

2013 Annual Report to the School Community

Grovedale Primary School

School Number: 283



Name of School Principal: Kathy Wesolowski

Name of School Council President: Russell Read

Date of Endorsement: 17/03/2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Our school 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 committed to continuous improvement and achieving excellence in teaching and learning at every level. We strive for high academic achievement in Maths and English and we provide quality learning programs in all other curriculum 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 introduction of a bank 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. All teachers take part in coaching from a Teaching and Learning Coach throughout the year. In 2013 we offered Italian as our LOTE for the third year. There are strong partnerships between parents and staff, with a high level of parent participation on school council, as classroom helpers, in student-led conferences and in fundraising and social activities. Grovedale Primary School offered its 250 students an attractive, safe and stimulating learning environment and offered the Active After School Community Program two days per week. The school had 21 equivalent full time staff: 2 Principal class, 15 teachers and 4.42 Education Support Staff

Achievement	Engagement	Wellbeing
<p>Grovedale Primary School is proud of its achievements in student learning, being similar to other schools on adjusted school performance and at the state median. The percentage of students receiving a grade of 'C' or higher in English and Mathematics is slightly above the median of all Victorian government schools. In 2013 the focus of professional development for teachers continued to be Writing. Year 3 NAPLAN Reading and Numeracy results are similar to other schools as well as over the 4 year average. Year 5 NAPLAN in Reading and Numeracy is also over the 4 year average, similar to other schools. The focus for professional learning remained on Writing in 2013 so that we could consolidate our learning and practice. We have continued to use a range of whole school assessment and diagnostic tools to identify the stage of learning of each student in order to support their future learning needs and all students have personal Literacy and Numeracy goals in place. In 2013 we continued to strengthen our focus on explicit teaching and learning through one on one teacher coaching with a focus on Writing. Work on Hatties research, specifically Success Criteria and Learning Intentions, continued in 2013.</p>	<p>Our student attendance data shows that over a 4 year average we have an improving trend and we are above the state median and higher than other schools on adjusted school performance. Our average 2014 attendance rate is 93% across the school. The student attitudes to school survey over a 4 year average shows Years 5 and 6 students' sense of belonging and connectedness to school was lower than the state median. This is an area we continue to focus on for improvement in the future through the further development of student leadership and opportunities for student voice. The whole school student behaviour management program has given the school a consistent approach to behavior and all children are aware of consequences for 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.</p>	<p>Grovedale Primary School has a strong program in place to support the various transitions our students make. Our Prep students' transition to school is assisted by the excellent transition program conducted at the end of the year prior to their commencement. We value the strong connections with families we make during this time, to further build upon in the future. Strong communication links with our feeder preschools have been maintained. We endeavour to maintain small class ratios in the infant area to enable improved student learning outcomes. The "Buddy System" contributes to developing the social confidence of our students. In 2013 we made a promotional DVD of our school that was placed on our website as well as an addition to our information packs and to kindergartens. Our strong link with Grovedale College and Oberon High School in the provision of extracurricular activities for Year 5 and 6 students, together with a comprehensive network program and data sharing assists with successful transition into secondary school. To build upon our knowledge of students and their learning needs as they progress through our school, we have run whole school transition sessions and processes to share data and information.</p>

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 251 students were enrolled at this school in 2013, 107 female and 144 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>70%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>45%</td> <td>45%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>58%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	52%	23%	Numeracy	17%	70%	13%	Writing	29%	52%	19%	Spelling	45%	45%	10%	Grammar and Punctuation	19%	58%	23%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="587 741 1042 835"> <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>93 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	93 %	91 %	93 %	94 %	95 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	93 %	91 %	93 %	94 %	95 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary 2013

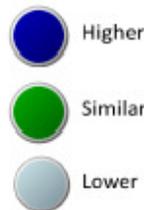
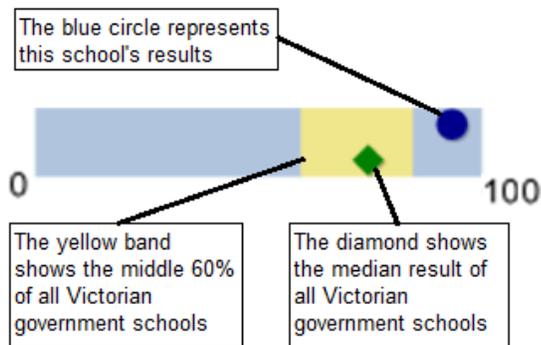
What are student outcomes?

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 colleges, 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.



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 Indigenous 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.

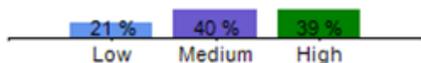
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 - Operating Statement Summary for the year ending 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$162,057	High Yield Investment Account	\$93,858
Government Grants Commonwealth	\$13,207	Official Account	\$13,038
Revenue Other	\$6,378	Total Funds Available	\$106,896
Locally Raised Funds	\$141,036		
Total Operating Revenue	\$322,677		
Expenditure		Financial Commitments	
Books & Publications	\$7,743	Operating Reserve	\$54,280
Communication Costs	\$2,572	Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Consumables	\$33,802	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,497
Miscellaneous Expense	\$58,381	School Based Programs	\$29,119
Professional Development	\$10,076	Total Financial Commitments	\$106,896
Property Maintenance	\$115,139		
Salaries & Allowances	\$84,197		
Trading & Fundraising	\$20,023		
Utilities	\$22,823		
Total Operating Expenditure	\$354,755		
Net Operating Surplus/-Deficit	(\$32,077)		
Asset Acquisitions	\$13,938		

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary