2020 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 2020 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 26 March 2021 at 10:36 AM by Simone Higgins (Principal)

The 2020 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 20 April 2021 at 02:45 PM by Paula Muir (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘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 a disability 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

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.' We encourage all students to be confident, life-long learners who are able to form positive relationships with others. The school's values of Community, Team Work, Personal Best and Respect are reflected in all that we do.

As a school we continue to work towards building practice excellence, curriculum planning and assessment - implementing an agreed planning cycle and instructional models, using evidence based high impact teaching strategies and evaluating our impact on learning through ongoing moderation and reflection as part of the planning cycle.

Grahamvale Primary School is located on the outskirts of Shepparton. In 2020 we had an enrolment of 389 students, which included 88% of students who come from Anglo Australian families, 10% 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.

Our school has an equivalent fulltime staff of 25 including 2 Principal Class, 10 Education Support staff and a 0.4 Chaplain.

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 continually 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.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning was the key FISO improvements strategy that the school worked on in 2020, with the particular focus on building practice excellence and curriculum planning and assessment to implement the agreed planning cycle and instructional models. This continued to be the focus throughout the period of remote learning.

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

The Leadership Team continued to work alongside and learn from their Principal colleagues in the established Community of Practice. Working to provide feedback and the next steps in the school improvement journey. This was able to continue remotely as we transitioned into remote learning.

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. Collaborative discussions continued to occur in remote learning and teachers worked hard to collaborate to ensure consistency and coherence across teams and the learning being delivered despite working on a remote platform.

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. A visual data wall for reading was established to show whole school data to track student growth and inform the school’s targeted intervention programs.

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

Staff met with colleagues from Bourchier Street Primary School throughout the year as part of a school improvement partnership with a focus on student voice and agency. Staff came together for professional learning and to share the work being done to ensure students know what they are learning and why.

The Learning Specialist continued to work with and support beginning teachers.

Achievement

All classes implemented the school’s agreed Reading and Writing Instructional model in 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 2020 our percentage of students working at or above the expected level in English and Mathematics based on teacher judgements was again above those from similar schools.

The focus for the school’s professional learning continued to be around Literacy and Numeracy, and the implementation of the whole school instructional models.

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 the school’s 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.
Teachers conduct 1:1 conferences 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 and evidenced during our period of remote learning by the use of the 'Seesaw app' used to share learning.

2020 provided its challenges however despite this we continued to keep the focus around delivering a targeted curriculum focusing on literacy and numeracy onsite and during remote and flexible learning.

Learning was provided through the use of Google classroom for students in Years 3-6 and students in Foundation – 2 accessed their daily learning through SeeSaw.

Engagement

Student Opinion data has continued to be positive despite the time being spent in remote learning and has continued to show a good level of connectedness between the students and their school. In 2020 the Attitudes to school survey was completed whilst students were learning from home. 96% of students shared they felt connected in that staff knew who they were and that they are a part of the school. With the questions related to remote learning, 83% responded that the online learning challenged their thinking, and 96% of students shared that they had received feedback.

In 2020 one of the school’s goals was based on student agency and empowering students to be confident, self-regulated learners who are actively engaged in their learning and community. 95% of students responded sharing they knew what they are learning about and 85% responded to knowing what their learning goals were.

The average days absent for students across our school was slightly above that of similar schools. At the end of every fortnight student attendance data is analysed and contact is made with families as required. Parents are regularly reminded to inform the school of their child’s absence via the absence form on our SchoolStream app. As per DET requirements the school follows up on student absences that are unexplained each day. During the period of remote learning families were contacted if there were three consecutive days that their child didn’t engage with any of the learning tasks that were provided.

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 uses the Seesaw app to communicate what students are learning with their families. This was a key communication tool during remote learning.

During remote learning the Principal communicated with families each morning sharing messages, updates and information to keep the school community connected – keeping everyone together whilst they were apart. This has continued since the return to being back on site.

The school's Facebook page is also used to showcase student learning and this was also used widely to share pictures of students learning from home and ideas during the periods of remote learning.

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.

During remote learning the school’s wellbeing team met with the school’s Student Support Services contact to discuss any concerns with students or families and ensured that the necessary supports were put in place.

Despite spending time in remote learning and the survey being completed whilst students were learning from home, our attitudes to school survey returned positive data from our students in Years 3-6. 96% of students shared that they felt safe at school, and 93% shared that they were confident to speak with an adult if they needed to.

95% of students shared they felt safe whilst working on their iPad which was a great result as students were using these to complete their learning at home, especially the students in Years 3-6. 98% of students also shared they knew where to go if they were hurt or felt upset.
Staff and students across the school participate in the Bluearth program, which focuses on resilience, self-umpiring and being in the moment. In 2021 we are continuing to build and include this into our weekly programs.

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. The school ensures that all families had access to iPads and internet devices to ensure their children could access their learning throughout the time they were learning from home.

A Foundation transition program was implemented during Term 4 for our new students and their families. This was limited in comparison to the ‘normal’ transition program that the school runs due to the restrictions that remained in place. Despite this the Principal and/or Assistant Principal were able to meet with each parent to share any concerns about their child and their transition to school. Due to the limited transition sessions the 2021 Foundation students received a letter from their buddy in the mail and were also sent a class list which included photos to support the children in getting to know each other prior to the commencement of school.

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. In 2020 this was conducted at school and the day commenced with the Year 6 students coming together for breakfast before school.

76% of parents surveyed for the Parent Opinion Survey were satisfied with the school overall. The number of responses to the survey were down from previous years.

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 2020.
Additional funds granted through the Victorian state schools 'maintenance blitz' has continued to enabled the school to proceed with additional maintenance and minor works during 2020,which we wouldn't financially be in a situation to conduct. Grahamvale Primary School relies heavily on funds raised by our school community. During 2020 there was very little engagement with the school community to raise funds either through our Parents’ Club fundraising, from Parent Payments with the reduction or cancellation of activities or family financial hardship. This significantly impacted fund which would normally be raised and provide further resources and improved facilities for the school and students.

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

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 389 students were enrolled at this school in 2020, 185 female and 204 male.

10 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

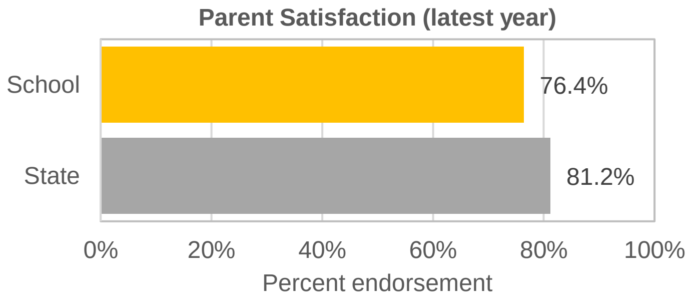
This school's socio-economic band value is: Low - Medium

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	76.4%
State average:	81.2%



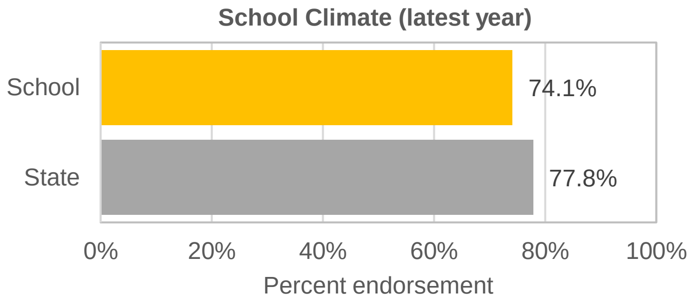
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	Latest year (2020)
School percent endorsement:	74.1%
State average:	77.8%



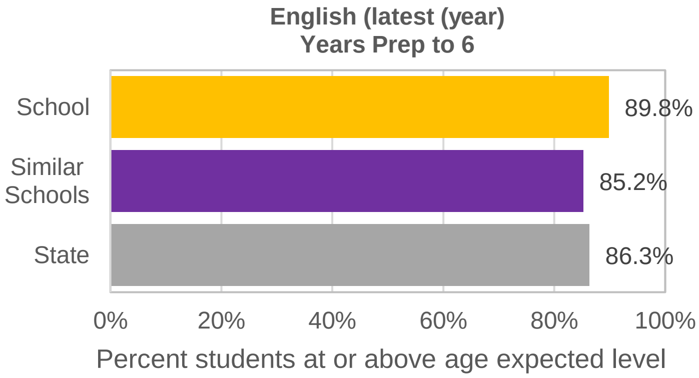
ACHIEVEMENT

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.***

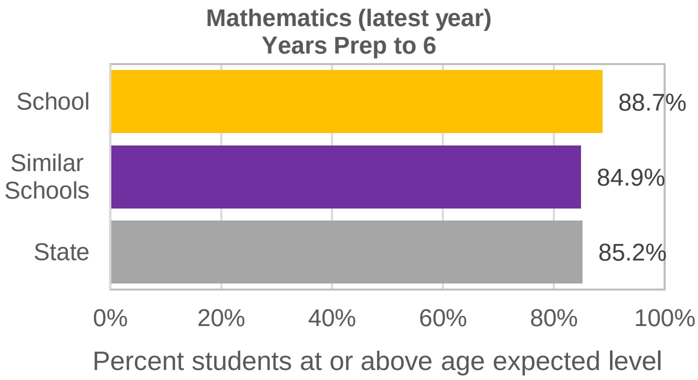
Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	89.8%
Similar Schools average:	85.2%
State average:	86.3%



Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	88.7%
Similar Schools average:	84.9%
State average:	85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

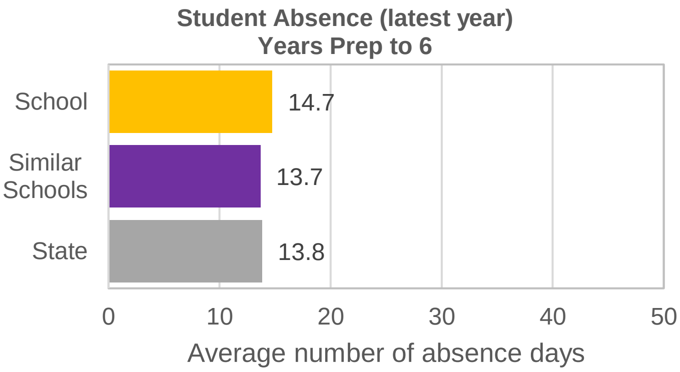
ENGAGEMENT

***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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	14.7	15.2
Similar Schools average:	13.7	15.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	91%	92%	93%	93%	91%	93%

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.***

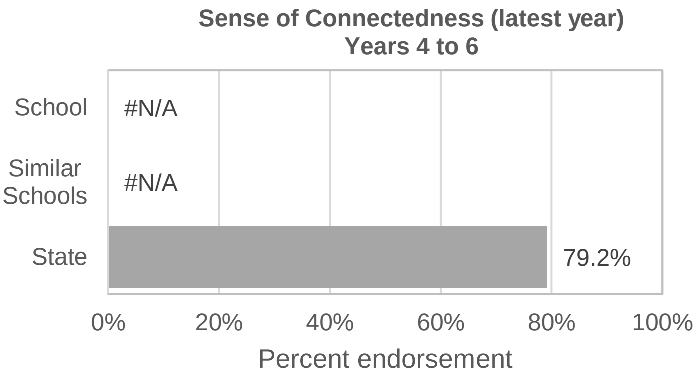
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.8%
Similar Schools average:	NDP	80.6%
State average:	79.2%	81.0%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.



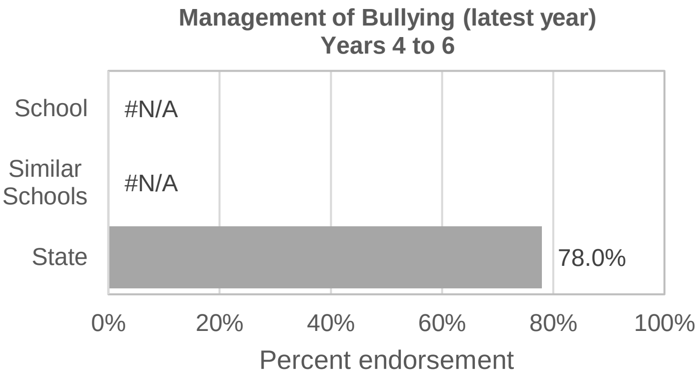
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.8%
Similar Schools average:	NDP	81.1%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$2,972,480
Government Provided DET Grants	$457,192
Government Grants Commonwealth	$18,848
Government Grants State	NDA
Revenue Other	$15,696
Locally Raised Funds	$42,118
Capital Grants	NDA
Total Operating Revenue	**$3,506,335**

Equity [1]	Actual
Equity (Social Disadvantage)	$46,981
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$46,981**

Expenditure	Actual
Student Resource Package [2]	$3,047,280
Adjustments	NDA
Books & Publications	$3,865
Camps/Excursions/Activities	$10,994
Communication Costs	$9,189
Consumables	$49,947
Miscellaneous Expense [3]	$22,088
Professional Development	$7,864
Equipment/Maintenance/Hire	$31,062
Property Services	$129,568
Salaries & Allowances [4]	$76,459
Support Services	$110,147
Trading & Fundraising	$50,082
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$36,454
Total Operating Expenditure	**$3,585,000**
Net Operating Surplus/-Deficit	**NDA**
Asset Acquisitions	**$0**

(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 01 Mar 2021 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 2020

Funds available	**Actual**
High Yield Investment Account	$379,017
Official Account	$17,364
Other Accounts	$15,418
Total Funds Available	**$411,799**

Financial Commitments	**Actual**
Operating Reserve	$86,038
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$135,999
School Based Programs	$171,674
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$24,110
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$4,308
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$30,542
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$452,671**

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.