

2019 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).
- 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 31 August 2020 at 10:51 AM by Angela Morritt (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 31 August 2020 at 06:43 PM by Kim Hill (School Council President)

About Our School

School context

During 2019 the staff, parents and students of Greensborough Primary continued to work together to ensure that there was a nurturing and supportive school environment where all stakeholders were recognized for their strengths. The school's values of Cooperation, Achievement, Respect and Empathy are embedded in all instructional and social programs within the school with the values being an integral component of the whole school start-up program implemented at the commencement of the school year. Comprehensive and engaging curriculum programs were provided to assist all students to 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.

Greensborough Primary is located in the northern suburbs of Melbourne located 22km from the CBD. 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 2019 the school's committed Buildings and Grounds committee continued to build upon the achievements of the major upgrade in 2017 with the refurbishment of the Numeracy Room and Sick Bay, the installation of an artificial turf surface on the basketball court, interior and exterior painting and extensive planting of garden beds in the school. 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. The original school building, which has heritage listing, provides the venue for STEM (Science, Technology, Engineering and Maths), Chinese and Music classes. The school continued to extend its Chinese language program by hosting students from China with a range of cultural and creative programs facilitating the exchange of ideas and language skills. The school's commitment to Student Welfare and Wellbeing was demonstrated in 2019 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 implemented 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 had 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,. Seven Educational Support staff provided one on one support for students with specific learning needs and facilitated intervention and extension programs for small groups of students. All students in Grades Three to Six were involved in the Spelling Mastery program. Those students identified as requiring additional support were involved in the Corrective Reading Program and, across the school, the VCOP writing program implemented in 2014 continued. The Magic Maths program, first implemented at the school in 2014, continued to achieve positive outcomes with students engaged for three hours per week in an explicit, focused number program where the curriculum and outcomes were tightly structured and scaffolded, to ensure maximum understanding and growth.

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

Framework for Improving Student Outcomes (FISO)

In line with the school's 2019 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. 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-functioning, productive SIT (School Improvement Team) ensured that communication and delivery of programs, initiative and professional learning 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
As an outcome of the School Review process in 2019 the school received commendation for the quality and consistency of planning documents and was able to formulate future directions for a curiosity based learning program.

Achievement

2019 Grade Three NAPLAN results showed that, in both Reading and Numeracy, the school was achieving an 'Above' rating in the school comparison summary with the four year trend data for both Grade Three Reading and Numeracy being above the median of all Victorian Government Primary Schools. In 2019 the Grade Five results in NAPLAN for Reading were below the state mean however Numeracy was above the state mean with the four year trend data for both Grade Five Reading and Numeracy being above the median of all Victorian Government Primary Schools. The Relative Growth (2017 -2019) shows that 94% of students made Medium or High growth in Grammar and Punctuation, 87% of students made Medium or High growth in Spelling, 75% of students made Medium or High growth in Numeracy, 69% of students made Medium or High growth in Reading and 67% of students made Medium or High growth in Writing. These results met the targets set in the 2019 AIP for Grammar and Punctuation and Numeracy however Reading did not reach the 75% target for Medium and High growth (69% achieved) or for 25% in Low Growth (31% recorded).

During 2019 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 their 'Zone of Proximal Development', has resulted in high levels of engagement and achievement in the Number component of the Numeracy curriculum.

The school has ten PSD funded students who all work closely with their appointed Educational Support person. ES staff assist to scaffold learning with the classroom and specialist programs and maintain open lines of communication with students' families to ensure consistent understandings of learning programs, processes and goals. Individual Learning Plans and termly Student Support Group meetings with the involvement of Allied Health professionals ensure that progress is tightly monitored and achievement maintained.

The school continued to fund a Literacy Coordinator in 2019 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. Regional Support Staff were actively engaged to assist with contact with families and to implement best practice strategies to reengage families and students with school.

The purchase of new technology in 2019, the continuation 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, 'Sense of Connectedness' 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 2019 Student Attitudes to School Survey data for the 'Management of Bullying' was above the state mean and received a result in the 'Above' range. This is supported by school surveys and data which show that students are highly engaged and positive about their experiences at school. To support and enhance Student Wellbeing the school facilitated the delivery of the Relationships Australia, Cyber Safety and Life Education programs.

Greensborough Primary has an extensive Prep Transition focus which includes programs in the areas of 'Starting to Read' and 'Stories 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 2019 with a surplus which is targeted towards the funding of lease agreements on ICT equipment and the delivery of targeted intervention programs. Parents and Friends funds raised in 2019 were allocated for projects to be completed in 2020 and thus form part of the end of year surplus. The school surplus also provides a sound buffer against any fluctuations in enrolments 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
greensborough.ps@education.vic.gov.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 165 students were enrolled at this school in 2019, 70 female and 95 male.

4 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)	89.3	85.8	79.2	92.0

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)	81.4	79.5	68.5	87.9

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.7	89.7	81.7	95.0	Similar
Mathematics	90.3	90.3	81.8	95.8	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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	83.3	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	76.5	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	65.0	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	66.7	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	81.5	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	78.2	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	70.9	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	69.2	56.3	40.7	71.7	-

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'.

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.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	31.3	56.3	12.5
Numeracy	25.0	31.3	43.8
Writing	33.3	40.0	26.7
Spelling	12.5	31.3	56.3
Grammar and Punctuation	6.3	56.3	37.5

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	20.0	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	17.8	15.5	13.5	18.2	-

Attendance Rate

Average 2019 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)	87	94	93	86	90	92	87

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	81.5	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	81.8	81.4	73.9	88.1	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.9	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	85.9	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,450,912
Government Provided DET Grants	\$202,989
Government Grants Commonwealth	\$5,100
Government Grants State	\$0
Revenue Other	\$8,926
Locally Raised Funds	\$129,453
Capital Grants	\$0
Total Operating Revenue	\$1,797,380

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,867
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,867

Expenditure	Actual
Student Resource Package ²	\$1,342,897
Adjustments	\$0
Books & Publications	\$1,812
Communication Costs	\$2,925
Consumables	\$35,047
Miscellaneous Expense ³	\$71,713
Professional Development	\$5,602
Property and Equipment Services	\$98,237
Salaries & Allowances ⁴	\$114,016
Trading & Fundraising	\$24,087
Travel & Subsistence	\$0
Utilities	\$20,545
Total Operating Expenditure	\$1,716,881
Net Operating Surplus/-Deficit	\$80,500
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$117,007
Official Account	\$5,456
Other Accounts	\$0
Total Funds Available	\$122,463

Financial Commitments	Actual
Operating Reserve	\$51,770
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$21,680
School Based Programs	\$20,812
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,200
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$4,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$122,463

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 26 Feb 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, 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 '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, 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 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').