

# 2020 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 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 22 March 2021 at 02:43 PM by Angela Morritt (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 23 March 2021 at 01:20 PM by Kim Hill (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

During 2020 the staff, parents and students of Greensborough Primary worked together to meet the social, emotional and educational challenges of Remote Learning during the pandemic. All stakeholders worked to the best of their ability to ensure that all students were supported to maintain connection, engagement and achievement with the school environment and with educational outcomes. The school's values of Cooperation, Achievement, Respect and Empathy were embedded in all instructional and social programs in both On-Site and Remote Learning with the values being an integral component of the whole school start-up program implemented at the commencement of the school year. In On-Site learning, comprehensive and engaging curriculum programs were provided to assist all students to have the opportunity to achieve positive academic, social and emotional learning outcomes. During Remote Learning, it was identified that many families did not have access to the devices, internet connection or expertise to support students with online learning so considerable effort was committed to addressing these deficits and supporting families with technical devices, advice and training. Parent feedback indicated a desire for a combination of both online and hard copy learning tasks and, to support this approach, on a fortnightly basis, within COVID safe practices, families collected from outdoor tables at school, named bags containing the curriculum resources for the next fortnight. At this time families returned the previous fortnight's work for correction and feedback. This approach was supported with on-line learning tasks, Google-Meets and communication via See-Saw.

The school has a highly involved and committed parent community with the school's overall socio-economic profile being in the Low-Medium 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 Architecturally Designed building. During 2020, the school's committed Buildings and Grounds committee continued to build upon the achievements of the major upgrade in 2017 with the completion of 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. Plans to continue to extend its Chinese language program by hosting students from China with a range of cultural and creative programs were cancelled due to the pandemic. The school's commitment to Student Welfare and Wellbeing was demonstrated in 2020 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. The school successfully applied in 2020 for a School Chaplain with this program to have a focus on student wellbeing with this program to commence in 2021.

The school was fortunate to be able to successfully conduct the Grade 3-6 camping program before COVID restrictions were put in to place and both during remote and on-site learning, working within the prevailing regulations, every effort was made to maintain a sense of positivity and engagement for students. This extended to the Grade Six Graduation which was the happiest of occasions where most of the traditional rights of the passage were able to be celebrated. When students returned to onsite learning Junior School Council initiatives, the Grade Six /Prep Buddy program and festivities associated with Book Week were able to be implemented and enjoyed.

In 2020 the school had 165 students with six full time and two part time class teachers and five specialist teachers in the areas of Physical Education, 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 introduced 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 in line with of all government primary schools and School Staff survey results were above the state average.

**Framework for Improving Student Outcomes (FISO)**

In line with the school’s 2020 AIP Improvement Initiative to ‘Build Practice Excellence’ the school focused strongly on consistent, whole school planning and the use of data to drive explicit teaching to ensure a well-balanced, highly differentiated program. During Remote Learning, the focus on a differentiated program continued with Magic Maths teachers delivering online lessons to their groups, Spelling Mastery maintained with an online program and classroom teachers having scaffolded online lessons for students with different points of learning growth. Teachers learnt new ways to plan and deliver a differentiated curriculum through online platforms also using these platforms to communicate with each other, parents and students. Upon the return of On-Site learning, the promotion of curiosity and engagement was fostered through the launch of the Discovery Learning Program where exciting, hands on learning opportunities and activities led by student interest were enthusiastically embraced by the student population across the school.

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 for both On-Site and Remote learning.

During Remote Learning, where the majority of staff were working off site, high levels of communication were maintained with Google Meets for planning teams and on-line staff meetings.

A highly differentiated class program, assisted by research based programs such as Spelling Mastery and Corrective Reading continued during Remote Learning as did 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.

Prior to the first lockdown in 2020, work had begun on whole school assessment data of Applied Mathematic with a view to enhancing the consistency of planning documents and curriculum delivery as per the recommendations of the 2019 School Review. The analysis of data and enhancing of curriculum delivery will be a continued focus in 2021.

**Achievement**

The 2020 teacher judgement indicated that students were performing ‘at’ or ‘above’ the expected range in the areas of English at a slightly higher rate when compared to the state and schools with similar backgrounds and characteristics. The 2020 teacher judgement indicated that students were performing ‘at’ or ‘above’ the expected range in the areas of Mathematics at a slightly lower rate when compared to the state and schools with similar backgrounds and characteristics. As this data was based upon student participation and productivity during Remote Learning and from assessment data when students were re-engaging with their education when they returned to On-Site learning, there is a degree of variability and potential unreliability however all of this information has been used as the baseline data for the extensive Tutoring and Intervention programs being implemented in 2021.

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.

**Engagement**

Greensborough Primary School’s student absence is slightly above the state median for all Victorian government schools and 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.

Both during On-Site and Remote Learning the school's comprehensive Student Leadership Program, Prep-6 Buddies Program, Literacy, Art, Science, Coding and Gateways Extension programs and the Student Wellbeing Leaders were all implemented to encourage high interest and engagement in learning.

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 and other schools with similar background characteristics. The 2020 Student Attitudes to School Survey data for the 'Management of Bullying' was also above the state mean and the results for schools with similar background characteristics.

Due to the extensive lockdowns during 2020, Greensborough Primary was unable to implement the extensive Prep programs 'Starting to Read' and 'Stories at School'. Within COVID safe guidelines, the school implemented the formal Prep Transition program which was delivered on the four Fridays in November where every effort was made to engage and involve new families to the school and to support new students as they commenced their educational journey. Student leadership skills were actively fostered in Grade Six as a precursor to the challenges and opportunities of secondary school. Programs to foster wellbeing and resilience such as the 'PATHS' program (an evidenced based positive education program) and Respectful Relationships were incorporated into the school curriculum in both Remote and On-Site learning.

Term Four saw Grade Six students actively and happily engaged in preparing for their primary school Graduation and compiling transition documents and work samples for their chosen secondary school. Students in Grades Four and Five prepared for their 2021 Leadership roles with training in their chosen area of leadership.

### Financial performance and position

As a result of the extensive lockdowns the school was unable to implement a number of On-Site curriculum programs and, as a result, the school ended 2020 with a surplus. Part of this surplus is targeted towards the funding of lease agreements on ICT equipment, the delivery of targeted intervention programs and the funding of programs in 2021 which could not be delivered in 2020. Parents and Friends funds raised in 2020 were allocated for projects to be completed in 2021 and this also formed part of the end of year surplus. 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**

**<https://greensborough.ps@education.vic.gov.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 166 students were enrolled at this school in 2020, 72 female and 94 male.

5 percent of students had English as an additional language and 3 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.

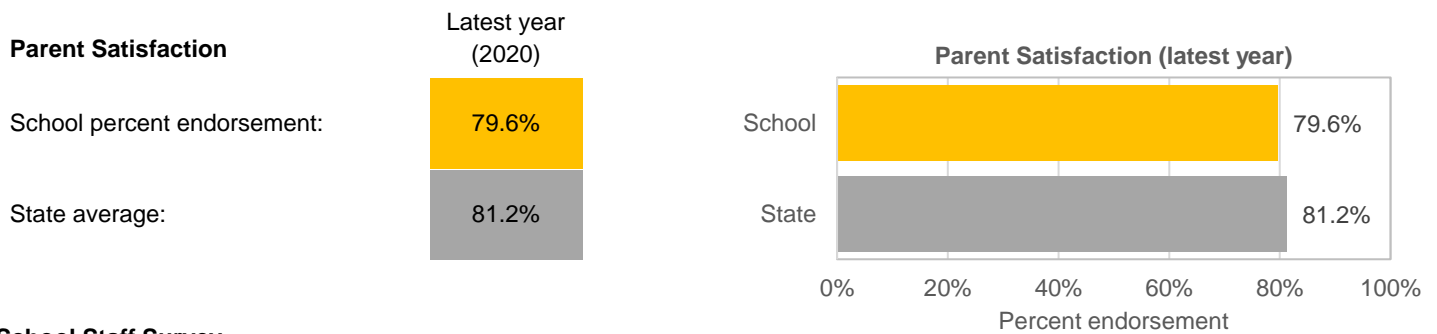
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

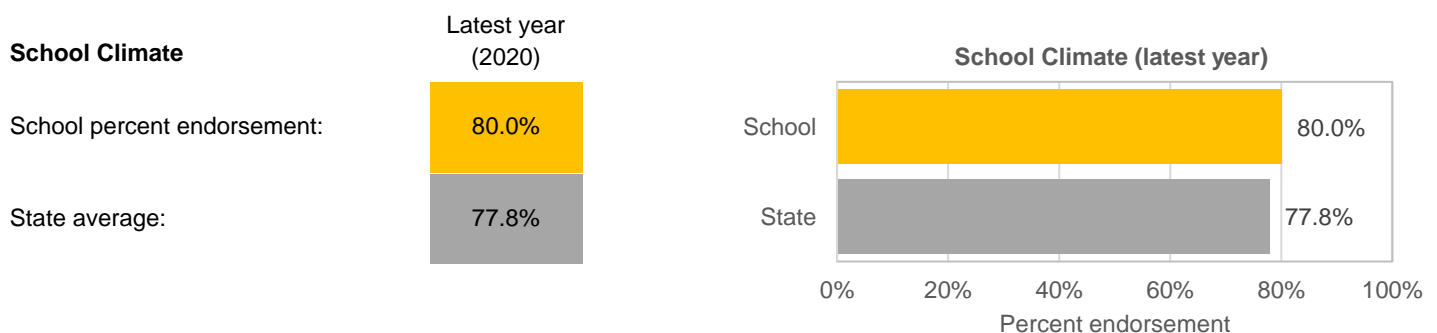


### School Staff Survey

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.



## 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:

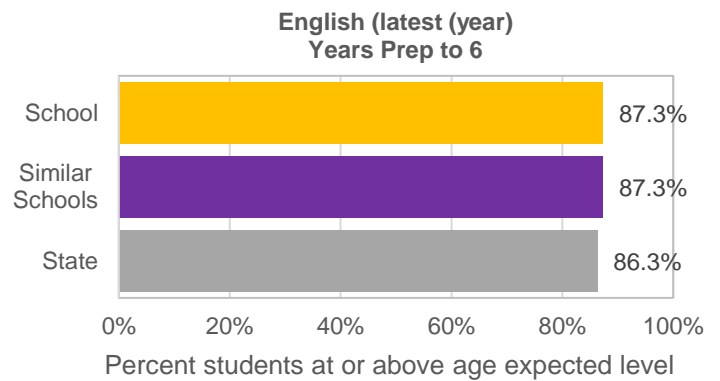
87.3%

Similar Schools average:

87.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

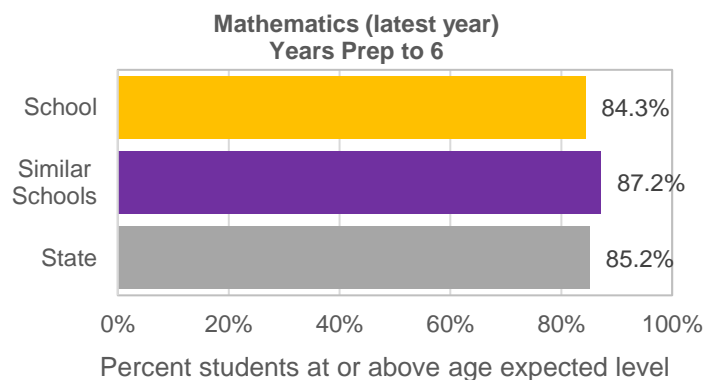
84.3%

Similar Schools average:

87.2%

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

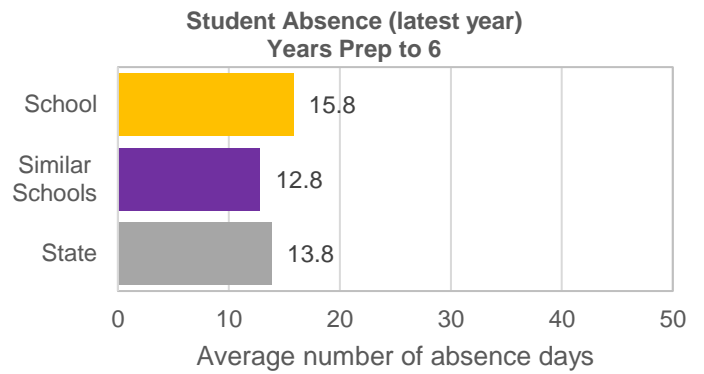
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.8	17.5
Similar Schools average:	12.8	15.3
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):	90%	90%	94%	92%	90%	92%	94%

**WELLBEING**

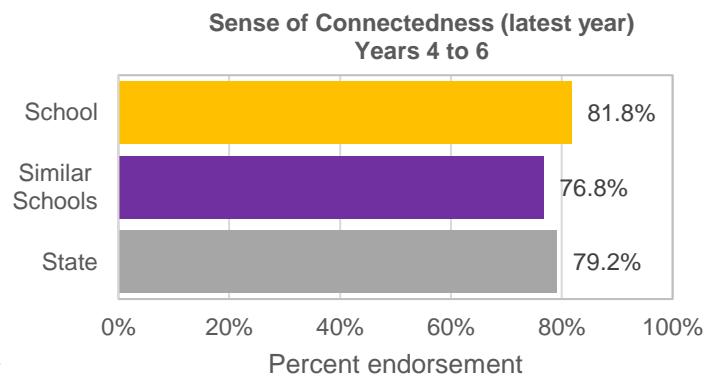
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	81.8%	81.8%
Similar Schools average:	76.8%	78.6%
State average:	79.2%	81.0%



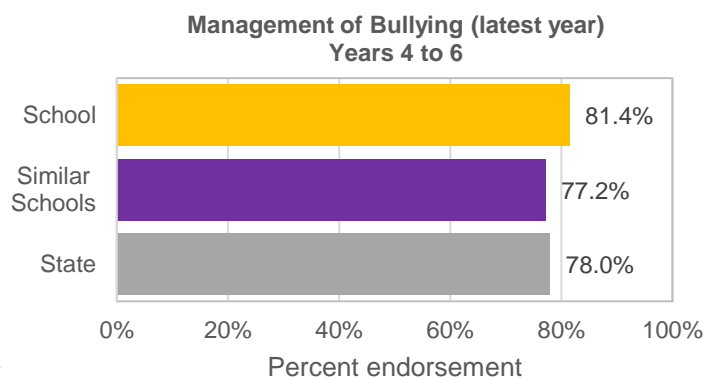
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	81.4%	84.9%
Similar Schools average:	77.2%	79.3%
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	\$1,555,261
Government Provided DET Grants	\$230,513
Government Grants Commonwealth	\$16,280
Government Grants State	NDA
Revenue Other	\$2,055
Locally Raised Funds	\$94,341
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,898,449</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$24,118
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$24,118</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,438,819
Adjustments	NDA
Books & Publications	\$2,149
Camps/Excursions/Activities	\$26,284
Communication Costs	\$3,095
Consumables	\$33,910
Miscellaneous Expense <sup>3</sup>	\$5,435
Professional Development	\$2,335
Equipment/Maintenance/Hire	\$18,701
Property Services	\$96,223
Salaries & Allowances <sup>4</sup>	\$52,973
Support Services	\$11,569
Trading & Fundraising	\$18,264
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$15,848
<b>Total Operating Expenditure</b>	<b>\$1,725,606</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$172,843</b>
<b>Asset Acquisitions</b>	<b>NDA</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 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$185,458
Official Account	\$7,362
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$192,820</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$33,988
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$45,926
School Based Programs	\$96,407
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$6,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$2,000
Capital - Buildings/Grounds < 12 months	\$7,000
Maintenance - Buildings/Grounds < 12 months	\$1,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$192,821</b>

*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.*