

# 2022 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 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 of the previous calendar year 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 27 April 2023 at 11:53 AM by Dean Gray (Principal)

- This 2022 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 09 May 2023 at 09:47 AM by Luke Hornstra (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## 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 excellence in educational outcomes.

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 take responsibility for this.
- We support each other in the learning journey.
- At Grey Street we take collective responsibility for all students.
- We work with students to own their learning through the development of student-centred learning goals

Our school awards, and values education continues to be based on our school respects of; Respect for Self, Respect for Others, Respect for Learning and Respect for the Environment.

In 2022, the school had 22 classes and 4 specialist areas including; Visual Arts, Performing Arts, Physical Education and Healthy Me (prep only). At census the school had 505 students and 41 effective full time staff.

We have strong Professional Learning Community (PLC) practices within our school, where teachers work collaboratively to improve the learning outcomes of all students.

With the welfare and wellbeing of our students an integral part of our students learning journey, we ensure that students are supported in a way that enables our students to succeed.

We pride ourselves on a strong and united school community, with our Parents and Friends team leading the way to engagement and school fundraising throughout each year.

Our vision is 'WORKING TOGETHER' and 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The major focus of improvement at Grey Street Primary in 2022 was to improve student outcomes in Writing and to strengthen teacher knowledge for teaching and assessing writing. To achieve this Professional Learning Teams engaged in regular and structured inquiry cycles to monitor and track student progress and refine teacher practice. As part of this process, teacher teams implemented common planners for writing and began creating essential learning documents based on the Victorian Curriculum. To improve teacher practice during Writing practice inquiry, teachers focused on High Impact Teaching Strategy of differentiation as well as a continued emphasis on learning intentions, success criteria for students and making reasonable adjustments to teaching strategies to support all students.

To further align strong practice, teams of teachers worked collaboratively to refine literacy and numeracy planning documents to ensure consistency across the year levels. Focus was given to high achieving students engaging in differentiated instruction.

In NAPLAN Year 3 students showed pleasing gains with 58% of students performing in the top two bands for writing. An increase from 37% in 2021. This work will continue into 2023 with the aim to increase the 28% of Year 5 students performing in the top two bands for writing.

To address learning gaps and to increase student performance that may have been impacted during COVID lockdowns, Grey Street Primary successfully used Department of Education and Training funding to implement a tutor support program that focused on literacy and numeracy catch up and extension. 160+ students across the school engaged in this structured addition support.

Features of this success included, established small group tutoring groups with prioritised time in the timetable, individualised student goals, and prioritised time for teachers, tutors and education support staff to discuss student needs.

With a School Strategic Plan focus on continuing the learning growth of high achieving students, opportunities including Victorian High Ability Program and Victorian Challenge and Enrichment Series were accessed by several students.

### Wellbeing

In 2022 Grey Street Primary School effectively mobilised available resources to support students' wellbeing and mental health. A Mental Health Plan was developed for the second semester this year and delivered with all staff attending professional development to upskill themselves and their PLC teams across three targeted areas - Trauma, Zones of Regulation and Respectful relationships. Wellbeing data and information was used by wellbeing and teaching staff during Professional Learning Community discussions to track students progress.

Throughout the year staff took part in a working party to review and update our school wide behaviour plan, in line with DET policy and current school needs. This process led to increased positive feedback from students particularly in the Managing of Bullying from the Attitudes to School Survey with an 82% positive response rate from students.

## Engagement

Grey Street has continued to implement strong processes to manage student absences. On the day contact with families to monitor absences and encouraging strong attendance through newsletters and during assemblies has resulted in higher levels of attendance than averages for similar, network and across the state schools.

Positive relationship programs were continued such as, Resilience, Rights and Respectful Relationships, focused on a positive return to school after COVID interruptions of previous years support students return to full time schooling. The impact of this focus was evident with students reporting increasing Positive Peer Relationships (80% positive responses) and a high Sense of Connectedness (83% positive response) with the school through the Attitudes to School Survey. Increases in Sense of Inclusion, to 88% positive was also pleasing.

A thorough review of our Student Led Conference process was undertaken to strengthen relationships and information sharing from school to home. This resulted in an adjustment to one Student Led Conference in Term 3, and one Parent/Teacher interview in Term 1. To fit with this new approach, future learning goals developed at the end of 2022 will be a topic to review progress in the first Parent/Teacher interview in 2023.

## Other highlights from the school year

In 2022 students enjoyed a return to our camp program in Year 3-6. Students enjoyed stays at Waratah Bay, Phillip Island, Ballarat and The Summit. Year 2 students enjoyed a sleepover in the school hall.

After receiving a significant grant through the VSBA's Minor Capital Works grant, construction of a large undercover area was completed at the eastern end of the school. This has provided both cover from sun and rain, as well as a multipurpose outdoor space. Students were also excited by the installation of a "ninja" themed playground in Term 4.

For the first time a group of students took part in the State Schools Spectacular. This as well as our strongly attended Arts Showcase further demonstrated the schools strong Arts program.

## Financial performance

The school continues to operate in a stable financial position. Grant money from the VSBA Minor Capital Works funding allowed for the construction of the undercover area. The continuation of funding for the Tutor Learning Initiative allowed additional funds to support student needs.

Significant system upgrades to telephone infrastructure, provided unexpected expense, however the upgrade be beneficial to school operations.

Equity funding was utilised to staff our continued strong approach to student wellbeing, and the additional Mental Health in Schools funding provided valuable professional learning for staff.

Following a tender process the school entered into a new three year cleaning contract after the conclusion of the previous contract.

**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 2.0 (FISO 2.0).

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 506 students were enrolled at this school in 2022, 249 female and 257 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).

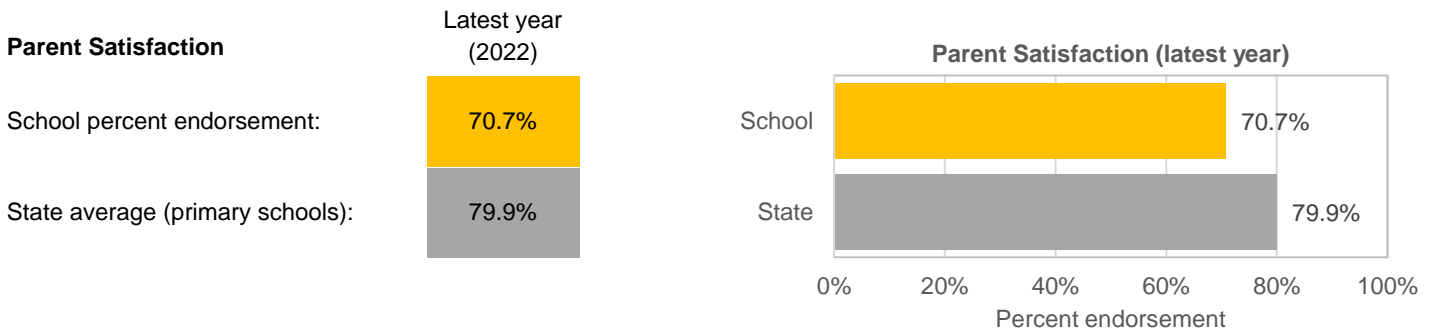
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

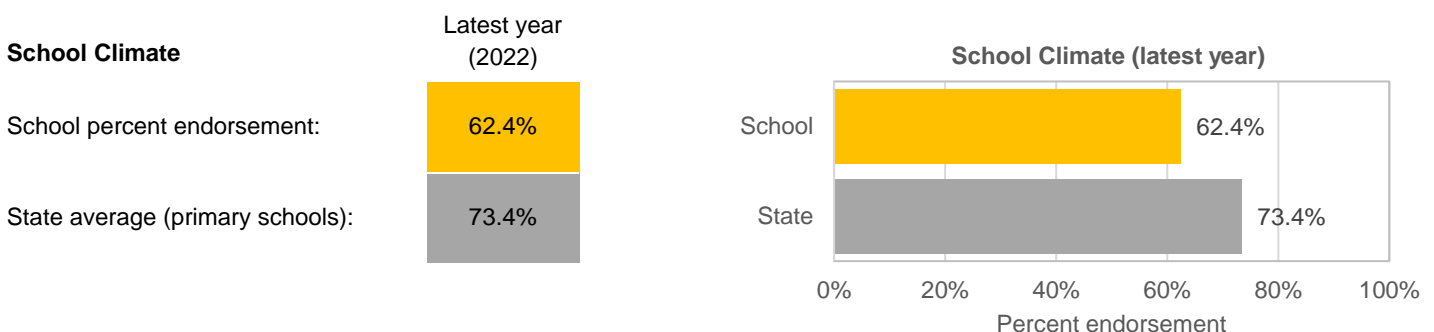


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

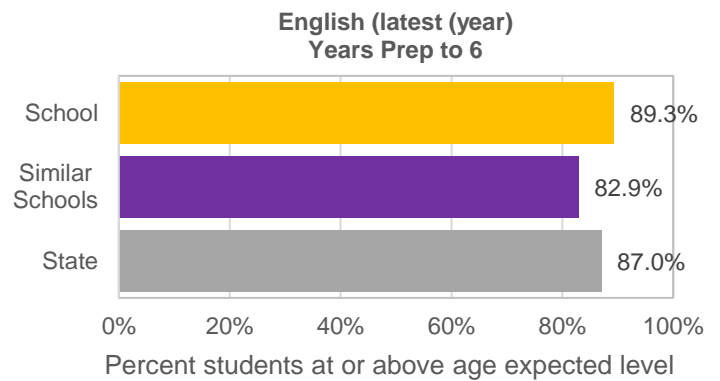
89.3%

Similar Schools average:

82.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

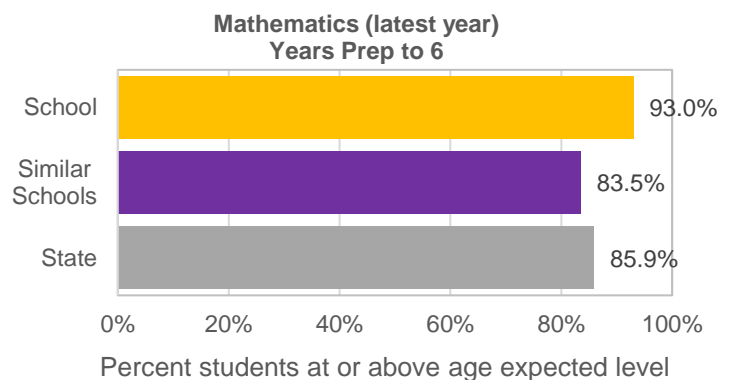
93.0%

Similar Schools average:

83.5%

State average:

85.9%





**LEARNING (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.

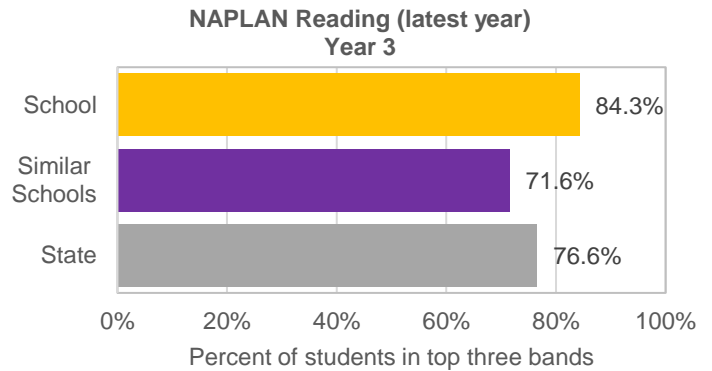
**NAPLAN**

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 2019, 2021 and 2022 data.

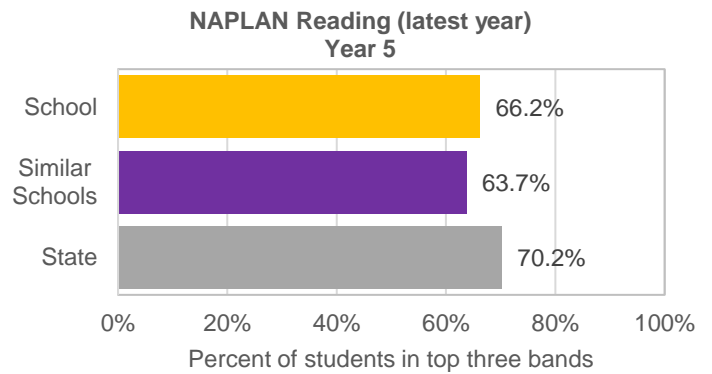
**Reading  
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.3%	76.2%
Similar Schools average:	71.6%	71.6%
State average:	76.6%	76.6%



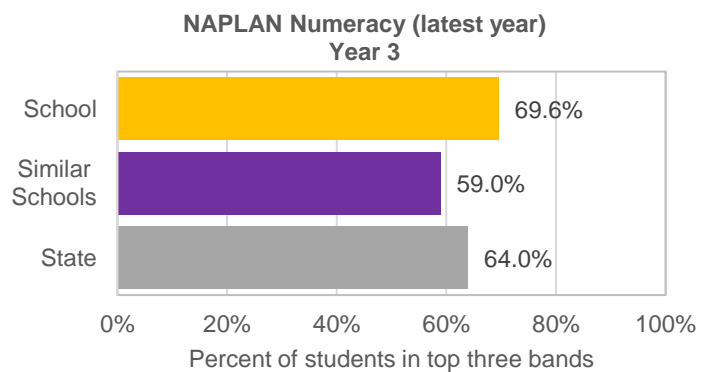
**Reading  
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.2%	66.5%
Similar Schools average:	63.7%	63.8%
State average:	70.2%	69.5%



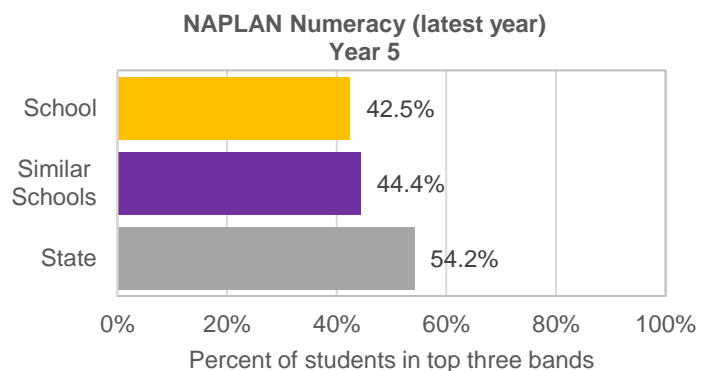
**Numeracy  
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.6%	64.6%
Similar Schools average:	59.0%	60.7%
State average:	64.0%	66.6%



**Numeracy  
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.5%	51.1%
Similar Schools average:	44.4%	50.2%
State average:	54.2%	58.8%



## WELLBEING

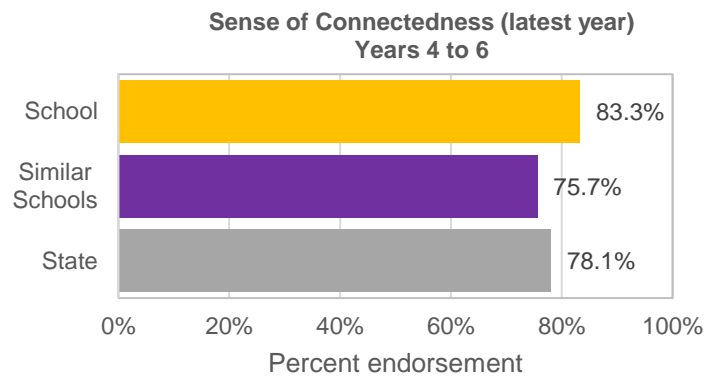
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	83.3%	82.0%
Similar Schools average:	75.7%	76.5%
State average:	78.1%	79.5%

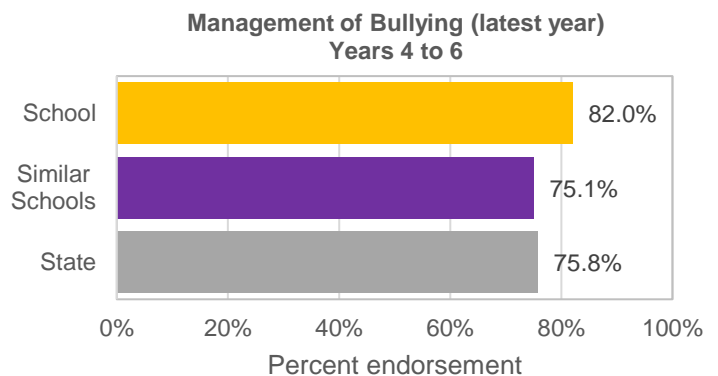


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	82.0%	79.4%
Similar Schools average:	75.1%	76.6%
State average:	75.8%	78.3%



## ENGAGEMENT

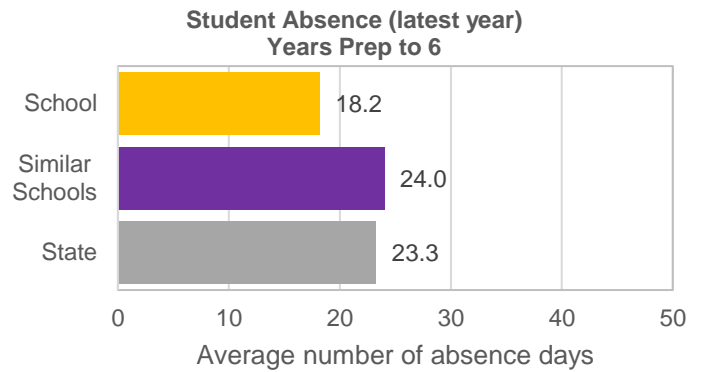
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.2	15.7
Similar Schools average:	24.0	17.8
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	92%	91%	92%	90%	91%	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,702,579
Government Provided DET Grants	\$739,443
Government Grants Commonwealth	\$3,573
Government Grants State	\$0
Revenue Other	\$24,094
Locally Raised Funds	\$285,725
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,755,414</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$158,350
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$158,350</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,457,319
Adjustments	\$0
Books & Publications	\$2,456
Camps/Excursions/Activities	\$123,996
Communication Costs	\$6,234
Consumables	\$106,448
Miscellaneous Expense <sup>3</sup>	\$15,145
Professional Development	\$31,308
Equipment/Maintenance/Hire	\$135,919
Property Services	\$242,630
Salaries & Allowances <sup>4</sup>	\$211,792
Support Services	\$169,750
Trading & Fundraising	\$29,625
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,555
<b>Total Operating Expenditure</b>	<b>\$5,577,175</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$178,240</b>
<b>Asset Acquisitions</b>	<b>\$48,443</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 25 Feb 2023 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 2022**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$343,370
Official Account	\$34,960
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$378,329</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$163,603
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$217,565
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
<b>Total Financial Commitments</b>	<b>\$381,168</b>

*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.*