

2020 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 2020 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 23 April 2021 at 10:57 AM by Tina Barnett (Principal)

The 2020 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 28 April 2021 at 09:04 PM by Ben O'Connor (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

2020 was a year of significant change for Grovedale Primary School. At the end of term 1, 2020, the long term Principal of the school retired. In term 2 the Assistant Principal, Brad Venn ably led the school through the first lockdown as the Acting Principal. In term 3, the substantive Principal was appointed, and with the support of the AP, lead the school through the second semester including an extended period of remote and flexible learning. It is an absolute credit to the students, school community and staff, that despite the challenges of changing leadership and remote learning, Grovedale Primary School continued to thrive and grow in 2020. At Grovedale Primary School we believe that through the implementation of consistent practices which are based on current evidence and DET Initiatives, we will see students achieving improved outcomes academically, socially, personally and physically.

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.

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

Motto:

- A path to success

Through collaboration and consultation the students and staff at GPS are committed to the values of:

- * RESPECT
- * RESPONSIBILITY
- * SAFETY

These values are at the core of the positive culture of our school and are reinforced through the application of the School Wide Positive Behaviour Support program.

Grovedale Primary School is located 7km from the center of Geelong just off the Surfcoast Highway. The school was established in 1854 and has seen different sites and upgrades over that time. In 2020, we had 256 student enrolments. In 2020 Grovedale Primary School had 17.4 FTE teaching staff, including three part time Learning Specialists. The school employed 4.0 FTE Education Support Staff and substantial Casual Education Support during 2020, in order to more fully support our students. The school has no Aboriginal or Torres Straight Islander staff.

In 2020 we supported 12 classes, comprising two prep classes, four 1/2 classes, three 3/4 classes and three 5/6 classes. Students benefitted from specialist teaching in the areas of Digital Technologies, Physical Education, The Arts (including performance, music and visual) and LOTE (Italian). The school offers individualised education programs for students, including those from overseas. We engage with the Geelong English Learning Centre to provide additional support for students with English as a Second Language. The SFOE in 2020 was 0.4442. We have students from a range of backgrounds, including 17 indigenous students.

Framework for Improving Student Outcomes (FISO)

In 2020 our goal 'to enhance point of need teaching to maximise student learning outcomes' was supported by our involvement in two high quality programs for Excellence in Teaching and Learning: Differentiated Support for School Improvement (DSSI) and Primary Mathematics and Science Specialist (PMSS). Both programs support our work towards Curriculum Planning and Assessment, and Building Practice Excellence Through the work we undertook with the DSSI staff, we have developed a consistent pedagogical approach to reading instruction, through professional learning, collaboration and coaching. We have re-developed our curriculum planning and assessment approach to align with the Grovedale PS Essential Learnings, and included High Impact Teaching Strategies (HITS) in our

approach. Teachers have worked closely with the DSSI staff and Learning Specialist to hone their practices and understand their impact on learning through extensive coaching, mentoring, professional learning and collaboration. This work is on-going in 2021.

Through the PMSS program we redeveloped our approach to mathematics teaching and learning at the school, developing a consistent and effective pedagogical model. We created a mathematics learning space for teachers, with resource banks and supports for improved teaching practice readily available. Teachers were able to observe expert lessons and engage with Mathematics Learning Specialists. Our teachers focus on embedding the four mathematical learning proficiencies of understanding, reasoning, fluency and problem solving into their programs which are based upon hands-on tasks, collaborative learning and open-ended learning opportunities.

During remote and flexible learning, teachers planned, implemented and assessed the learning programs in teams, ensuring that there was consistency for families who had students in multiple year levels. We continued to work towards our AIP goals through professional learning, however many of the actions and activities we had planned to implement in order to achieve our goals were significantly hampered by remote learning. While we continued to implement an enhanced professional learning program during remote learning, we were unable to refine our use of assessment data to inform point of need in a meaningful way for regular classroom practice.

We reduced class sizes by including a 12th class, however we were not able to see the impact of this with such a significant amount of time out of the regular classroom setting. Literacy and Numeracy Learning Walks were also unable to be regularly conducted given the circumstances.

During remote and flexible learning, we maintained a strong focus on developing reading and mathematics pedagogical models. We were also able to do significant work in developing the Grovedale Way of teaching and learning, specifically with attention to the curriculum taught at each year level and the approaches that constitute high quality practice at our school. We were able to develop Scope and Sequence Documentation for Literacy and Numeracy,

Our Key Improvement Strategy to 'Develop the digital capabilities of students and staff' was enhanced by the Remote and Flexible Learning situation, as teachers, students and families moved into this digital mode of delivery, learning and assessment. We learned new platforms together, and trialed different ways to engage students, and keep learning happening at a range of levels. The confidence of staff in using digital devices and software to maximise learning opportunities for students has grown exponentially and the use of devices for home learning, and learning in new ways at school, will continue into 2021 and beyond.

Achievement

During periods of remote learning, we did not aim to replicate the classroom. Instead we focused on providing a curriculum and experience that could be tailored to the needs of each family. This supported the wellbeing of both the students, and the family as a whole.

The program for each day included a core task that could be completed independently, at least one highly engaging task and Optional Challenges. This ensured that all students were able to engage with the program, with higher achievers and those with significant adult support in the home, able to do more. One task each day was 'starred' to indicate that feedback would be given. This ensured that teachers and students had clarity about the tasks which would be assessed, and teachers ensured those tasks were based on core learning needs. Students who were well below or well above were catered for with a more individualised learning program.

Students on the Program for Students with Disability, as well as other students considered at risk or vulnerable, were provided with on-site supervision if required. Education Support staff also regularly contacted families and provided timetabled support via phone and WebEx for families where significant additional academic support was necessary.

In working towards our achievement goals we created an extra class to enhance point of need teaching, target disadvantaged and below expected level students, and allow for a projected school population growth. This promoted the implementation of newly developed or refined pedagogical practices which will have positive impacts well into the future as these practices are embedded across the school. Staff were able to target teaching and learning to students'

point of need during onsite and remote learning with a focus on continual improvement.

Future directions and strategies include continued involvement in future NAPLAN Numeracy/Literacy Growth Projects within our network. We will use this data to up-skill teachers to better understand and analyse data for future planning using PLT and PLC meetings. This will be overseen and supported by a School Improvement Team, and a Learning Specialist focused on whole school consistency and improvement.

We will also focus on tailoring specific programs and learning approaches for students at risk, including in class intervention, external intervention, and tutoring.

Engagement

The school successfully transitioned in and out of remote and flexible learning, changing our approach in the second lockdown, in response to feedback. We provided a consistent platform, with differentiation in difficulty of tasks and clarity for families on minimum expectations. We provided significant technical support for families who found the use of the equipment and platforms too challenging. Each learning team planned collaboratively, ensuring that engagement was a high priority, creating virtual classrooms, and instructional reference videos to support students to undertake learning tasks. Teachers regularly called families to offer support. Education Support staff regularly called students on the PSD program, and students with high needs, to offer support and assistance. Teachers and ES staff conducted WebEx meetings with students to support learning and engagement, with Fridays being a themed celebration, driven by the students' suggestions. These included themes such as pajama day and bring your pet to the screen day.

During periods of remote and flexible learning the school provided on-site supervision for up to 40 students per day to support students at risk of non-attendance, students with high needs, and families of essential workers.

Strategies to address non-attendance included daily monitoring of attendance, and follow up by phone calls with the teacher. When a student was identified as at-risk of disengagement, the Principal team made contact with families via phone, Sentral, hard copy letters and email to identify and act upon causes of non-attendance. Strategies included providing support via the school's Wellbeing Officer, providing technology and providing hard copy work packages for families (where using technology was a barrier that couldn't be overcome by providing equipment and support). Referrals to appropriate services including School Support Services, the Orange Door and Child Protection were made where appropriate.

To support student engagement in the return to on-site learning we provided a transition period where we revised our classroom agreements, and expectations for learning with the students. We planned a fortnight of highly engaging activities, focused on reconnecting relationships between students, and between students and staff. We also conducted specific assessments to ensure that the learning program we planned was able to meet the needs of the students who returned to school having had a wide range of remote learning experiences.

Wellbeing

In 2020 the school focused heavily on the wellbeing of our students and families. Given the extraordinary circumstances, we were very conscious that many of our students and their family's would be under significant pressure. We utilised a range of health and wellbeing supports in 2020, including Wellbeing Wednesday in which specialists hosted a WebEx meeting for all students based on playing games and socialising online together. The Wellbeing Officer worked closely with students, and also families, to provide advice, support and referrals to appropriate services where needed. The Wellbeing Officer also hosted sessions over WebEx, called 'The Wellbeing Room' in which students were able to join and talk.

We were very conscious of the isolation families could be feeling and ensured that we were able to make contact regularly. In the extended lockdown we contacted every parent in the first week and asked them how much contact they would like, and what form of contact they prefer (digital, online or phone call). In this way we were able to differentiate our support for families based on their expressed needs. Education Support Staff were timetabled to support students at risk, and also to phone these families to provide a listening ear, and reduce the sense of isolation. The wellbeing team conducted regular risk assessments, with input from teaching teams, to ensure we were able to

identify students with higher wellbeing needs in a timely manner.

The Students Attitude to School survey indicates that students' sense of connectedness in years 4-6 was higher than our 4 year average, similar schools and the State average. Although this data is difficult to compare to previous years, it does suggest that despite the challenges associated with the 2020 school year, the relationship between students and their school was strong. The Management of Bullying data also suggests that the school slightly outperformed our previous average, similar schools and the State, which is very pleasing.

Financial performance and position

Grovedale Primary School finished the year in a sound financial position, with an operating surplus. This was due to careful financial management, including ensuring that budgets were monitored closely, and costs associated with remote and flexible learning were managed within existing funding. Some equity funding was unspent and rolled over to be used in 2021.

The school received additional funding to support the Primary Mathematics and Science Specialists program, and the DSSI program, allowing up to employ additional Learning Specialist time. The school received funding to support: the Respectful Relationships Program, Early Years Koorie Numeracy and Literacy Program, and the Student Excellence Program.

The school has a cleaning contracting in place, and received additional funding from DET to support costs incurred due to COVID-19 cleaning, and the school has a lease agreement for photocopiers.

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

<http://grovedaleps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 248 students were enrolled at this school in 2020, 118 female and 130 male.

6 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

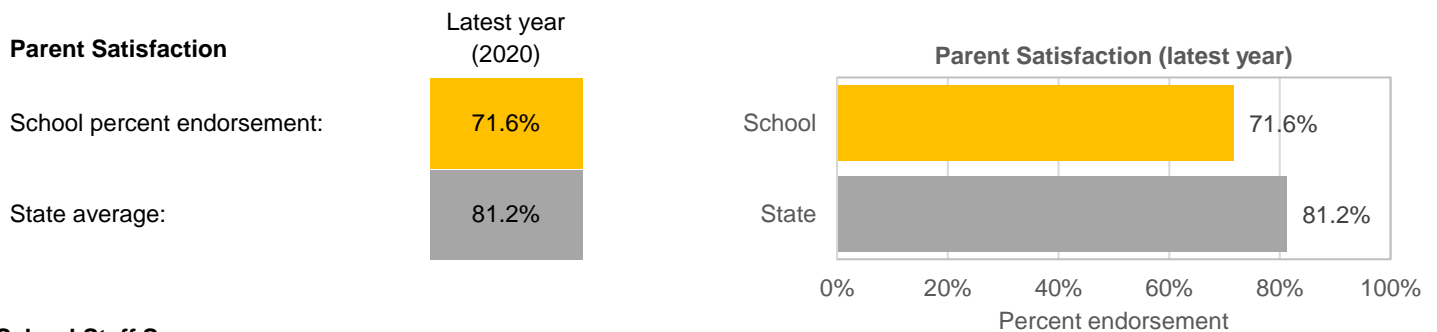
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

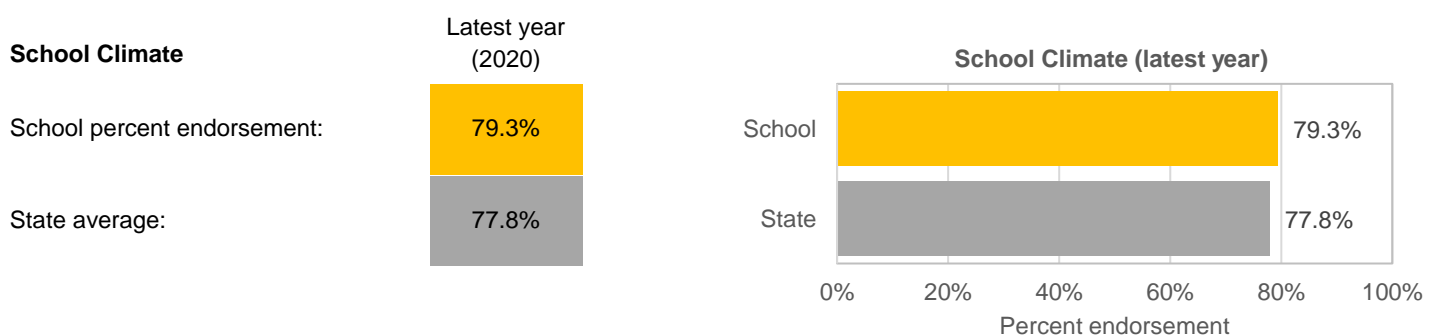


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

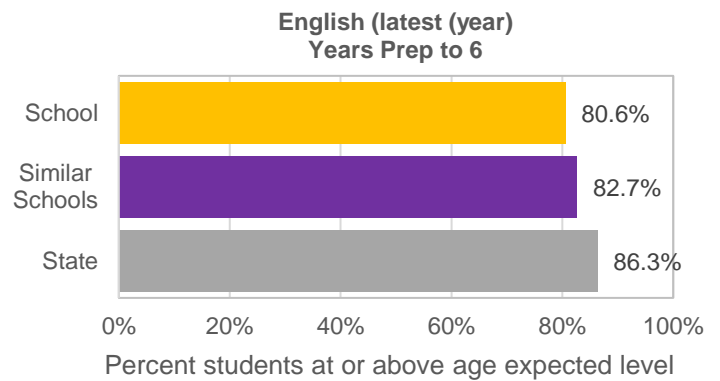
80.6%

Similar Schools average:

82.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

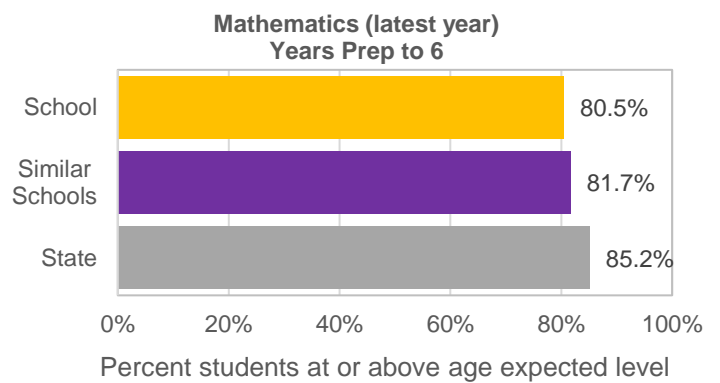
80.5%

Similar Schools average:

81.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

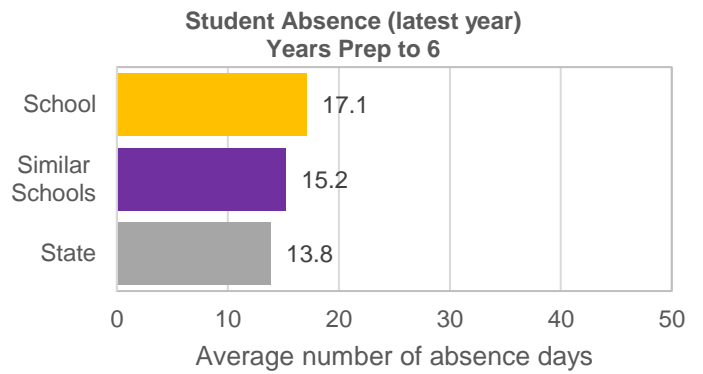
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

| | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 17.1 | 16.7 |
| Similar Schools average: | 15.2 | 15.8 |
| State average: | 13.8 | 15.3 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2020): | 90% | 92% | 93% | 91% | 93% | 91% | 89% |

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

Latest year (2020) 4-year average

School percent endorsement:

| | |
|-------|-------|
| 82.5% | 77.8% |
|-------|-------|

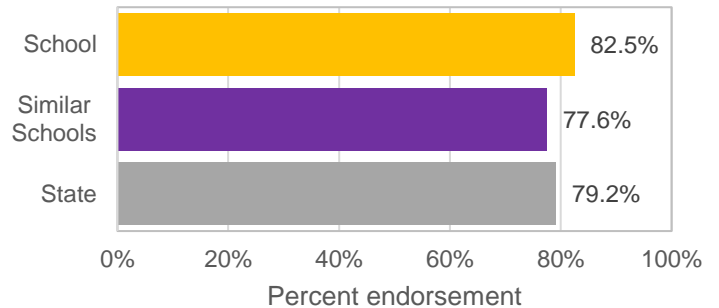
Similar Schools average:

| | |
|-------|-------|
| 77.6% | 79.6% |
|-------|-------|

State average:

| | |
|-------|-------|
| 79.2% | 81.0% |
|-------|-------|

Sense of Connectedness (latest year) Years 4 to 6



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

Latest year (2020) 4-year average

School percent endorsement:

| | |
|-------|-------|
| 79.2% | 76.9% |
|-------|-------|

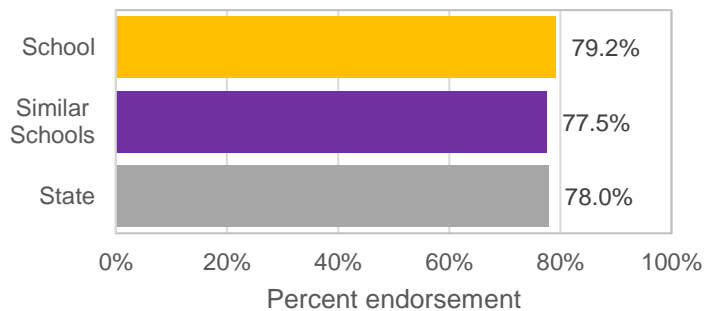
Similar Schools average:

| | |
|-------|-------|
| 77.5% | 80.2% |
|-------|-------|

State average:

| | |
|-------|-------|
| 78.0% | 80.4% |
|-------|-------|

Management of Bullying (latest year) Years 4 to 6



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,369,359 |
| Government Provided DET Grants | \$424,976 |
| Government Grants Commonwealth | \$6,480 |
| Government Grants State | NDA |
| Revenue Other | \$721 |
| Locally Raised Funds | \$96,556 |
| Capital Grants | NDA |
| Total Operating Revenue | \$2,898,092 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$150,921 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$150,921 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,264,205 |
| Adjustments | NDA |
| Books & Publications | \$1,154 |
| Camps/Excursions/Activities | \$22,129 |
| Communication Costs | \$1,964 |
| Consumables | \$79,392 |
| Miscellaneous Expense ³ | \$8,125 |
| Professional Development | \$3,749 |
| Equipment/Maintenance/Hire | \$66,421 |
| Property Services | \$93,021 |
| Salaries & Allowances ⁴ | \$94,143 |
| Support Services | \$95,157 |
| Trading & Fundraising | \$4,163 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$21,929 |
| Total Operating Expenditure | \$2,755,552 |
| Net Operating Surplus/-Deficit | \$142,541 |
| Asset Acquisitions | \$9,490 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$256,806 |
| Official Account | \$7,604 |
| Other Accounts | NDA |
| Total Funds Available | \$264,410 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$77,617 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | \$121,194 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | \$21,712 |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | \$15,093 |
| Maintenance - Buildings/Grounds < 12 months | \$22,071 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$257,687 |

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.