

2020 Annual Report to The School Community



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



Grey Street
Primary School Traralgon

- 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 2020 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 26 April 2021 at 02:51 PM by Dean Gray (Principal)

The 2020 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 29 April 2021 at 03:13 PM by Luke Hornstra (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 500, with 22 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.

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

Our wellbeing strategy 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)

In 2020, Grey Street Primary School focused work on Building Practice Excellence with Key Improvement Strategies to develop a writing instructional model, building mathematical content knowledge through warm-up games and problem solving, and building the knowledge to deliver deep learning experiences and challenge students. Despite the challenge of remote learning, staff were able to deliver a high level of professional learning to achieve the desired goals. Creating and strategic virtual presentations and workshops allowed for significant staff development during the remote learning period. A new organisational design included clear delegation of priorities for Literacy, Numeracy and Deep Learning. The development of a whole school agreed instructional model for writing was a highlight based on a workshop model. This framework has been embedded into practice in all classrooms. Significant financial resources were prioritised to purchase consistent hands-on mathematics equipment across the school to allow teachers the tools and resources to implement warm-up games and use manipulatives for mathematical thinking.

Grey Street continued to be a leading driver of Professional Learning Community work in our region, despite needing to cancel open days due to COVID-19 restrictions. Our PLC Link leader was a joint facilitator of a Latrobe Valley Middle Leaders professional development initiative, building leadership knowledge and skills across our network.

Achievement

During 2020, students at Grey Street Primary responded well to remote learning. Staff were able to utilise online platforms such as Microsoft Teams and Seesaw to deliver engaging differentiated learning. Consistent planners were developed and sufficient time given to families to familiarise themselves with the content before the item was due. Students and staff quickly adapted to new online platforms and were able to easily navigate new tools. Online assessment and monitoring of student learning was undertaken with no students not engaging with remote learning in some way. Variations to delivery were made for some families, but a high majority accessed remote learning in a fully virtual format. Reporting formats were adapted to indicate students academic growth, but also their level of engagement with remote and flexible learning. Students requiring on-site supervision were provided with the same learning program as students learning remotely. The majority of student achievement targets for 2020, were incomplete due to the cancellation of NAPLAN testing. The goals will be re-evaluated for 2021 to meet the School Strategic Plan goals by 2023.

Engagement

Staff professional development in 2020 had a high emphasis on student engagement and challenging students. Deep Learning and warm-up games in particular, provided opportunities for students to increase engagement. During remote learning, daily messages, check-ins and activities were planned to increase student involvement and interaction with each other. A number of students who had previously struggled to engage with on-site learning, found remote learning to be a successful approach. Clear attendance guidelines and flow chart were developed for staff and parents during remote learning to ensure high levels of attendance were maintained. Teachers and welfare staff systematically followed up families who were not participating to provide support. A clear process of same day contact and referring concerning attendance patterns has been maintained as we continue with onsite learning.

Wellbeing

Health and wellbeing supports were prioritised by Grey Street Primary School during 2020. Welfare staff were engaged to support families during remote learning and were available to make contact to families as required. Strategic check-ins with staff and students were undertaken regularly by the Leadership Team. Feedback from the first round of remote learning was used to adapt the approach for the second round. This included whole-class check ins and an alteration to learning planners to ease stress and isolation of students and families. Special curriculum days were planned with a wellbeing focus. Careful planning was undertaken to cater for the health and wellbeing needs of students when transitioning back to on-site learning.

Financial performance and position

Grey Street Primary School continues to be in a surplus position, however the 2020 year resulted in an annual deficit. The school attracted \$207,581 in equity funding that was used to support students in a range of wellbeing and academic intervention programs. The school's budget is being impacted by a declining enrolment following the DET placement policy. Annual Contracts and Essential Safety Measures, and Maintenance Blitz Grounds Allowance were beneficial to improving some facilities and OHS concerns. Fundraising funds were limited by COVID-19 restrictions, however, some funds were used for playground improvements. Grey Street were successful in receiving a Minor Capital Works grant from the Victorian School Building Authority for \$428,125. This will go towards to construction of an undercover learning area in 2021.

For more detailed information regarding our school please visit our website at <http://www.greyschpls.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 529 students were enrolled at this school in 2020, 254 female and 275 male.

3 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.

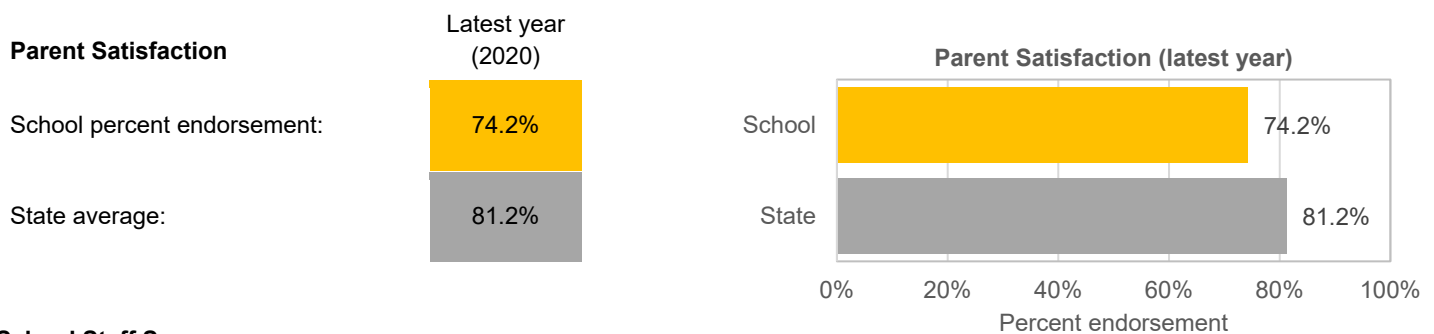
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

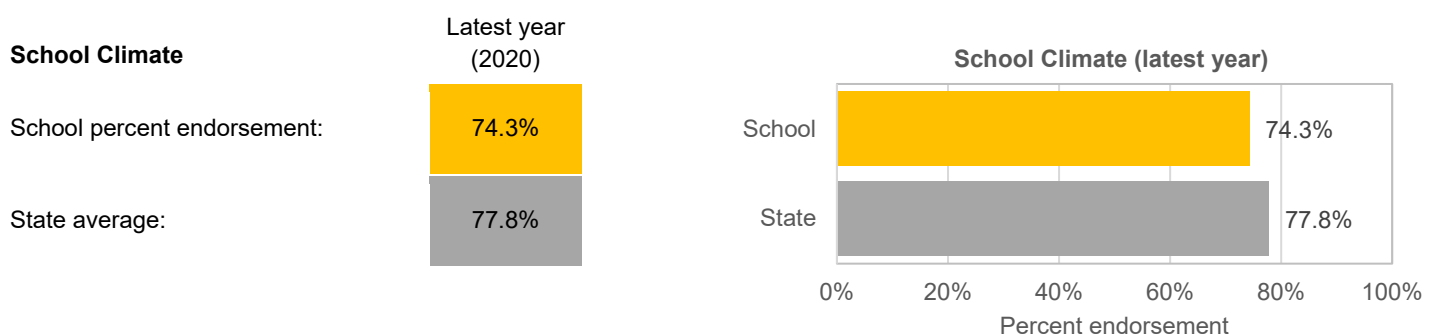


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

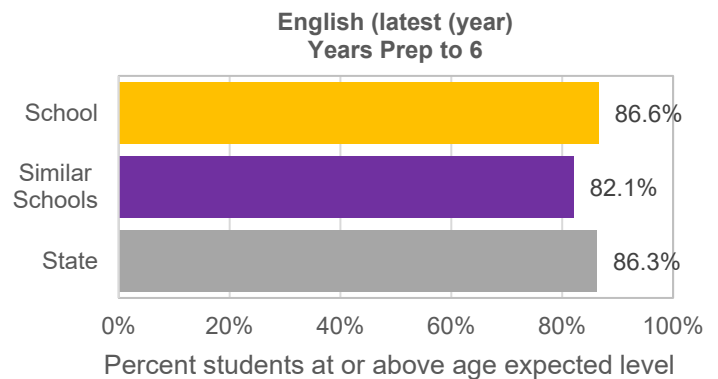
86.6%

Similar Schools average:

82.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

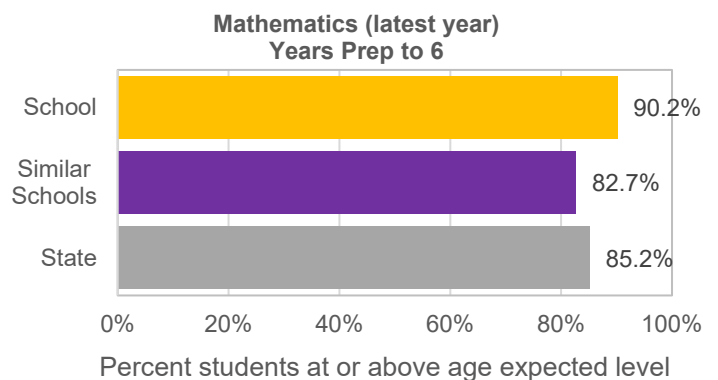
90.2%

Similar Schools average:

82.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

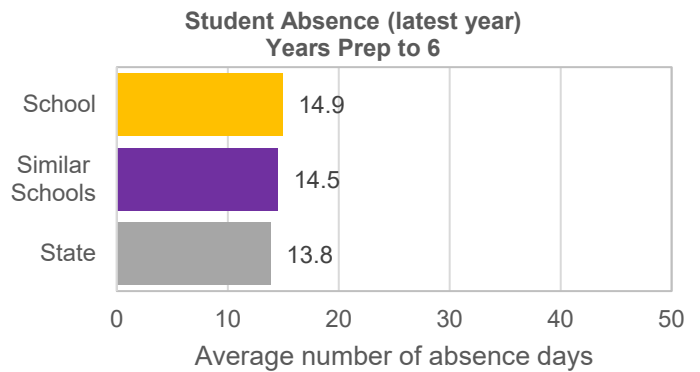
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.9	15.0
Similar Schools average:	14.5	15.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	91%	92%	93%	92%	91%

WELLBEING

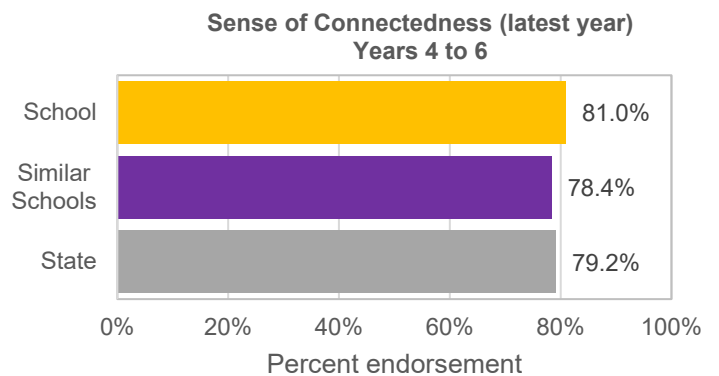
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	81.0%	80.6%
Similar Schools average:	78.4%	80.0%
State average:	79.2%	81.0%



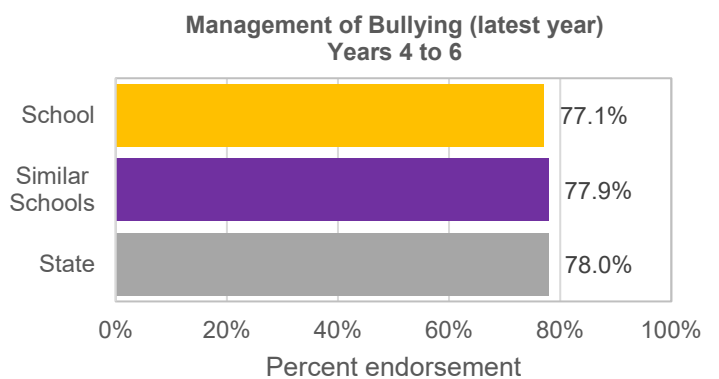
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	77.1%	77.9%
Similar Schools average:	77.9%	80.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,381,475
Government Provided DET Grants	\$748,507
Government Grants Commonwealth	\$1,125
Government Grants State	NDA
Revenue Other	\$12,173
Locally Raised Funds	\$204,069
Capital Grants	NDA
Total Operating Revenue	\$5,347,349

Equity ¹	Actual
Equity (Social Disadvantage)	\$207,582
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$207,582

Expenditure	Actual
Student Resource Package ²	\$4,170,278
Adjustments	NDA
Books & Publications	\$6,549
Camps/Excursions/Activities	\$38,439
Communication Costs	\$8,350
Consumables	\$96,469
Miscellaneous Expense ³	\$60,230
Professional Development	\$16,389
Equipment/Maintenance/Hire	\$73,757
Property Services	\$192,471
Salaries & Allowances ⁴	\$197,320
Support Services	\$86,880
Trading & Fundraising	\$35,389
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,176
Total Operating Expenditure	\$5,016,700
Net Operating Surplus/-Deficit	\$330,649
Asset Acquisitions	NDA

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$502,425
Official Account	\$48,816
Other Accounts	NDA
Total Funds Available	\$551,241

Financial Commitments	Actual
Operating Reserve	\$127,264
Other Recurrent Expenditure	\$9,303
Provision Accounts	NDA
Funds Received in Advance	\$48,392
School Based Programs	\$179,200
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,711
Repayable to the Department	\$15,343
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$147,204
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$541,416

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.