

2019 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 Registration 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 2019 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 24 March 2020 at 10:24 AM by Kathy Wesolowski (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 11 May 2020 at 04:48 PM by Sally Harper (School Council President)

About Our School

School context

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. In 2019, we had 257 student enrolments and our results in NAPLAN Reading for Year 3 were a particular highlight, with 67% of students achieving results in the top two bands and no students in the bottom two bands. This reflects our excellent teaching and learning culture, and the evidence based reading pedagogical model we developed in 2018.

Our mission: "We are a community of learners where every child is provided with opportunities to develop academic, social, emotional and physical skills to achieve their potential" underpins everything we do, everyday. We are a community first and foremost, and implement current evidence based pedagogical practices and DET initiatives to enable our students to achieve their best in every aspect of life. Our vision: "To provide a dynamic learning environment - We are a community of learners who value each other and strive to be the best we can" is also evident across the school environment. Furthermore, our motto: "A path to success" is linked to our unwavering focus on wellbeing, engagement and achievement in order to positively contribute to a better community, state, country and world. Through collaboration and consultation the students and staff at Grovedale Primary School are committed to the values of respect, responsibility and safety.

We utilised 11 composite classes (2 x Prep, 3 x Year 1/2, 3 x Year 3/4 and 3 x Year 5/6) to cater for individual student needs and our students enjoy the vast space which comprises an oval, basketball courts and two playgrounds. Our staff comprised of two Principal Class, five Education Support Staff, three Specialist Teachers, nine Experienced Classroom Teachers and four Graduate Teachers. A strong sense of community exists within the school with parents, staff and students working together in many contexts. Parents are involved in a wide range of school operations and activities. We also have a sister school in Lianyungang, China, who have been visiting us for the past 6 years and sent our second group of students to China in September, 2019.

Grovedale Primary School is strongly committed to the provision of a wide range of learning experiences for all students which endeavour to maximise their potential. We have an emphasis on continuous improvement of pedagogy across the school. Our literacy and numeracy leaders have attended Leading Literacy and Leading Mathematics courses respectively with principal class in the past few years. This has led to the implementation of a vocabulary cycle, and reading and writing pedagogical models. Mathematics practices have also improved through Professional Learning Team meetings and through our involvement in the Primary Mathematics and Science Specialist program in 2019-20 which has allowed two Learning Specialists to spread their time between teaching students and mentoring teachers. We participated in the inaugural Deakin University STEM Awards winning awards in the Prep, Year 1&2, Year 3&4 and Year 5&6 categories.

All teachers are now adept at implementing high impact teaching strategies and reflecting upon student learning survey data in their individual classes. Learning goals have continued to be a major focus across the school and they are supported through Student Led Conferences and the use of technology to track goals and develop digital portfolios. Our teaching teams actively participate in weekly Professional Learning Community meetings where they evaluate and diagnose student data and pedagogy, prioritise and set goals, develop and plan, and implement and monitor the outputs before recommencing the continuous cycle of improvement. We have also been part of a Community of Practice with three neighbouring schools and regularly collaborated to improve practice.

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 implement High Impact Teaching Strategies, Balanced Leadership, Professional Learning Communities and a Community of Practice with three Geelong schools. We embedded the use of a Reading Pedagogical Model and developed a Writing Pedagogical Model to ensure consistently high evidence based practices

are utilised in literacy. Our inclusion in the Primary Mathematics and Science Specialists program allowed us to utilise two teachers as Learning Specialists in mathematics which saw them teach half the week and lead teaching and learning across the school for the other half of the week. This has seen teaching and learning practices improve in this area by focusing on the four proficiencies of fluency, problem solving, understanding and reasoning, and implement number talks, 'low floor, high ceiling' tasks and greater emphasis upon metacognition by 'slowing down and going deeper'. Our school promoted a Positive Climate for Learning by implementing the Be You 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 of respect, responsibility and safety. Community Engagement in Learning has been further enhanced through partnerships with the Grovedale Rotary Club, Grovedale Lions Club, Kardinia Church, Grovedale East IGA, Grovedale College, Oberon High School, Rice Village, Friends of the Wauron Ponds Creek, Wathuarong, Student Support Services, Strong Brother Strong Sister, Geelong Amusement Hire and a range of other community businesses who supported our biennial Christmas Carnival.

Achievement

Grovedale Primary School achieved higher Teacher Judgement results compared to the state in Mathematics from Years Prep to Year 6 in 2019 and similar results in English. Our teachers have continued to utilise skills and strategies developed through Professional Learning Communities professional learning to improve their ability to evaluate and diagnose student learning data and prioritised point of need teaching.

Our Year 3 NAPLAN data in Reading showed 67% of students in the top 2 bands and 33% in the middle two bands. This was a highlight for the year and relates to the evidence based practices which have been embedded through the implementation of our Reading Pedagogical Model. We were disappointed not to see an improvement in the Year 5 NAPLAN Reading data and this will remain a major focus for 2020.

Year 3 and 5 NAPLAN data in Numeracy showed we were below the state and reflects our need to develop a Mathematics Pedagogical Model for the school in 2020 to ensure consistently high level practices are evident in all classes.

Overall our NAPLAN Learning Gain results did not reflect the practice improvements in all classes. However, through our involvement in the Year 5 Reading Growth Project we were able to maintain top 2 band scores for over 85% of the students. Practices learnt through this initiative will continue to be employed in the future in order to address the data.

Engagement

Our student attendance data shows that in 2019 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 2019 attendance rate was 92% across the school. In order to address a number of individual students' low attendance data we engaged with Student Support Services and Strong Brother Strong Sister to tailor programs to support students and their families. As a result we successfully re-engaged a number of students in education over the course of the year. We also utilised Minecraft Education Edition and Lego Club to engage students in interest based activities during specific break times.

We have developed a partnership with Deakin University over the past 2 years, with Year 5/6 students participating in the Fast Cars in School competition and the whole school participating in the Deakin STEM Awards. Both of these initiatives promoted problem solving, critical and creative thinking and teamwork. Our students won prizes in all categories of the Deakin STEM Awards and were the only school to participate from F-6.

We have continued to run an extensive Transition Program for kindergarten students moving into primary school and Year 6 students moving into secondary school. Our Year 6 students attended numerous visits to both Grovedale College and Oberon High School in terms 1 and 2. This then allowed our students to confidently participate in formal transition programs to their secondary school in term 4. Our Prep Transition Program included three 'Come to School' visits in both term 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 our learning community.

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 participated in our second China Trip which involved seven Year 5/6 students, our assistant principal, a teacher and numerous other Victorian schools who are also linked with the Jiangsu Province to further strengthen our Sister School relationship.

Wellbeing

In 2019, we continued to expand our focus on STEM through participation in Learning Hub activities at the Melbourne Formula 1 Grand Prix with Year 5/6 students and the Deakin University STEM Awards competition with the whole school. Our students' demonstrated creativity in solving and presenting a range of STEM ideas which saw them win awards in all primary categories. Year 6 School Captains developed their leadership skills by participating in the Barwon Young Leaders Conference coordinated by Rotary and Winchelsea Primary School.

Weekly Resilience Project lessons were taught in all classes to develop social and emotional learning strategies, and were supported through the application of the Be You framework. Students also utilised their Resilience Project Diary and Workbook to demonstrate their development across the year. Productive Play sessions were held at lunch times to teach explicit social skills to students who had been identified as requiring assistance. Theraplay was also taught to our Foundation students in order to give them strategies for coping with challenging situations. A number of other students worked with individual wellbeing programs supported by our Wellbeing Officer. The Geelong Foundation continued to support our most vulnerable families with vouchers which could be spent on educational materials and clothing.

Our biennial school fair was rebadged as a Christmas Carnival and held in the first week of December. This community event in not only highly attended and supported by the local community, but also acts as the school's largest fundraising event. Our School Choir performed at the event alongside the Grovedale College Band and Grovedale Gymnastics, and numerous community groups also provided entertainment and demonstrations.

We are pleased with the sense of community evident in our school and results from the Students Attitude to School Survey show the Sense of Connectedness and Management of Bullying are similar to all Victorian primary schools.

Financial performance and position

Through strategic future planning we remained in a sound financial position with a surplus of over \$140 000. This decision was made to ensure the school was able to afford expanding to an extra classroom in 2020. We received a significant boost in funding through our involvement in the Primary Mathematics and Science Specialists program which funded two teachers as part time teachers and coaches/mentors in mathematics for 2019 and 2020.

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.

We continued to invest heavily in developing teacher practices through professional learning which included Balanced Leadership, Reading Growth Project, Primary Mathematics and Science Specialists program, Respectful Relationships, Teaching Student with Dyslexia, Cultural Understanding and Safety Training, and Student Voice and Agency. 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 the remaining interactive whiteboards to televisions and upgrading teacher iPads.

Finally, we held our second China Trip which involved seven Year 5/6 students, our assistant principal, a teacher and

numerous other Victorian schools who are also linked with the Jiangsu Province to further strengthen our Sister School relationship.

For more detailed information regarding our school please visit our website at
<https://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 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 251 students were enrolled at this school in 2019, 120 female and 131 male.

6 percent were EAL (English as an Additional Language) students and 7 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).

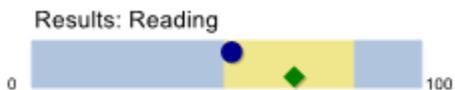
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Below </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>Below </p> <p>Below </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45%</td> <td>41%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>45%</td> <td>42%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>52%</td> <td>45%</td> <td>3%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>50%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>37%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	45%	41%	14%	Numeracy	45%	42%	13%	Writing	52%	45%	3%	Spelling	40%	50%	10%	Grammar and Punctuation	50%	37%	13%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	92 %	90 %	90 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	92 %	90 %	90 %	90 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below ●</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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,182,342	High Yield Investment Account	\$239,044
Government Provided DET Grants	\$375,146	Official Account	\$15,755
Government Grants Commonwealth	\$11,750	Total Funds Available	\$254,799
Revenue Other	\$4,210		
Locally Raised Funds	\$143,438		
Total Operating Revenue	\$2,716,885		
Equity¹			
Equity (Social Disadvantage)	\$149,579		
Equity Total	\$149,579		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,028,290	Operating Reserve	\$82,971
Books & Publications	\$475	Other Recurrent Expenditure	(\$118)
Communication Costs	\$2,883	School Based Programs	\$81,012
Consumables	\$66,748	Funds for Committees/Shared Arrangements	\$22,263
Miscellaneous Expense ³	\$114,613	Maintenance - Buildings/Grounds < 12 months	\$10,000
Professional Development	\$9,122	Total Financial Commitments	\$196,128
Property and Equipment Services	\$122,281		
Salaries & Allowances ⁴	\$138,509		
Trading & Fundraising	\$14,037		
Travel & Subsistence	\$18,985		
Utilities	\$29,524		
Adjustments	\$40		
Total Operating Expenditure	\$2,545,509		
Net Operating Surplus/-Deficit	\$171,376		
Asset Acquisitions	\$0		

- (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 26 February 2020 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)

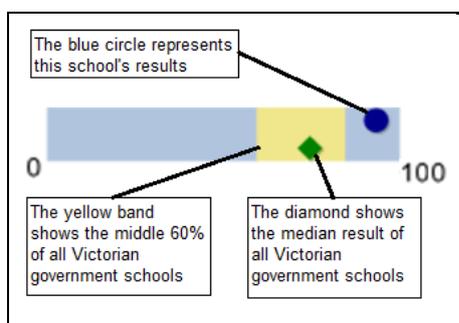
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').