

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2023 at 05:53 PM by Angela Morritt (Principal)

- This 2022 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 28 April 2023 at 12:34 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

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 2022, the school completed work on a Planned Maintenance Grant to replace stumps in the Heritage Building, 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 2022, with the funding from a successful grant application, work commenced upgrading student toilet facilities with it being anticipated that these works will be completed in 2023. A shade sail grant application to provide shade for our amphitheater was installed in 2022. A successful grant application to Banyule Council saw the installation of an Indigenous Art mural on the fence line on The Circuit boundary of the school. The school was also delighted to be successful in a grant application to NELP (North East Link project) for the installation of a small interactive play village (Tiny Town) to encourage imaginative, collaborative play. During 2022 the school completed the accreditation process to accept International students enabling a student already in attendance in the school to maintain continuity of learning and social connections and creating the potential for other international students to enrol at 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, provides the venue for STEM (Science, Technology, Engineering and Maths), Chinese and LEGO Discovery classes. In 2022 the school had 147 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. During 2022 the staff, parents and students of Greensborough Primary worked together 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 with the values being an integral component of the whole school start-up program implemented at the commencement of the school year.

During 2022, 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 Tutoring Program facilitated targeted support in both Literacy and Numeracy for students identified as having their learning outcomes significantly impacted by Remote Learning while targeted intervention programs in Reading and Oral Language provided support and structure for students requiring additional individual support. HAPL, Gateways and Student Excellence programs continued to be facilitated for high ability students across the school to provide extension and enrichment opportunities.

The school has a highly involved and committed parent community with the school's overall socio-economic profile being in the Low-Medium range. The school's commitment to Student Welfare and Wellbeing continued with the 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. A daily, student run Breakfast program was a highlight of student initiative and engagement. The School Chaplaincy program continued to have a focus on student wellbeing with support provided for both students and families in need of additional guidance and care. During 2022, the School Camping program for students in Grades 3-6, the Grade Two Sleepover, the Prep and Grade One Breakfast Program and Grade Six Graduation where the traditional rites of the passage were celebrated were all successfully and happily delivered. The Grade Six /Prep Buddy program and festivities associated with Book Week were able to be implemented and enjoyed. Five 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 One to Six were involved in the Spelling Mastery program and the VCOP writing program introduced in 2014 continued across the school. The Magic Maths program 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 state average of all government primary schools as were the School Staff survey results.

Progress towards strategic goals, student outcomes and student engagement

Learning

In line with the school's 2022 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, student needs based program. A highly differentiated class program, assisted by research based programs such as Spelling Mastery and Corrective Reading continued, as did the whole school approach to Number with all students from Grades One to Six working in their 'Zones of Proximal Development' in the Magic Maths Program. This assisted in the achievement of the goals of consistency in curriculum delivery across the school and high quality student outcomes, with meeting the needs of all students in the school being a strong priority. The 2022 Teacher Judgement indicated that students were performing 'at' or 'above' the expected standard in the areas of English at a higher rate when compared to the state and schools with similar backgrounds and characteristics. The 2022 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 0.8% lower than schools with similar backgrounds and characteristics. NAPLAN data indicated that the school had a higher proportion of students in the top three bands for Year Three and Five Reading and Numeracy when compared to similar schools and the state.

Seven PSD funded students all worked closely with their appointed Educational Support person to achieve optimum academic and social growth. ES staff assisted 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.

Wellbeing

Greensborough Primary School's Students Attitudes to School, 'Sense of Connectedness' was slightly below the median of Victorian Government primary schools and other schools with similar background characteristics while the 2022 Student Attitudes to School Survey data for the positive response to the 'Management of Bullying' was above the state mean and the results for schools with similar background characteristics.

In Term Four of 2022, the whole school embarked on a program where every student made daily entries in a Gratitude Diary. This was to encourage feelings of positivity and optimism and was a precursor to the school's planned involvement in The Resilience Project in 2023.

Whilst still maintaining COVID safe guidelines the school delivered the formal Prep Transition program 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. 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 2023 Leadership roles with training in their chosen area of leadership.

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.

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. During 2022 the school developed and implemented the LEGO Discovery program with a classroom equipped and dedicated to this program. Whilst promoting high levels of engagement, this program also sought to address areas identified as requiring support and development as a result of Remote Learning. Specifically the program promoted collaborative learning, oral language skill, problem solving and resilience. The program was highly successful and will continue in a modified form in 2023.

Financial performance

During 2022, with the lifting of COVID restrictions, the school was able to complete a number of maintenance projects and deliver a range of outstanding programs and incursions and, as a result the school expended \$55,440 in excess of its 2022 income. These funds were targeted for expenditure in the surplus in the school's end of 2021 account balances. Funding targeted programs to meet the individual needs of students and the maintenance of buildings and grounds continues to be a priority. 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

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 2.0 (FISO 2.0).

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 147 students were enrolled at this school in 2022, 71 female and 76 male.

8 percent of students had English as an additional language and NDP 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).

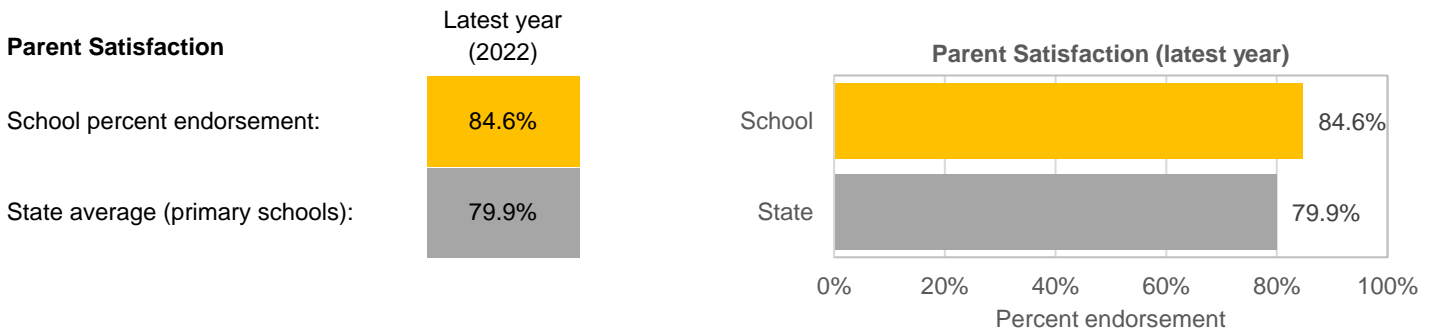
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

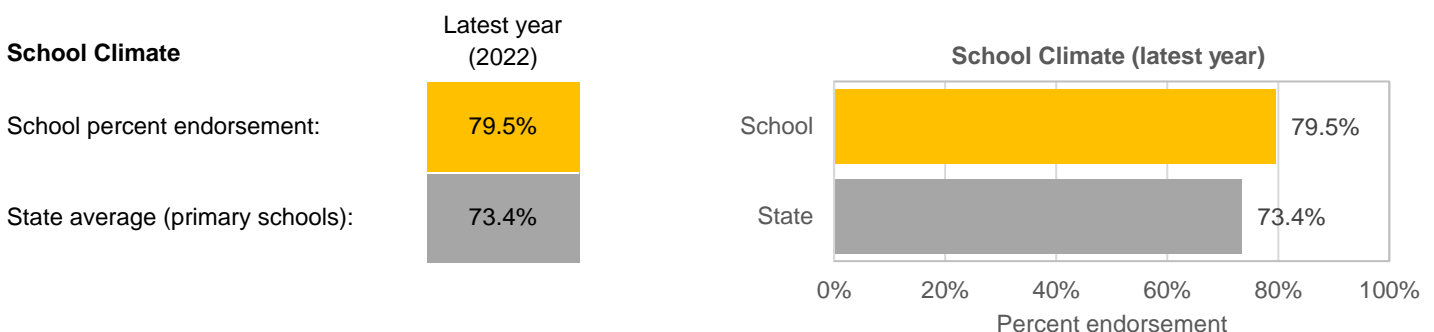


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

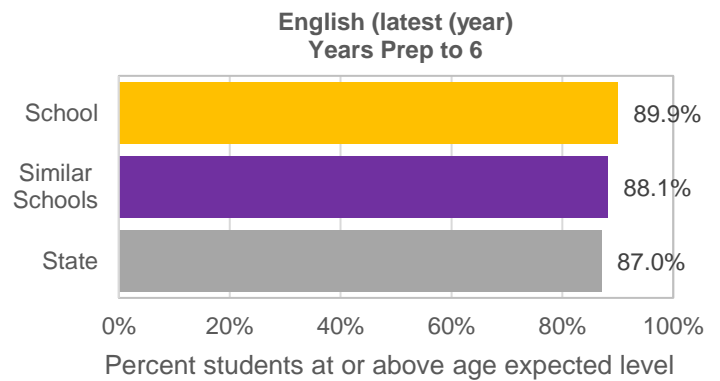
89.9%

Similar Schools average:

88.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

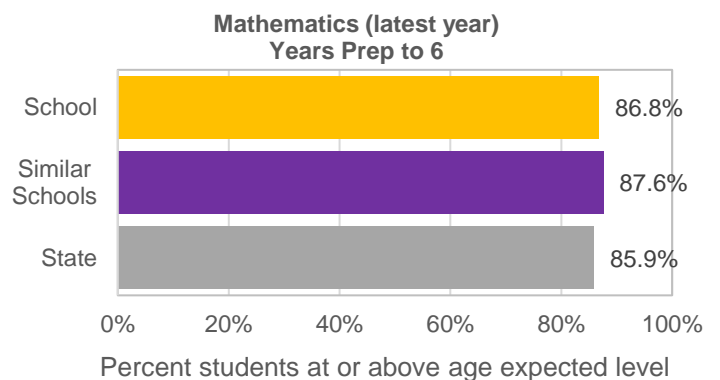
86.8%

Similar Schools average:

87.6%

State average:

85.9%



LEARNING (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.

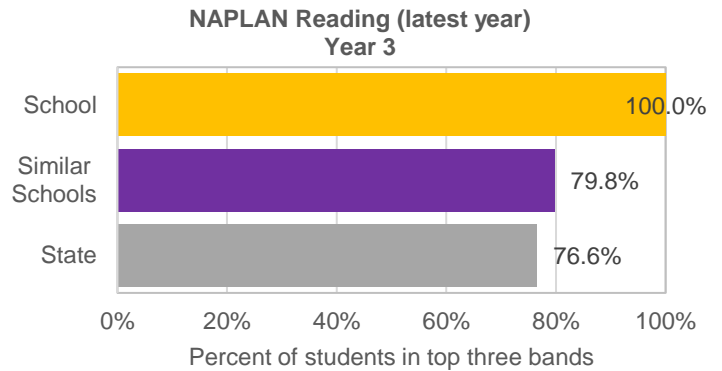
NAPLAN

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 2019, 2021 and 2022 data.

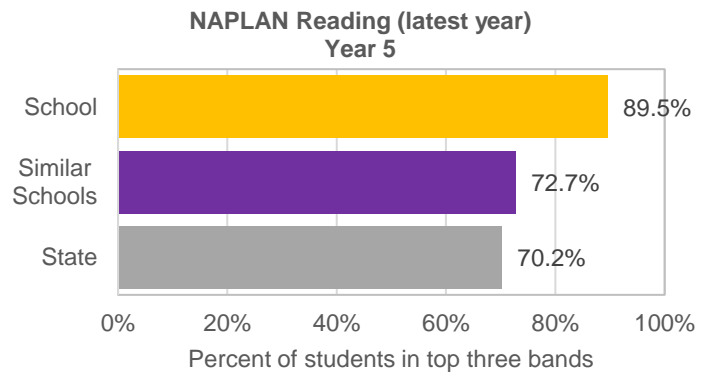
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	89.7%
Similar Schools average:	79.8%	78.1%
State average:	76.6%	76.6%



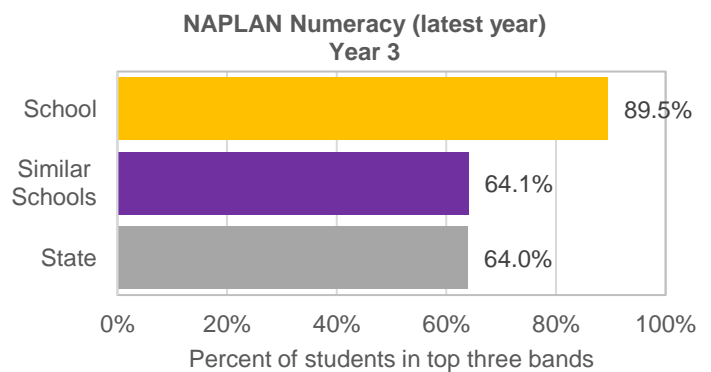
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.5%	72.7%
Similar Schools average:	72.7%	71.1%
State average:	70.2%	69.5%



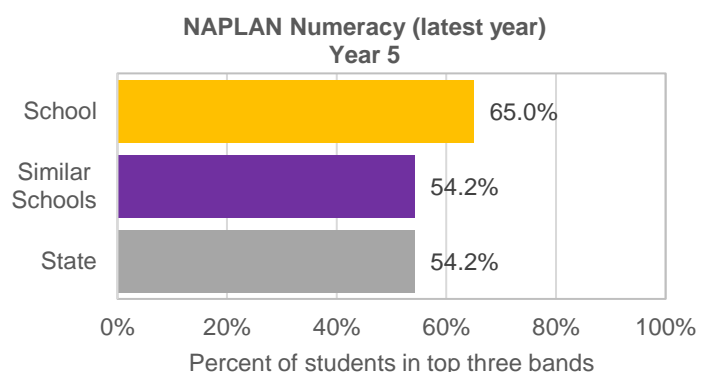
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.5%	84.2%
Similar Schools average:	64.1%	67.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.0%	64.8%
Similar Schools average:	54.2%	57.5%
State average:	54.2%	58.8%



WELLBEING

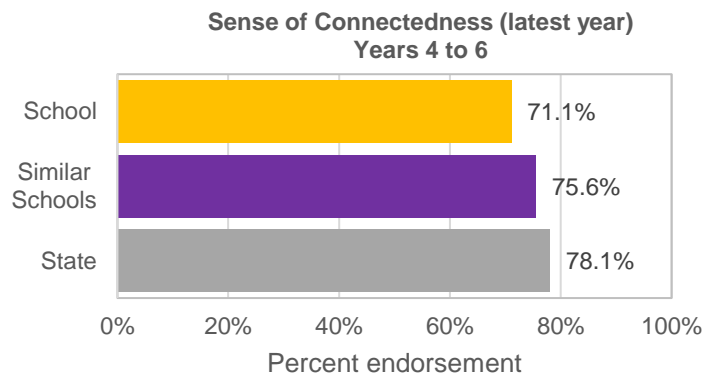
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	71.1%	78.9%
Similar Schools average:	75.6%	76.8%
State average:	78.1%	79.5%

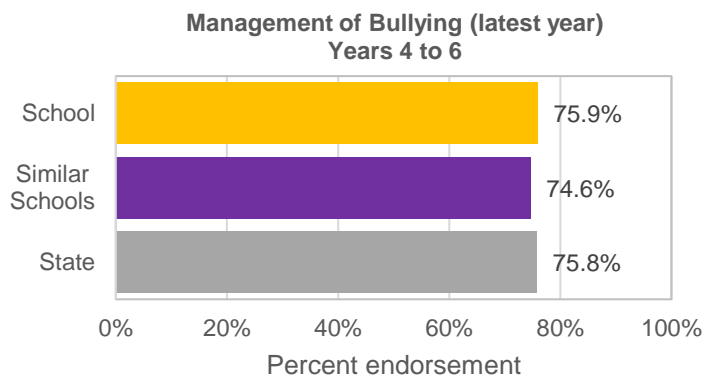


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	75.9%	81.4%
Similar Schools average:	74.6%	76.9%
State average:	75.8%	78.3%



ENGAGEMENT

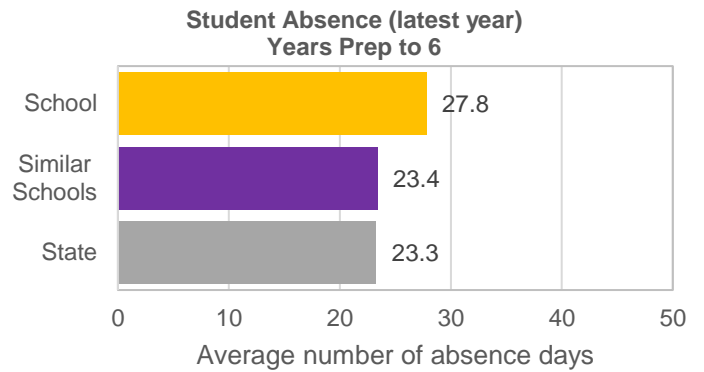
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.8	20.7
Similar Schools average:	23.4	17.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	87%	88%	84%	85%	87%	82%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,445,359
Government Provided DET Grants	\$222,391
Government Grants Commonwealth	\$2,200
Government Grants State	\$52,800
Revenue Other	\$21,018
Locally Raised Funds	\$102,230
Capital Grants	\$0
Total Operating Revenue	\$1,845,998

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,639
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,639

Expenditure	Actual
Student Resource Package ²	\$1,425,596
Adjustments	\$0
Books & Publications	\$2,656
Camps/Excursions/Activities	\$62,246
Communication Costs	\$1,821
Consumables	\$26,884
Miscellaneous Expense ³	\$6,574
Professional Development	\$4,988
Equipment/Maintenance/Hire	\$17,055
Property Services	\$151,759
Salaries & Allowances ⁴	\$121,264
Support Services	\$39,805
Trading & Fundraising	\$23,751
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,038
Total Operating Expenditure	\$1,901,439
Net Operating Surplus/-Deficit	(\$55,440)
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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$164,661
Official Account	\$8,742
Other Accounts	\$0
Total Funds Available	\$173,403

Financial Commitments	Actual
Operating Reserve	\$56,785
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$28,415
School Based Programs	\$70,904
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,300
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$173,404

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.