

2016 Annual Report to the School Community



School Name: Grovedale Primary School

School Number: 283



Name of School Principal: Kathy Wesolowski

Name of School Council President: Sally Harper

Date of Endorsement: 8th May 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training





About Our School

School Context

Grovedale Primary School provides its 236 students with an attractive, safe, and stimulating learning environment and offers its students an Outside Hours School Care program each day. We provide a dynamic learning environment. We are a community of learners who value each other and strive to be the best we can. The school facilities have recently been refurbished and the Open Learning Centre provides a variety of flexible learning spaces. We are fortunate to have expansive school grounds including ovals, basketball courts, junior and senior playgrounds all set in attractive gardens. A strong sense of community exists within the school with parents, staff and students working closely together in many contexts. Parents are involved in a wide range of school operations and activities. An open door policy encourages parents to be greatly involved in the school on a day to day basis. Parent information sessions, school family activities and special days are all strongly supported by families. Grovedale Primary is a school that is strongly committed to the provision of a wide range of learning activities for all students and to maximising their potential. There has been a strong emphasis on continuous improvement of teacher skills and knowledge in the area of teaching and learning, with many new practices and pedagogies being implemented and existing ones strengthened. Extensive work has been done in the planning and delivery of quality teaching and learning practices in the areas of Literacy, Numeracy and Inquiry learning with an incorporated focus on technology. In the last few years our school has welcomed an increasing number of EAL students. We currently have 11 Koorie and Torres Strait Islander students who add to the diversity of our school population and we work closely with our community to ensure that their learning needs are met. We offer the specialist subjects of Art, Physical Education, Italian and Performing Arts at all year levels. In 2014, we formed a sister school relationship with Lianyungang Primary School in China and for the past two years our school community have hosted both students and teachers. We will endeavour to strengthen this relationship over time especially through our Inquiry work.

Framework for Improving Student Outcomes (FISO)

Grovedale Primary School has utilised the framework to guide the implementation of programs and practices across the four priorities to improve student achievement, engagement and wellbeing.

Excellence in Teaching and Learning has been developed by adopting Classroom Instruction That Works (CITW). Teachers have attended professional learning sessions which explicitly demonstrate the nine evidence-based instructional strategies which, if utilised effectively, have proven to enhance learning outcomes for students. In 2016, we formed a Community of Practice with three local schools; Mandama PS, Roslyn PS and South Geelong PS. Our focus was to improve and enhance the quality of teaching and learning across the schools. It has enabled us to share professional learning and promote collaboration between staff and reduce teacher variability. This work will continue and expand in 2017.

School Wide Positive Behaviour Support was implemented to provide consistent expectations and language across the school in relation to building a *Positive Climate for Learning*. The learning community was involved in selecting the three values; respect, responsibility and safety, which drive the culture of our school. They form the basis of our classroom learning and behavioural expectations.

Professional Leadership was bolstered by effectively improving the leadership skills of 'middle leaders' through their engagement in McREL Balanced Leadership professional learning. The program identifies evidence-based leadership responsibilities which effective leaders must exhibit in order to promote holistic success in a school setting and what they look like.

Community Engagement in Learning has been enhanced through the development of our relationship with our sister school in China; Lianyungang Primary School, and our 'open door policy' with parents and members of the community.

Achievement

Grovedale Primary School is proud of its achievements in student learning, being similar or higher in NAPLAN school comparison reports and above state median on teacher assessments in both English and Mathematics. The school has invested in a strategic approach to building teacher capacity through the adoption of professional learning teams to examine student data for planning, use of consultants to build teacher knowledge, coaching and peer observation to refine practice. The approach has been successful in developing teacher quality. In 2016, the focus of professional development for teachers was CITW, which has improved teacher practice as we have identified the strategies which should be evident in every classroom to improve learning outcomes.

Year 3 NAPLAN results show that in Reading we are above the state median. However, we are marginally below in Numeracy compared to the state median, but achieving like results to similar schools.

Year 5 NAPLAN results show that in Reading we are above the state median and similar schools. In Numeracy, we are marginally below the state median, but achieving better results than similar schools.

We have continued to use Student Led Conferences each semester with a focus on individual learning goals. Our students share their learning progress with their parents under the guidance of their teacher. This allows our students to actively engage in their learning path by setting, reflecting and celebrating learning and achievement.



Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Our student attendance data shows that in 2016 and over a 4 year average, we have similar data to the state median and similar to other schools on adjusted school performance. Our average 2016 attendance rate is 92% across the school. Learning expos are held regularly to allow students to showcase their learning through exhibition. ICT has been resourced to include iPads and touch screen laptops.

An effective transition approach in and out of the school and within the school from year to year is in place. Our Year 6/7 Transition Program enables Year 5 and 6 students to visit local secondary schools in term 1, nominate their preferred secondary school and then participate in a formal orientation program in term 4. Our Prep Transition Program includes three 'Come to School' visits in terms 2 and 3, with a formal orientation program in term 4. We value the strong connections with families we make during this time to further build upon in the future.

The whole school student management program has provided a consistent approach to behaviour and all children are aware of rewards and consequences of their actions. At the beginning of each year, we use the 'Starting Right' series of lessons to develop relationships and set expectations across the school. In 2015, we introduced the School Wide Positive Behaviour program and matrix across the school which has continued to have a positive impact.

Wellbeing

The Student Attitudes to School Survey shows that over a 4 year average our Year 5 and 6 students feel less Connectedness to School than similar schools. There has been a reduction in their Perception of Safety which has prompted us to increase student involvement in safety related concerns. Furthermore, we will continue to promote student voice and leadership opportunities in order to address these concerns. Our classes follow a consistent 'steps' process to deal with challenging behaviours during learning time and ensure that incidents are followed up and effectively communicated. Furthermore, in the yard, incidents are logged using an online form, so that teachers, team leaders and principals can track, follow up and communicate concerns.

Parents perceive student safety and classroom behaviour to be an area of concern and the rating for these variables is lower than we would like it to be. The introduction of the School Wide Positive Behaviour Program in 2015 addressed some of these concerns. There is a whole school approach to behaviour management and it is consistently utilised. A primary welfare officer provides 1:1 support for students and families and provides professional development for staff in the management of students with challenging behaviours due to trauma. We continue to provide high quality support for PSD students and others with high needs through ES and network staff, consultation with other professionals and regular Student Support Group meetings and Individual Learning Plans for identified students.

Due to the low perception of safety, we have identified the Kidsmatter Framework and Resilience Project as programs to implement in 2017 in order to address these areas.

For more detailed information regarding our school please visit our website at <http://grovedaleps.vic.edu.au/>



Performance Summary

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 236 students were enrolled at this school in 2016, 106 female and 130 male. There were 2% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>37%</td> <td>49%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>65%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>34%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	37%	49%	Numeracy	18%	65%	18%	Writing	17%	57%	26%	Spelling	31%	46%	23%	Grammar and Punctuation	26%	34%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	94 %	93 %	91 %	91 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	94 %	93 %	91 %	91 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

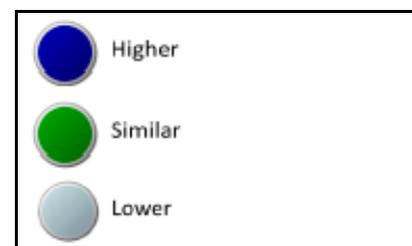
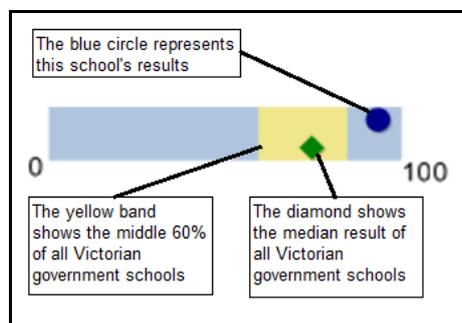
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

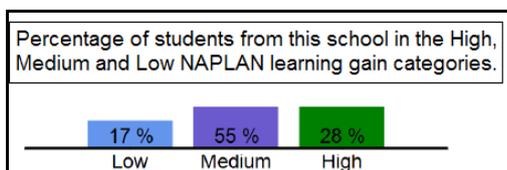
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,737,316
Government Provided DET Grants	\$228,283
Government Grants Commonwealth	\$10,638
Revenue Other	\$44,296
Locally Raised Funds	\$159,400
Total Operating Revenue	\$2,179,932

Expenditure	
Student Resource Package	\$1,801,431
Books & Publications	\$1,637
Communication Costs	\$2,746
Consumables	\$40,624
Miscellaneous Expense	\$71,947
Professional Development	\$57,448
Property and Equipment Services	\$92,229
Salaries & Allowances	\$85,299
Trading & Fundraising	\$19,719
Travel & Subsistence	\$1,796
Utilities	\$25,104
Total Operating Expenditure	\$2,199,978
Net Operating Surplus/-Deficit	(\$20,046)
Asset Acquisitions	\$7,520

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$153,477
Official Account	\$29,038
Total Funds Available	\$182,515

Financial Commitments	
Operating Reserve	\$63,492
Asset/Equipment Replacement < 12 months	\$23,500
Maintenance - Buildings/Grounds incl SMS<12 months	\$37,723
School Based Programs	\$57,799
Total Financial Commitments	\$182,515

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

The deficit in the Student Resource Package is due to a number of factors. We had a change of staff member in term 2 2016 and the successful applicant was paid at a higher level due to years of experience. We also employed a Speech Therapist to work in the school one day per week due to our high needs in language assessments, oral language and therapy groups. We invested heavily in Professional Development due to our FISO focus on building both teacher and leadership capacity. All members of the leadership team completed the McRel Balanced Leadership program and all staff were involved in Community of Practice work on Classroom Instruction that Works. This work was done across four schools, Mandama, South Geelong, Roslyn & Grovedale Primary Schools. At the end of 2016 we received a special grant from Raymond Trusts for \$17,925 which was earmarked for our Kidsmatter and Resilience project work in 2017.



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.