2017 Annual Report to the School Community

School Name: Grovedale West Primary School

School Number: 5076

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool (SPOT)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

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About Our School

School Context

Grovedale West Primary School has had continued growth and positive recognition in the community as families value the team approach to teaching and learning and the provision of contemporary and authentic learning experiences. The school focuses on the development of the 6c capabilities (communication, citizenship, creativity, collaboration, character development and critical thinking).

The schools vision is based on the Melbourne Declaration – (Educational Goals for Young Australians -2008)

Students at Grovedale West Primary School will be provided with an education that will enable them to become, successful learners, confident and creative individuals and active and informed citizens

The school has large flexible learning spaces supported by an extensive ICT infrastructure and generous sporting and recreational facilities.

In 2017 the school had sixteen home-groups and four specialist areas - (Science, Italian, Art and PE). Through involvement in the Stephanie Alexander Kitchen Garden program, the school placed a strong focus on environmental, biological and food science. Grovedale West Primary School is part of the New Pedagogies for Deep Learning Global Project where teachers are developing their practice in involving students as active participants of their learning and have been invited to share their learning internationally.

The 2017 school year began with 360 students which included 73 Preps. Twenty-five additional students arrived after the February census. The school continued to host the Geelong P-12 Deaf Facility educating five deaf students in years P-6 and valued the cultural diversity that several non-English speaking children brought to the learning community.

In 2017 the school was in the second year of the Strategic Plan.
The school had 2 Principal Class Leaders, one Leading Teacher 21.6 EFT teachers, and 4.4 EFT support staff.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning- (Building Practice Excellence).
The teachers engaged in professional learning using researched and evidenced based high impact teaching strategies in relation to instructional practice. The use of collegiate observations and professional learning team dialogue and action research has guided self-reflective practice and curriculum analysis.

Teachers were resourced with planning time to audit their practice in relation to a set of researched high impact teaching strategies, to self-reflect with a coach or within a team and to observe in other classrooms to reflect on and strengthen their practice. This has led to greater consistency in practice, strategic planning and more effective resourcing of learning space equipment and facilities required for learning, across the school.

A researched based precision teaching model was also used to strategically support a selected group of students at each level to transition into the top two bands in Ausvels. This required collegiate team analysis ensuring that the precision teaching was accurately designed and assessed.

Positive Climate for Learning
Considerable focus was placed on enhancing student agency and voice through use of the 6c capabilities and the provision of authentic learning experiences. Learning showcases were a key feature of the curriculum with students articulating the process of learning along with the demonstration of their knowledge to a wider audience. Through this process the senior students identified key research practices and developed the Grovedale West Primary School Learning Ripples model to guide their research and learning.
The use of the SEE SAW digital portfolio has enabled students to articulate and visually present their goals and learning to their families. SEE SAW also enabled teachers to provide a bird's eye view into the children's learning and to create ongoing dialogue and feedback between the child, teacher and parent.

Achievement

Grovedale West Primary School continues to maintain a strong focus on enhancing literacy and numeracy outcomes for students. Students are engaged in coaching conversations, small focused teaching groups and a broad range of authentic and engaging learning experiences. A focus is placed on the students articulating their understanding and demonstrating their skills in a range of ways. Teachers plan together in teams on a weekly basis strategically discussing student outcomes to ensure that learning is matched to need.

In 2017 the school placed a focus on building practice excellence and in doing so increasing the number of students in the top two bands in writing. A precision teaching model was used to maximise improvement in this area. This was a highly effective approach resulting in improved student outcomes.

- The number of students in the top two bands in Year 3 Naplan writing was similar to like schools with an increase in the number of students in the middle and top bands from previous years.
- The school achieved more students in the top two bands in Year 5 writing compared to like schools, the Network and State.
- Pleasingly, the school achieved similar relative growth in year 5 writing with continued improvement in high growth over the past five years.

The school also focused on empowering students and building school pride. Teams strategically focused their planning on student agency and voice. The school achieved very positive percentage endorsement outcomes in the Attitude to School Survey in the area of student voice and agency, sense of inclusion and sense of connectedness, higher than similar schools, the Network and State.

The school had 11 funded students as part of the Program for Students with Disabilities. Five of the student were deaf requiring Auslan signing and the support of Teachers of the Deaf and Communication Assistants.   Each of the students students showed satisfactory progress in achieving their individual goals and had Parent Support Group meetings and individualised learning plans.

A specialised Working Memory program was resourced for students identified as benefiting from this support with the program achieving excellent outcomes as measured by regular assessment and an external analyst.

Engagement

The school uses frequent communication to outline the importance of regular attendance and expresses the need for parents to show their children that they value education by ensuring regular attendance. Families can engage in their child's learning through the SEE SAW on- line portfolio and several student learning showcases. Having a shared understanding of the child's educational program has directly supported a decline is student absence data resulting in data similar to like schools and lower than the State.

Attendance issues (including lateness and early exits) have been affected by family holidays, student illness, increased student involvement with NDIS external therapy programs and parent choice. The school is diligent in emphasizing the importance of timely and regular attendance and the parent's responsibility in ensuring that their children attend school regularly in order to have the same access to learning as their peers.

The school has a strong wellbeing focus with students supported by teaching teams and a wellbeing coordinator. Student learning has also been assisted by the Network specialist support staff, a school funded Speech Pathologist and Oral Language Program and the valued support of Deakin University Occupational Therapy final year undergraduates. In addition, students who required additional reading intervention in Years 1 to 6 participated in the Rip It Up Reading Working Memory Program.

Students who have English as an Additional Language received support from the Geelong English Language Centre and our Deaf students receive highly skilled support from Teachers of the Deaf.

The team POD learning community nurtures the engagement of students in their learning which has supported excellent outcomes it the student Attitude to School Survey and Parent Opinion Survey.

The school has a higher percentage endorsement to similar schools, the Network and State data in our student connectedness to school, inclusion and agency and voice.

Pleasingly the school had 100% endorsement on the Parent Opinion Survey for the school ethos and environment and general satisfaction.

Wellbeing

The school has a comprehensive transition program from Kinder to school and between the year levels at school supporting students and parents to understand the key stages of transition. The team approach enables teachers to engage in comprehensive handovers between years. This is further supported by a teacher transitioning into the next level with the cohort each year.

The school facilitated Kinderlinks program continues to be fully subscribed providing children and families with a number of authentic school experiences during their kindergarten year preparing them for school. The additional engaging transition programs provided for the kinder students prior to commencing school resulted in a very smooth transition for them as they began their school education. The Prep team also interact in learning networks with our local pre-school educators supporting the transition process and ensuring strong kinder to school links.

The provision of Prep screening program provided by the Network specialists, ensured that the school had a thorough understanding of each child's learning needs and starting point ensuring that targeted teaching could promptly occur.

The Prep peer support program with the Year 5 students provided opportunities for the children to be engaged in cross level activities together throughout the year.

Students and families receive highly valued support from the School Chaplain and Barwon South Network Specialist team.

The team teaching approach has ensured consistency in the design of learning spaces, use of equipment and teaching practice which has minimized difference from level to level for transitioning students.

The development of the 6c capabilities has supported all students to begin understanding themselves as learners, to set goals and to value feedback as a process in learning. Most importantly they understand that they may not have learnt it 'yet' – a strategy that helps develop their 'growth mindset'.

For more detailed information regarding our school please visit our website at
www.grovedale.west.ps@edumail.vic.gov.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 361 students were enrolled at this school in 2017, 182 female and 179 male.

5 percent were EAL (English as an Additional Language) students and 1 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.

| low | low-mid | mid | high |

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).

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	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ───────── 100 Results: Mathematics 0 ───────── 100	Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🟢 Similar 🟢 Similar 🟢 Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🔵 Higher 🟢 Similar 🟢 Similar 🟢 Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 21 % / 55 % / 24 % Low / Medium / High **Numeracy** 25 % / 63 % / 13 % Low / Medium / High **Writing** 25 % / 56 % / 19 % Low / Medium / High **Spelling** 33 % / 58 % / 9 % Low / Medium / High **Grammar and Punctuation** 27 % / 58 % / 15 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2017 attendance rate by year level:	Results: 2017 0 ———————————————— 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ———————————————— 50 Few absences <------> Many absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	91 %	92 %	93 %	92 %	92 %	93 %

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ─────────── 100	● Higher
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ─────────── 100	● Similar

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
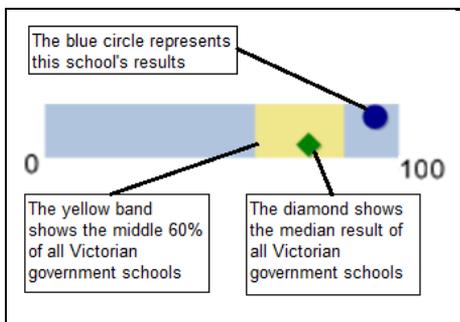   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).


The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

Higher

Similar

Lower
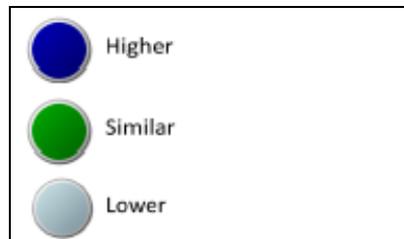
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* 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').

Financial Performance and Position

Financial performance and position commentary

- In 2017 the school funds were expended in line with the school's Program Budget.
- The school received a deaf education grant through the Beth MacLaren Smallwood Foundation for $27,885.37, which provided additional teacher support for an oral language program. The funds were not transferred from cash to credit for the reimbursement of the additional staff member.
- The school received School Specific Funding for the Operation Newstart program ($18,313.00 in 2017) which will be transferred through the SRP by DET to Matthew Flinders Girls College in 2018.
- The school received equity funding of $79,713.00 which was directly used to support the building of teacher capacity through team collaboration and professional learning in addition to each classroom teacher facilitating a precision teaching intervention model.
- The school used planned maintenance Conditions Funding of $154,000.00 in 2017 which was managed by a DET approved Project Manager.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$2,988,822
Government Provided DET Grants	$418,886
Government Grants Commonwealth	$170,312
Revenue Other	$29,034
Locally Raised Funds	$278,927
Capital Grants	$2,700
Total Operating Revenue	**$3,888,680**

Equity[1]	
Equity (Social Disadvantage)	$79,713
Equity Total	**$79,713**

Expenditure	
Student Resource Package[2]	$2,902,391
Books & Publications	$6,336
Communication Costs	$9,981
Consumables	$74,540
Miscellaneous Expense[3]	$98,086
Professional Development	$13,271
Property and Equipment Services	$200,707
Salaries & Allowances[4]	$290,166
Trading & Fundraising	$28,743
Utilities	$27,354
Adjustments	($52)
Total Operating Expenditure	**$3,651,524**
Net Operating Surplus/-Deficit	**$237,156**
Asset Acquisitions	**$19,531**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$699,178
Official Account	$29,713
Total Funds Available	**$728,891**

Financial Commitments	
Operating Reserve	$104,545
Maintenance - Buildings/Grounds incl SMS<12 months	$81,595
School Based Programs	$364,292
School/Network/Cluster Coordination	$27,545
Maintenance -Buildings/Grounds incl SMS>12 months	$150,914
Total Financial Commitments	**$728,891**

(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 05 March 2018 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.