2016 Annual Report to the School Community

School Name: Greythorn Primary School

School Number: 4694

THE **EDUCATION STATE**

Name of School Principal:	**Andrew Searle**
Name of School Council President:	**Rob Camm**
Date of Endorsement:	March 21 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

VICTORIA State Government | Education and Training

About Our School

School Context

Greythorn Primary School serves the educational needs of families in the area of North Balwyn. The school opened in 1953 and occupies a site of just over two hectares with sweeping views to the city.

The current enrolment of 568 students is accommodated in 25 fully air-conditioned classrooms. Facilities include a Resource Centre/Library, a Multi-purpose Sports Stadium and Learning Centre, a school Hall, a well-equipped Art room, a Languages - French room, a Discovery Centre, extensive outdoor play areas and adventure playground and an Out of School Hours Care Program.

Greythorn Primary School, 'Working Together' with its community, has the expectation that all students will pursue excellence, whilst acquiring a lifelong love of learning and the skills and attitudes necessary to contribute successfully in our global society. Our pedagogical focus is on creating an environment where students are encouraged to take risks, ask questions and seek answers to stimulate their curiosity. Students are supported to develop the strategies and confidence to engage in all tasks, demonstrating a sense of purpose and a zest for life.

Our dynamic learning environment encourages students to become active learners, acquire and practise higher order thinking skills and utilise Information and Communication Technology skills. ICT hardware including PC's, laptops, BYOD iPads in Years 1 - 4, IWB's and netbooks form part of the learning tools available to all students. Our school seeks to support students' learning through 21st century learning programs.

Providing leadership opportunities and developing students' social competencies is a priority at Greythorn. The school culture is influenced by a common purpose that we need to continue to acknowledge and pursue high performance whilst embedding a social framework to support students on their learning journey.

Strong parent-school partnerships enable parents to participate in all aspects of school life. This partnership promotes a cooperative school culture where a spirit of mutual respect is evident. Parent participation complements and extends the quality programs provided by the staff.

GPS has 39.44 equivalent full time staff: 2 principal class, 31.9 teachers and 5.54 Education Support staff.

Framework for Improving Student Outcomes (FISO)

Greythorn PS has been involved with the following schools in their FISO network; Blackburn, Parkmore, Kew East and Roberts McCubbin Primary Schools. In 2016, the focus for the network was 'Data Literacy'. Each school was looking to improve the way that student achievement data was collected as well as how the data is then interpreted and utilised in an ongoing manner. Network meetings were organised to enable the teachers from each school to meet and discuss their programs and assessment and data protocols. Teachers met in year level groups (e.g. Year 1/2 etc) at designated schools to discuss these issues. Each school provided a facilitator so that the groups had common questions and information points to focus on. The feedback from these sessions was extremely positive as it was invaluable for teachers to meet and network with colleagues from a variety of schools. Rich discussion and learning comes from network meetings and gives everyone an opportunity to share ideas and practices from each school. This will continue in 2017.

Achievement

In 2016, the school was in the 2nd year of the 2015 - 2018 Strategic Plan. The focus continued on maintaining and increasing student outcomes in achievement, engagement and wellbeing. Greythorn Primary School students continue to achieve at levels that are significantly above state expectations and comparable or higher to 'similar schools'.

AusVELS (Victorian Curriculum) teacher judgments indicate that 99% of students across the school are working at or above expected level in both English and Mathematics.

NAPLAN results are well beyond expectations in all domains, with results indicating that a high percentage of students in Years 3 and 5 are working at or above the expected level. Relative growth data indicates that from Year 3 to 5, the students making 'High' growth is strong as indicated by the following data; Reading 24%, Numeracy 46%, Writing 38% and Spelling 30%. The school will continue to monitor this data to target areas of need and revise teaching and learning where necessary.

Whilst proud of these results, the school also monitors a very small number of students to provide targeted support and implement initiatives to increase their learning gains.

All 'Program for Students with a Disability' (PSD) students progressed satisfactorily or above, achieving their individual goals.

The Annual Implementation Plan in 2016 included the following foci to maintain and increase student achievement:
- Further developing a whole school, consistent approach to planning and teaching Mathematics and Reading.
- Investigation of new approaches to support students' writing development.
- Further development of the use of ICT across all domains of the curriculum, including the use of the SAMR model
- Development of the Discovery Centre for Science and Inquiry teaching and learning

Additionally, progress in curriculum developments was audited to inform the school's 2016 Annual Implementation Plan.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework ☐ AusVELS ☒ Victorian Curriculum ☐ A Combination of these

Engagement

Student survey data continues to indicate that Greythorn students are confident and engaged in their learning. From the data available, all variables including Teacher Effectiveness, Stimulating Learning, School Connectedness and Learning Confidence are well above State and Regional means. Our highly supportive parents value education.

In 2016, student engagement was maintained and supported through Annual Implementation Plan initiatives that:
- Created authentic opportunities for student voice.
- Developed teachers' understanding of links between ICT and classroom tasks.
- Included Digital Citizenship and Cyber Safety in teaching Common Sense Media to support our status as an eSmart school.
- Celebrated learning, including during the school's……………, which the community was invited to attend.
- Provided open ended learning tasks and opportunities for students to evaluate their work, including during inquiry.

Students meet attendance expectations and this reflects the value our families place on their children's education. The school supports DET's 'Every Day Counts', encouraging students and families to value the learning opportunities at school.

Wellbeing

In 2016, the school continued to place a strong and explicit emphasis on student wellbeing and social competencies. The school values of Respect, Pride, Integrity and Optimism form the pillars of all wellbeing and student behavior expectations. The Wellbeing Committee carried out a review of the long-standing 'You Can Do It' program and concluded that the program should be phased out and an appropriate alternative introduced in 2017. The Restorative Practices approach to conflict resolution was introduced to the school in 2016. Through staff professional learning sessions, all teachers became familiar with this approach and commenced its implementation throughout the school. This approach allows for all parties involved in a conflict to resolve the issue through a prescribed set of protocols. In most cases it removes the need for punitive consequences and allows for greater scope for students to learn from inappropriate behavior.

For more detailed information regarding our school please visit our website at
[enter web address here]

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: 🔵 Median of all Victorian government primary year levels: 🔷

School Profile

Enrolment Profile

A total of 573 students were enrolled at this school in 2016, 263 female and 310 male.
There were 24% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.

low	low-mid	mid	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: 🔵 Median of all Victorian government primary year levels: 🔶

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ————————— 100 Results: Mathematics 0 ————————— 100	🟢 Similar 🟢 Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
       Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Higher Higher

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▨
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 22 % / 54 % / 24 % Low / Medium / High **Numeracy** 11 % / 43 % / 46 % Low / Medium / High **Writing** 16 % / 45 % / 38 % Low / Medium / High **Spelling** 26 % / 44 % / 30 % Low / Medium / High **Grammar and Punctuation** 20 % / 52 % / 28 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2016 attendance rate by year level:

Student Outcomes

Results: 2016

0 — 50

Low absences <------> high absences

Results: 2013 - 2016 (4-year average)

0 — 50

Low absences <------> high absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	94 %	93 %	92 %	93 %	93 %

School Comparison

● Similar

● Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	🟢 Similar 🟢 Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	🟢 Similar 🟢 Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
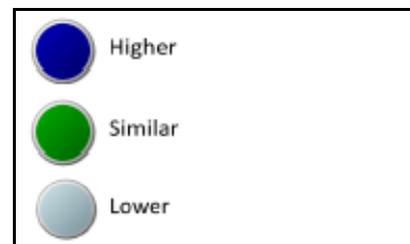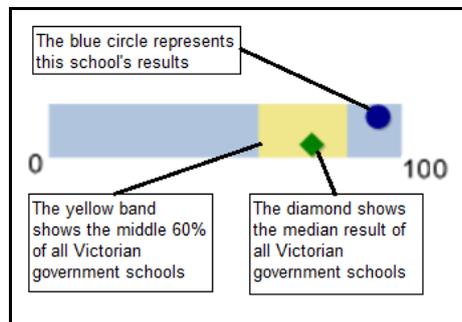
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
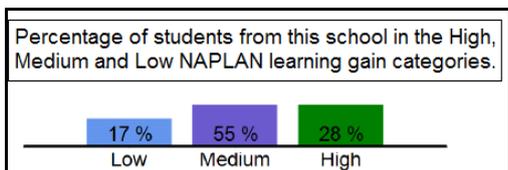
What are the changes in student achievement?
The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$3,778,722
Government Provided DET Grants	$363,517
Government Grants Commonwealth	$8,015
Revenue Other	$9,254
Locally Raised Funds	$610,514
Total Operating Revenue	**$4,770,021**

Expenditure	
Student Resource Package	$3,691,805
Books & Publications	$3,047
Communication Costs	$5,686
Consumables	$58,785
Miscellaneous Expense	$291,426
Professional Development	$32,852
Property and Equipment Services	$242,264
Salaries & Allowances	$170,278
Trading & Fundraising	$64,413
Utilities	$40,444

Total Operating Expenditure	**$4,601,000**

Net Operating Surplus/-Deficit	**$169,021**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$224,318
Official Account	$18,135
Other Accounts	$159,201
Total Funds Available	**$401,655**

Financial Commitments	
Operating Reserve	$140,801
Asset/Equipment Replacement < 12 months	$45,000
Maintenance - Buildings/Grounds incl SMS<12 months	$150,000
Revenue Receipted in Advance	$650
School Based Programs	$10,000
Provision Accounts	$6,000
Capital - Buildings/Grounds incl SMS>12 months	$49,204
Total Financial Commitments	**$401,655**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.