

2019 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).
- 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 25 April 2020 at 01:31 PM by Dean Gray (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 30 April 2020 at 02:59 PM by Jordan Lanigan (School Council President)

About Our School

School context

Grey Street Primary School is situated in the CBD of Traralgon approximately 160 kilometres east of Melbourne. It was established in 1912 and has strong ties with the local community, reflected in our motto – Working Together. Our values are centred around respect for self, others, learning and the planet and all our students and teachers understand the importance of incorporating these values into their everyday lives.

The school grounds include several main buildings with courtyards and two oval spaces. There are 23 classrooms and four specialist areas including a gymnasium, and a large kitchen specifically designed to support the school's Stephanie Alexander kitchen garden program. Facilities also include an Out of Hours School Care (OHSC) room, a Learning Technologies centre and a Welfare hub that provides a breakfast club program every morning. The school has 530 enrolled students, 30 teachers, 12 ES staff, 5 administration staff and 2 welfare officers.

Our purpose is to empower resilient learners to think critically, actively problem solve, be respectful and positively contribute to their world. We do this by actively promoting student voice and agency, inquiry learning and by providing an approved curriculum framework differentiated to meet student needs. Our strategic plan centres around literacy, numeracy and Deep Learning. The school offers a Chinese language program through the Bendigo Senior Secondary College virtual learning centre, an instrumental music program and a camps program for Years 3–6. The school was a pilot school for Professional Learning Communities and continues to lead the work as a PLC Link school as well as a Respectful Relationships Lead School. We have strong connections within our local school network where we play a key role in developing education across the region and are well known for an outstanding relationship with the extended school and local community

Framework for Improving Student Outcomes (FISO)

In 2019, Grey Street Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Setting expectations and promoting inclusion and health and well-being.

This included:

- A focus on the curriculum and assessment development for Writing
- Staff development to embed the use of proficiency scales for students self assessment in numeracy
- Implementing a consistent whole school behaviour model

To support the implementation of these key improvement strategies two learning specialists lead teams to advance the professional development of staff for writing and proficiency scales. As an additional driver of this professional development of staff, a particular focus on implementing the High Impact Teaching Strategies (HITS) was implemented using a SWIVL camera observation model for teachers.

2019 was also a school review year for Grey Street Primary School with all areas of the FISO continuum being judged to be at least performing at an evolving stage. The school was marked as excelling in the areas of Building Leadership Teams and Strategic Resources Management.

Achievement

In 2019 Grey Street Primary School continued to strive for our strategic plan goal of improving literacy and numeracy outcomes for all students.

The number of students from years P-6 achieving at or above the expected level in numeracy and literacy based on teacher judgments was above state level percentages. The goals for teaching and learning from the School Strategic Plan were all judged to be met by the school review panel in 2019. NAPLAN results also indicated a positive result in

increasing the number of students achieving in the top two bands in Year 5 for numeracy. This justified the focus on numeracy intervention in the middle years across the 2016-2019 School Strategic Plan.

Throughout 2019 the school continued to invest in support programs to assist students with identified learning difficulties, including a Speech Therapy Assistance program and Phonological Awareness withdrawal program for students in the lower year levels. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

In 2019, Grey Street Primary School also began a virtual Chinese language program delivered via video conferencing with Bendigo Secondary College. Year 3 and 4 students undertook this program in 2019 with an expansion to include Year 5 students underway for 2020.

Engagement

Grey Street Primary School is proud of the efforts we make to connect with our community and students and we continue to embed our school values of Respect for Self, Respect for Others, Respect for Learning and Respect for the Planet into everything we do.

Unfortunately, in 2019 the school did not meet the Annual Implementation Plan target of improving learning confidence and stimulated learning. The desired Attitudes to School Survey (SATSS) results dipped slightly from 2018 however, the school will implement a Deep Learning pedagogy in 2020 to address this decline. The successful embedding of proficiency scales and visual representation in all classrooms was a highlight in 2019 as they provide students with an understanding and process to self assess performance and set learning goals.

The implementation of a consistent school-wide behaviour model was well received by staff, student and families. The process included "Ready to Learn" strategies to ensure students felt regulated to engage in classroom learning. In 2019, the behaviour plan was distributed widely to families including being available on the school website. Feedback was gathered through the year and a final process was confirmed and published.

We are committed to working with our community and parents to ensure students are maintaining a high attendance rate with a focus on reducing students absences. In 2019, all students marked absent were sent a mobile text message in the morning session, and a follow up phone call on the day of the absence if the school received no response. The Welfare team meet weekly to discuss attendance and support chronically absent students and families with the support of DET and external agencies.

In 2019, Grey Street Primary School continued to work as a lead school for Resilience, Rights and Respectful Relationships, supporting both staff at Grey Street and other schools to embed and implement these lessons into their curriculum. All staff were trained in Restorative Practices, delivery of the RRRR curriculum and CUST so that they could better support Student Engagement. The student leadership team also worked across the Network with three other local schools to develop a Student Voice and Agency framework to explore new ideas for implementation of this in the classroom. The student Leadership team also partnered with the Latrobe City to complete the Broadening Horizons program and help address real issues in the local community.

Wellbeing

In 2019 the implementation of a new behaviour management process was in response to falling levels of students not experiencing bullying at school over the last couple of years. The school's behaviour management process had an instant success in the SATSS results, with those NOT experiencing bullying increasing by 33%. Incidents of severe and moderate behaviour concerns both in the yard and in the classroom also dropped considerably with suspensions falling by 91% across the year.

A Breakfast Club Program was implemented in 2019 to address the increasing number of students attending school without food. The program is funded by the Lions Club of Traralgon and Kellogs and sees an average of 43 students a

day. The school also participated in the World Food Day school program in 2019 which provided fruit to every classroom.

Although the AIP target of improving learning confidence and stimulated learning was not met, there were a number of wellbeing indicators that did improve. Students felt a greater sense of inclusion in 2019 with only 3% indicating concerns. Additionally, only 3% of students felt that they didn't have an advocate at school and 95% of students felt that there was a high expectations for success. The 2020 AIP will look to address the falling levels of engagement and learner characteristics through the Deep Learning pedagogical approach.

Our 2019 Parent Opinion Survey displayed comparable rates of satisfaction to state and like school levels. Pleasing increases in satisfaction for school communication and safety further endorsed improvement initiatives undertaken within the school.

The 2019 staff survey indicated a slight decline in most indicators and thorough the development of a revised organisational model for 2020 these issues have been address. The new organisational model aims to provide greater role clarity for staff, a focus on professional development and staff climate. The introduction of Key Improvement Strategy leaders to support Learning Specialists, and a School Improvement Team will expand the consultation process for improving student outcomes and staff development at Grey Street Primary School.

Financial performance and position

Grey Street Primary School maintained a very sound financial position throughout 2019. The Financial Performance and Position report shows that the school has ended the year with a surplus. Some of this surplus will be allocated to planned capital works at the school including a proposed large shelter area at the eastern end of the school. The fundraising committee did a fantastic job in 2019, raising funds to contribute to ongoing playground refurbishment and grounds works at the school. The school received \$231,721 in Equity Funding, which contributed to the employment of primary welfare officers, Speech Therapy Assistance and behaviour support staff. As a PLC Link school, Grey Street Primary School also received addition funding to support the professional development of others schools.

For more detailed information regarding our school please visit our website at

<http://www.greyschlps.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 556 students were enrolled at this school in 2019, 253 female and 303 male.

5 percent of students had English as an additional language and 1 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: 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)	80.2	85.8	79.2	92.0

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)	67.4	79.5	68.5	87.9

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.9	89.7	81.7	95.0	Above
Mathematics	94.2	90.3	81.8	95.8	Above

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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	72.0	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	61.3	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	67.6	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	50.7	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	76.0	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	69.0	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	64.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	51.1	56.3	40.7	71.7	-

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.

Grey Street Primary School (Traralgon)

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'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	32.9	47.1	20.0
Numeracy	38.2	57.4	4.4
Writing	14.7	60.3	25.0
Spelling	36.8	54.4	8.8
Grammar and Punctuation	38.2	39.7	22.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' 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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.5	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	15.0	15.5	13.5	18.2	-

Attendance Rate

Average 2019 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)	91	91	93	92	93	90	91

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.5	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	80.4	81.4	73.9	88.1	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.8	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	78.2	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,522,441
Government Provided DET Grants	\$868,412
Government Grants Commonwealth	\$675
Government Grants State	\$0
Revenue Other	\$40,105
Locally Raised Funds	\$367,362
Capital Grants	\$0
Total Operating Revenue	\$5,798,994

Equity ¹	Actual
Equity (Social Disadvantage)	\$231,721
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$231,721

Expenditure	Actual
Student Resource Package ²	\$4,172,056
Adjustments	\$0
Books & Publications	\$11,977
Communication Costs	\$7,232
Consumables	\$117,197
Miscellaneous Expense ³	\$318,559
Professional Development	\$33,279
Property and Equipment Services	\$313,638
Salaries & Allowances ⁴	\$254,337
Trading & Fundraising	\$61,750
Travel & Subsistence	\$779
Utilities	\$45,869
Total Operating Expenditure	\$5,336,675
Net Operating Surplus/-Deficit	\$462,319
Asset Acquisitions	\$11

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$361,140
Official Account	\$47,202
Other Accounts	\$0
Total Funds Available	\$408,342

Financial Commitments	Actual
Operating Reserve	\$171,266
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$16,666
School Based Programs	\$97,562
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$30,154
Repayable to the Department	\$15,343
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$70,000
Maintenance - Buildings/Grounds < 12 months	\$8,304
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$409,295

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 26 Feb 2020 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

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, 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 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').