

2021 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 2021 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 05 April 2022 at 11:29 AM by Angela Morritt (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 April 2022 at 12:30 PM by Kim Hill (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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 2021 the staff, parents and students of Greensborough Primary continued to work 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 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 via See-Saw, Google-Meets and communication via COMPASS. During both Remote and On-Site learning, HAPL, Gateways and Student Excellence programs continued to be facilitated for students across the school.

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. The building design was of enormous benefit in meeting COVID safe guidelines for air flow with every learning area opening on to outdoor spaces and ventilation. During 2021, the school commenced work on a Planned Maintenance Grant to replace stumps in the Heritage Building and to repair and repaint this building, to complete roof works on both the Heritage Building and Main Building and to replace the artificial turf surface on the Netball court. In 2021 the school was successful in a grant application to upgrade student toilet facilities and it is anticipated that these works will commence in 2022. A shadesail grant application to provide shade for our amphitheatre was also successful and this will be installed in 2022. 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, 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 have been cancelled due to the pandemic. The school's commitment to Student Welfare and Wellbeing was demonstrated in 2021 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. This program commenced in 2021 and facilitated support for both students and families in need of additional guidance and care.

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 rites 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 2021 the school had 149 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. The Tutoring Program facilitated targeted support in both Literacy and Numeracy for students identified as having their learning outcomes significantly impacted by Remote Learning. 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 with students in Grade One and Two also commencing this program at the Start of Term Two. During Remote Learning students in Grades Three to Six were able to continue with Spelling Mastery online which contributed to ongoing positive outcomes in the area of Spelling. 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. During Remote Learning the Magic Maths program was maintained to ensure that students continued to work in their 'Zone of Proximal Development'

Survey results from the Parent Satisfaction Summary were above the state average of all government primary schools as were the School Staff survey results.

Framework for Improving Student Outcomes (FISO)

In line with the school's 2021 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 was maintained with an online program For Grades Three to Six and classroom teachers provided 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 continued with 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, when 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'. This assisted in the achievement of the goals of consistency in curriculum delivery and high quality student outcomes with meeting 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 Mathematics 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 was a continued focus in 2021.

Achievement

The 2021 Teacher Judgement indicated that students were performing 'at' or 'above' the expected range in the areas of English at a higher rate when compared to the state and 0.7% behind schools with similar backgrounds and characteristics. The 2021 Teacher Judgement indicated that students were performing 'at' or 'above' the expected range in the areas of Mathematics at a higher rate when compared to the state and at a rate 1.8% lower than 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 ongoing Tutoring and Intervention programs to be implemented in 2022.

NAPLAN data indicated that the school was able to achieve High Gains in both Reading and Spelling. It was acknowledged that with the support of the Spelling Mastery program and the differentiated reading program that both of these programs could continue to be successfully delivered via Remote learning. It was identified that introducing new Mathematical concepts was challenging during Remote Learning and this resulted in 71% of students achieving Medium Gains and 7% achieving High Gains. All stakeholders including teachers, students and parents, found achieving quality outcomes in the Writing Program extremely challenging during Remote Learning and this was reflected in moderate Medium Growth and lower High Growth in both Writing and Grammar and Punctuation.

The school has eight 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 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 above the median of Victorian Government primary schools and other schools with similar background characteristics. The 2021 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 2021, Greensborough Primary was unable to fully 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 with involvement in the NESST group Student Leadership day being a highlight. 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 2022 Leadership roles with training in their chosen area of leadership.

Finance performance and position

As a result of the extensive lockdowns the school was unable to implement a number of On-Site curriculum programs during 2021 and, as a result, the school ended 2021 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 2022 which could not be delivered in 2021. 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 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 149 students were enrolled at this school in 2021, 71 female and 78 male.

7 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).

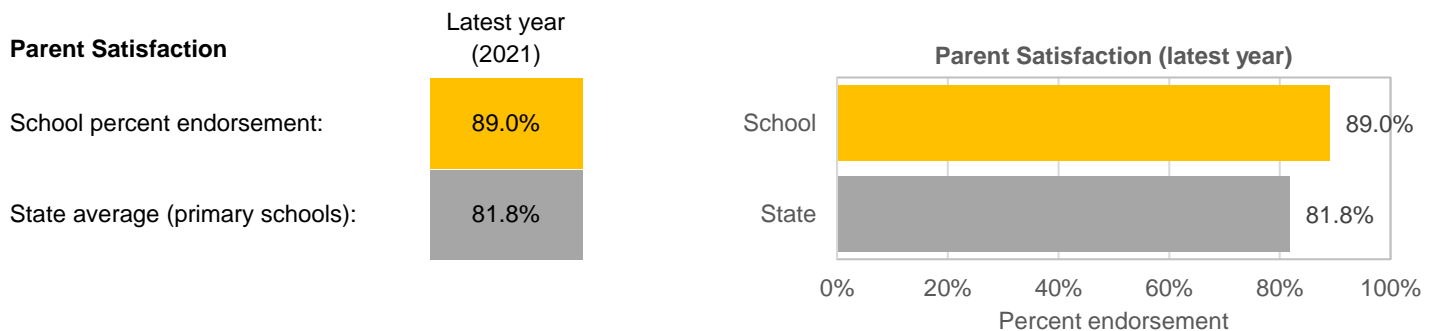
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

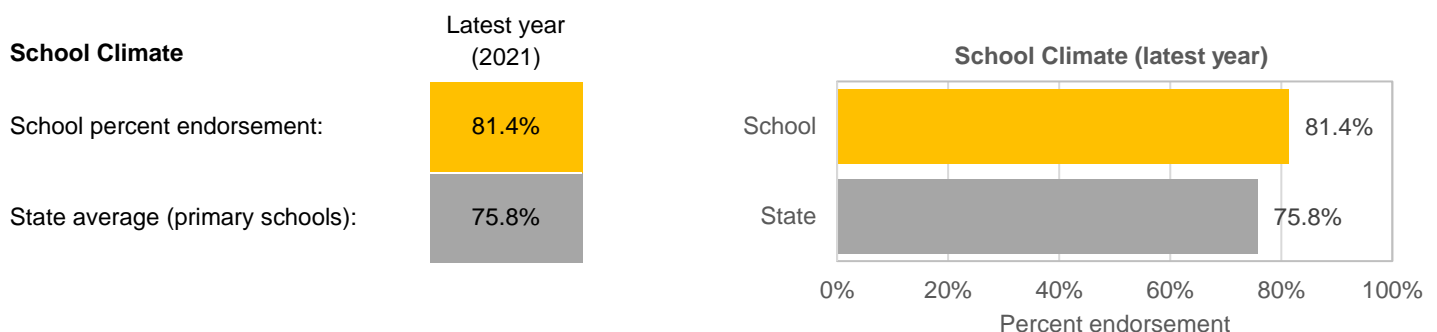


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

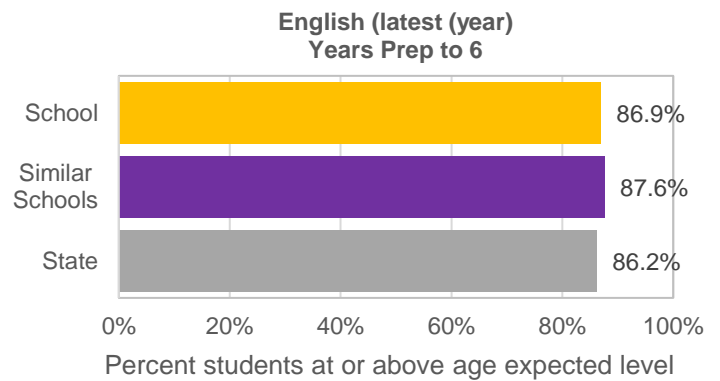
86.9%

Similar Schools average:

87.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

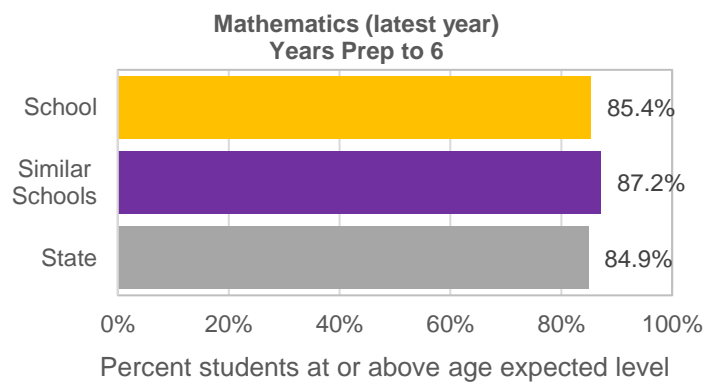
85.4%

Similar Schools average:

87.2%

State average:

84.9%



ACHIEVEMENT (continued)

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.

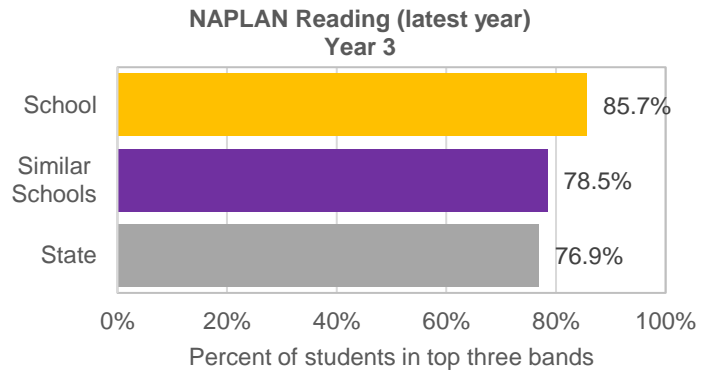
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

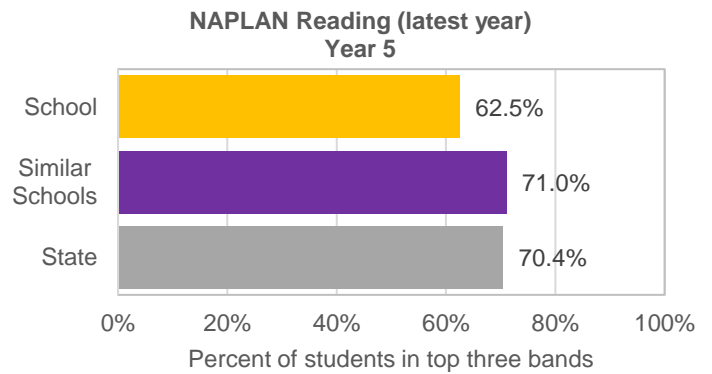
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	80.0%
Similar Schools average:	78.5%	77.3%
State average:	76.9%	76.5%



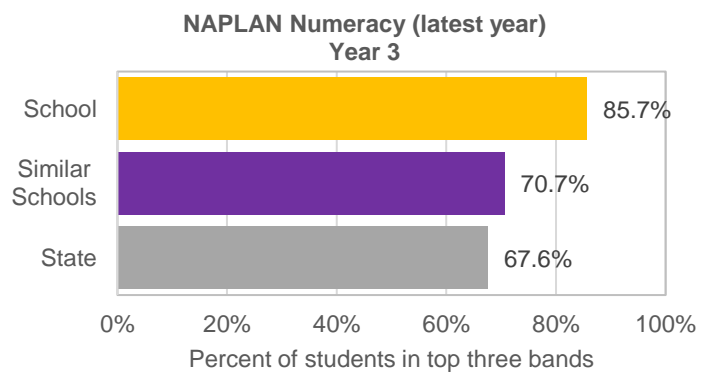
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	71.7%
Similar Schools average:	71.0%	68.3%
State average:	70.4%	67.7%



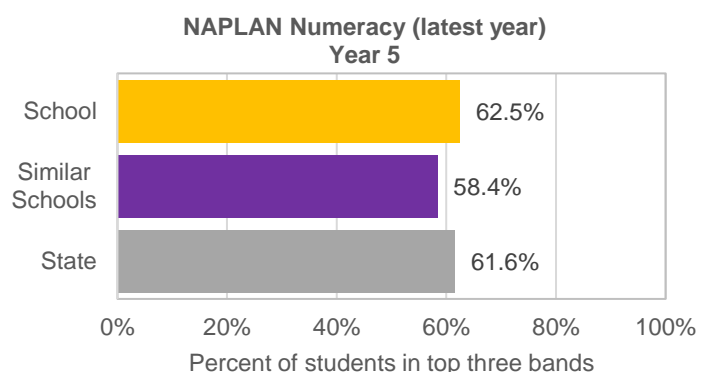
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	81.0%
Similar Schools average:	70.7%	71.7%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	70.6%
Similar Schools average:	58.4%	58.3%
State average:	61.6%	60.0%



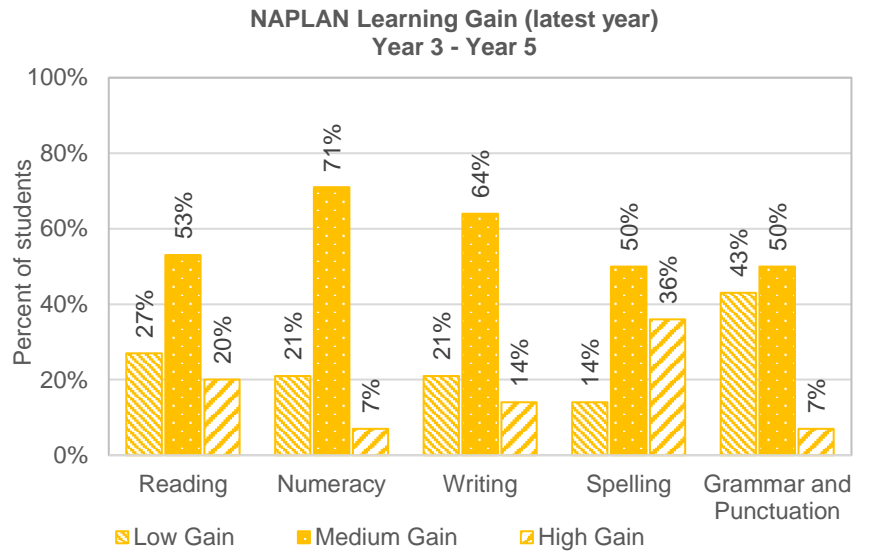
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	53%	20%	23%
Numeracy:	21%	71%	7%	18%
Writing:	21%	64%	14%	18%
Spelling:	14%	50%	36%	23%
Grammar and Punctuation:	43%	50%	7%	23%



ENGAGEMENT

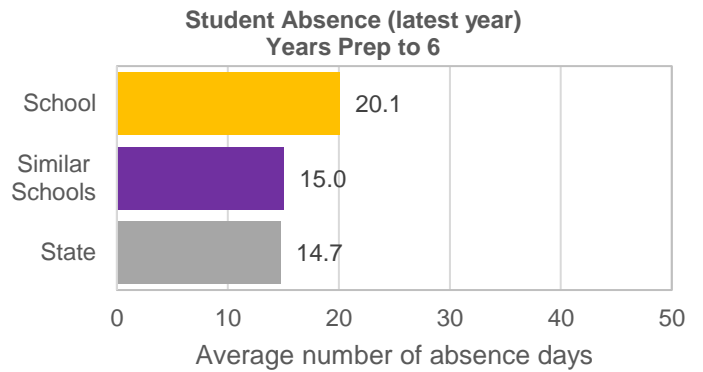
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	20.1	18.2
Similar Schools average:	15.0	15.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	87%	88%	87%	94%	94%	88%	91%

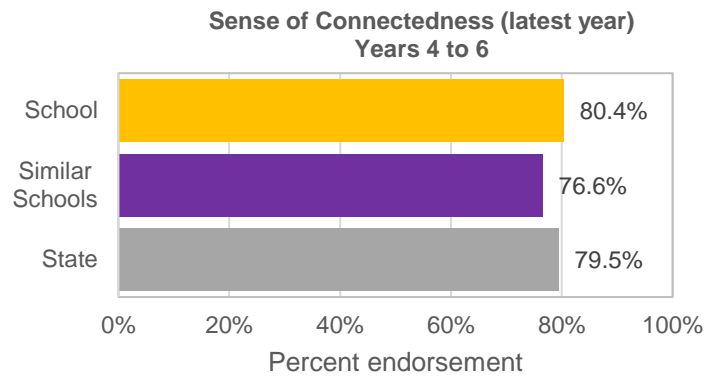
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.4%	81.9%
Similar Schools average:	76.6%	77.7%
State average:	79.5%	80.4%

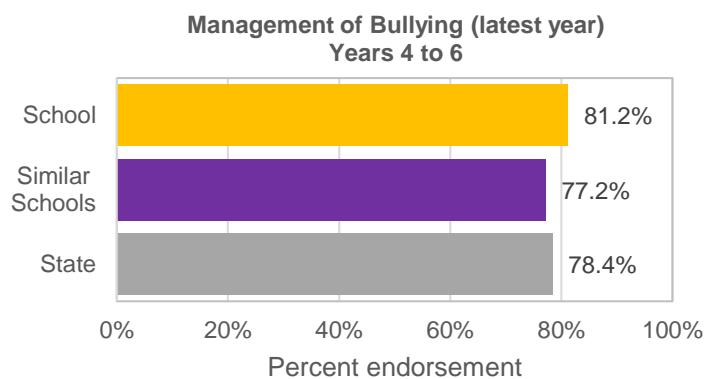


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.2%	85.4%
Similar Schools average:	77.2%	78.5%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,493,674
Government Provided DET Grants	\$198,199
Government Grants Commonwealth	\$5,000
Government Grants State	\$130,818
Revenue Other	\$6,003
Locally Raised Funds	\$81,969
Capital Grants	\$0
Total Operating Revenue	\$1,915,664

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,572
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,572

Expenditure	Actual
Student Resource Package ²	\$1,506,814
Adjustments	\$0
Books & Publications	\$1,317
Camps/Excursions/Activities	\$32,702
Communication Costs	\$2,635
Consumables	\$28,495
Miscellaneous Expense ³	\$8,444
Professional Development	\$5,370
Equipment/Maintenance/Hire	\$35,760
Property Services	\$142,161
Salaries & Allowances ⁴	\$56,599
Support Services	\$27,974
Trading & Fundraising	\$21,333
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,812
Total Operating Expenditure	\$1,882,417
Net Operating Surplus/-Deficit	\$33,246
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$221,856
Official Account	\$12,241
Other Accounts	\$0
Total Funds Available	\$234,097

Financial Commitments	Actual
Operating Reserve	\$41,477
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$28,249
School Based Programs	\$120,944
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,200
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$600
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$36,627
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$234,097

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.