

2021 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 2021 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 28 April 2022 at 12:55 PM by Laura Robertson (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2022 at 05:59 PM by Luke Hornstra (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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. In 2021 the student enrolment was 498, 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, having been a PLC Link school in the South East Victoria Region across a number of years. 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.

Our wellbeing strategy is a integrated 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)

Grey Street Primary Schools Strategic Plan, developed in 2019, identified three key goals. To improve literacy achievement and learning growth for every student, to improve numeracy achievement and learning growth for every student and to improve student cognitive engagement, student voice and learner agency. In 2021 the school focused on embedding strong numeracy practices throughout every classroom and professional development centered on supporting staff to achieve extended capabilities in this area. Leadership investigated and began training in Coaching facilitation to help support the ongoing nature of this work. Additionally, work continued to focus on extending our literacy framework, particularly in the area of writing. The implementation of consistent planners for writing across the school and development of essential learnings in writing were particular highlights. Grey Street Primary School also delivered on its KIS Learning catch-up and extension with the successful implementation and coordination of the Tutor Learning program and the extension of our High Abilities program. Detailed staff development took place to assist teachers to confidently and accurately identify students learning needs and to make reasonable adjustments for students as required. Grey Street also continued to be a leading driver of Professional Learning Communities work in Inner Gippsland in 2021. We continued our work as a PLC Link school with the Link Leader being instrumental in providing online support for other PLC schools. Additionally, our Assistant Principal led the area team as the PLC Regional Manager for the second semester and together with the Principal, all three staff contributed to facilitating Middle Leaders Professional Development across three networks.

Achievement

During 2021, students at Grey Street Primary School continued to respond well to remote learning with all students engaging in educational programs and curriculum to some degree. Staff and students utilised online platforms such as Microsoft Teams and Seesaw to deliver engaging and differentiated curriculum across all key areas. While many students thrived in the online environment, some maintained their learning growth and others have fallen behind. For this reason a great deal of time and resources have been used to identify and support those students through our Tutor Learning Program. Students responded well and in Numeracy in particular we saw a significant gain in High Relative Learning Gain in our year 5 students, from 4% in 2019 to 31% in 2021. Additionally, across years 3 and 5 for both Reading and Numeracy, Grey Street Primary School had a higher percentage of students in the top three bands than the average of similar schools. Although progress towards our SSP targets has been impacted by remote learning and will need to be revised, staff and students are working consistently and thoughtfully towards recuperating any learning losses and re-establishing their learning trajectories in 2022.

Engagement

In 2021 Grey Street Primary School had a strong and proactive approach to improving attendance. Messaging in the newsletter, in class awareness and a focus from our welfare team has formed the foundations of this action. Internal systems and processes were strengthened and attendance referral processes renewed. As a result our average absence days fell from 14.9 in 2020 to 13.1 in 2021, well below the similar school and state average and our year level attendance rate remained stable or improved across all year levels. In 2021, staff completed regular attendance check-ins with students and families. This practice was aided by daily live lessons where students logged onto TEAMS meetings with their teachers at least once a day. This consistent expectation was well supported by families and resulted in increased student engagement.

Students at Grey Street Primary School are very proud of their involvement in their school and student leadership is an essential part of the school operations. In 2021, student leaders continued to run fortnightly online assemblies both during remote learning and when we were back on site. Leadership teams also ran engaging activities for students to be involved in outside of the curriculum based learning tasks during times of lock down.

A further support to student engagement in 2021 was the successful running of student led conferences in the middle of the year. Each year students look forward to presenting their achievements to their parents and classroom teacher in this forum. Although Lockdowns did impact these in 2020, we were able to run this enjoyable reflection in 2021.

Wellbeing

In 2021 the percentage of Grey Street Primary School students in years 4 to 6 endorsing a Sense of Connectedness rose 3% from 81% in 2020 to 84.1% in 2021. This was well above the similar school and state average.

Similarly, in 2021 the percentage of Grey Street Primary School students in years 4 to 6 endorsing the Management of Bullying increased from 77.1% in 2020 to 81.5% in 2021. This was higher than our 4-year average and a very pleasing result. These results are an accumulation of work over time in the wellbeing space at Grey Street Primary School.

Classroom staff, the wellbeing team and leadership have worked consistently for a number of years to ensure that student wellbeing is incorporated in all that we do. In particular, health and wellbeing support at our school is viewed in line with the Multi-tiered System of Support model, where all students benefit from a range of universal classroom based strategies that are applied consistently across the year levels. These include curriculum based programs such as Respectful Relationship, emotional regulation strategies such as Zones of Regulation and Mindset supports such as Ready to Learn. When students need additional support, they have access to well trained staff who can provide assistance both in the classroom and the yard. Finally, for students with acute wellbeing needs, we have a range of programs run by our Welfare team including our Chaplain to target individual needs outside the classroom and recommend outside services as required. Identification of students needing extra support is through our year level and welfare PLC meetings.

Finance performance and position

Grey Street Primary School continued to be in a strong financial position in 2021 with a net operating surplus of \$260,911. The school attracted \$169,788 in equity funding that was used to support student in a range of wellbeing and academic intervention programs. In 2021 the schools budget was again impacted by a declining enrolment following the DET placement policy, however our staffing structure is beginning to level out thanks to some past workforce strategic planning.

In 2021 the construction of an undercover learning area commenced after the successful Minor Capital Works Grant of \$428,125 was granted in 2020. Grey Street Primary School was also successful in receiving a VSBA minor works grant for \$22,178 for additional shade sails which will see additional shade created over strategic areas of the school in 2022.

In 2021 parent contributions were also restructured in line with the DET parent payment policy. This has not impacted on the 2021 financial performance of the school and while we take every opportunity to to keep costs to a minimum, the parent payment restructure may impact the schools finances into the future.

For more detailed information regarding our school please visit our website at www.greyschlps.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 498 students were enrolled at this school in 2021, 238 female and 260 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).

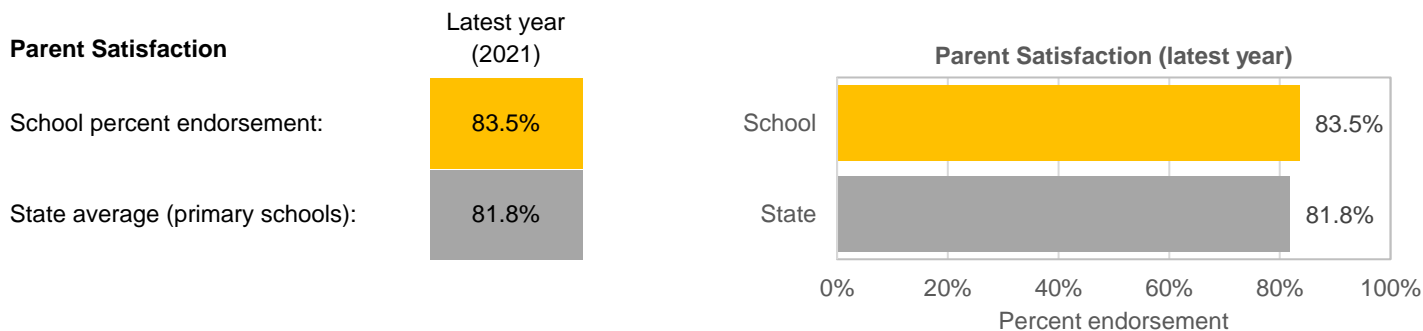
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

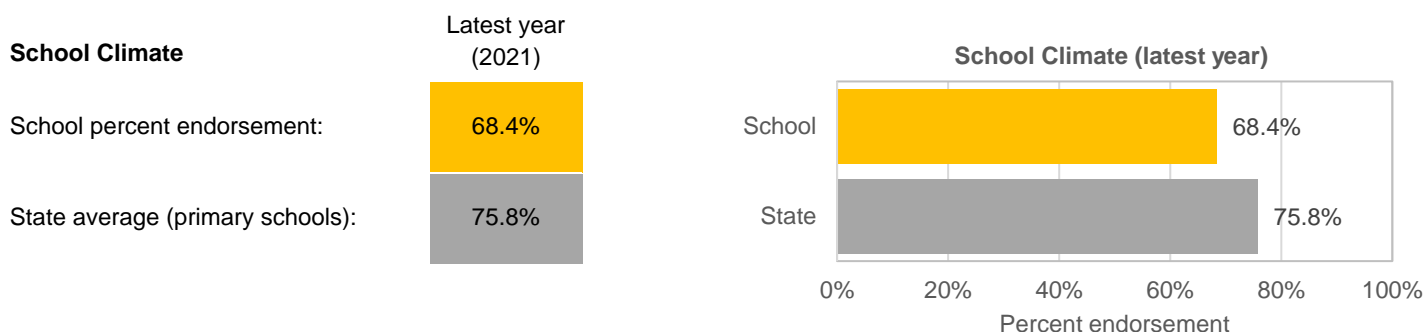


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

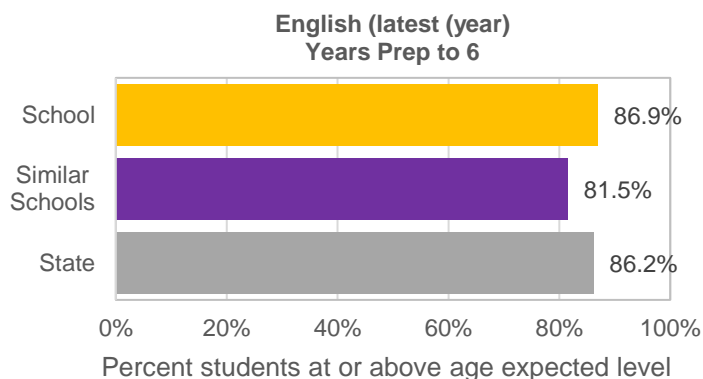
86.9%

Similar Schools average:

81.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

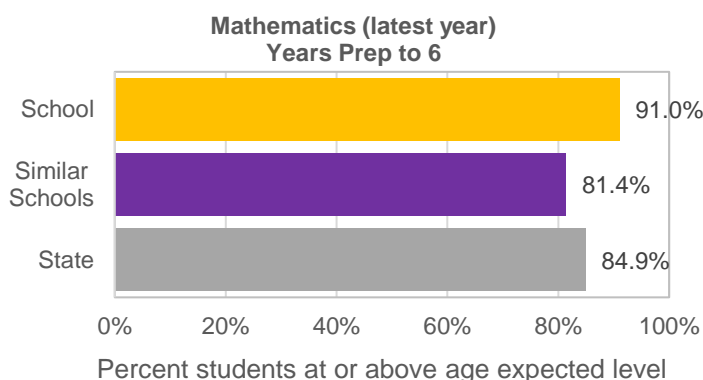
91.0%

Similar Schools average:

81.4%

State average:

84.9%



ACHIEVEMENT (continued)

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.

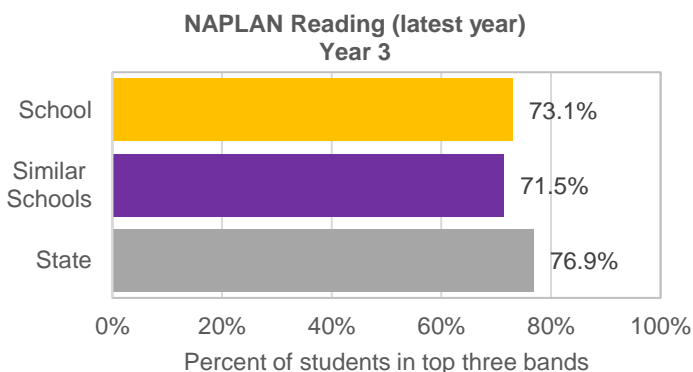
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

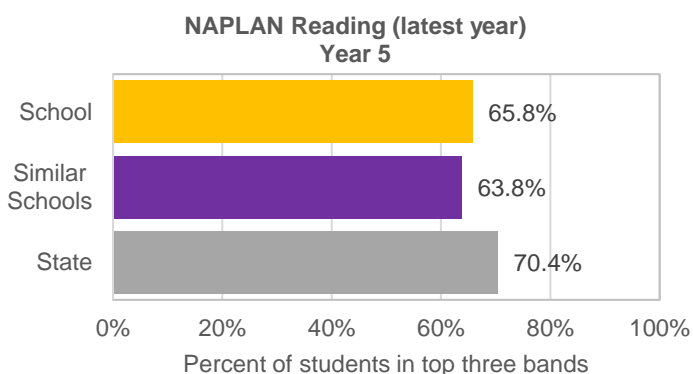
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.1%	72.9%
Similar Schools average:	71.5%	71.6%
State average:	76.9%	76.5%



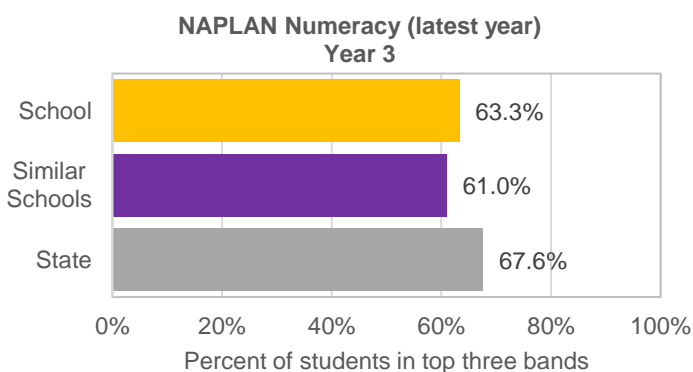
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.8%	65.9%
Similar Schools average:	63.8%	62.8%
State average:	70.4%	67.7%



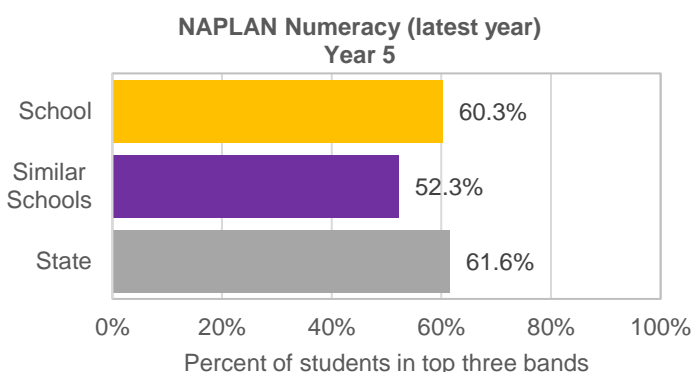
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.3%	64.4%
Similar Schools average:	61.0%	63.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.3%	54.6%
Similar Schools average:	52.3%	52.3%
State average:	61.6%	60.0%



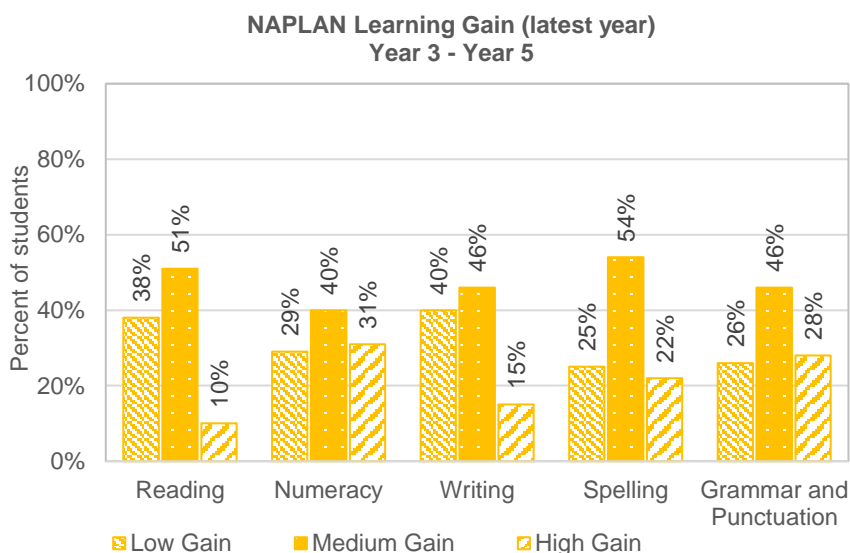
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	38%	51%	10%	18%
Numeracy:	29%	40%	31%	20%
Writing:	40%	46%	15%	17%
Spelling:	25%	54%	22%	18%
Grammar and Punctuation:	26%	46%	28%	19%



ENGAGEMENT

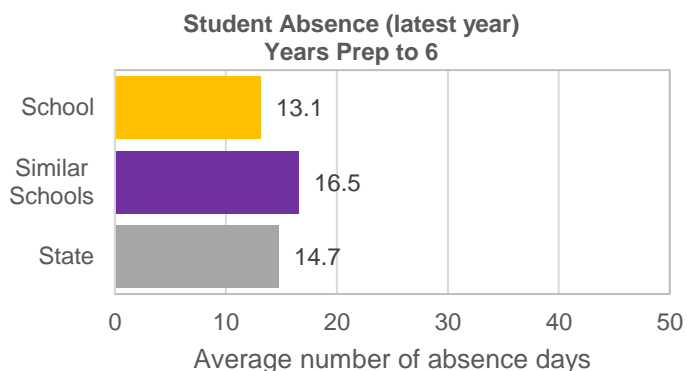
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.1	14.9
Similar Schools average:	16.5	15.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	93%	95%	94%	93%	92%	93%

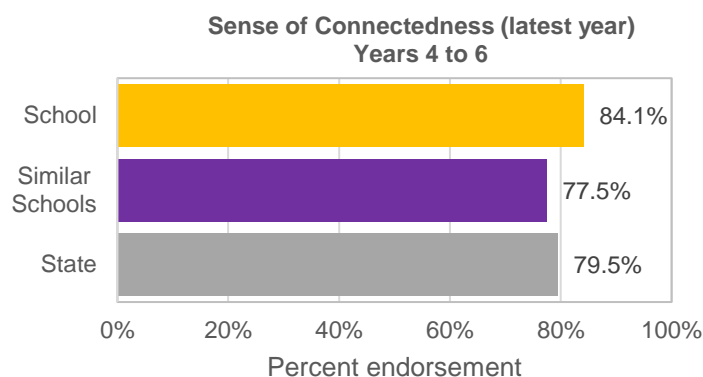
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.1%	82.1%
Similar Schools average:	77.5%	79.0%
State average:	79.5%	80.4%

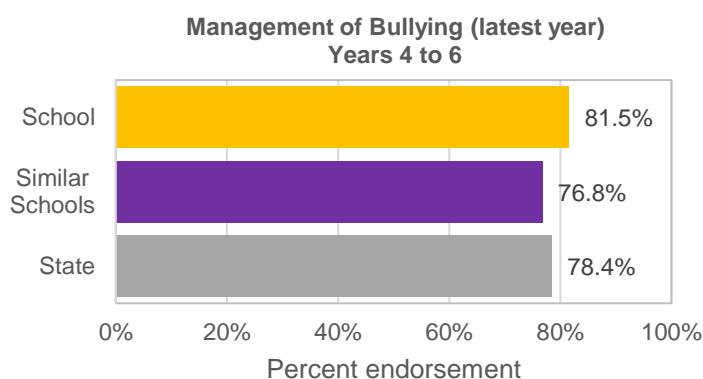


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.5%	79.7%
Similar Schools average:	76.8%	79.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,332,834
Government Provided DET Grants	\$654,863
Government Grants Commonwealth	\$0
Government Grants State	\$4,682
Revenue Other	\$6,620
Locally Raised Funds	\$216,100
Capital Grants	\$0
Total Operating Revenue	\$5,215,099

Equity ¹	Actual
Equity (Social Disadvantage)	\$169,788
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$169,788

Expenditure	Actual
Student Resource Package ²	\$4,061,275
Adjustments	\$0
Books & Publications	\$4,112
Camps/Excursions/Activities	\$57,496
Communication Costs	\$7,263
Consumables	\$100,690
Miscellaneous Expense ³	\$30,157
Professional Development	\$6,283
Equipment/Maintenance/Hire	\$84,736
Property Services	\$213,591
Salaries & Allowances ⁴	\$188,149
Support Services	\$134,505
Trading & Fundraising	\$33,439
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,491
Total Operating Expenditure	\$4,954,189
Net Operating Surplus/-Deficit	\$260,911
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$514,666
Official Account	\$46,593
Other Accounts	\$0
Total Funds Available	\$561,259

Financial Commitments	Actual
Operating Reserve	\$134,898
Other Recurrent Expenditure	\$4,839
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$139,736

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.