

2019 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 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 11 March 2020 at 02:30 PM by Simone Higgins (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 17 March 2020 at 01:13 PM by Paula Muir (School Council President)

About Our School

School context

Grahamvale Primary School continues its commitment to provide quality education for all students with a safe and caring environment. In 2019 we had an enrolment of 395 students, which included 92% of students who come from Anglo Australian families, 6% from an EAL background and 2% Koorie children. All students are encouraged to be confident, lifelong learners who are able to form strong and positive relationships with others. Our school values of Personal Best, Team Work, Community and Respect are reflected in all that we do.

Respect: Respecting ourselves, others and the environment around us. Our school has an equivalent fulltime staff of 25 including 2 Principal Class, 10 Education Support staff and a 0.4 Chaplain.

Personal Best – Be your best, aim high and never give up!

Teamwork – learning and playing as part of a team.

Community – Being a responsible member of the school and wider community.

Teaching and learning programs address the needs of the students through explicit teaching and learning of key skills in the areas of Literacy and Numeracy based on data. Our teachers are committed to providing a high quality education for all students to ensure student's individual learning needs are met.

Students enjoy specialist programs of The Arts, Physical Education, S.T.E.M., Bluearth, Italian immersion (Foundation to Year Two) and Targeted Intervention and Acceleration programs. There are many opportunities for students to develop their leadership skills. All students have access to technology with students in Years Three to Six participating in the school's 'Bring Your Own Device' iPad program. The school also boasts a strong sporting culture.

Our school prides itself on working with families and its strong sense of community involvement. Our school recognises the importance of the partnership between our school, parents and carers to support student learning, engagement and wellbeing.

Grahamvale Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

At Grahamvale Primary School, all children are valued and their successes are celebrated. The school actively promotes and encourages all students to be the best they can be – to strive for success at all times.

As a school we have been working towards:

1. Building practice excellence
2. Curriculum planning and assessment - implementing an agreed planning cycle and instructional models
3. Using evidence based high impact teaching strategies
4. Evaluating impact on learning - ongoing moderation and reflection as part of the planning cycle

The result of doing this leading to:

1. Building collaborative professional learning communities (PLCs) to drive improved whole-school agreed teaching and learning to meet the needs of all learners.
2. Implementing and embedding the Department's literacy and numeracy strategies within an agreed curriculum plan.
3. Building teacher capability to collect data, analyse and evaluate student learning growth over time.
4. Deepening teacher and leaders' knowledge and practice excellence through targeted professional learning and feedback cycles.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning was the key FISO improvements strategy that the school worked on in 2019, with the particular focus on building practice excellence and curriculum planning and assessment to implement the agreed planning cycle and instructional models. As a school we have also been working on using evidence based high impact teaching strategies and evaluating impact on learning - ongoing moderation and reflection as part of the

planning cycle.

The key work around this involved and included the implementation of:

1. A whole year overview and planning documents
2. Targeted professional learning to build the professional knowledge of staff
3. Learning walks to ensure consistency is visible across the school
4. The ongoing use of data and evidence of student work to drive conversations around student learning
5. All classrooms having classroom libraries

As a school we have provided professional learning for all staff to build their capacity to be able to implement the Literacy and Numeracy strategy with a particular focus on reading and to also develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met.

Teachers planned for and implemented a targeted reading hour every day - or for 5 hours total over the school week.

Teachers consistently used data to drive their teaching. Teachers actively participated in all school and external based PL sessions - they worked with their team members to collaborate and plan targeted teaching activities through the school's planning cycle and agreed planning practices.

The School Improvement Team met regularly to discuss the teaching and learning that was occurring across the school and to ensure that it is timely and targeted, working to decide on targeted professional learning and provide ongoing support to build staff confidence and capacity.

We have successfully implemented the role of the Learning Specialist to work with and support beginning teachers.

Achievement

All classes implemented the Reader's Workshop Instructional model in 2019 and all classrooms have established classroom libraries. Learning Walks were conducted across the school with the focus on students being able to articulate what they are learning and why.

In 2019 our percentage of students working at or above the expected level in English and Mathematics based on teacher judgements was above those from similar schools. Our percentage of students in the top 3 bands of testing in NAPLAN in Years three and five in Reading and Numeracy was also above similar schools.

The focus for the school's professional learning continued to be around Literacy and Numeracy, working towards implementing the whole school instructional models including the Reader's and Writer's Workshop models 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 weekly and as part of a 5 week planning cycle with a focus on addressing student misconceptions, developing common language and ensuring the right skills are being taught. A targeted intervention and acceleration program is delivered to identified students and the school has also continued to implement the MultiLit and MiniLit programs.

Teachers conferenced with their students to establish their individual learning goals, and discussed what they could do to achieve these. Through ongoing conferencing, teachers worked with students to see how they were tracking with their individual goals and to identify the next 'step' in the learning.

Students are asked:

1. What are you learning and why?
2. How are you going?
3. How do you know?
4. How can you improve?
5. Where do you go for help?

Teachers also worked in partnership with parents to inform them of what their child was working on and how they could support them at home. This was further supported by the implementation of the 'Seesaw app' used to share individual learning goals.

Engagement

In 2019 the school worked to improve student engagement by enhancing active student engagement in learning within a differentiated curriculum to stimulate and challenge all students. For students to know what they are learning and why, actively engage in all learning activities and have increased opportunities to have input into what they are learning - how they approach learning tasks.

Student Opinion data has continued to be good and shows a good level of connectedness between the students and their school - the Principal goes 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 has the responsibility of student leadership across the school. Junior School Council members met twice each term and the Year 6 Leadership group meet weekly to build their leadership skills, confidence and to organise and run student led activities. Students were also authentically engaged as stakeholders in the school review process via forums.

The average days absent for students across our school was below that of similar schools. At the end of each month student attendance data is analysed and contact is made with families as required. Parents are regularly reminded to phone the school if their child is going to be absent and as per DE&T requirements the school follows up on student absences that are unexplained each day.

The school uses the Seesaw app to communicate what students are learning with their families. At the beginning of each term a letter is sent home by class teachers explaining the focus for the term, key events and other information to support home/school partnerships.

The school's Facebook page is also used to showcase student learning.

Students run assembly each week and individual sporting achievements are also shared - a House Lunch is also held twice each term. The Principal also hosts two student lunches each term for a student chosen by the class teacher or peers.

Wellbeing

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. The Assistant Principal liaises with the School Chaplain and SSS team to ensure all student engagement/wellbeing concerns are being addressed and strategies to support students are put in place. Teachers keep the AP and Chaplain informed about any concerns regarding student wellbeing.

The 2019 Attitudes to School survey results showed that the results from our students was similar to like schools in the areas of school connectedness and the management of bullying.

Staff and students across the school participate in the Bluearth program, which focuses on resilience, self umpiring and being in the moment.

Teachers provide an engaging environment to support student learning and ensure they have all the necessary resources and equipment. All staff adhere to the school's Student Engagement and Wellbeing policy.

A comprehensive Foundation transition program was implemented during Term 4 which was very successful for our new students and their families. A parent information session is held at the beginning of the school year to inform parents as to how they can assist their children with their learning at home and at school as a parent helper. 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. Teachers also met to share information on students transitioning to their class the following year.

81% of parents surveyed for the parent Opinion Survey were satisfied with the school overall.

Financial performance and position

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 2019.

Additional funds granted through the Victorian state schools 'maintenance blitz' has enabled the school to proceed with additional maintenance and minor works which we wouldn't financially be in a situation to conduct.

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 404 students were enrolled at this school in 2019, 180 female and 224 male.

8 percent were EAL (English as an Additional Language) students and 3 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).



















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Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>60%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>56%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>62%</td> <td>7%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	60%	21%	Numeracy	40%	56%	5%	Writing	24%	55%	21%	Spelling	31%	62%	7%	Grammar and Punctuation	24%	55%	21%	<p>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.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison 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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	93 %	92 %	90 %	91 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	93 %	92 %	90 %	91 %	92 %										

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: ◆

Key: Similar School Comparison
 Above Similar Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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, 2019

Revenue	Actual
Student Resource Package	\$2,942,140
Government Provided DET Grants	\$406,390
Government Grants Commonwealth	\$17,820
Revenue Other	\$7,482
Locally Raised Funds	\$538,680
Total Operating Revenue	\$3,912,512

Equity ¹	
Equity (Social Disadvantage)	\$38,154
Equity Total	\$38,154

Expenditure	
Student Resource Package ²	\$2,982,159
Books & Publications	\$13,153
Communication Costs	\$4,459
Consumables	\$50,185
Miscellaneous Expense ³	\$219,412
Professional Development	\$8,751
Property and Equipment Services	\$160,020
Salaries & Allowances ⁴	\$63,595
Trading & Fundraising	\$89,432
Utilities	\$34,609

Total Operating Expenditure	\$3,625,775
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Net Operating Surplus/-Deficit	\$286,737
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$259,007
Official Account	\$17,127
Other Accounts	\$5,000
Total Funds Available	\$281,133

Financial Commitments	
Operating Reserve	\$102,665
Funds Received in Advance	\$57,317
School Based Programs	\$23,996
Funds for Committees/Shared Arrangements	\$28,985
Asset/Equipment Replacement < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$16,427
Total Financial Commitments	\$249,390

(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 26 February 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)

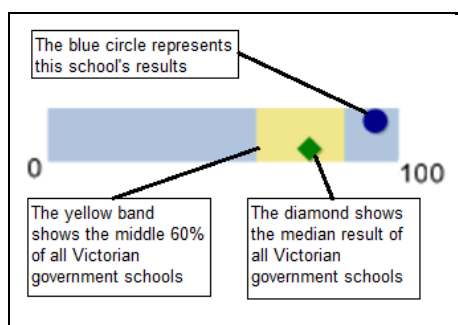
Engagement

- student attendance and engagement at school
- 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).

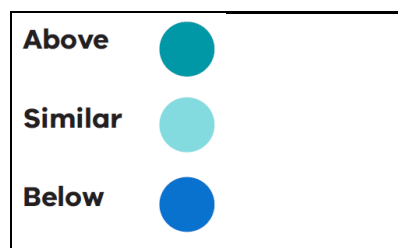


What does *School Comparison* refer to?

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 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 '*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').