volunteering for various activities some have needed to be cancelled due to lack of involvement. The school working bees are a great example of this. School Council changed the format this year due to a downturn of interest the previous two years running them as "unit programs". The initial twilight working bee was a tremendous success but failed the second time around. Many schools struggle with this issue and we know that in Craigieburn many families have both parents working full time, as is evident of the success of the out of school hours program that is overseen by school council, clearly this has an impact on parents time to participate in extra activities.

All the day to day activities of running a school along with appropriate approvals were attended too at each meeting throughout the year by School Council and I take this opportunity to thank each and every member for their proactive approach during the year and encourage retiring members who are eligible to nominate for another term.

Once again it has been an honour to lead the Council meetings and attend to the various items that are required in the position of President. I look forward to my final year with Willmott Park with great enthusiasm and anticipation for the future.

## Deaf Facility

Megan Sloane

Enrolments for the Facility totalled 8 students at the start of 2008, including one new enrolment in the Prep year. Students were class members of Prep, Grades 1 and 5. Teacher of the Deaf (Coordinator), Megan Sloane, was a full-time employee supported by Rosetta Privitelli (.8) and Deb Holman (.2) Early in Term 2, the School accepted a new student whose communication was through Auslan (Australian Sign Language). Additional staff support was sought from the Department of Education and Early Childhood Development (DEECD) and the request was fulfilled. Consequently, a Teacher of the Deaf and Auslan Interpreter, Ms. Catherine Melvaine, was appointed to the position. Her qualifications and experience have strengthened the human resources of our Facility. Staff and students across the School are now exposed to Auslan first-hand. Many students and some staff members have also experienced a need to learn non-verbal communication strategies, including signing and finger-spelling in order to communicate with a signing student.

An offer to host a Pre-Service Auslan (LOTE) student was accepted in Term 3, with weekly Auslan lessons being given to the host grade 3/4 class. The engagement of the students and class teacher made for a successful introduction to basic Auslan, while being an inclusive experience for our new student. It is expected that Auslan (LOTE) will be taught at the Grade 1 and 2 year levels in 2009, provided that a suitable teacher can be sourced and appointed.

In Term 4, the Music Count Us In initiative enabled deaf and hearing students to learn a song which was performed at a whole school musical event. A group of students, including some of the deaf students, performed the song in Auslan. It is hoped to continue this practice at regular intervals throughout 2009. The positive response of staff and students towards Auslan as a language, confirms the School values of acceptance, freedom and responsibility.

Audiological support for the Grade 1 and 2 Facility students was enhanced by the installation of a Sound Field system in one of the Grade 1/2 classrooms. Four speakers transmit the teacher's amplified voice to all areas of the classroom. Therefore, the teacher's voice is a more audible signal, compared to background noise. This effect benefits all students. Three-monthly visits from an Australian Hearing audiologist enabled the students' hearing devices to be checked and serviced at school. The visits reduced student absences as problems could be detected before scheduled visits and information could be shared between the audiologist and teachers. Staff also received first hand, up to date information about the students' devices. This beneficial arrangement will continue in 2009.

Deaf Facility students enjoyed several off campus visits for a variety of reasons. In March, all students participated in the Harmony Day celebrations of cultural diversity at the local Craigieburn Health Centre. Our students were excellent communicators and role models for our School on this occasion.

In Term 3, staff accompanied the Deaf Facility students to Wesley College Theatre, where the Victorian College for the Deaf presented an Auslan signed performance of the musical, Grease. Travel to and from the event was by train and tram. This event provided a novel experience and opportunities to socialise with students from other deaf education settings afterwards.

Finally, the Deaf Athletic Sports was attended, with Megan Sloane and Catherine Melvaine conducting the long jump events on the day. Our students were keen to improve on their past achievements and through practice and confidence, all students surpassed previous attainment levels.

Professional Learning for Teachers of the Deaf has been paramount in keeping abreast of recent research in deaf education and audiology. Staff attended several seminars and the Teacher of the Deaf Conference to further their knowledge and to access national and international leaders in various, relevant fields.

Marketing of the services of the Facility in our mainstream setting received a major focus. Initially, a new brochure was created and printed professionally. The result is a colourful, comprehensive document outlining the focus of our programs and opportunities for deaf students in our particular setting. In August, Megan Sloane set up a display and distributed the brochures at a Deaf Education Expo for prospective parents at Blackburn. In 2009 this will be followed up with a visit to local playgroups for deaf children, to inform prospective parents about our programs and opportunities at the School.

Continuous upgrading of our classroom environment has been a priority, with the purchase of new pin-boards, speech and Auslan resources, new computers and office storage. Ready access to our comprehensive resources enables focused teaching to be planned and implemented within the Deaf Facility and in the mainstream classrooms. With a well qualified and experienced team of two staff, we aim to increase our enrolments, continue to improve the quality of our programs and offer improved service to the Deaf Facility students in 2009.

## Student Progress & Achievements

### Student Learning

In 2008 Student Learning was again a school priority, challenging staff to review their pedagogy by systemic change through PoLT, Teacher Professional Learning and with the initiatives of the Performance and Development Culture.

Data collection was successfully attained by - PoLT component mapping, Naplan, Parent Opinion surveys etc. This data was then used to inform staff and provided benchmark standards upon which classroom programs, unit development and personal development plans were created. After analysing data, 'Experts' in their fields, Rob Vingerhoets – Mathematics, Kath Walker – Developmental Curriculum, Julie Shepherd - English and Kate Story - Thinking Curriculum have been employed extensively throughout the school to challenge and model best practise for staff.

Support staff were allocated to units to provide programs for specific areas identified from data - numeracy, literacy, ESL, MAD, gifted/extension programs etc. The Spelling Program initiated in 2006/7 has continued to show improved outcomes in AIM/Naplan and Teacher judgements in data across the school.

The Thinking Curriculum has continued to be developed and refined through professional learning and modelling within units.

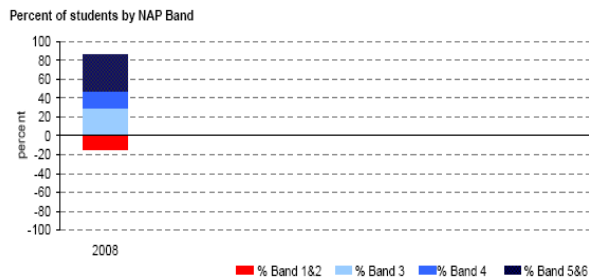
Student Learning was further enhanced by a broad mentoring program and through offering coaching for teachers when required.

Unit leaders were curriculum focused rather than administrative in their roles: spending up to five sessions a week working within their staff in classrooms, modelling/mentoring/reflecting on best practice. All staff were provided with an extra session of administrative time which had a Professional Learning focus- shadowing other staff. The school has allocated additional resources, both financial and time, for these initiatives.

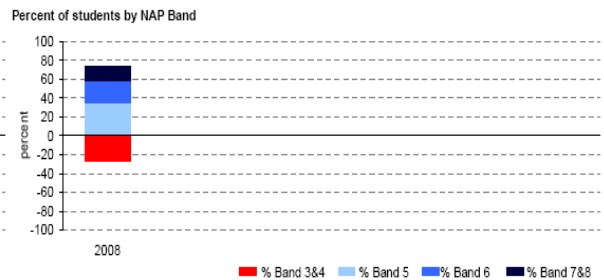
#### Percentage of students achieving at or above expected standards

The introduction of Naplan in 2008 has provided a new source of data to reflect on. Naplan is a national version of what we used to call AIM (Victoria only) and as such can only provide data for 2008, whereas in the past we have been able to identify progress over a period of years – using AIM. Our data reflects the Australia wide trend of student outcomes softening between Years 3 and Years 5 and our results in Writing & Numeracy in particular were not as high as hoped. Reading performed better but still showed a drop in what would normally be expected in student outcomes. We still have a high percentage of students achieving above the National Benchmark, but there is always room for improvement. The use of experts, the targeting of groups at risk, the focus on improving teacher pedagogy through mentoring, coaching, shadowing, modelling and the extensive use of Unit Leaders to lead curriculum, supported by the large financial commitment to Teacher PL will consolidate the foundations already laid.

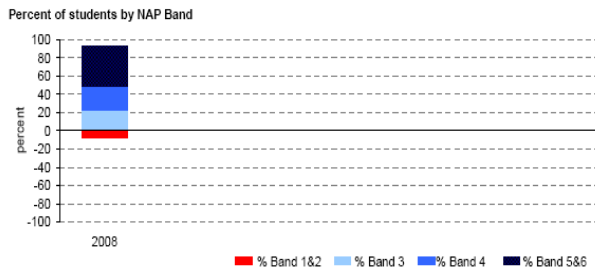
Reading – Years 3



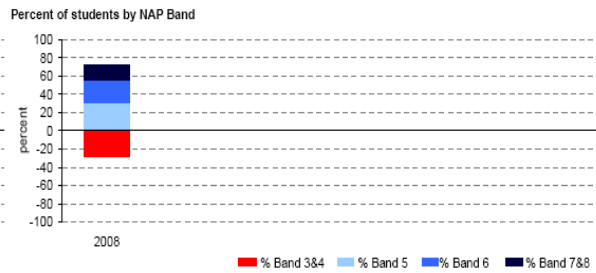
Year 5



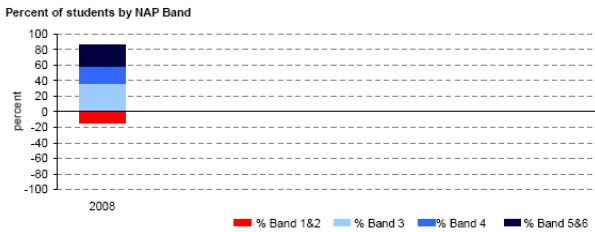
Writing – Year 3



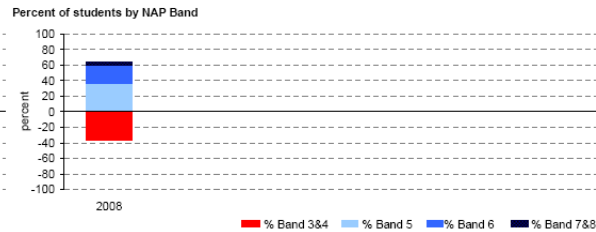
Year 5



Numeracy – Year 3



Year 5



**Reporting on Program for Students with Disability (PSD) students**

Willmott Park Primary has eight students who are part of the PSD program for 2008; these students are supported by six part time aides and a range of specialists – physiotherapists, speech therapists, occupational therapists, psychologists and medical professionals. Classroom teacher’s assessments highlight that the majority of the students are showing steady improvement considering their disability. Staff are in constant informal contact with the parents regards their children progress and two formal Parent Support Group meeting are held each year as well as the normal reporting process.

**Student Engagement and Wellbeing**

A key improvement focus in student Engagement and Wellbeing was to reduce inappropriate behaviour at school, particularly in the playground. In 2008 continued refinement of the Welfare Program was conducted. A ‘You can do it’ coordinator was maintained and the welfare team consisted of at least one representative from each unit, and a representative from the deaf facility continued the coordinated and whole school approach to implementation of the program.

A review of the two year program was updated and resourced with the new You Can Do It program outline produced by Michael Bernard. A common welfare time was assigned for each unit which allowed every class to complete an explicit teaching session each week and also allowed for specialist programs such as M Power and Revved Up to be conducted which catered for individual students needs. Groups of students, with specific needs were withdrawn at this time and involved in specialist games with the welfare coordinator.

Whole school professional learning was organised and delivered. Margaret Milne presented a whole day workshop which outlined the five foundations but focussed primarily on the Habits of the Mind which accompany each foundation and how they can be incorporated into the classroom program and she also conducted a twilight workshop on Resilience.

The five foundations, Getting Along, Resilience, Confidence, Organisation and Persistence were also incorporated into the student’s midyear and end of year report and the student’s progress was reported to parents. An individual assessment of each student was conducted twice a year where strengths and weaknesses of students in foundations were assessed. A consistent and moderated approach to reporting on foundations was also developed.

Yard duty issues were recorded on a daily basis and any major incidents were investigated and appropriate consequences were applied. Individual behaviour plans were developed for specific students who were regular offenders. Bullying incidents were dealt with strictly, as we have a no tolerance policy to bullying.

Due to the abolition of the Life Education Program, there was a need to investigate the inclusion of a Drug Education Program to be implemented. 81 grade five and six students completed a survey with respect to Drug Education and a number of strengths were identified but more importantly the data identified some opportunities for improvement that can be developed in 2009. The staff was also asked to complete a survey but the results were inconclusive because it was necessary to have at least 75% of staff complete the survey and unfortunately we did not reach this number.

Also in 2008, a budget was granted in order to subsidise cases of financial hardship so that no students were excluded from activities for financial reasons. Activities costs were kept to a minimum and parents were encouraged to sign over their EMA cheques to go towards school special activities. This enabled the maximum number of students involved in extra-curricular activities and no student was excluded on financial grounds.

Indications of how well we have progressed are as follows-

- A comprehensive term planner was completed by each unit and a consistent approach to the teaching welfare program was evident. Teachers made a conscious effort to effectively teach the concepts associated with the five foundations through weekly lessons with specific foci and explicit teaching.
- A consistent and moderated approach to reporting on foundations on midyear and end of year reports.
- No students were excluded for extra curricula activities on financial grounds.

**School connectedness - Student Satisfaction survey 2008.**

Overall we have shown an improvement from 31% (2006), 44% (2007) to 47% in 2008. One area of concern in the Student Satisfaction survey was the low student distress figure which indicates a downward trend in this area which we will need to address

Future Directions –

- Continued focus and refinement of the welfare program.
- To investigate appropriate computer programs that can efficiently record behaviour incidents at school and generate reports for analysis and discussion.
- Develop an action plan for implementation of a Drug Education Program.
- Conduct a self-evaluation of the Civics and Citizenship component of VELLS.

**Average number of absent days per student**

A key focus for 2008 was that of continued improvement in student attendance. The table on the next page shows the average student absences since 2006. Willmott Park Primary has been able to sustain an average below the state average of 13.4. We have noted though the upward trend over the last three years and have put in place practises which we believe will enable us to address this concern. The school believes that optimum attendance by students is critical in order for each to be able to reach their full potential in learning, this area continued to be monitored and goals were set at a unit level. We will need to continue to implement the 'It's Not Okay to be Away' strategies and monitor our progress on a regular basis.

Student Average Absences

	2008		School 2007		2008		2007 state benchmark <sup>A</sup>		
	Enrolments	Avg absent days / FTE** student	Enrolments	Avg absent days / FTE** student	Enrolments	Avg absent days / FTE** student	25th ptile	Mean	75th ptile
Prep	70.1	12.4	85.9	11.3	101.3	13.1	12.0	14.6	17.7
Yr 1	92.8	10.2	74.0	10.9	88.5	13.5	11.5	13.8	18.1
Yr 2	82.3	8.4	91.9	11.1	71.2	11.1	11.0	13.1	15.1
Yr 3	83.7	9.8	85.9	10.1	88.1	11.1	10.8	12.9	14.9
Yr 4	106.1	11.4	85.4	10.7	90.1	11.6	10.8	12.9	15.0
Yr 5	83.8	11.3	105.4	11.7	87.3	15.3	10.8	13.1	15.0
Yr 6	79.3	11.1	85.1	13.1	99.6	10.8	11.0	13.4	15.7
Ungraded								14.6	
P-6 mean		10.8		11.3		12.4		13.4	

Each term the students in grades one through to grade six completed a playground survey, which gave the students the opportunity to express their ideas about the feelings that they were experiencing in the playground. This data was analysed and assumptions were made. Severe issues such as bullying and loneliness were followed up on. Also completed during the year was the Student satisfaction Survey which is an online survey and is collated externally. The data from this survey is compared to all students in the state.

## Student Pathways and Transitions

### Years 6-7

*There was variation in the destination movement of exit students that is not unusual from year to year. The change from Rosehill (formerly Niddrie SC) was due to new zoning regulations. The flow moved to Craigieburn Secondary College and Whittlesea Secondary College*

### Student destination

Secondary schools	2009	2008
Craigieburn	43%	35%
Rosehill	9%	27%
Wallan	1%	12%
Private schools	12%	10%
Whittlesea	21%	8%
Other	15%	8%

### K-Prep

*The 6-week Hands On Learning program continued to be a success in building readiness for school of preschoolers in that they experienced school life well before they started. Modifications are made following feedback from all stakeholders.*

### Level transition

*Staff ensure that student movement to new classes or levels is as smooth as possible. This was done by close liaison between teachers and Unit leaders. A meeting with the new teacher and class occurs during December.*

### New students (Including ISP students)

*A process is in place to ensure that transition into school at levels other than prep and during the year occurs. This includes overseas students (ISP). A pamphlet has been produced with succinct information to support induction into the class and level.*

## Future Directions

Below is the 5-year improvement vision for Willmott Park that was developed towards the end of the 2007-year. Implementation began in 2008.

Key elements included are:

- Supportive & shared leadership
- Clear high expectations
- Willingness to take risks
- Problems identified and strengths acknowledged
- Achievable goals set
- Professional learning environment
- Improvement through representative working parties
- Explicit teaching employed
- Multiple forms of feedback
- Need to raise student achievement
- Develop deeper levels of thinking
- Use of data to set achievement measures
- Regular feedback to students
- Aligned planning, implementation & assessment
- Good working environment – staff morale, motivation & commitment
- Accountability
- Peer observation & coaching
- Use of external providers
- Professional dialogue often
- Opportunities for improvement
- Change for improvement culture
- Regular reflection
- Respect, trust & integrity
- Collective responsibility

## Financial Performance and Position

<b>Financial Performance – Operating Statement Summary for the year ending 31st December, 2008</b>	
<b>Revenue</b>	<b>2008 Actual</b>
DE&T Grants	\$506,767
Commonwealth Government Grants	\$196,034
State Government Grants	\$0
Other	\$103,714
Locally Raised Funds	\$ 445,092
<b>Total Operating Revenue</b>	<b>\$1,251,607</b>
<b>Expenditure</b>	
Salaries and Allowances	\$271,664
Bank Charges	\$1,232
Consumables	\$103,607
Books and Publications	\$17,039
Communication Costs	\$13,294
Furniture and Equipment	\$54,699
Utilities	\$26,942
Property Services	\$190,642
Travel and Subsistence	\$4,257
Motor Vehicle Expenses	\$0
Administration	\$10,202
Health and Personal Development	\$742
Professional Development	\$93,045
Trading and Fundraising	\$106,714
Support/Service	\$49,864
Miscellaneous	\$218,033
<b>Total Operating Expenditure</b>	<b>\$1,161,977</b>
<b>Net Operating Surplus/- Deficit</b>	<b>\$89,630</b>
<b>Capital Expenditure</b>	<b>\$83,165</b>
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

<b>Financial Position as at 31st December, 2008</b>	
<b>Funds Available</b>	<b>2008 Actual</b>
High Yield Investment Account	\$ 66,048.16
Official Account	\$ 45,340.39
Investment 1	\$206,897.58
<i>(insert)</i>	
<i>(insert)</i>	
<b>Total Funds Available</b>	<b>\$318,286.13</b>
<b>Financial Commitments</b>	<b>2008 Actual</b>
School Operating Reserve	\$171,210
Co-operative Bank Account	\$0
Assets or Equipment Replacement < 12 months	\$15,000
Revenue Received in Advance	\$18,602
Building/Grounds including SMS < 12 months	\$87,436
Region /Clusters Funds/School Based Programs < 12 months	\$10,000
Provision Accounts < 12 months	\$4,807
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$0
Assets or Equipment Replacement > 12 months	\$0
Building/Grounds including SMS > 12 months	\$0
Region /Clusters Funds/School Based Programs > 12 months	\$0
Provision Accounts > 12 months	\$0
Co-operative loan >12 months	\$0
Beneficiary/Memorial Accounts	\$0
<b>Total Financial Commitments</b>	<b>\$307,055</b>

## School Contact Information

<b>Address:</b>	Dorchester Street Craigieburn 3064
<b>Principal:</b>	Evan Hughes
<b>School Council President:</b>	Philip Nicholson
<b>Telephone:</b>	93056639
<b>Email:</b>	<a href="mailto:willmott.park.ps@edumail.vic.gov.au">willmott.park.ps@edumail.vic.gov.au</a>
<b>Web site:</b>	<a href="http://www.willmottparkps.vic.gov.au">www.willmottparkps.vic.gov.au</a>

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Willmott Park Primary School.