

2018 Annual Report to The School Community



School Name: Grovedale Primary School (0283)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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

Attested on 14 March 2019 at 11:33 AM by Kathy Wesolowski (Principal)

- 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 Regulation 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.

To be attested by School Council President

Grovedale Primary School (0283)

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. Our 11 classes were taught by 12 classroom teachers, 3 specialist teachers (STEM, PE. The Arts and Italian) and 2 Education Support Staff. We also employ a Principal, Assistant Principal, Administration Officer, Business Manager and part time Primary Welfare Officer.

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 technology across the curriculum further combine to provide an exciting and flexible learning program designed to meet students' individual needs. 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 are shared.

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, The Resilience Project, 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 Waurin Ponds Creek, Wathuarong, Student Support Services and a range of other services which support members of our learning community.

Achievement

Grovedale Primary School achieved higher Teacher Judgement results to the state in Mathematics from Years Prep to Year 6 in 2018. Our teachers have utilised skills and strategies developed through Professional Learning Communities to improve their abilities to evaluate and diagnose student learning data, and our results are similar in English

The NAPLAN Learning Gain Year 3 to Year 5 Reading indicates that 79% of student had medium to high to growth. The NAPLAN Learning Gain Year 3 to Year 5 Writing indicates that 75% of student had medium to high to growth.

Year 3 NAPLAN results showed that 44.5% of students were in the top two bands for Reading, 38.9% for Writing and 41.6% for Spelling.

Year 5 NAPLAN results showed that 45.2% of students were in the top two bands for Reading, a 2.4% increase of students in the top band for Writing and an 11.9% increase of students in the top band for Spelling. Overall, trends show that we are moving students up from the bottom two bands.

Grovedale Primary School (0283)

We attribute our positive results through building consistently high level practices across the school. In particular, we have embedded a vocabulary cycle and developed a Reading Instructional Model through internal professional learning.

Engagement

Our student attendance data shows that in 2018 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 2018 attendance rate is still 92% across the school. In order to address a number of individual students' low attendance data we have communicated with Student Support Services, Bethany, Child First, DHHS, Wathaurong, Strong Brother Strong Sisters and our Koorie Education Support Officer to develop supports for these individuals. Learning expos are held regularly to allow students to showcase their learning through exhibitions. Other special events, such as, Italian Day, Footy Day and Market Day were all facilitated to increase student engagement and connectedness to the community.

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 included three 'Come to School' visits in term 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.

We coordinate a whole school camping program which includes a Foundation/Year 1 barbeque dinner, Year 2 school sleepover, and Year 3/4 and 5/6 camps. This program aims to increase engagement, social interactions and provide holistic learning experiences. We also held our inaugural China Trip which involved five Year 5/6 students, our principal and numerous other Victorian schools who are also linked with the Jiangsu Province to further strengthen our Sister School relationship.

Wellbeing

This year we aimed to increase student voice and agency, and positive mental health, particularly with our senior students through initiatives, such as, the Fast Cars in Schools Science Technology Engineering Arts and Mathematics (STEAM) competition coordinated through Deakin University, the Student Leadership Conference, wellbeing incursions and the Kids Helpline presentation.

We continued to timetable social and emotional learning sessions for an hour a week in each classroom. We utilised the Kidsmatter framework and The Resilience Project 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 the ongoing implementation of the program.

Our biennial School Concert was held in term 3 with all classes presenting a song and dance based on the music from a popular movie. The Arts program was further strengthened through the introduction of a School Choir who performed at a number of local facilities, and music and media were also explicitly taught throughout the program.

Overall, we are pleased with the initiatives embedded across the school and results from the Student Attitude to School Survey show our Sense of Connectedness and Management of Bullying are similar to all Victorian primary schools.

Financial performance and position

We received a variety of grants throughout the year. These included Early Years and Extended Koorie Literacy and Numeracy programs, Australian Sports Commission for our specialised sports programs, curriculum grant for upskilling teacher knowledge and professional learning. We employed a Speech Therapist one day a fortnight to facilitate language assessments, oral language and therapy groups with Early Year's students and this was also supported through the employment of an ex-teacher on two mornings per week.

Grovedale Primary School (0283)

We continued to invest heavily in developing teacher practices through professional learning which included Leading Mathematics and Literacy Data & Assessment Project. Students with additional needs were also supported through the purchase of learning support equipment and professional learning.

Technology was further enhanced throughout the school with the upgrade of five interactive whiteboards to televisions, fitting a television into our multi-purpose room for assemblies and special events, purchasing 35 iPads and 15 laptops.

Finally, we held our inaugural China Trip which involved five Year 5/6 students, our principal and numerous other Victorian schools who are also linked with the Jiangsu Province to further strengthen our Sister School relationship.




Draft

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: 

School Profile

Enrolment Profile

A total of 254 students were enrolled at this school in 2018, 121 female and 133 male.

5 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

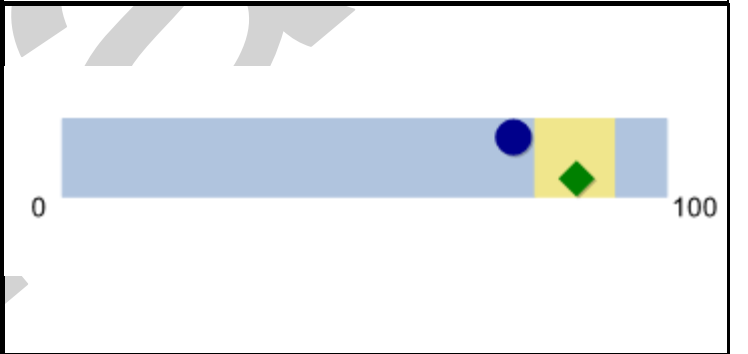
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures 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).

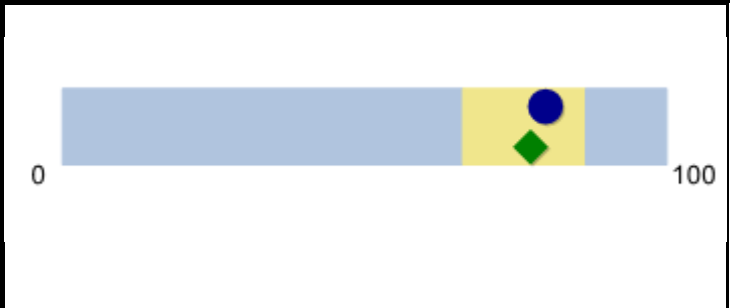
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures 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.



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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</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>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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p> |


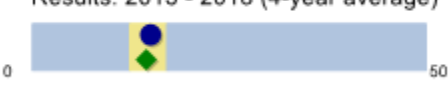


Performance Summary

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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <p>Reading</p> <table border="1"> <tr><td>Low</td><td>21%</td><td>46%</td><td>33%</td><td>High</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><td>Low</td><td>30%</td><td>40%</td><td>30%</td><td>High</td></tr> </table> <p>Writing</p> <table border="1"> <tr><td>Low</td><td>25%</td><td>55%</td><td>20%</td><td>High</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><td>Low</td><td>30%</td><td>48%</td><td>23%</td><td>High</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><td>Low</td><td>33%</td><td>60%</td><td>8%</td><td>High</td></tr> </table> | Low | 21% | 46% | 33% | High | Low | 30% | 40% | 30% | High | Low | 25% | 55% | 20% | High | Low | 30% | 48% | 23% | High | Low | 33% | 60% | 8% | High | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Low | 21% | 46% | 33% | High | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 30% | 40% | 30% | High | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 25% | 55% | 20% | High | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 30% | 48% | 23% | High | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 33% | 60% | 8% | High | | | | | | | | | | | | | | | | | | | | | | | |

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>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</p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1032 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>90 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 90 % | 93 % | 91 % | 92 % | 90 % | 91 % | 92 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 90 % | 93 % | 91 % | 92 % | 90 % | 91 % | 92 % | | | | | | | | | | |

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>Students Attitudes to School - Sense of Connectedness</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Management of Bullying</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Similar</p> <p> Similar</p> |

Financial Performance and Position

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

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | | Financial Position as at 31 December, 2018 | |
|--|--------------------|--|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$1,950,837 | High Yield Investment Account | \$191,207 |
| Government Provided DET Grants | \$324,804 | Official Account | \$15,815 |
| Government Grants Commonwealth | \$7,120 | Total Funds Available | \$207,022 |
| Revenue Other | \$9,859 | | |
| Locally Raised Funds | \$173,898 | | |
| Total Operating Revenue | \$2,466,518 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$148,217 | | |
| Equity Total | \$148,217 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$1,903,902 | Operating Reserve | \$69,290 |
| Books & Publications | \$1,680 | School Based Programs | \$91,094 |
| Communication Costs | \$2,321 | Funds for Committees/Shared Arrangements | \$11,938 |
| Consumables | \$63,477 | Capital - Buildings/Grounds < 12 months | \$34,700 |
| Miscellaneous Expense ³ | \$77,291 | Total Financial Commitments | \$207,022 |
| Professional Development | \$15,980 | | |
| Property and Equipment Services | \$106,365 | | |
| Salaries & Allowances ⁴ | \$115,366 | | |
| Trading & Fundraising | \$19,965 | | |
| Travel & Subsistence | \$12,200 | | |
| Utilities | \$28,175 | | |
| Total Operating Expenditure | \$2,346,722 | | |
| Net Operating Surplus/-Deficit | \$119,796 | | |
| Asset Acquisitions | \$7,600 | | |

(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 04 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.

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.

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)

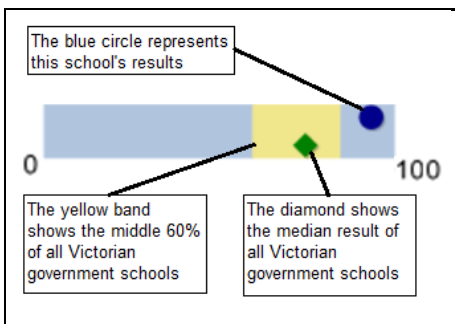
Engagement

- 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).

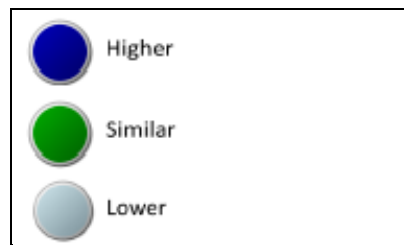


What does *School Comparison* refer to?

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*' 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.

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').