

2018 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 2018 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 24 March 2019 at 12:20 AM by Gretta Lynch
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 March 2019 at 01:20 PM by Belinda Parkinson
(School Council President)

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) and the values of RISE – Responsibility, Inspiration, Strength and Empathy. We want our student to love learning and to embrace life.

Students at Grovedale West Primary School are educated 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.

In 2018 the school had 19 home-groups in four PODS 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 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 was part of the New Pedagogies for Deep Learning Global Project actively engaging globally with other educators. Our P-6 students are active participants in their learning design and the school was invited to share the educational program and the student/ teacher co-designed Ripples Research and Inquiry Model, at a Deep Learning conference in Vancouver Canada in 2018. The school also facilitated the implementation of the School Wide Positive Behaviour program.

The 2018 school year began with 396 students which included 65 Preps. Twenty-eight additional students in Years 1-6 entered the school at or after census. The school continued to facilitate the P-6 component of the Geelong P-12 Deaf Education Centre and valued the cultural diversity that several children from varied countries brought to the learning community.

The school had 2 Principal Class Leaders, two Leading Teachers 24.1 EFT teachers, and 4.4 EFT support staff, two administration staff, a 0.4 Primary Welfare and a 0.2 Chaplain.

In 2018 the school was in the third year of the Strategic Plan.

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.

The teachers continued to build their capacity using High Impact Teaching Strategies and to use Professional Learning Teams and the broader Professional Learning Community to strengthen shared understanding and consistency in practice.

The teachers and leaders connected to educators beyond the school through Learning Networks.

A researched based precision teaching model was used to strategically support identified students at each level to transition into the top two bands in the Victorian Curriculum. Time was resourced to enable collegiate team

analysis ensuring that the precision teaching was accurately designed, implemented and assessed.

Positive Climate for Learning

The provision of authentic learning experiences enhanced student agency and voice in their learning ensuring that they were co-designers with their teachers in their Inquiry learning.

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 continued to develop their teacher / student co-designed Grovedale West Primary School Learning Ripples model to guide their research and learning.

The SEE Saw Digital Portfolio became an informative part of the school reporting process enabling parents to regularly engage in their children's learning, being supported by shared teacher/student/parent dialogue. The portfolio also enabled the students to articulate their goals and outcomes and to show evidence of their learning growth.

The implementation of the School Wide Positive Behaviours program resulted in the development of the new school values of RISE – Responsibility, Inspiration, Strength and Empathy. The school will continue developing this program with a focus on enabling students to demonstrate and be recognised for their positive citizenship behaviours and capabilities. The values link tightly with the 6c capabilities supporting the development of rounded students.

Achievement

A strong focus was placed on literacy development, specifically Writing. A whole school approach using a researched based model to guide the explicit teaching of writing was used across the school. This was linked with a comprehensive Letters and Sounds phonics program.

The school also provided a comprehensive oral language program supported by a school appointed Speech Pathologist with over fifty students engaged in the program.

In supporting the needs of students, a focus was placed on developing executive functioning and working memory to enable students to more readily access their learning. The school was also engaged with the Deakin University Occupational Therapy program, enabling several students to receive valued and strategic support from the final year undergraduate Occupational Therapy students.

Students were engaged in coaching conversations and small focused teaching groups and a broad range of authentic and engaging learning experiences. A focus was placed on the students articulating their understanding and demonstrating their skills.

The teachers planned together in teams on a weekly basis strategically discussing student outcomes to ensure that learning was matched to need.

A precision teaching model was used to maximise student outcomes with a focus on more students achieving the Top 2 Bands in the Victorian Curriculum in Writing.

In 2018 the number of students in the top three bands in teacher Judgement English and Maths P-6 was similar to similar schools. This was also the same for the top 3 bands in NAPLAN. Whilst the Year 5 NAPLAN data for students in the top 3 bands for Maths was similar to similar schools, the 2018 Year 3 data was lower. Over a four year period the NAPLAN top 3 bands in Reading and Maths has been similar to similar schools. A key focus will be to increase the learning gain to ensure more students achieve high growth in Reading and Maths.

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, considerably higher than similar schools, the Network and State.

The school had 12 funded students as part of the Program for Students with Disabilities including students enrolled in the Deaf Facility. Each of the students showed satisfactory progress in achieving their individual goals and were supported with Parent Support Group meetings and Individualised Learning Plans.

Engagement

A focus was placed on student attendance, with the school closely monitoring absences and communicating with parents.

The school promoted the importance of valuing education to ensure that children had the same opportunities to learn as their peers.

Parents were able to closely engage in their child's learning through active involvement in school activities or through the SEE SAW digital portfolio. This gave clarity to what the child was doing and learning at school and supported families to see the importance of having continuity in school attendance.

Attendance (including lateness and early exits) was affected by family holidays, student illness, increased student involvement with NDIS external therapy programs and parent choice. The school is diligent in emphasising the importance of timely and regular attendance. Pleasingly the school had a continued decline P-6 in student absence with fewer students having more than 20+ days absence. This was similar to the outcomes for similar schools and will continue to be an area for continued focus.

The school had a strong wellbeing focus with students supported by teaching teams and a school Chaplain/ Welfare Officer. Student learning was also assisted by the Network Specialist Support staff, a school funded Speech Pathologist and a comprehensive Oral Language Program. In addition, students who required additional reading intervention in Years 1 to 6 participated in the Rip It Up Reading Working Memory Program.

The School Chaplain provided comprehensive pastoral care and wellbeing support for students and families. Students who had English as an Additional Language received support from the Geelong English Language Centre and our Deaf students received highly skilled support from the Teachers of the Deaf and other members of the centres team.

The team teaching and POD learning communities nurtured the engagement of students in their learning, supporting excellent outcomes in the student Attitude to School Survey and Parent Opinion Survey.

The students were provided with a comprehensive Health and Wellbeing, Physical Education, Language and Arts program. The Stephanie Alexander Kitchen Garden program aligned with a comprehensive sustainability program, ensured that the students engaged in a breadth of authentic learning experiences.

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 85% endorsement on the Parent Opinion Survey for the school ethos and environment and general satisfaction.

Wellbeing

The school has a comprehensive transition program supporting students and parents to understand the key stages of transition.

In 2018 this included Kinder to school transition, year level to year level transition, Primary to Secondary transition and transition support and classroom visits for parents and carers. Teachers also provided a comprehensive handover between years and several teachers transitioned into the next level with the cohort to ensure a seamless transition.

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 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 ensured that the school had a thorough understanding of each child's learning needs and starting point ensuring that targeted teaching could promptly occur in 2019.

Our Year 6 students also engaged in excellent transition programs gratefully provided by Oberon High School and Grovedale College. The programs enabled the students to strengthen their confidence and familiarity for the secondary settings.

The Prep Buddy Program with Year 5 students provided opportunities for the children to be engaged in cross level activities together throughout the year nurturing engagement, leadership, student voice, skill development and our RISE values.

Students and families received highly valued support from the School Chaplain and Barwon South Network Specialist team assisting learning and wellbeing needs.

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

The development of the 6c capabilities and the school RISE values has supported all students to begin understanding themselves as learners, to set goals and to value feedback as a process in learning.

A key strategy was to use mind-set, mindfulness and philosophy to build student resiliency and to enable students to understand themselves as learners. The student learnt to understand that they may not have learnt it 'yet' but can with time and practice.

In 2018 the school the Student Connectedness variable of the Attitude to School Survey Year 4-6 was positively higher than similar schools and the State. In 2018 the variable for Student Cognitive Engagement on the Attitude to School Survey was also positively 81% on average and 88% for Student Development

Financial performance and position

- In 2018 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 \$43,436.00 which provided additional teacher support for an oral language program. The funds were transferred to credit for the reimbursement of the additional staff member.
- The school received equity funding of \$95,205.00 which was directly used to support the building of teacher capacity through the support of a Learning Specialist, team collaboration and professional learning in addition to each classroom teacher facilitating a precision teaching intervention model.
- Planned maintenance was used for the purchase of a new school playground supported by community fundraising.
- The school no longer received funds as part of the SRP for the Newstart Program with the balance being remaining funds.
- The remainder of the 2017 conditions funding was used to purchase school seating.
- . The school manages the funds for the P-12 Deaf Education Centres for both Grovedale West Primary School and Grovedale College.
- .The school also received a Chaplaincy grant of \$20,000 through the National Chaplaincy Program.




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





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	
<p>Enrolment Profile</p> <p>A total of 382 students were enrolled at this school in 2018, 185 female and 197 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

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
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





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																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>53%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>40%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>41%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>43%</td> <td>48%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>59%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	53%	13%	Numeracy	38%	40%	22%	Writing	43%	41%	15%	Spelling	43%	48%	9%	Grammar and Punctuation	24%	59%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	90 %	91 %	92 %	91 %	90 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	90 %	91 %	92 %	91 %	90 %										

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
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>● Higher</p> <p>● Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>● Similar</p> <p>● Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,323,162	High Yield Investment Account	\$884,458
Government Provided DET Grants	\$472,525	Official Account	\$45,426
Government Grants Commonwealth	\$168,694	Total Funds Available	\$929,884
Revenue Other	\$28,731		
Locally Raised Funds	\$289,546		
Total Operating Revenue	\$4,282,657		
Equity¹			
Equity (Social Disadvantage)	\$95,205		
Equity Total	\$95,205		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,243,172	Operating Reserve	\$119,425
Books & Publications	\$7,166	Other Recurrent Expenditure	\$34,365
Communication Costs	\$7,760	Funds Received in Advance	\$51,226
Consumables	\$70,900	School Based Programs	\$339,923
Miscellaneous Expense ³	\$96,639	Funds for Committees/Shared Arrangements	\$146,485
Professional Development	\$11,170	Repayable to the Department	\$70,104
Property and Equipment Services	\$204,097	Capital - Buildings/Grounds < 12 months	\$55,701
Salaries & Allowances ⁴	\$301,810	Maintenance - Buildings/Grounds < 12 months	\$3,578
Trading & Fundraising	\$20,301	Total Financial Commitments	\$820,807
Travel & Subsistence	\$9,511		
Utilities	\$23,187		
Total Operating Expenditure	\$3,995,714		
Net Operating Surplus/-Deficit	\$286,944		
Asset Acquisitions	\$17,477		

- (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 15 March 2019 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)

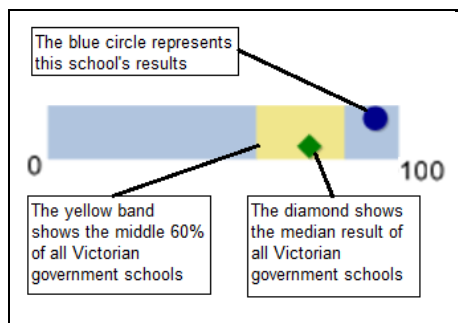
Engagement

- student attendance and engagement at school
- 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).

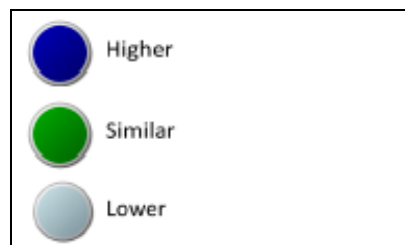


What does *School Comparison* refer to?

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.



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*' or '*ND*' 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').