

2021 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 2021 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 28 April 2022 at 01:49 PM by Tina Barnett (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2022 at 02:11 PM by Ben O'Connor (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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

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 Theory of Action States:

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.

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.

In 2021 Grovedale Primary School had an enrolment of 263 students which are spread across 11 classes comprised of Foundation, Year 1/2, Year 3/4 and Year 5/6 with an FTE of 17.7 including 11 classrooms teachers and 4 classroom based Education Support staff. We do not have any Aboriginal or Torres Strait Islander staff members. We have an SFOE of 0.44. 5.81% of our students (15) are of indigenous background. We do not currently run a program for overseas students, although 35.3% of our students were born overseas therefore we provide a range of individual and targeted group supports for students learning English as an additional language through both individual learning goals, targeted interventions, and engagement with the Geelong English Language Centre.

Our teaching teams actively work in weekly Professional Learning Community meetings to share and discuss student learning and future learning direction. The students attend weekly Physical Education, The Arts, LOTE – Italian and Digital Technologies lessons as part of our specialist learning program. We have a focus on inquiry based learning and utilise the Respectful Relationships framework for social and emotional learning. Furthermore, our values of Respect, Responsibility and Safety form the basis of our Wellbeing program. Students also participate in regular buddy sessions to further enhance relationships and interactions between members of our learning community. We have an active and committed parent body that support the school in many different ways. In 2021 we managed to conduct a Colour Explosion community event between lockdowns and within the guidelines, which was very well supported by our community. The school is looking forward to building stronger connections with our parents by re-establishing classroom helping, working bees, fund raising, and other volunteerism opportunities.

We strive for high academic achievement in English and Mathematics, and we provide quality learning programs in all other curriculum areas. Our programs aim to cater for the individual needs of a diverse range of students through data-driven teaching practices. We have collaboratively developed agreed pedagogical models which enable consistency of teaching and learning across all aspects of the school.

Framework for Improving Student Outcomes (FISO)

In 2021 the AIP focused on the Key Improvement Strategies related to the FISO dimensions of Excellence in teaching and learning, Positive climate for learning and Community engagement in learning. This included:

- * Implementing whole school approaches to teaching and learning
- * Establishing processes for use of data to improve student learning outcomes
- * Developing a whole school approach to wellbeing
- * Investigating a whole school approach to student voice
- * Building digital learning pedagogy

To support the implementation of these KIS a Learning Specialist was appointed to lead the Professional Learning Community approach. The meeting schedule and timetables were redeveloped to prioritise collaboration, the Professional Learning Plan was aligned to the AIP and evolved based on the needs of teaching staff, we engaged with the DSSI team to complete our work Reading pedagogy.

In response to the COVID environment our approach to wellbeing changed course to respond to the immediate needs

of our students and community rather than focusing on future planning, although we were able to put some foundations down in preparation for 2022 in terms of a whole school approach to wellbeing and student voice.

In building digital learning we resources significant funds into devices to meet the needs of our community as well as investing in more appropriate platforms for the different year levels. We explicitly taught students to use the online platforms while on site, to ensure increased capacity to engage in learning when off site.

While COVID was a significant interruption to our work, we changed our focus to support our students, community and staff in their immediate needs, whilst where possible, working on our improvement agenda.

Achievement

Our overarching goal was to enhance point of need teaching to maximise student learning outcomes. In the area of Reading the school had significant success with 45% of year 3 students and 46.4% of year 5 students performing in the top two bands for Naplan, with our year 5 students outperforming Similar Schools and the State. We focused heavily on developing and implementing a whole school approach to reading that is based on the most current research. We also developed a whole school approach to planning, teaching, assessing which involved working together in Professional Learning Communities (PLCs) to analyse our students' data, develop a tailored response, and use the inquiry cycle to implement and evaluate the progress and success of our planning.

The Grovedale Way is the language we use when we discuss our agreed practices. Before an approach can be adopted as The Grovedale Way, it is developed, researched, and tested in collaboration with all teaching staff.

All planning, implementation and assessment practices are transparent through the Drive, and aligned with our Grovedale Way.

We have completed the Essential Learnings and Scope and Sequence documentation for Reading, Writing, Speaking and Listening and Mathematics. This was a tremendous achievement in a year with so many interruptions to our ability to collaborate on curriculum development.

The PLC room is set up to support high levels of engagement with data. All teachers now plan in the PLC room, where they have access to the agreed resources that align with The Grovedale Way. The PLC hour for each team is protected time. It is lead by the Learning Specialist, and this work is fed forward from the Leadership and School Improvement Teams. The PLC meetings are focused on the use of data to inform and evaluate practice using the inquiry cycle effectively. The PLCs each review the PLC maturity matrix on a termly basis, and base their development on this. Following the PLC meeting, teams move straight into their Planning meeting, using their learning from the PLC to inform their planning.

As a result of our work in this area we have achieved an improvement in whole school survey data. Students are able to understand, articulate and enact their role in each element of the pedagogical models, and our assessment data is showing improvements in many areas - especially Reading where we focused in 2021.

Engagement

In 2021 we aimed to develop a whole school approach to wellbeing, and investigate a whole school approach to student voice and agency. While this work was significantly hampered by remote learning we were able to make considerable progress towards our goal. We commenced our learning in the Berry Street Education Model, supporting trauma informed practices across the whole school, and we were accepted to commence School Wide Positive Behaviour Support training in 2022. We worked with the Quaglia Institute to develop a whole school definition of student voice, and commenced whole staff training in this area.

Our Engagement data is positive, with all year levels in 2021 having an attendance rate over 90%. Given the challenges of connecting with students and keeping students engaged during such an inconsistent year, it is pleasing to note that 81% of our year 4 - 6 students indicated a sense of connectedness to school in the Student Attitude To School Survey (SATSS) which was higher than Similar Schools and the State.

The school provided a range of ways to engage with the curriculum, with easy starting points for learning, and increasingly complexity in tasks - including optional challenge tasks - to provide curriculum for students in a range of circumstances. We provided significant on site support, web ex support for students with high learning needs, and hard copy programs for families unable to successfully navigate the digital platforms.

Staff contacted families regularly for learning support, and provided feedback to targeted tasks daily to ensure students were able to continue to progress.

Wellbeing

Our KIS for 2021 was to build digital learning pedagogy in order to be able to effectively educate students (on and off site).

Students and staff were effectively able to work together via digital platforms to enable remote learning.

SeeSaw and Google Classroom have now become integrated into on site learning as well. Families are able to access student learning on these platforms.

Families were communicating with the school through digital platforms. We were able to continue work such as SSG's, parent/teacher conferences, and family information evenings using digital alternatives.

We have appointed a Student Voice Captain for 2022, recognising the important role students play in leading our community.

During the movement from on to off site learning, and back again, student wellbeing as a considerable concern and we changed our planning to focus on immediate needs. Some actions we took to support wellbeing during 2021 include:

- * We increased the time fraction of our Wellbeing officer where possible in order to provide additional support for families.

- * We used a communication tracking system to ensure that all families were contacted regularly, to assess if there was a need for further support. Towards the middle of the year this contact was tailored to the needs of the family (identified by them).

- * Wellbeing Wednesday was offered to all students - this was a day in which specialist classes were held that included online interactive games, and art activities. The Wellbeing Officer also provided a 'Drop In' web ex room on Wednesdays where students and families from any class could connect and chat.

- * Fun Fridays were developed where a whole school theme was chosen. Ideas were provided by students for this day. Students and staff dressed up as the theme. Fun activities were included in the Friday plan.

- * Our principal class and wellbeing team monitored student attendance, and worked closely with families to provide alternative options to support their wellbeing when issues were identified, this included referrals to external services and provision of supplies including food where needed.

The high sense of connectedness indicated in the ATSS (noted above) and the data for 'Management of bullying) at 83% endorsement - higher than Similar Schools and State data also indicate that student wellbeing was well supported at Grovedale Primary School in 2021.

Finance performance and position

Grovedale Primary School maintained a sound financial position throughout 2021.

The Financial Performance and Position report shows a surplus due to sound financial management, with strategic allocation of funds to support the AIP and SSP goals and priorities. Some funds that were unused in 2021 due to the pandemic, were held over to support student learning and wellbeing in 2022.

Finances were set aside to pay for essential works planned in 2021, and completed and paid for early in 2022. In order to provide a safe and orderly environment School Council approved the installation of secure fencing and allocated funds to support this. The cost of these works was \$69,000. To provide students with an appropriate and comfortable environment year around in which to learn, air conditioning was installed in the OLC building over the Christmas holidays, with a cost of \$46,000.

No contracts, agreements or arrangements were entered into by School Council in 2021.

Additional State funding provided the the school included the Cleaning Uplift of \$31,390 which allowed us to increase the daily cleaning and sanitation of the school during the pandemic. We also received a grant of \$5,376, Bridging the Digital Divide, which compensated the school on a formula basis for devices given to students to keep.

This school did not receive Commonwealth Funding in 2021.

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 263 students were enrolled at this school in 2021, 120 female and 143 male.

6 percent of students had English as an additional language and 5 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).

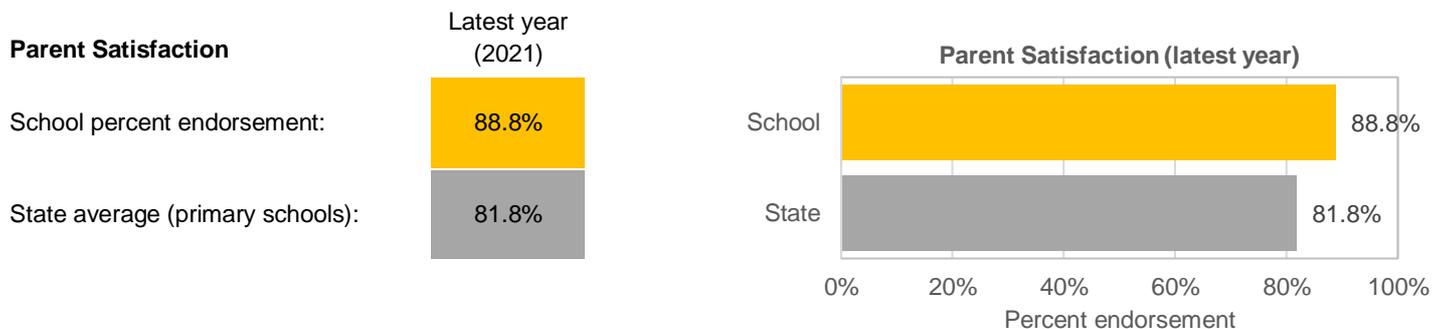
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

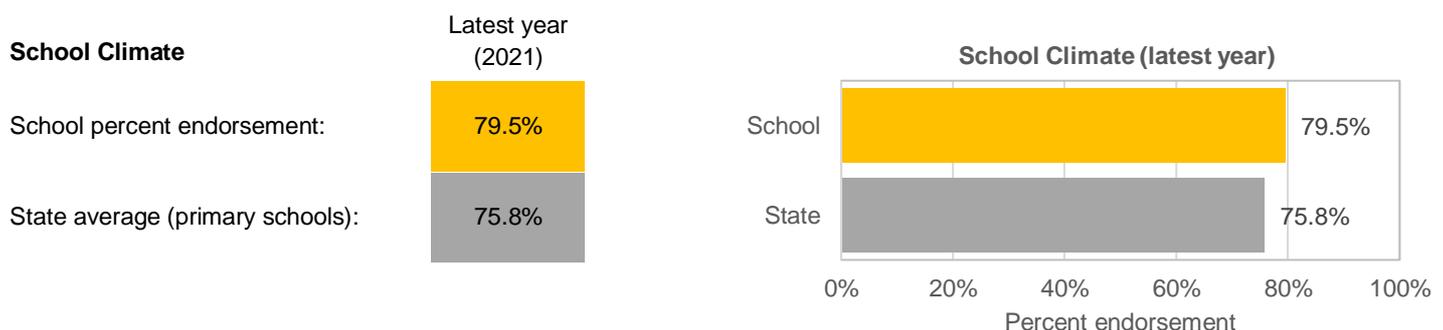


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

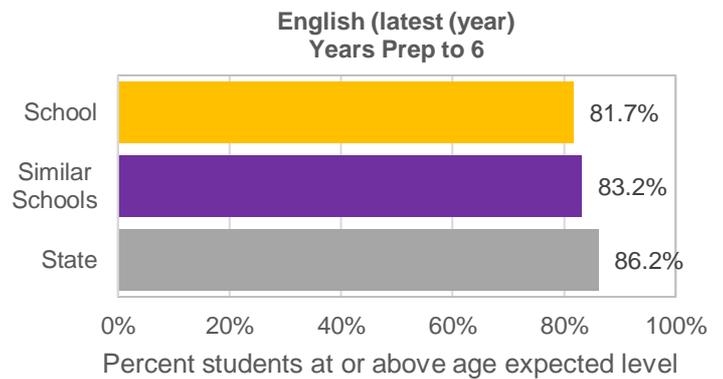
81.7%

Similar Schools average:

83.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

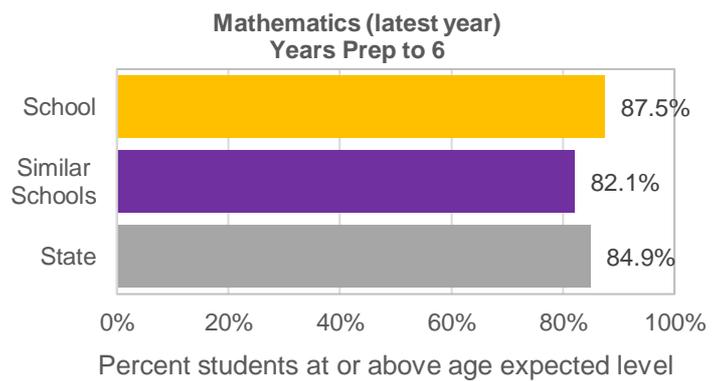
87.5%

Similar Schools average:

82.1%

State average:

84.9%



ACHIEVEMENT (continued)

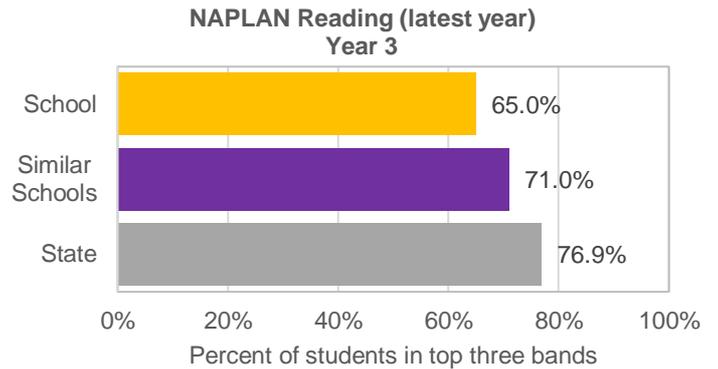
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

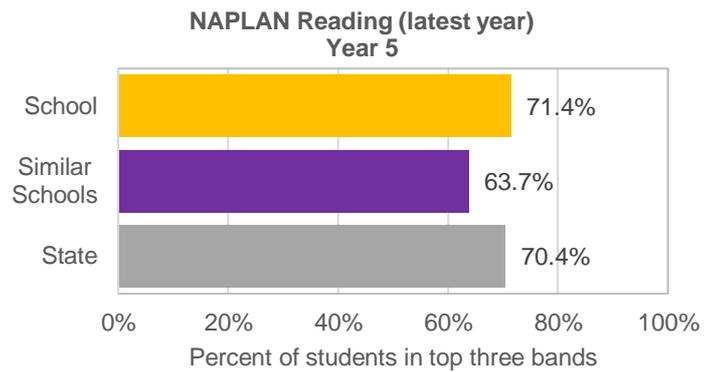
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

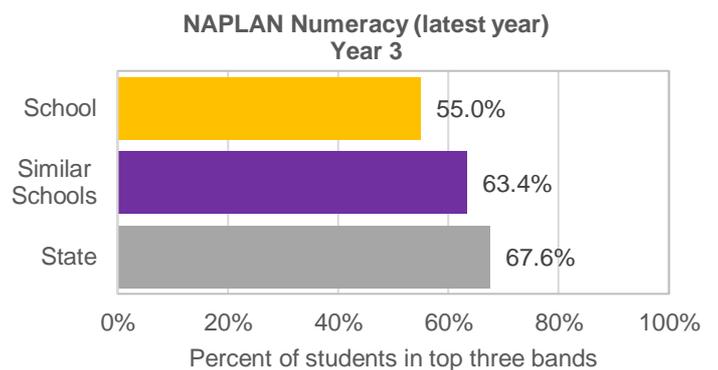
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	65.0%	68.9%
Similar Schools average:	71.0%	70.2%
State average:	76.9%	76.5%



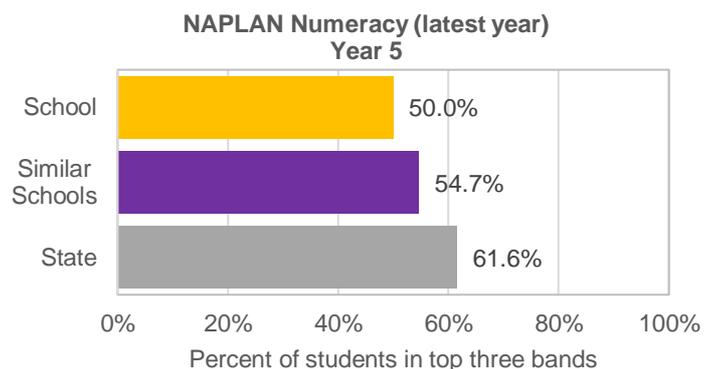
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	63.6%
Similar Schools average:	63.7%	63.1%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	55.0%	57.5%
Similar Schools average:	63.4%	64.0%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	45.5%
Similar Schools average:	54.7%	53.0%
State average:	61.6%	60.0%



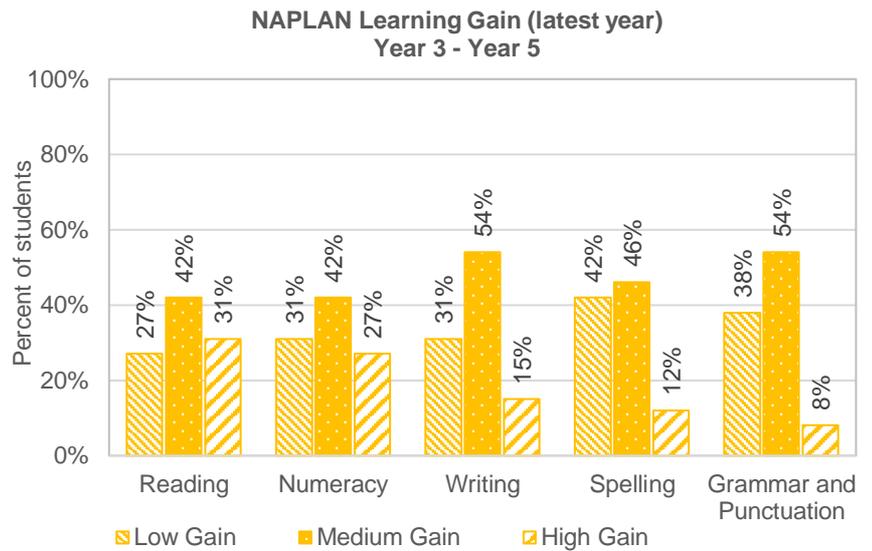
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	42%	31%	22%
Numeracy:	31%	42%	27%	21%
Writing:	31%	54%	15%	18%
Spelling:	42%	46%	12%	18%
Grammar and Punctuation:	38%	54%	8%	20%



ENGAGEMENT

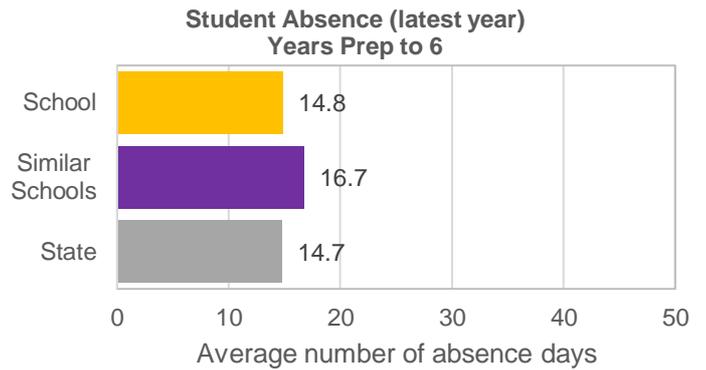
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.8	16.6
Similar Schools average:	16.7	16.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	92%	94%	92%	91%	94%	91%

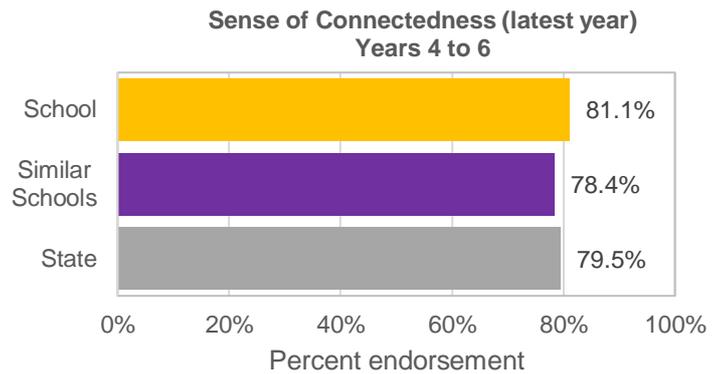
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.1%	78.3%
Similar Schools average:	78.4%	79.4%
State average:	79.5%	80.4%

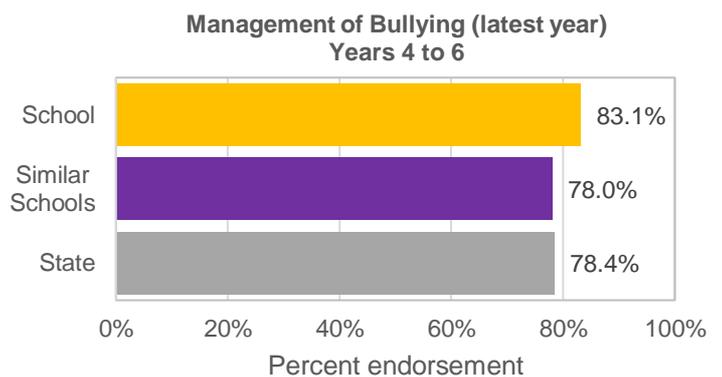


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.1%	78.3%
Similar Schools average:	78.0%	79.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,412,069
Government Provided DET Grants	\$554,852
Government Grants Commonwealth	\$11,845
Government Grants State	\$0
Revenue Other	\$6,533
Locally Raised Funds	\$116,083
Capital Grants	\$0
Total Operating Revenue	\$3,101,382

Equity ¹	Actual
Equity (Social Disadvantage)	\$161,028
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$161,028

Expenditure	Actual
Student Resource Package ²	\$2,332,877
Adjustments	\$0
Books & Publications	\$69
Camps/Excursions/Activities	\$33,584
Communication Costs	\$3,160
Consumables	\$63,707
Miscellaneous Expense ³	\$5,387
Professional Development	\$7,844
Equipment/Maintenance/Hire	\$80,959
Property Services	\$89,595
Salaries & Allowances ⁴	\$52,161
Support Services	\$106,760
Trading & Fundraising	\$7,840
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,106
Total Operating Expenditure	\$2,806,048
Net Operating Surplus/-Deficit	\$295,334
Asset Acquisitions	\$18,440

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$430,194
Official Account	\$30,936
Other Accounts	\$0
Total Funds Available	\$461,131

Financial Commitments	Actual
Operating Reserve	\$74,421
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$29,173
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$30,673
Maintenance - Buildings/Grounds < 12 months	\$26,967
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$161,234

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.