

2022 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 of the previous calendar year 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 08 March 2023 at 10:21 AM by Gretta Lynch (Principal)

- This 2022 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 20 March 2023 at 01:52 PM by Catherine Carey (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 West Primary School is situated between the Great Ocean Road and Surfcoast Highway in the suburbs of Waurnponds and Grovedale.

The school is valued and known in the community for having an inclusive culture, a collaborative team-teaching approach and the provision of contemporary and authentic learning experiences for students. The school has a strong focus on inclusion, student wellbeing and differentiated learning.

The Geelong Deaf Education Centre (P-6) is facilitated by the school with Deaf and Hard of Hearing student transitioning to Grovedale College (7-12). The Centre provides specialist staff including Teachers of the Deaf, Auslan Communication Assistants and Speech support as required.

In 2022 the school was in the 4th year of the School Strategic Plan. The socioeconomic band (SFOE) in 2022 was 0.3688 and the year commenced with 360 students and sixteen home-groups.

The staffing profile included:

- Two Principal class leaders
- Two Learning Specialists
- One teacher of the Deaf
- One 0.6 support teacher for the Deaf
- 2.2 EFT Tutors
- 20 EFT teachers
- 4 EFT classroom assistants
- Two administration staff
- One Out of School Hours Coordinator
- 0.6 Primary Welfare
- 0.6 Inclusion

Large learning spaces enable flexible learning opportunities supported by extensive ICT infrastructure and generous sporting and recreational facilities. The school grounds are expansive and incorporate a gymnasium and synthetic basketball/ netball and tennis courts and a large soccer and football oval area. The students also enjoy several play areas, including active and passive spaces and outdoor discovery learning areas. In 2022 a large new Prep to Two learning centre commenced construction.

The school's vision is based on the Melbourne Declaration – "Educational Goals for Young Australians (2008)". The goals are to enable students to love learning, to embrace life and to become successful learners, confident and creative individuals, and active and informed citizens. The school's values of RISE (Responsibility, Inspiration, Strength of Character and Empathy) align with this. The educational program provides learning experiences that enable students to develop their skills and self-reflective capabilities through authentic learning experiences.

The educational team value the strong community support received from parents and members of the community assisting with classroom support, the Kids Kitchen, the Library operation and School Council and fundraising projects. The school also maintains strong connection with Deakin University supporting pre-service teachers and Occupational Therapists.

In 2022 the students participated in a broad range of school based and inter-school sporting events, excursions, incursions, camps and performances. Highlights for the year were the Geelong Music Festival, the annual School Concert, an extensive swimming program and whole school Cross Country event. In addition, there were many sporting events, student learning showcases excursions.

The school's Music program which incorporated classroom-based programs, Djembe and Ukulele groups and the support of a Musical Futures program, were also enjoyed by the students.

The Stephanie Alexander Kitchen Garden program continued to place a strong focus on pleasurable food education, environmental sustainability, and food science. The Junior Landcare group also continued to maintain areas around the school creating a Bee Cafe and Junior Landcare Healthy Habitat Garden. Connecting to this, the Year 6 students worked with their Year 1 Prep buddies to create a Healthy Heroes' Garden.

Progress towards strategic goals, student outcomes and student engagement

Learning

The data reflects the very positive outcomes despite the impact due to significant student COVID 19 absences in 2022. With many Covid 19 cases during 2022, essentially around 900 days of face-to-face learning was lost for those students. In addition, several staff had Covid 19 across the year. This had an impact on teaching and learning and continuity for both students and teachers. Many families opted to take holidays with Covid 19 rules settled with some students being away for extended periods of time in Australia and overseas.

The school continued to follow the DET Covid 19 Safe plan resulting in restricted community access within the school until later in 2022 also limiting the opportunity for the additional support of classroom helpers.

Despite the difficulties, the education team continued to be responsive and adaptive to the changing situation and continued to refine the education learning program to meet the education and wellbeing needs of students. Quality differentiated practice, a targeted focus on Phonics, Literacy and Numeracy and a comprehensive tutoring program, resulted in continued positive outcomes.

Extensive professional learning occurred for teachers in the area of Mathematics and Numeracy teaching.

The school achieved positive outcomes for each of the 2022 Annual Implementation goals and targets.

2022 - Teacher Judgement Years P-6 English – Students Working above expected standards

- Higher than State and Similar School percentage average

2022 - Teacher Judgement Years P-6 Maths – Students Working above expected standards

- Similar percentage endorsement to State

2022 NAPLAN Year 3 Reading - Top 3 bands

- % of student in the Top 2 bands well above the State and Similar Schools
- % of students in the top 3 bands lower than the State and Similar School.
- 4 year average Year 3 Reading Top 3 Band % Above the State and Similar Schools

2022 NAPLAN Year 5 Reading - Top 3 bands

- % of students in the top 3 bands lower than the State and Similar School
- 4 year % average Year 5 Reading Top 3 Bands % Above the State and Similar Schools

2022 NAPLAN Year 3 Numeracy Top 3 bands

- % of students in the Top 2 bands above the State and Similar Schools % of students in the top 3 bands similar to the State and Similar Schools
- 4 year % average Year 3 Numeracy Top 3 Bands % Above the State and Similar Schools

2022 NAPLAN Year 5 Numeracy Top 3 bands

- % of student in the Top 2 bands above Similar Schools
- % of students in the top 3 bands lower than the State and Similar School
- 4 year % average Year 5 Numeracy Top 3 Bands % Above Similar Schools

Wellbeing

Grovedale West Primary School continues to develop an ecosystem of wellbeing across the school for students, parents, and staff. The school continued to implement the School Wide Positive Behaviours and Respectful Relationship program. The school values of RISE are linked through the curriculum and celebrated through individual student recognition. The school's Positivitree student recognition process is valued by the students, parents and teachers as a positive way of celebrating students who model citizenship and appropriate social interaction and values.

The school provided a comprehensive and fluid transition program for students, into, through and from our school. The Kinderlinks program in its 14th year, provided 4-year-old kinder students in the community with school experiences. It was followed by a comprehensive Prep transition program and the early year's teachers and kinder teachers discussed student learning and wellbeing needs to support a smooth transition.

Parents also had the opportunity to engage in tours of their child's new learning areas to familiarise themselves with where their child would be learning in 2023.

The school values meeting every family and engages in personal tours to ensure that a positive home /school partnerships can be established to support transition for each of the students. Our Year 6 students value the opportunity to go to a number of transition sessions at neighbouring Secondary Schools throughout the year and meet many students from other schools throughout the years through community engagement and at various sporting events.

Through the years and then fully in Year 6, the students develop their leadership skills. This is enabled through authentic learning experiences and involvement in their Healthy Heroes program. The distributed student leadership model supported the students with varied leadership styles to engage in authentic school leadership.

Student and families were well supported by the full time Wellbeing Coordinator/ School Chaplain. This assistance was invaluable in supporting student wellbeing.

Several inclusion leaders ensure that the individual needs of students were addressed, and eligible students received additional support through the DET SSS Network or other organisations.

Celebrating learning is a key feature of our school and many opportunities were provided for the students to share and celebrate their learning through learning showcases, SeeSaw Portfolios, assemblies, and performances.

The year culminated in the annual School Concert and the Year 6 graduation where our students were acknowledged for their individual achievements, goals and contribution to their own learning and their school community.

2022 Attitude to School Survey (Years 4-6) Sense of Connectedness

- % endorsement well above State and Similar Schools
- 4 year % average well above State and Similar Schools

2022 Attitude to School Survey (Years 4 - 6) Management of Bullying

- % endorsement above State and Similar Schools
- 4 year % average above State and Similar Schools

Engagement

The school had a strong focus on student agency and active engagement in learning with students using the 6C capabilities, (collaboration, critical thinking, creativity, citizenship, character and communication) 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. A highlight was the Year 6 Leadership program where all students engaged in selected Departments facilitating student led events and activities across the school. Our students also engaged in several community partnerships including Deakin University Gals in Stem, regular use of the Waurnponds Library, Landcare and the Ceres Sustainability Centre.

Student attendance continued to be a school priority particularly due to many students having extensive Covid 19 absence and more families taking holidays after Covid 19 restrictions reduced. Students with a history of absenteeism were monitored, supported with re-engagement programs and parents were contacted regularly to provide assistance where required.

The school continues to have a number of students who also engage through school hours with several external health providers through NDIS or privately as part of their whole of life inclusion support. This can impact continuity and engagement in their academic and wellbeing program at school and teachers align their individual learning plans to address this.

2022 Absence Days

- Average number of absence days similar to the State and Similar Schools
- 4 year % average slightly higher than State and Similar Schools
- The Attendance Rate by year levels is relatively consistent across year levels with an average of 88.5% attendance.

2022 - Parent Satisfaction

- Similar percentage endorsement to State based on a low response sample.

2022 - School Staff Survey School Climate

- Considerably higher percentage endorsement than the State and similar schools

Financial performance

The surplus funds listed are committed to several areas including supplementary funds for our Building and Maintenance program. They include funds that have been allocated to planned and scheduled projects and other planned projects associated with the new building project. Planned projects include, new garden shed, grounds landscaping and maintenance, extensive fencing, new playgrounds, furniture for the new building, an Out of School Hours Care fit out and extensive planned maintenance on the older buildings. The funds are also to access additional staff and to cover a planned staffing deficit. In 2022 funds were expended for the purchase of a new outdoor furniture, Numeracy and Literacy resources, carpet replacement, additional tutoring and support staff and new technology resources.

The school was fortunate to receive a grant from the Beth MacLaren Smallwood Foundation to provide an additional language support teacher to assist our Deaf and Hard of Hearing, primary year students.

In 2022 the school received equity funding which was used to ensure that a Learning Specialist could work full time with each team to build teacher capacity and enhance the learning program across the school.

Additional funding was also provided for Tier 2 Inclusion and Tutoring.

The new \$6.9 million P-2 Learning Centre commenced construction in Term 2 2022 with the due date for completion around quarter 3, 2023.

For more detailed information regarding our school please visit our website at
<https://www.gwps.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 2.0 (FISO 2.0).

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 360 students were enrolled at this school in 2022, 174 female and 186 male.

7 percent of students had English as an additional language and 3 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).

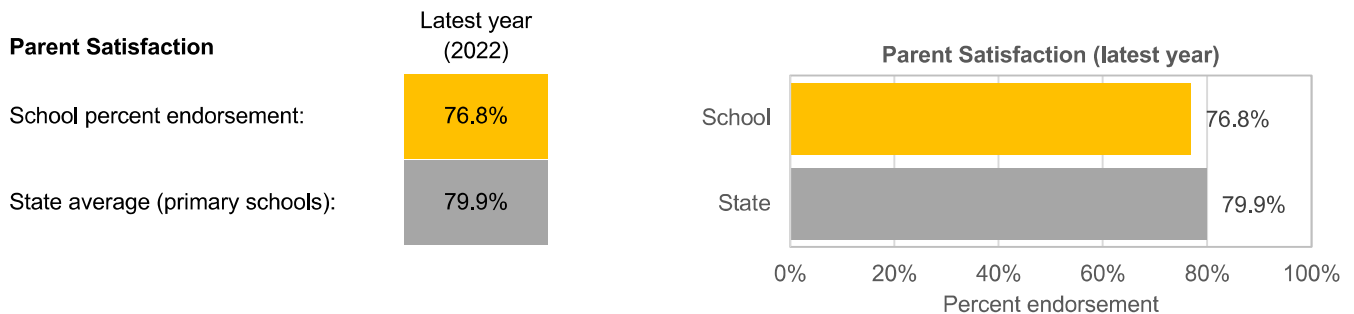
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

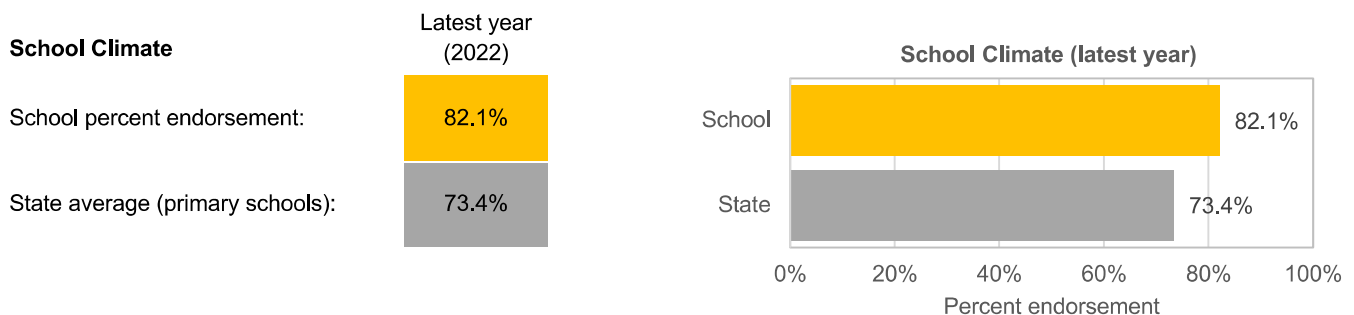


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

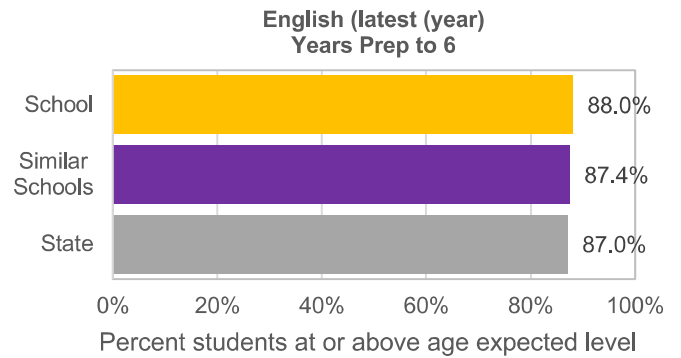
88.0%

Similar Schools average:

87.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

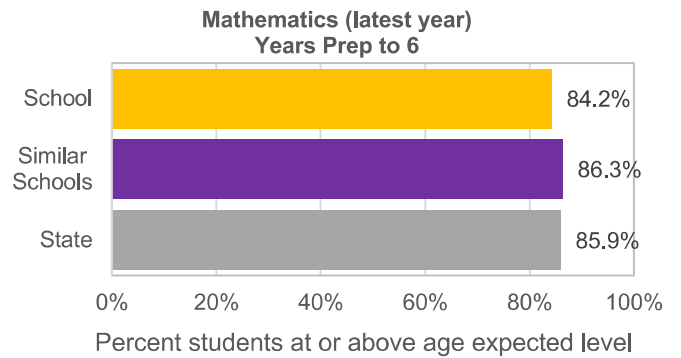
84.2%

Similar Schools average:

86.3%

State average:

85.9%



LEARNING (continued)

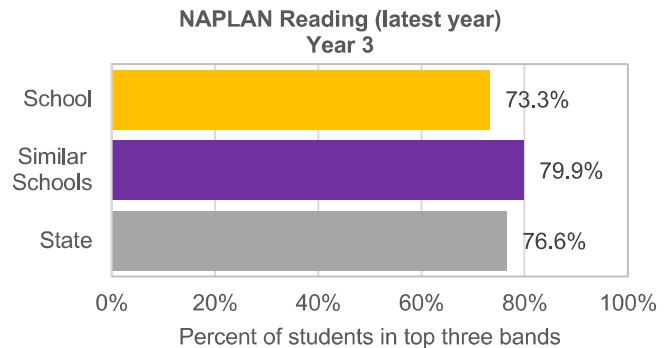
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

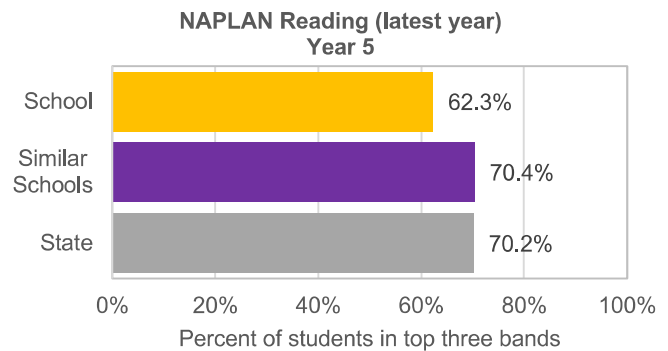
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

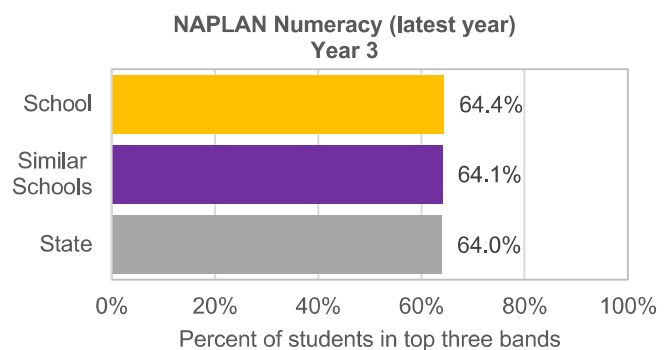
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	73.3%	80.4%
Similar Schools average:	79.9%	77.7%
State average:	76.6%	76.6%



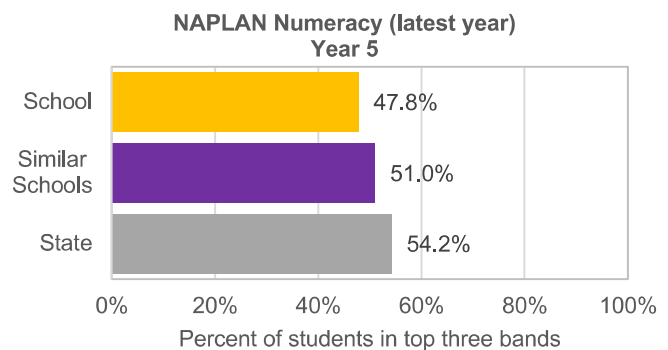
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	62.3%	72.6%
Similar Schools average:	70.4%	70.3%
State average:	70.2%	69.5%



Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	64.4%	68.4%
Similar Schools average:	64.1%	66.7%
State average:	64.0%	66.6%



Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	47.8%	57.6%
Similar Schools average:	51.0%	55.9%
State average:	54.2%	58.8%



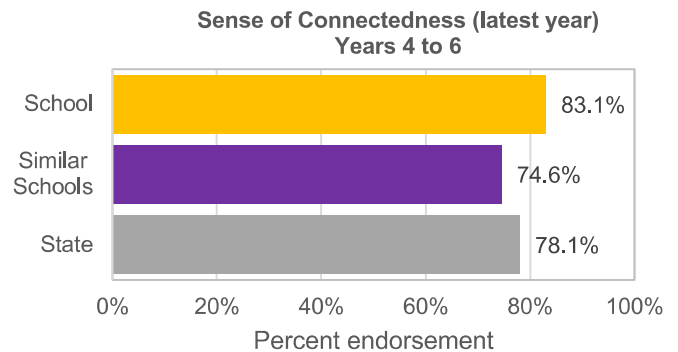
WELLBEING

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).

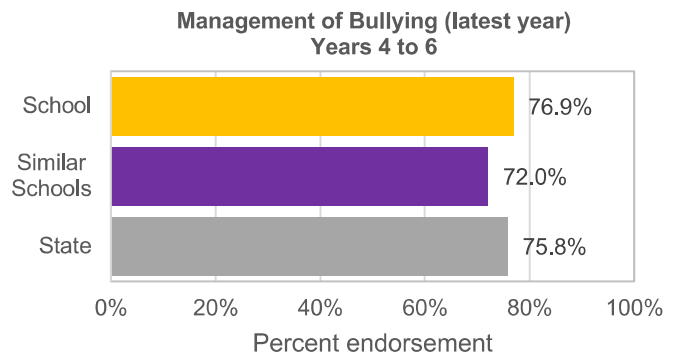
Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	83.1%	86.4%
Similar Schools average:	74.6%	77.1%
State average:	78.1%	79.5%



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 (2022)	4-year average
School percent endorsement:	76.9%	81.7%
Similar Schools average:	72.0%	76.5%
State average:	75.8%	78.3%



ENGAGEMENT

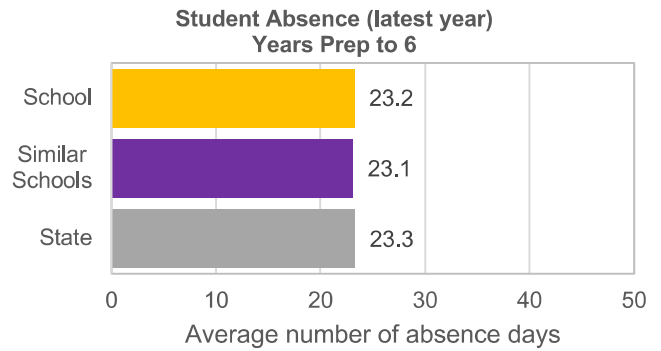
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.2	18.5
Similar Schools average:	23.1	17.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	87%	87%	89%	89%	90%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,815,656
Government Provided DET Grants	\$543,435
Government Grants Commonwealth	\$182,667
Government Grants State	\$0
Revenue Other	\$46,109
Locally Raised Funds	\$293,305
Capital Grants	\$0
Total Operating Revenue	\$4,881,171

Equity ¹	Actual
Equity (Social Disadvantage)	\$83,086
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$83,086

Expenditure	Actual
Student Resource Package ²	\$3,733,656
Adjustments	\$0
Books & Publications	\$5,819
Camps/Excursions/Activities	\$62,902
Communication Costs	\$3,646
Consumables	\$86,960
Miscellaneous Expense ³	\$9,500
Professional Development	\$12,347
Equipment/Maintenance/Hire	\$65,072
Property Services	\$112,181
Salaries & Allowances ⁴	\$369,623
Support Services	\$48,257
Trading & Fundraising	\$36,617
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,191
Total Operating Expenditure	\$4,574,771
Net Operating Surplus/-Deficit	\$306,400
Asset Acquisitions	\$104,683

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,559,473
Official Account	\$83,978
Other Accounts	\$0
Total Funds Available	\$1,643,451

Financial Commitments	Actual
Operating Reserve	\$129,447
Other Recurrent Expenditure	\$24,494
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$151,664
Beneficiary/Memorial Accounts	\$66,024
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$304,710
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$285,000
Maintenance - Buildings/Grounds < 12 months	\$41,684
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,053,023

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.