

2017 Annual Report to the School Community



School Name: Greythorn Primary School

School Number: 4694

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



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 556 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, 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, 32.1 teachers and 5.90 Education Support staff.

Framework for Improving Student Outcomes (FISO)

This year as part of the FISO (Framework for Improving Student Outcomes) initiative, we have formed a Community of Practice with 3 other schools within and across our network – Balwyn North, Greythorn and Belle Vue Primary Schools. The learning will focus on the importance and benefits of working in collaborative teaching teams, and implementing the High Impact Teaching Strategies (HITS) in all classrooms. An external consultant, Tracey Ezard, facilitated a combined professional learning day during one of the pupil free days at the commencement of the school year. The Community of Practice schools have nominated FISO Leaders who will coordinate ongoing professional learning opportunities and school visits for all teachers. This collaborative approach provides professional learning opportunities for all staff, as well as an opportunity to network and see how things are done in other schools. Last week the FISO coordinators from each of the schools met at Belle Vue Primary School to plan further learning opportunities for staff – these will include moderation activities, learning walks and informal information sessions for teachers at each level.

Achievement

In 2017, the school was in the 3rd 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'. 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 32%, Numeracy 35%, Writing 31%, Spelling 24% and Grammar & Punctuation 32%. 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 2017 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.

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. Students in Years 4-6 completed the Attitudes To School survey in 2017. Our highly supportive parents value education.

In 2017, 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.
- Provided open ended learning tasks and opportunities for students to evaluate their work, including during inquiry.
- Providing leadership opportunities for a wide number of students.
- Maintaining a JSC with class representatives from all year levels.
- Introduction of the Peer Mediators Program.
- A school concert involving students from all year levels.
- Expanding extra-curricular activities within the Clubs program.
- Providing additional opportunities within the specialist subjects outside the classroom programs.

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 2017, 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 behaviour expectations. The Restorative Practices approach to conflict resolution was introduced to the school in 2016 with this approach being a focus throughout 2017 to embed it into the school culture. Through ongoing staff professional learning sessions, all teachers continued to develop their knowledge and understanding of the approach to ensure that it was consistently implemented across 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 behaviour. 2017 was the first year that the peer mediators program was introduced. Year 5 students underwent intensive training to prepare them for the role of mediators. The students who completed the training have been working in pairs during recess and lunchtimes to intervene when approached and mediate minor issues between students. Each year level plans and delivers a weekly wellbeing lesson.

For more detailed information regarding our school please visit our website at:
www.greythornps.vic.ecu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| School Profile | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 567 students were enrolled at this school in 2017, 278 female and 289 male.</p> <p>26 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p> | |
| <p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p> | |
| <p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p> Similar</p> <p> Similar</p> |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>42%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>51%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>54%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>48%</td> <td>32%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 27% | 42% | 32% | Numeracy | 14% | 51% | 35% | Writing | 19% | 49% | 31% | Spelling | 22% | 54% | 24% | Grammar and Punctuation | 20% | 48% | 32% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 27% | 42% | 32% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 14% | 51% | 35% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 19% | 49% | 31% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 22% | 54% | 24% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 20% | 48% | 32% | | | | | | | | | | | | | | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|--|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---------------------------------|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 93 % | 93 % | 95 % | 94 % | 93 % | 93 % | <p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 93 % | 93 % | 93 % | 95 % | 94 % | 93 % | 93 % | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Wellbeing | Student Outcomes | School Comparison |
|--|----------------------|-------------------|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2017</p> | Similar |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2017</p> | Similar |

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

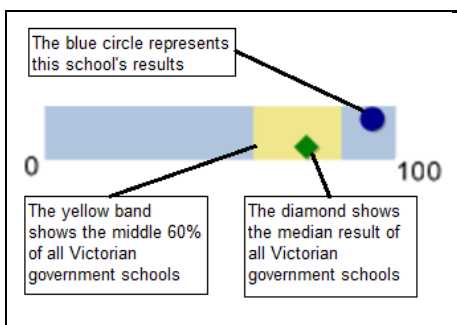
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

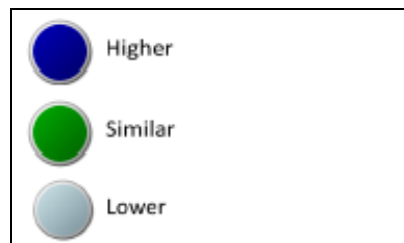


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 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, 2017 | | Financial Position as at 31 December, 2017 | |
|--|--------------------|--|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$3,905,328 | High Yield Investment Account | \$203,973 |
| Government Provided DET Grants | \$404,830 | Official Account | \$69,036 |
| Government Grants Commonwealth | \$14,020 | Other Accounts | \$178,093 |
| Government Grants State | \$0 | Total Funds Available | \$451,103 |
| Revenue Other | \$17,572 | | |
| Locally Raised Funds | \$675,385 | | |
| Total Operating Revenue | \$5,017,134 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$5,000 | | |
| Equity Total | \$5,000 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$3,707,702 | Operating Reserve | \$155,085 |
| Books & Publications | \$1,925 | Asset/Equipment Replacement < 12 months | \$67,297 |
| Communication Costs | \$8,198 | Capital - Buildings/Grounds incl SMS<12 months | \$100,000 |
| Consumables | \$65,329 | Maintenance - Buildings/Grounds incl SMS<12 months | \$77,918 |
| Miscellaneous Expense ³ | \$323,981 | Revenue Received in Advance | \$3,400 |
| Professional Development | \$41,937 | School Based Programs | \$6,402 |
| Property and Equipment Services | \$326,766 | Provision Accounts | \$3,000 |
| Salaries & Allowances ⁴ | \$147,870 | Other recurrent expenditure | \$11,000 |
| Trading & Fundraising | \$74,151 | Total Financial Commitments | \$424,103 |
| Utilities | \$40,745 | | |
| Total Operating Expenditure | \$4,738,604 | | |
| Net Operating Surplus/-Deficit | \$278,530 | | |
| Asset Acquisitions | \$6,549 | | |

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.