

# 2018 Annual Report to The School Community



School Name: Grey Street Primary School (Traralgon) (3584)



- 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 Regulation 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 2018 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 21 March 2019 at 03:59 PM by Kay Frost  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 22 March 2019 at 09:13 AM by Jordan Lanigan  
(School Council President)

## About Our School

### School context

Grey Street Primary School is situated in the CBD of Traralgon, the Latrobe Valley's largest town, and is located 160kms east of Melbourne. It was established in 1912 and holds a long tradition of excellent education. The current enrolment is 555, with 24 classrooms and 4 specialist areas. Digital technology is deeply embedded in all classrooms to leverage and transform student learning to meet the requirements of the 21st Century. Digital literacy, communication, collaboration and safety is a necessity for both teachers and students in our school. We are trialling an innovative Virtual Languages (Chinese) program where teachers from Bendigo Secondary School teach Chinese to our Years Three and Four students through the use of interactive video conferencing and support materials.

Grey Street Primary School is a leading school in Professional Learning Community (PLC) work and is one of four PLC Link schools in the South East Victoria Region. Our teachers work, plan and assess together in highly reflective teams. We use student data to enable us to target student learning needs and as teams, continually monitor the effectiveness of our teaching.

We embrace the following statement as our ethos for learning- We are all learners and learn in different ways. We value and reflect on our learning and know that the cycle of inquiry and learning is continuous. At Grey Street Primary School we take collective ownership for all student learning. We work with students to develop student agency through the development of learning goals and proficiency scales. Student voice is evident through the many leadership opportunities offered such as School and House Captains, Junior School Council, The Green Team and Cyber Safety Team. We build strong links with the community through student leadership programs such as Broadening Horizons.

We have a strong garden and sustainability focus also with accreditation as a Stephanie Alexander Kitchen Garden school.

Our wellbeing approach is a learning community approach with teams of people working together to ensure all students are supported in their learning journey. Our parent support is a strength being shown in many ways through teams of people working together for the benefit of our students. Our school offers Out of School Hours Care as a community facility.

Our vision is 'WORKING TOGETHER'

Our purpose is to empower learners for individual excellence, community contribution and global understanding. Therefore we value respect for self, others, learning and the planet.

### Framework for Improving Student Outcomes (FISO)

The FISO initiatives Grey Street Primary School focused on in 2018 were 'Building Teaching Practice Excellence' and 'Empowering Students and Building School Pride'. Professional Learning Community (PLC) processes, practices and thinking underpin how we work, collaborate and learn. We are a community of learners and students and teachers all strive to continually reflect on and deepen effective learning and teaching. In 2018 Grey Street Primary School successfully applied to become a Professional Learning Community Link School, supporting the development of PLC practices both within the school and with schools across the South East region of Victoria. Whole staff and PLC Teams regularly undertake professional reading and actively participate in rich, rigorous discussions to challenge and grow their thinking to develop effective teaching strategies and practices in order to continually progress student learning. We continually strive to be highly reflective, self-regulating teams and have an embedded school wide observation model to support the development of effective teacher practice and to coordinate our efforts as a school. At Grey Street Primary School we are committed to best practice becoming common practice. In 2018, as well as building student agency through the development and use of proficiency scales we also developed student voice through the expansion and restructuring of student leadership opportunities and being successful in becoming a trial primary school in 2019 for the Broadening Horizons program. This student leadership program has been traditionally offered at a secondary level. Our student leaders will be working with the Latrobe City Council to understand and grow their leadership capacity through developing and presenting solutions for a real-life issue identified by the Council. This is an

exciting opportunity for our students to work both within and beyond the school in the wider community. In 2018 we developed proficiency scales for all areas of Numeracy so students are able to articulate their current and next level of learning and essential learnings and assessment rubrics for all areas of writing. In the Student Attitudes to School Survey our results improved in all areas with Stimulating Learning being in the influence category. Our focus for 2019 is building teacher practice excellence in writing and empowering students through the development of proficiency scales in writing, enabling students to understand and articulate their current and next level of learning in writing.

### **Achievement**

Our achievement goal is to increase the number of students achieving successfully in all areas of the curriculum with a particular focus on extending the percentage of students achieving above the expected levels in literacy and numeracy. In 2018 we achieved our target of twenty percent of students achieving above the expected level in numeracy. We achieved this by revisiting and embedding strong Professional Learning Community (PLC) practices, including teams planning together and analysing and using student learning data to target our teaching to meet student learning needs. Teams are able to deeply analyse student data to target teaching to meet student learning needs. When students have not learnt a concept, targeted interventions are put into place and when the students already know the concept, teachers are able to slide along the learning continuum to know what the student needs to learn next. We have a rigorous and systematic two year induction program to support teachers new to the school and potentially new to the Professional Learning Community work. The first year focuses on building knowledge of why PLC thinking underpins everything we do and an understanding of the structures and processes of PLC's. The second year continues to develop this knowledge as well as building data literacy and an understanding of teacher practice effectiveness. Our two Learning Specialists have continued to support the work around building teacher practice excellence and to embed the use of proficiency scales in numeracy as well as their development in writing. Year 3's 2018 NAPLAN reading and numeracy results were similar to like schools, as was the Year 5 numeracy and reading. In 2019 we will be focusing on writing, while continuing the well-established numeracy work.

### **Engagement**

Our Engagement goal is to increase student learning confidence and motivation by strengthening student voice across the school. In 2018 proficiency scales were developed in Mathematics, empowering students to articulate their current and next level of learning and increasing student agency in their learning. In 2019 proficiency scales will be developed for writing. We believe that when students can articulate their current and next level of learning they are empowered and engaged learners. This is reflected in the school being in the influence category for stimulating learning and an improvement in 2018 of students sense of connectedness in the Student Attitude to School Survey. Attendance data for Grey Street Primary School in 2018 was similar to like schools with Year One having the highest attendance rate of 94%, Years Two, Three and Six had an attendance rate of 93%, Prep and Year Four had an attendance rate of 92% and Year Five had an attendance rate of 91%. Attendance is monitored daily and proactive supports are put in place when required, such as texts sent in the morning with a follow up phone call in the afternoon if the absence has not been explained.

### **Wellbeing**

Our Wellbeing goal is to strengthen the safe and stimulating learning environment by developing a collaborative case approach to intervention for learning and behaviour. In 2018 teacher practice reflected the systematic regular tracking of the social, emotional, wellbeing, academic, behavioural and attendance progress of every student. In 2018 there was an improvement in the Management of Bullying component of the Student Attitudes to School Survey, with our results being similar to like schools. We have continued to be a lead school in Respectful Relationships and will continue to be a lead school in 2019, supporting five partner schools. Regular tracking of the 'whole' child - social, emotional, academic, behavioural, attendance and wellbeing occurs twice a term, with analysis of this data leading to proactive supports being put in place when required. Grey Street Primary School has an established wellbeing team, with two Welfare Officers and a Chaplain supporting the Assistant Principal in monitoring attendance, providing proactive programs and supporting the wellbeing of the

students. The school works closely with the Network Support Team and any required external agencies to cater for identified student needs, and the effectiveness of all supports is regularly monitored. Support plans such as Individual Learning Improvement Plans, Positive Behaviour Support Plans and Safety Plans all support students to be classroom ready for learning. This combines with work undertaken by teachers to help ensure students are ready to learn and are able to self-regulate their behaviour. We also developed a Grey Street Behaviour Support Plan to be implemented in 2019 to reflect the school's commitment to ensuring every student is ready to learn and there is consistent language and practices across the school in behaviour support.

### **Financial performance and position**

The annual result is a surplus. The school has been conservative in its decision making, being aware that there would be an increase in the number of classrooms from twenty three to twenty four in 2019 and possible impacts on student numbers from the implementation of the Student Placement Policy in 2018. This meant that there needed to be some surplus in the credit budget to cater for a staffing contingency plan. A history grant will be used to safely archive historically significant documents to allow not only for the preservation of the documents but also for them to be easily accessible to the school community. The school's sick bay and staff toilets were upgraded in 2018. A focus for any remaining and future Buildings and Grounds funds will be to upgrade the school oval and playground areas. Professional learning funds were used to further our Professional Learning Community work in 2018, continuing to build teacher excellence and improve student outcomes. Grey Street Primary School has continued to be a lead school in Respectful Relationships and received funding to embed this work at the school and to support five partner schools. The school received \$234,821 in equity money and this was used to support the wellbeing and academic needs of students through targeted intervention programs. The school also received funds to support the Chaplaincy program.

**For more detailed information regarding our school please visit our website at**  
<http://www.greyschips.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 569 students were enrolled at this school in 2018, 256 female and 313 male.

4 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	80.7	85.1	78.3	91.6

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.5	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.3	90.1	82.6	95.3	Similar
Mathematics	94.6	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	73.6	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	69.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	64.6	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	53.0	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	74.2	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	70.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	59.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	49.5	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	23.8	52.5	23.8
Numeracy	35.9	50.0	14.1
Writing	48.7	42.1	9.2
Spelling	22.1	55.8	22.1
Grammar and Punctuation	42.9	42.9	14.3

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.0	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.4	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	92	94	93	93	92	91	93

## WELLBEING

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.7	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	80.9	81.7	73.8	88.7	Similar

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.3	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	78.8	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,281,636
Government Provided DET Grants	\$765,587
Government Grants Commonwealth	\$15,033
Government Grants State	\$1,809
Revenue Other	\$35,152
Locally Raised Funds	\$343,619
<b>Total Operating Revenue</b>	<b>\$5,442,836</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$234,821
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$234,821</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,849,923
Adjustments	\$0
Books & Publications	\$10,474
Communication Costs	\$8,513
Consumables	\$102,154
Miscellaneous Expense <sup>3</sup>	\$276,125
Professional Development	\$21,570
Property and Equipment Services	\$358,032
Salaries & Allowances <sup>4</sup>	\$295,490
Trading & Fundraising	\$42,368
Travel & Subsistence	\$0
Utilities	\$45,777
<b>Total Operating Expenditure</b>	<b>\$5,010,425</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$432,411</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$248,955
Official Account	\$38,229
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$287,184</b>

Financial Commitments	Actual
Operating Reserve	\$172,747
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$63,857
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,169
Repayable to the Department	\$15,343
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$5,454
Maintenance - Buildings/Grounds < 12 months	\$30,192
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$290,762</b>

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 04 Mar 2019 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.*

# 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').