

# 2017 Annual Report to the School Community



School Name: Grovedale Primary School

School Number: 283





## About Our School

### School Context

Grovedale Primary School are a community of learners where every child is provided with opportunities to develop academic, social, emotional and physical skills to achieve their potential. Our vision is "To provide a dynamic learning environment. We are a community of learners who value each other and strive to be the best we can." Grovedale Primary School is located 7km from the centre of Geelong just off the Surfcoast Highway The school was established in 1854 and has seen different sites and upgrades over that time.

We strive for high academic achievement in Maths and English and we provide quality learning programs in all other Victorian Curriculum learning areas. Our programs are designed to cater for the individual needs of a diverse range of students. This includes a variety of support programs across the school. An emphasis upon an inquiry based model and a strong commitment to the development and integration of Information and Communication Technologies across the curriculum further combine to provide an exciting and flexible learning program designed to meet students' individual needs. The use of iPads has been a positive for student engagement. All classes and teachers use learning intentions, success criteria and learning goals so that students are aware of their learning and can take some responsibility. We are actively involved in a Community of Practice where once per term all teachers across the four schools meet for a combined staff meeting where strategies and knowledge is shared.

Grovedale Primary School had increasing enrolments throughout the course of 2017, which saw our population rise from 261 to 275 students by the end of the year. We completed a range of external improvements including upgrading the external fencing, basketball court fencing and running track around the oval. Stormwater drainage issues across the school were also addressed to some extent. These activities along with an active school community have assisted in maintaining the attractive gardens and excellent learning environment for all. Our school and local community attended our biennial Twilight Fair which is a major fundraiser for the school, Science Night, Colour Run and parent information sessions including The Resilience Project.

### 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 seen the school continue with Classroom Instruction That Works, Balanced Leadership, Community of Practice (with three other schools. We also implemented Leading Literacy and Professional Learning Communities practices which enhanced our use of student data. These aspects were also linked to *Professional Leadership* within the framework. Our school promoted a *Positive Climate for Learning* by implementing the Kidsmatter framework, inviting The Resilience Project to present to staff, parent and students, continuing School Wide Positive Behaviour Support matrix, Student Led Conferences, Junior School Council, student leadership roles and reinforcing our school values. *Community Engagement in Learning* has been further enhanced through partnerships with the Grovedale Rotary Club, Grovedale Lions Club, Kardinia Church, Grovedale IGA, Grovedale College, Oberon High School, Rice Village, Friends of the Waurm Ponds Creek, Wathuarong, Student Support Services and a range of other services which support members of our learning community.

### Achievement

Grovedale Primary School achieved similar Teacher Judgement results to the state in English and Mathematics from Years Prep to Year 6 in 2017. Our teachers have utilised skills and strategies developed through Professional Learning Communities to improve their abilities to evaluate and diagnose student learning data.

Year 3 NAPLAN results were similar to the state average in the areas of Reading and Numeracy.

Year 5 NAPLAN results for Reading show that we achieved lower results last year, however over a four-year period we achieved higher than average results when looking at school comparisons. In the area of Numeracy, our Year 5 NAPLAN results indicate similar outcomes, however over a four-year period we achieved higher than average results when looking at school comparisons.

The NAPLAN Learning Gain Year 3 to Year 5 Reading indicates that we had higher levels in low and medium gains than desired with a percentage of 81%.

The NAPLAN Learning Gain Year 3 to Year 5 Numeracy indicates that we had higher levels in low and medium gains than desired with a percentage of 84%.

The NAPLAN Learning Gain Year 3 to Year 5 Writing indicates that we had higher levels in low and medium gains than desired with a percentage of 80%.

The NAPLAN Learning Gain Year 3 to Year 5 Spelling indicates that we had higher levels in low and medium gains than desired with a percentage of 87%.

The NAPLAN Learning Gain Year 3 to Year 5 Grammar and Punctuation indicates that we had higher levels in low and medium gains than desired with a percentage of 90%.



## Engagement

Our student attendance data shows that in 2017 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 2017 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 Spheros (robots) which are programmed with iPads and a range of current software to engage students in technological education.

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 wellbeing 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 2017 we focused highly on the school values of Respect, Responsibility and Safety, reinforcing the School Wide Positive Behaviour Matrix for reflection of student behaviours.

## Wellbeing

This year we timetabled social and emotional learning sessions for an hour a week in each classroom. We utilised the Kidsmatter framework as a basis for the development of the program from Prep to Year 6 and all teachers were involved in professional learning and planning sessions for implementation.

We also engaged with The Resilience Project and they conducted three sessions at school for staff, students and parents. Their focus is upon gratitude, empathy and mindfulness which was directly linked to our social and emotional learning program.

Brainstorm Productions presented The Magic Words Anti-Bullying Program which covered values, ethics, social skills, self-esteem, self-respect, happiness, manners and cooperation.

Our Year 4 to 6 students were surveyed using an online portal for the first time and the results of the Student Attitudes to School survey showed that for a Sense of Connectedness our students ranked the school similar in school comparison for this area.

Furthermore, they also ranked the school similar in school comparison for the Attitudes to School – Management of Bullying.

For more detailed information regarding our school please visit our website at



## 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 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.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 261 students were enrolled at this school in 2017, 118 female and 143 male.</p> <p>4 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Lower</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>48%</td> <td>32%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>48%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>42%</td> <td>45%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>48%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	48%	32%	19%	Numeracy	35%	48%	16%	Writing	40%	40%	20%	Spelling	42%	45%	13%	Grammar and Punctuation	42%	48%	10%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> <td>91 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	90 %	91 %	94 %	91 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	90 %	91 %	94 %	91 %										





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## 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.

## 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)

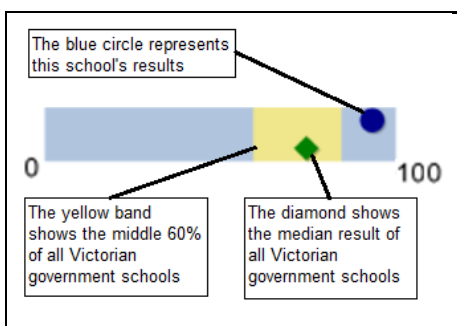
### Engagement

- 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 Bullying

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

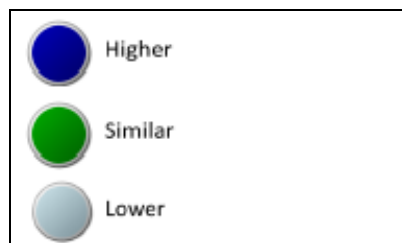


## What does *School Comparison* refer to?

The School 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.

The School Comparison shows 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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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.

## 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').



## Financial Performance and Position

### Financial performance and position commentary

We received a variety of grants throughout the year. These included Wi-Fi expansion, Early Years Koori Literacy and Numeracy programs, Australian Sports Commission for our specialised sports programs, curriculum grant for upskilling teacher knowledge and professional learning. In December 2016 we received \$17,925 which was used in 2017 for our Kidsmatter program, Bullying program and the Resilience Project. We employed a Speech Therapist one day a 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 staff continue to be involved in Community of Practice work on Classroom Instruction that Works. We also were fortunate to receive funds from the Grovedale East Kindergarten which had previously closed. This \$12,500 funding was used towards the purchase of our new shade sails.

We had a number of fundraisers including our biennial Twilight Fair.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,931,786	High Yield Investment Account	\$129,216
Government Provided DET Grants	\$194,575	Official Account	\$11,781
Government Grants Commonwealth	\$12,900	<b>Total Funds Available</b>	<b>\$140,997</b>
Revenue Other	\$8,876		
Locally Raised Funds	\$154,631		
<b>Total Operating Revenue</b>	<b>\$2,302,767</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$85,351		
<b>Equity Total</b>	<b>\$85,351</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,878,013	Operating Reserve	\$63,193
Books & Publications	\$1,633	Maintenance - Buildings/Grounds incl SMS<12 months	\$35,250
Communication Costs	\$3,064	School Based Programs	\$42,555
Consumables	\$65,483	<b>Total Financial Commitments</b>	<b>\$140,997</b>
Miscellaneous Expense <sup>3</sup>	\$50,346		
Professional Development	\$20,364		
Property and Equipment Services	\$118,286		
Salaries & Allowances <sup>4</sup>	\$100,395		
Trading & Fundraising	\$28,131		
Utilities	\$24,627		
<b>Total Operating Expenditure</b>	<b>\$2,290,343</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$12,424</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 05 March 2018 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.



*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.*