

# 2018 Annual Report to The School Community



School Name: Greensborough Primary School (2062)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 29 April 2019 at 09:59 AM by Angela Morritt  
(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 April 2019 at 01:39 PM by Kim Hill (School  
Council President)

## About Our School

### School context

Greensborough Primary takes great pride in providing a nurturing and supportive environment where every student is recognized for their strengths and comprehensive, engaging curriculum programs are provided to ensure that all students have the opportunity to achieve positive academic, social and emotional learning outcomes. The school has a highly involved and committed parent community with the school's overall socio-economic profile being in the Mid-range.

The existing school buildings continue to be state of the art with large airy classrooms, which open onto landscaped outdoor learning areas. Indoor wet areas, a purpose built library, visual arts classroom, canteen and hall are all contained within the one Architect Designed building. During 2018 the school's committed Buildings and Grounds committee planned and completed the final flooring and painting tasks remaining after the major upgrade in 2017 with the entire school now having a fresh and modern appearance. The original school building, which has heritage listing, provides the venue for STEM (Science, Technology, Engineering and Maths), Chinese and Music classes. The school is continually upgrading its grounds with the addition of outdoor learning areas, passive play areas and sandpits and the establishment of an environmental garden area. During 2018 enhancements to the school grounds included the selection of a successful tender to replace the dated bitumen basketball court with a synthetic grass surface, extensive tree works to maintain the safety of the school grounds and minimize the impact of overhanging trees on school buildings and the continued works to edge and contain school garden beds to maintain clear walkways and play areas. 2018 saw the school celebrate its 140th Anniversary with a whole school focus on history culminating in a highly successful community celebration of the life of the school. At this time the school also hosted its biennial Art Show which showcased the outstanding artistic achievements of the students in the school. In Term Three the school extended its Chinese language program by hosting a group of five students from China. A range of cultural and creative programs facilitated the exchange of ideas and language skills and this proved to be a very positive experience for all concerned.

The school's commitment to Student Welfare and Wellbeing was demonstrated in 2018 with the continued implementation of the Friendship Tree and Student Wellbeing Leaders Program, the ongoing commitment to the PATHS program across the school and Professional Development in Respectful Relationships and Disability Standards. To support student engagement the school implements an excursions and camping program, Junior School Council initiatives, the Grade Six /Prep Buddy program and events throughout the year such as the Easter Hat activities morning and festivities associated with Book Week.

In 2019 the school has 165 students with five full time and four part time class teachers, a Literacy Support specialist and four specialist teachers in the areas of Library, Visual Arts, STEM and Chinese., Six Educational Support staff provide one on one support for students with specific learning needs and facilitate intervention and extension programs for small groups of students. All students in Grades Three to Six are involved in the Spelling Mastery program. Those students identified as requiring additional support are involved in the Corrective Reading Program and, across the school, the VCOP writing program implemented in 2014 is continuing. The Magic Maths program, first implemented at the school in 2014, continues to achieve positive outcomes with students engaged for three hours per week in an explicit, focused number program where the curriculum and outcomes are tightly structured and scaffolded, to ensure maximum understanding and growth.

Survey results from the Parent Satisfaction Summary were at the median of all government primary schools and School Staff survey results were above the median of all government primary schools.

The school continues to operate on a philosophy of mutual respect between staff and students and the community where student leadership and involvement in a rich and diverse curriculum promotes student engagement. Greensborough Primary School embraces strong community participation and enthusiastically welcomes parental involvement and participation in the life of the school. The school's values of Cooperation, Achievement, Respect and Empathy are embedded in the daily fabric of the school.

### Framework for Improving Student Outcomes (FISO)

In line with the school's 2018 AIP Improvement Initiative to 'Build Practice Excellence' the school focused strongly on consistent, whole school planning, the use of data to drive explicit teaching to ensure a well-balanced, highly differentiated program and the promotion of 'Curiosity' through the implementation of Inquiry Learning programs. The school funded a Professional Learning and Planning Day with Kath Murdoch to foster understanding and promote a whole school approach to the delivery of Inquiry based learning programs. Protocols for whole school planning, templates and learning teams with support provided by senior teachers, ensured high quality planning, preparation and clearly defined learning intentions and goals. The embedding of a well function, productive SIT (School Improvement Team) ensured that communication and delivery of programs, initiative and professional leaning across the school was enhanced. A highly differentiated class program, assisted by research based programs such as Spelling Mastery and Corrective Reading and the whole school approach to Number with all students from Grades One to Six working in their 'zones of proximal development' assisted in the achievement of the goals of consistency in curriculum delivery and high quality student outcomes with the meeting of the needs of all students in the school being a strong priority

### **Achievement**

2018 Grade Three NAPLAN results show that, in both Reading and Numeracy, the school is achieving a 'Similar' rating in the school comparison summary with the four year trend data for both Grade Three Reading and Numeracy being in the "Higher' range. In 2018 the Grade Five results in NAPLAN for both Reading and Numeracy were above the state mean with the Reading in the 'Similar' range in the school comparison summary and Numeracy in the 'Higher' range. The four year trend data for Grade Five Reading and Numeracy were both in the 'Similar' range in the school comparison summary

The Relative Growth (2016 -2019) shows that 85% of students made Medium or High growth in Numeracy and Spelling, 75% of students made Medium or High growth in Writing, 62% of students made Medium or High growth in Grammar and Punctuation and 54% of students made Medium or High growth in Reading ,

During 2018 the school continued to focus on consistency in planning and curriculum delivery, to ensure that a differentiated program tightly aligned to student abilities and potential was delivered across the school. The Corrective Reading program has provided research based scaffolding to support students identified as requiring additional assistance in Reading. The implementation of the Spelling Mastery program for all students in Grades 3-6 has resulted in measurable improvements in students' written language skills. Magic Maths, where students are grouped according to the 'zone of proximal development', has resulted in high levels of engagement and achievement in the Number component of the Numeracy curriculum.

The school continued to fund a Literacy Coordinator in 2018 to collaborate and work with all staff to ensure that consistency in lesson delivery and student outcomes was established to provide solid foundations for students in their ongoing Literacy skill development.

### **Engagement**

Greensborough Primary School's student absence is slightly above the state median for all Victorian government schools but is in a similar range when compared to other schools with students with similar background characteristics. The school continues to closely monitor student attendance with proactive contact with families to ensure high levels of understanding about the reasons for school absence and to identify any areas in which the school could provide support.

The purchase of new technology in 2018, the introduction of Coding and Robotics, diverse curriculum programs and the proactive involvement of a range of support programs have all assisted in promoting and enhancing student engagement.

The school's comprehensive Student Leadership Program, Prep-6 Buddies Program, Literacy, Art, Science, Coding and Gateways Extension programs and the Student Wellbeing Leaders program have all given students the opportunity to pursue individual areas of high interest and challenge.

Whilst maintaining the much valued qualities of a small school, Greensborough Primary provides a broad range of curriculum opportunities with the employment of highly qualified specialist teaching staff to engage students in

rich and diverse curriculum programs.

## Wellbeing

Greensborough Primary School's Students Attitudes to School, 'Connections to School' was slightly above the median of Victorian Government primary schools with the School Comparison data showing that the school is achieving a result that is 'Similar' to other schools with similar background characteristics. The 2018 Student Attitudes to School Survey data for the 'Management of Bullying' was significantly above the state mean and received a result in the 'Higher' range. This is supported by school surveys and data which show that students are highly engaged and positive about their experiences at school.

Greensborough Primary has an extensive Prep Transition focus which includes programs in the areas of 'Starting to Read', 'Stories at School', 'Art for Tiny Tots' and 'Science at School'. All of these programs are designed to develop confidence and engagement in the school environment and to provide information and support for families. All of these programs lead to the formal Prep Transition program which was run on the four Fridays in November.

Support services were engaged to facilitate information sessions for new parents, providing strategies and suggestions for managing positive transitions to school for both children and parents. In addition to the above programs, the school hosted visits from the local kindergarten and a smooth transition was achieved with extensive communication and a comprehensive handover from the preschool facility.

Student leadership skills are actively fostered in Grade Six as a precursor to the challenges and opportunities of secondary school. The school hosts visits from local secondary colleges and implements school based programs during Term Four for both students and parents on transitions and preparations for the next step in the student's educational journey. Programs to foster wellbeing and resilience such as the 'PATHS' program which is an evidenced based positive education program, respectful Relationships and yoga sessions were incorporated into the school curriculum.

Term Four sees Grade Six students actively engaged in preparing for their primary school Graduation and compiling transition documents and work samples for their chosen secondary school.

## Financial performance and position

The school ended 2018 with a surplus which is targeted towards the installation of a synthetic grass surface on the ageing bitumen basketball court, the funding of lease agreements on ICT equipment and the delivery of targeted intervention programs. The school surplus also provides a sound buffer against any fluctuations in enrollments to ensure the school is able to staff and maintain all programs and continue to provide a quality learning program across the school. The maintenance of buildings and grounds continues to be a priority and sound management of funds has ensured the school has been able to maintain a high quality learning environment for staff and students.

**For more detailed information regarding our school please visit our website at**  
[www.greensborough.vic.edu.au](http://www.greensborough.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 168 students were enrolled at this school in 2018, 74 female and 94 male.

8 percent of students had English as an additional language and 5 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: 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	80.8	85.1	78.3	91.6

### 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.9	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.1	90.1	82.6	95.3	Similar
Mathematics	92.4	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	73.1	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	80.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	88.2	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	82.4	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	81.9	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	80.2	65.7	51.2	80.0	Higher
Year 5	Reading (4 year average)	66.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	65.5	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	46.2	15.4	38.5
Numeracy	15.4	69.2	15.4
Writing	25.0	41.7	33.3
Spelling	15.4	38.5	46.2
Grammar and Punctuation	38.5	38.5	23.1

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.8	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	17.0	15.2	13.2	17.8	Lower

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	93	87	92	93	92	91

## WELLBEING

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.8	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	81.9	81.7	73.8	88.7	Similar

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	92.1	81.2	72.2	90.3	Higher
<b>Percent endorsement (2 year average)</b>	86.0	81.8	73.7	89.7	Similar



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,347,896
Government Provided DET Grants	\$247,596
Government Grants Commonwealth	\$5,900
Government Grants State	\$13,245
Revenue Other	\$11,203
Locally Raised Funds	\$136,886
<b>Total Operating Revenue</b>	<b>\$1,762,726</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,568
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$18,568</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,275,088
Adjustments	\$0
Books & Publications	\$1,434
Communication Costs	\$3,086
Consumables	\$50,433
Miscellaneous Expense <sup>3</sup>	\$73,895
Professional Development	\$9,063
Property and Equipment Services	\$103,247
Salaries & Allowances <sup>4</sup>	\$116,376
Trading & Fundraising	\$25,680
Travel & Subsistence	\$0
Utilities	\$19,230
<b>Total Operating Expenditure</b>	<b>\$1,677,532</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$85,195</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$119,636
Official Account	\$6,999
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$126,635</b>

Financial Commitments	Actual
Operating Reserve	\$57,102
Other Recurrent Expenditure	\$8,170
Provision Accounts	\$0
Funds Received in Advance	\$3,230
School Based Programs	\$41,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,500
Capital - Buildings/Grounds < 12 months	\$13,133
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$126,635</b>

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 04 Mar 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').