

2018 Annual Report to The School Community



School Name: **Grahamvale Primary School (3696)**



- 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 14 May 2019 at 10:08 AM by Simone Higgins
(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 14 May 2019 at 10:09 AM by Paula Muir (School
Council President)

About Our School

School context

Enrolments have continued to increase over the period covering the current School Strategic Plan from 374 in 2015 to 394 in early February 2018. Grahamvale Primary School continues its commitment to providing quality education for all students with a safe and caring environment. All students are encouraged to be confident, lifelong learners who are able to form strong and positive relationships with others. Our school values of Respect, Community, Team Work and Personal Best are reflected in everything that we do.

Grahamvale Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. Grahamvale Primary School's vision is to provide a quality education for all students within a caring and safe environment. Our motto is 'Quality Education for All.'

As members of a wider community, our students will become responsible citizens who can use technology, are eSmart and who are ready to accept the challenges of an ever changing world.

The school is organised into single classes for Foundation and composite classes in 1/2, 3/4, and 5/6. In 2018 we had 17 classes run by 17 classroom teachers. One teacher provides instruction in Physical Education, Visual Arts and a modified LOTE program for the Foundation-2 student cohort. Students have opportunities to express themselves creatively at the school's annual concert that is put on for families.

Identified student leaders are given the opportunity to work with the staff member who has student leadership as their role of responsibility allowing them to work with the leadership group and increase their skills to manage the roles and responsibilities that they have taken on.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning was the key FISO improvements strategy that the school worked on in 2018, with the particular focus on building practice excellence and curriculum planning and assessment. Completing the self-evaluation for our school review was a good opportunity to reflect on the work that has been done over the 2018 school year - to reflect on the successes and the areas for continued improvement. It also allows us to look forward to the work that is needed to be done, in order to keep the focus and momentum on improved student learning outcomes.

As a school we have seen consistent in the teaching of reading across all classrooms. This has been a key focus this year and teachers are now all planning and implementing targeted Guided Reading sessions each day. The use of the HRLTP's is also evident, however there are different 'pockets' of the occurring across the school. It also highlights how we have used the documentation produced this year by the Department and how this supports the work that we are doing.

We have good sets of data, however our learning growth is still well below where it should be.

We have a very strong sense of community at Grahamvale and the students feel like they belong here at school. Strong parental and community support is a strength of ours at Grahamvale Primary School and an area that we can continue to strengthen as we look ahead to 2019 - to really form true partnerships for the school and families. Our aim is to better inform families of what the students are learning at school and to put them in a better position to support their child at home.

Achievement

In 2018 the focus on reading saw a shift in the teaching practices and all teachers implementing Guided Reading on a daily basis. Despite this however as a school we are still seeing low levels of learning growth and we need to improve in this area. Our low level of learning growth is low not only from Years 3 - 5, but also from years 5 -7. We need to continue to build staff capacity and confidence to ensure they are meeting the needs of all students. Teachers have commenced implementing the Reader's Workshop 'model' and this will become consistent across all classrooms from the commencement of the 2019 school year. Teachers will have class libraries in their

classrooms and reading will continue to be a focus.

Grahamvale Primary School has achieved pleasing results compared to the like schools' cohort, with 2018 NAPLAN results for Year 3 in Reading and Numeracy being well above our similar school groups. Year 5 Numeracy and Reading results were also above those of like schools. Results in Reading were greater than the state mean for Year 3.

The focus for the school's professional learning continued to be around Literacy and Numeracy, working towards implementing a whole school instructional model and gaining consistency in the school's teaching and learning processes. A strong performance and development process exists for all staff fostering a clear focus on professional learning, data analysis and explicit teaching to drive and continue to improve student outcomes. All students are supported by the precision of assessment and personalisation of instruction through differentiated learning activities. All students have individual learning goals. Teaching Teams plan together with a focus on addressing student misconceptions, developing common language and ensuring the right skills are being taught. A targeted intervention program is delivered to identified students using the MultiLit and MiniLit programs

Engagement

Student Opinion data has continued to be good and shows a good level of connectedness between the students and their school - as a Principal I go through the data with each class that has participated to gain their thoughts and feedback from what they have told us through the survey.

There are many opportunities for student voice and students are given opportunities to speak with the Principal and other staff - to further build on this a staff member will have responsibility of student leadership in 2018.

School achievements are promoted through the school's newsletter and Facebook page.

Students run assembly each week and individual sporting achievements are also shared - a House Lunch is also held each term.

The School Captains are able to talk about their school to visitors.

Student evaluation and feedback in the classroom is an area that was also being built on in the 2018 school year. The 'FlexiBuzz' App and Facebook page and weekly newsletter are used as part of our Communication Plan and this keeps families up to date and informed. We continue to strive to improve parent satisfaction survey results through improved communication, and further development of the social and academic areas of the curriculum. In 2018 we streamed some curriculum events live on Facebook to allow working parents to participate in their child's learning.

Wellbeing

2018 Attitudes to school data showed that 83% of students said that they have a say in things they learn, 82% said that they are encouraged to share their ideas and 73% saying that the teacher likes their ideas. Overall the student attitude data is very positive however by increasing the conversations and questioning around what they are learning and working to better inform parents of the learning goals their children are working on, will further strengthen the home/school links. 74% of parents in the Parent Opinion Survey stated that teachers communicate with them about their child's progress, and 71% understood how their child is assessed. Increasing information linked to the student's learning goals will also support the school in addressing this area.

The school's values of Teamwork, Respect, Personal Best and Community are reflected in all that we do. The school's Chaplain supports the wellbeing of students and families through various activities and programs. A comprehensive Foundation transition program was implemented during Term 4 which was very successful for our new students and their families. We also have a very strong Buddy program. Year 6 students and families were supported for transition to secondary school with a Grade 6 Graduation ceremony at the end of the year to celebrate their achievements. All students were given the opportunity to spend a transition session in their new class levels for the following year.

Financial performance and position

Grahamvale Primary School, is experiencing an Operating Statement Summary surplus of \$27,915, and is in a sound financial position. The High Yield Investment Account where non committed and committed funds are held was \$149,011. The Official Account held \$32,684 and the other accounts was \$4,680 at year's end. The committed funds for 2017 totalled \$186,375 which equalled the total funds available. The school operating reserve for 2018 was \$94,191 .The finance sub-committee of School Council closely monitor all program budgets during the year. Monthly finance reports are presented to School Council and this governing body monitors all financial transactions within the school. These reports provide a detailed account of the School's Revenue and Expenditure during 2018.

Grahamvale Primary School relies heavily on funds raised by our school community. Our Parents' Club continue to be very active in this area. Fundraising has again contributed significantly towards providing further resources and improved facilities for the school and students. Our community must be commended on their continued unwavering commitment to raising funds to improve the learning environment for all students.




For more detailed information regarding our school please visit our website at
<http://www.grahamvaleps.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

Enrolment Profile

A total of 394 students were enrolled at this school in 2018, 174 female and 220 male.

9 percent were EAL (English as an Additional Language) students and 2 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.



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).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






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.












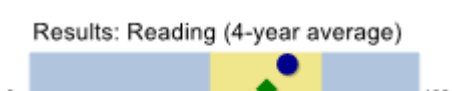

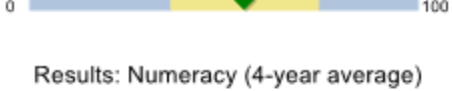




Performance Summary

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> Similar</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> Lower</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"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>47%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>43%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>51%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	50%	13%	Numeracy	25%	52%	23%	Writing	30%	47%	23%	Spelling	32%	43%	26%	Grammar and Punctuation	38%	51%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	92 %	91 %	93 %	93 %	<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> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	92 %	91 %	93 %	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
<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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</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	\$2,723,526	High Yield Investment Account	\$149,011
Government Provided DET Grants	\$338,957	Official Account	\$32,684
Government Grants Commonwealth	\$9,660	Other Accounts	\$4,680
Revenue Other	\$22,970	Total Funds Available	\$186,375
Locally Raised Funds	\$235,852		
Total Operating Revenue	\$3,330,964		
Equity¹			
Equity (Social Disadvantage)	\$29,210		
Equity Total	\$29,210		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,724,372	Operating Reserve	\$94,191
Books & Publications	\$4,846	Other Recurrent Expenditure	\$40
Communication Costs	\$4,024	Funds Received in Advance	\$72,330
Consumables	\$53,712	School Based Programs	\$9,804
Miscellaneous Expense ³	\$198,232	Maintenance - Buildings/Grounds < 12 months	\$10,010
Professional Development	\$12,306	Total Financial Commitments	\$186,375
Property and Equipment Services	\$135,437		
Salaries & Allowances ⁴	\$96,457		
Trading & Fundraising	\$41,589		
Utilities	\$32,076		
Total Operating Expenditure	\$3,303,050		
Net Operating Surplus/-Deficit	\$27,915		
Asset Acquisitions	\$0		

(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).

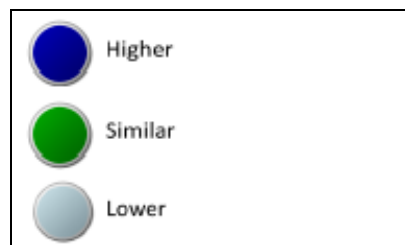


What does *School Comparison* refer to?

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').