

2019 Annual Report to The School Community



School Name: Grovedale West Primary School (5076)



- 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 23 March 2020 at 09:59 PM by Gretta Lynch (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 10 September 2020 at 04:12 PM by Belinda Parkinson (School Council President)

About Our School

School context

Grovedale West Primary School is situated in the southern edge of the Geelong suburb of Grovedale. The 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 is situated in a high growth area with many new families moving into the community.

The 2019 school year began with 396 students. Thirty three additional students in Years P-6 entered the school after the February census.

By the end of 2019 the student numbers had reached 406 students. Grovedale West Primary School also hosts the Geelong Deaf Education Centre (P-6) and at our neighbouring Secondary School, Grovedale College (7-12).

The Strategic Plan school vision was based on the Melbourne Declaration – Educational Goals for Young Australians - 2008

- Successful Learners
- Confident and Creative Individuals
- Active and Informed Citizens

The school focuses on the development of the 6C capabilities (communication, citizenship, creativity, collaboration, character development and critical thinking).

The school also has the values of RISE – Responsibility, Inspiration, Strength and Empathy. We want our students to love learning and to embrace life and to become, successful learners, confident and creative individuals and active and informed citizens.

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

Our school grounds are expansive and incorporate a gymnasium, synthetic basketball and tennis courts. The children enjoy several play areas, including active and passive spaces and outdoor classrooms. The school also has a large soccer area and oval.

In 2019 the school installed a new Prep to Year 2 playground with the purchase supported by school fundraising over several years.

Grovedale West Primary School values the strong community support it receives with parents assisting with fundraising, classroom support and in many other ways around the school. Our volunteers as part of the Kids Kitchen provide students with regular healthy food treats and promote our schools focus on healthy bodies and minds.

In 2019 the school had 18 home-groups in five PODS and five specialist areas - (Science, Italian, Art, Drama (Year 1/2) and Health and PE).

The school's classroom Music program involved the development of a small Instrumental Music Room, several Performing Arts opportunities, an AUSLAN signing choir, Djembe drum group, instrumental bands and the teaching of the Ukulele.

Through involvement in the Stephanie Alexander Kitchen Garden program, the school placed a strong focus on environmental sustainability, biological and food science. Sustainability and the development of Student Voice and Agency is a key focus of the school. Grovedale West Primary School had continued involvement in the New Pedagogies for Deep Learning Global Project actively engaging globally with other educators. The teachers and students were also actively involved in learning partnerships with Deakin University, Landcare, The Waurnponds Library and other STEM activities.

The facilitation of the School Wide Positive Behaviour program has resulted in students actively and authentically demonstrating the RISE values and the RISE Positivtree Recognition process acknowledged the achievements of students in relation to the RISE values.

Grovedale West Primary school had 2 Principal Class Leaders, two Learning Specialists, 1 Teacher of the Deaf, 20.6 EFT teachers, and 4.6 EFT support staff, two administration staff, a 0.4 Primary Welfare and a 0.2 Chaplain. The school also provides one Teacher of the Deaf and 2.6 Communication Assistants to Grovedale College.

In 2019 the school was in the final year of the Strategic Plan and following a School Review developed a new Strategic Plan for 2019 - 2023.

Framework for Improving Student Outcomes (FISO)

The schools FISO improvement strategy in 2019 was focussed on Excellence in Teaching and Learning, a Positive Climate for Learning and Empowering Students and Building School Pride.

The Key Improvement Strategies were to:

- Enhance collaborative professional learning and enhanced content knowledge and practice through PLCs, including instructional practice, observation and feedback.
- Develop strategic intervention practices for students in Reading and Writing
- Improve student attendance including late arrivals and early exits.
- Strengthen staff capacity to enhance student voice to develop positive, resilient and self-regulated learners and community citizens.

A key focus for 2019 was to:

- Have increased high growth in NAPLAN Reading and Maths and less low growth.
- Increase the percentage of students in the Top 2 bands of the Victorian Curriculum in Reading and Maths Year P-6.
- Decrease the percentage of students absent at each year level
- Maintain or improve the percentage of 84% overall score in Student Agency and Voice in the Attitudes to School Survey data

The School Review process identified high quality targeted planning, professional dialogue and practice within teacher Professional Learning Teams which has supported very positive outcomes for the school with all 2019 goals and targets met.

Achievement

The school achieved positive outcomes for each of the 2019 Annual Implementation goals and targets.

- Parent Satisfaction – above median for all Vic Primary Schools
- School Staff Survey – above median for all Vic Primary Schools
- Teacher Judgement P-6 (English and Maths) – above median for all Vic Primary Schools/ above Similar Schools.
- NAPLAN Year 3 – (English and Maths) – above median for all Vic Primary Schools/ above Similar Schools.
- NAPLAN Year 5 – (English and Maths) – above median for all Vic Primary Schools/ above Similar Schools.
- Absence – Below similar schools (Positive)
- Student Attitude to School Survey – Connectedness - above median for all Vic Primary Schools/ above Similar Schools.

The My School website documented that the school has achieved 'well above' growth in Reading, Writing and Number which was an outstanding outcome for our school.

In 2019 the school participated in the Network Reading Growth Project to explicitly focus on selected core reading practices to assist students developing their comprehension skills. The school also trained two further Local Literacy Leaders providing four trained leaders within the school.

The students continued to learn in collaborative learning environments with a strong focus on student agency and voice

and actively involved in authentic learning experiences.

In 2019 the school had several students enrolled in the Geelong Deaf Education Centre P-6. Support was also provided to other hearing impaired students using the Deaf Education staff. The deaf and hearing impaired students received comprehensive language intervention support as individuals, in small groups and within the regular classroom. Additional support was provided in the classroom through the provision of additional teaching staff, classroom assistants and Speech Pathology support. All students demonstrated positive growth in the learning. The Teacher of the Deaf also supported the local Kindergarten in relation to enrolled deaf students. Several students were provided with comprehensive intervention programs supported through the Program for Students with Disabilities and the provision of Classroom Assistants with them all working towards their goals and making positive progress.

A school funded Speech and Language program was provided through the provision of a School Based Speech Pathologist. Further valued support was provided by the Region's School Support Staff. Our students with additional needs were also supported by External Health Providers and the valued skills of the Regional Network Specialist Team of Psychologists, Social Workers and Speech Pathologists.

The school also valued the ongoing collaboration with Deakin Universities Occupational Therapy Department and the therapy programs provided by four training therapists in our Year P-2 classrooms.

Engagement

Student attendance continues to be a school priority, producing results lower than similar schools in 2019. Our students with a history of absenteeism are monitored and parents are contacted regularly to assist them in ensuring regular attendance.

In 2019 the school implemented an effective attendance management strategy that resulted in improved attendance outcomes. Key to this process was the notification to families each day for unapproved attendance and regular contact with families experiencing attendance issues to assist them to attend school.

The school has a strong focus on student agency and active engagement in learning with students using the 6c capabilities to develop their learning disposition. Through the year the students engaged in deep learning experiences and learning showcases that enabled them to demonstrate their knowledge and skills with authentic audiences. The results of the 2019 student 'Attitude to School Survey' indicated that in the area of Connectedness to School our students achieved above median for all Vic Primary Schools and above Similar School outcomes.

Our students also engaged in several community partnerships including (Gals in STEM, Deakin University STEM program, regular use of the Waurm Ponds Library and Landcare and Ceres Sustainability Centre activities. They also enjoyed a broad range of camps and excursion activities.

The Year 5 and 6 students also actively engaged in inter-school sporting activities providing the students with a broad range of sporting opportunities.

Wellbeing

The school commenced full implementation of the School Wide Positive Behaviours program in 2019. Key to the implementation was the shared development of the school values of RISE (Responsibility, Inspiration, Strength and Empathy). The introduction of the Positivitree intrinsic award process linked to the RISE values and implemented across the school, has been valued by parents, teachers and students.

The school provides a comprehensive and fluid transition for students into, through and from our school. The Kinderlinks program, now in its 12th year, provides 4 year old students in the community with a school experience in the first half of the year. The students engage in music, science, art and classroom activities. This continues to be a popular event sought after by members of the community. It is followed by an extensive transition program for our new Foundation students prior to them beginning school. The students meet their Year 4 buddies and engage in activities with them. Parents are also supported through the transition program with the opportunity to engage in personalised tours of the school and parent information sessions. Our Foundation teachers also actively engage in an Early Years Network with neighbourhood Early Years colleagues. The school values meeting every family and engages in personal school tours to ensure that a positive home school partnership can be established to support a smooth transition for each child.

During December we provide school level transition tours for our parents to support them to understand the learning expectations in the level their child will be transitioning into. We also have a transition week where the children move to their new levels for several half days to meet their new peers and teachers and to familiarise themselves with their new learning space.

During Year 6, our students further develop their leadership skills that they have been shaping through the years through their authentic learning experiences. A distributed student leadership model supports students with varied leadership styles to engage in authentic school leadership.

Our Year 6 students value the opportunity to participate in a range of transition visits to neighbouring secondary schools throughout the year and meet peers from many schools during the year through their community engagement and sporting activities.

Celebrating learning is a key feature of our school and many opportunities are provided for the students to share and celebrate their learning through learning showcases and student led assemblies.

A valued celebration is the Year 6 graduation held at the end of the year where students are acknowledged for their individual achievements, goals and contribution to their own learning and their school community.

Financial performance and position

The surplus funds listed are committed to a number of programs and our DET Building and Maintenance program. They include fundraising that has been allocated to planned and scheduled projects such as the painting of the school to be undertaken in 2020. The funds also include additional Deaf Facility funding that supports the P-12 Deaf Facility shared with Grovedale College.

In 2019 funds were expended for the purchase of a large area of fencing to secure the school and the installation of a large area of turf. New furniture was also purchased for areas of the school with the whole school now furnished with updated furniture.

In 2019, the school had higher teacher replacement costs than budgeted for due to staff medical needs and the employment of additional staff through the year to support students with additional needs.

The school was fortunate to receive a grant from the Beth McClaren Smallwood Foundation to provide an additional language support teacher to assist our deaf and hard of hearing students.

In 2019 the school received equity funding which was used to ensure that one of two Learning Specialists could work with each team to build teacher capacity and enhance the learning program across the school.

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

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 380 students were enrolled at this school in 2019, 195 female and 185 male.

5 percent of students had English as an additional language and 1 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	94.5	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.9	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.3	89.7	81.7	95.0	Above
Mathematics	91.7	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.1	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	69.0	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	86.2	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	66.7	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	72.2	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	61.1	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	73.0	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	53.2	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	6.1	57.1	36.7
Numeracy	15.6	57.8	26.7
Writing	10.2	53.1	36.7
Spelling	52.0	42.0	6.0
Grammar and Punctuation	24.0	54.0	22.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.7	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	16.5	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	91	91	88	91	92	89

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.5	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	88.7	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.9	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	84.1	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,331,511
Government Provided DET Grants	\$527,975
Government Grants Commonwealth	\$175,335
Government Grants State	\$0
Revenue Other	\$19,689
Locally Raised Funds	\$240,358
Capital Grants	\$0
Total Operating Revenue	\$4,294,869

Equity ¹	Actual
Equity (Social Disadvantage)	\$92,265
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$92,265

Expenditure	Actual
Student Resource Package ²	\$3,244,835
Adjustments	\$0
Books & Publications	\$7,737
Communication Costs	\$18,453
Consumables	\$86,593
Miscellaneous Expense ³	\$92,105
Professional Development	\$13,500
Property and Equipment Services	\$211,658
Salaries & Allowances ⁴	\$351,468
Trading & Fundraising	\$30,934
Travel & Subsistence	\$0
Utilities	\$35,137
Total Operating Expenditure	\$4,092,422
Net Operating Surplus/-Deficit	\$202,447
Asset Acquisitions	\$112,840

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$948,863
Official Account	\$31,694
Other Accounts	\$0
Total Funds Available	\$980,557

Financial Commitments	Actual
Operating Reserve	\$132,178
Other Recurrent Expenditure	\$27,435
Provision Accounts	\$0
Funds Received in Advance	\$55,477
School Based Programs	\$285,300
Beneficiary/Memorial Accounts	\$65,670
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$216,434
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$89,364
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$42,240
Total Financial Commitments	\$964,099

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 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, 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 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').