

# 2019 Annual Report to The School Community



School Name: **Greenvale Primary School (0890)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 16 March 2020 at 02:53 PM by Angelika Ireland (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 October 2020 at 05:50 PM by Lisa Basic (School Council President)

## About Our School

### School context

Officially opened in 1868, Greenvale Primary School relocated to its present site in Bradford Avenue in April 1988. The enrolment for 2019 on census day was 817 students with the school experiencing a trend of increased enrolments due to the new housing development in the area. In 2019, the school employed 66.1 equivalent full-time (EFT) staff comprised of 4 Principal class (EFT 4.0), 52 teaching staff (46.6 EFT) and 19 Education Support staff (15.5 EFT). Last year, 40% of our students were EAL (English as an Additional language) and 3.85% of our students received funding through the Program for Students with a Disability.

Our goals have an ongoing focus on improving student learning in Literacy and Numeracy. Students are supported through Reading Intervention, the Program for Students with Disabilities, an EAL program, a variety of specialist programs including Physical Education, Performing Arts, Visual Arts, Italian and Science, and a number of extra-curricular activities including choir, lunchtime activities, camping and excursion programs. The school values are Honesty, Learning, Responsibility, Resilience and Respect. The Student Welfare program is based around the school values and embraces restorative practices. School Wide Positive Behaviours and Respectful Relationships are part of the school programs.

A BER facility provides a variety of teaching and learning spaces catering for the differing learning styles of students. The school has an extensive Learning Resource Centre providing access to a broad range of resources. Our school improvement focus is on enhancing teacher capacity to facilitate continuous improvements in Literacy and Numeracy in student outcomes.

Professional learning of staff is clearly linked to the strategic directions of the school. A consistent, rigorous curriculum is in place through teachers planning together and using student learning data to drive this planning. Our aim is to develop confident and resilient students through the provision of a diverse range of learning experiences and challenges which encourage curiosity, excitement for learning, thirst for knowledge and connectedness to their community.

As part of our strategic direction, we are implementing whole school strategies where all students are developing a voice / agency and learning to set personal learning goals, reflect on their progress and give feedback about the teaching and learning within their classroom. The school also provides opportunities for students to take on roles to develop their leadership such as School, Class and House Captains and Junior School Council. Students are encouraged to contribute to school improvement through Student Voice. Our student leaders are directly involved in leading weekly whole school assemblies.

The development of Curiosity within our students through an inquiry based approach to learning has also been a focus.

The Digital Technologies program which gives students access to a range of technology is well supported. Foundation students use iPads, Years 1-3 use classroom devices and in Years 4-6, over 95% of students have their own device. Each classroom, and other learning spaces such as the Library, have a large screen display such as an Interactive Whiteboard or TV each with their own dedicated computer. Teachers use laptops to plan collaboratively using Office 365 programs such as OneNote.

Our school places a strong emphasis on building community participation and has a focus on promoting Parents in Partnership. Parents are encouraged to play an active role in the education of their children. Each class invites parents to be Classroom Learning Helpers and parents are also encouraged to be part of the Community Links Committee that organises whole school special events and fund-raising. Whole school events such as the Family Fun Night, Family Picnic, a biennial Art Show and School Concert and an end of year Christmas Concert, Education Week, Writer's Festival and Harmony Day build on developing the partnership between home and school. Our School Council contributes to many aspects of the school including policy development, buildings and grounds improvements, financial

management and fundraising.

### Framework for Improving Student Outcomes (FISO)

The school focused on the following FISO dimensions

1. Positive Climate for Learning - Intellectual Engagement and Self-awareness

Our goal was to improve enhance Student Agency /Voice and to strengthen the partnership between home and school.

The focus for this goal was to

- develop and implement a whole school Start Up Program for the beginning of the following year
- improve student capacity to develop SMART (specific, measurable, achievable, relevant and timely) goals for their learning
- improve student and teacher capacity to give and receive feedback
- enhance student voice through Pivot survey, feedback stations, class meetings and circle time
- further develop and imbed Greenvale Primary School's Learning Behaviours
- support parents to engage with their child's learning
- provide forums and opportunities for parents to be involved with their child's education and contribute to the school community

2. Excellence in Teaching and Learning - Building Practice Excellence

Our goal was to build practice excellence in literacy and numeracy to improve learning outcomes.

The focus for this goal was to

- train Educational leaders to lead Professional Learning Communities that use the FISO Improvement Cycle using Reading and Maths data
- develop a consistent approach to the effective teaching of reading in Years 3-6 through coaching by Literacy leader
- implement an oral language focus in Foundation to Year 2
- train three Primary Maths Specialists who will work with teams (coach / model /mentoring / planning) to build teacher efficacy in teaching Mathematics
- develop rich, authentic and open-ended Mathematics tasks
- develop and refine curriculum planning documents in Mathematics

3. Excellence in Teaching & Learning -Evidence Based High Impact Strategies

Our goal was to increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.

The focus for this goal was to

- research and develop a deeper understanding of inquiry practice to enhance student Curiosity
- reinforce understanding and implementation of High Impact Teaching Strategies
- build teacher capacity to plan and effectively teach science across the four domains
- improve student outcomes in Science
- teach STEM effectively throughout the school

### Achievement

How has the school progressed its student achievement goals and outcomes over the past year?

- The percentage of students in Foundation to Year 6 working at or above age expected standards in English Teacher Judgement scores were above to the state median by 1.1%.
- The percentage of students in Foundation to Year 6 working at or above age expected standards in Mathematics Teacher Judgement scores were below the state median by 6.3%.
- Our Year 3 NAPLAN results of students in the top 3 bands in Reading were lower than the state median by 15% with the 4 year average being below state by 2.3%.
- Our Year 3 NAPLAN results of students in the top 3 bands in Numeracy were well below the state

median by 20.7% and the 4 year average was also below state by 8.3%.

- Our Year 5 NAPLAN results of students in the top 3 bands in Reading were lower than the state median by 9.4% with the 4 year average slightly below state by 5%.
- Our Year 5 NAPLAN results of students in the top 3 bands in Numeracy were lower than the state median by 8.5% and the 4 year average was also below state by 4.2%.
- Our NAPLAN learning gain results between Years 3 and 5 show that the number of students who made low growth in Numeracy, Reading and Grammar & Punctuation was considerably higher than the state, however the number of students who made low growth in Spelling and Writing was less than the state average. Maintaining relative growth in the areas of Reading, Numeracy and Grammar and Punctuation are areas of concern and will be addressed in our 2020 Annual Implementation Plan.
- When comparing our academic performance to schools with comparable characteristics, results show that our achievements are below in all areas to these schools except for our teacher judgements in English which was similar to these comparable schools.

What are the highlights and proposed future directions and strategies?

In response to our student achievement data there are many strategies and directions which have been proposed for 2020 to address our student's learning needs.

- Three staff continue to be trained as DET Primary Maths Specialists who will be coaching / mentoring teachers to improve teacher efficacy in teaching Maths so improving student outcomes.
- Introduction of Professional Learning Communities (PLCs) to all staff. Our PLC Leaders will lead their team to collect and analyse multiple sources of data and use the inquiry cycle to measure the impact of their teaching in the areas of Reading and Numeracy.
- Introduction of the Little Learners Love Literacy program in Foundation. This phonological and phonemic awareness program will also be the basis for all reading intervention programs.
- Comprehensive monitoring of student assessment data to inform planning and cater for differentiated student needs.
- Professional Learning sessions related to Strategic Plan Key Improvement Strategies provided to support staff to implement best practice in teaching and learning.
- Increased opportunities for staff to moderate as a team and whole school.
- All staff involved in Strategic Actions Teams to drive implementation of our Strategic Plan
- Using FISO and related resources to support school improvement initiatives and achieve improved student outcomes.

## Engagement

Engagement continues to be enhanced through the provision of increased opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking, and improved student intellectual engagement and self-awareness. Teacher/student feedback is ongoing through the use of Pivot surveys, Feedback Stations, Class Meetings and Circle Time. Learning behaviours in school and at home were identified, and from these students developed goals for their learning. Teachers continued to refine their understanding and implementation of the High Impact Teaching Strategies. The Science room is well established with a Science specialist teacher conducting units of work with students in Years 3 – 6. In classrooms inquiry practices were utilised for topic research and learning across many subject areas.

The attendance rate for our school was just above the state median with an average number of absence days of 17.9. The average number of absence days over the past four years is 16.1, which is slightly above the state mean of 15.5 for all Victorian Government Primary Schools. School attendance data is affected by students who are absent for extended family holidays overseas. 38% of all absences are attributable to holidays with 30% of these being students who are on holidays for more than 10 days. Attendance data is regularly reviewed in our fortnightly school newsletter, while attendance at school is promoted through the weekly class Star Attendance Awards. At the end of the year students with 100% attendance receive a certificate, and each term all student with greater than 95% attendance go into a prize draw at assembly. Student Absence Learning Plans have been created for students with extended

absences and parents of students with chronic lateness or attendances have been contacted by Principal Class to determine a plan for improving attendance.

## Wellbeing

Student Wellbeing is a whole school focus through the introduction of School Wide Positive Behaviour Support, the Respectful Relationships program, school yard creative play equipment, library quiet space, lunchtime clubs, Harmony Day, Anti Bullying Day and Cyber Bully presentations.

Our School Values continue to underpin all interactions, and are consistently applied and referenced, in and out of the classroom. A consistent and restorative approach to behaviour management is implemented, and appropriate social behaviours are reinforced with reference to the School Values of Respect, Responsibility, Resilience, Honesty and Learning. In Term 1 a Start Up program is implemented across the school to establish rules and expectations around the school values, classroom behaviour, learning behaviours and child safety, based around the three focus questions, 'What makes a positive learning space', 'What makes a good learner' and 'How do I feel safe'? Teachers implement positive engagement techniques to enable constructive classroom interactions and a positive learning environment.

Our Students Attitude to School – Sense of Connectedness data is above the state median score for all Victorian Government Primary Schools and also above the scores of similar schools. The three year average score is above the state median. Our students have a high sense of connection to the school.

Our results for the Management of Bullying is higher than the state median score and is also higher than the scores of similar schools. The three year average of scores is above the state median.

## Financial performance and position

As a result of a careful allocation of funds, Greenvale Primary School finished 2019 with a surplus. These surplus funds will be accessed in the subsequent calendar year to provide additional staffing, buildings and grounds developments and equipment to meet the needs of our students. The Finance Committee, which includes the Business Manager and the Principal in conjunction with School Council representatives, were responsible for overseeing finances that meet DET audit requirements. During 2019, funds were expended in accordance with the budget approved by School Council. The Total Financial Commitments of \$797,824 equal the Total Funds Available. School funds and locally raised funds were utilised for improvements in numerous buildings and grounds projects as well as purchasing extra reading materials and digital resources, software and hardware. Equity funding was used to provide extra coaching & support in the areas of Mathematics and Digital Technologies, provide a welfare Leading Teacher to work with our Tier 2 and 3 students and to purchase and introduce a synthetic phonics program with support from a speech therapist

**For more detailed information regarding our school please visit our website at**  
[www.greenvaleps.vic.edu.au](http://www.greenvaleps.vic.edu.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

#### Enrolment Profile

A total of 817 students were enrolled at this school in 2019, 396 female and 421 male.

40 percent were EAL (English as an Additional Language) students and ND 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.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

