

# 2022 Annual Report to the School Community

School Name: Grayling Primary School (5385)



- 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.

- 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

# About Our School

---

## School context

Grayling Primary School first opened its doors in 2020 to students in Prep- Year 6. Grayling is located in the growing suburb of Clyde North in the Berwick Waters Estate. At Grayling Primary School our vision is for all students to be proud and connected, to succeed both academically and socially. For all students to be engaged, motivated and to set high expectations for themselves. We want our students to foster a curiosity and passion for learning.

Grayling Primary students, staff and the community work collaboratively to ensure that all students are resilient, confident and respectful global citizens. Grayling Primary School's motto is being 'Proud and Connected', our values are intrinsically linked to this motto by being PROUD.

Performance- "Striving for my personal best"

Respect- "Respecting myself, others and the school environment"

Open-minded- "Willing to consider ideas and opinions that are new or different to my own"

United- "Being part of a team to achieve a common goal"

Daring- "Being brave and willing to take risks to challenge myself"

School buildings are comprised of seven permanent structures. One housing administration, office spaces, sick bay and staff facilities; two buildings containing four flexible learning communities; four mod five portables; another is a purpose-built facility for specialist subjects and another a gymnasium with a full size basketball court and additional learning spaces. The grounds contain quiet spaces and separate playing areas with play equipment for Foundation-Year 2, another for Years 3-4 and another for Years 5-6. In addition there is a large sand pit, two outdoor basketball courts and a soccer pitch. On day 1 of the 2022 school year we had 370 students enrolled, by years end our enrolments grew to 432 students. Our staffing profile of Grayling PS includes a principal and an assistant principal, 20 equivalent full time (EFT) teachers, 4 part time teachers, 11 EFT education support (ES) staff; 5 in administration, 6 working with students in the classrooms and one maintenance person. All staff are registered with VIT and Educational Support Staff have relevant qualifications and WWCC documents as required by the Department of Education and Training for employment. Our school was structured into 5 Learning Communities: Learning Community 1- 5 x prep classes, Learning Community 2- 3 x Year 1 classes, Learning Community 3- 3x Year 2 classes, Learning Community 4- 2x Year 3/4 classes and 1 x Year 4 class. The specialists subjects offered were PE, Art and Stem. All students accessed these specialist subjects each week. The Student Family Occupation Education (SFOE) index was 0.3100 in 2022. Special sessions in sports, robotics, coding and art are held for students with interests in those areas. The school's gymnasium is used for a before and after school care program as well as a training venue for a local basketball team. Weekly music lessons are available for keyboard, drums, guitar and vocals.

---

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

### Learning

The commitment to professional learning to build teacher instructional practice in teaching and assessment of reading as well as an explicit approach to learning and teaching has supported better student achievement outcomes for our students. Students are part of their learning based on our key improvement strategies and have a voice in articulating what they learn and what they need to know next to improve their results. Through our PLC approach which is a collaborative team approach to curriculum planning and assessment of students in each year level supports the consistency of teaching and learning at Grayling PS. Individual learning plans for students who are on the Program for Students with a Disability, Out of Home Care, Koorie heritage and for any students who are 12 months behind and 12 months ahead in learning ensure that student progress is reported regularly across the year as they achieve their goals. The learning environment and the quality of teaching and learning contributed to student outcomes that were above or comparable with National Assessment Program—Literacy and Numeracy (NAPLAN) National, State and Similar School benchmarks.

Year 3 NAPLAN highlights:

Our Yr 3 students performed incredibly well for their very first Naplan tests, which for the first time were conducted online, with the exception of writing. In reading, 54% of our students were in the top 2 bands, compared to the state's 58%. All other tests the year 3's outperformed the state, which is just amazing. Writing we had 54% in the top 2 bands compared to the state's 52%. Spelling saw

50% of our students in the top 2 bands compared to 49% for the state. Numeracy had 43% of Grayling year 3 students in the top 2 bands compared to the state's 39%. Finally, grammar and punctuation had 57% of year 3's in the top 2 bands, while the state had 54%.

Year 5 NAPLAN highlights:

Our Yr 5 students quite simply were outstanding for their very first Naplan tests, as 2020 NAPLAN was cancelled. All Naplan tests the year 5's outperformed the state by a large margin.

In reading, 63% of our students were in the top 2 bands, compared to the state's 44%. Writing we had 66% in the top 2 bands compared to the state's 29%. Spelling saw 60% of our students in the top 2 bands compared to 37% for the state. Numeracy had 43% of Grayling year 5 students in the top 2 bands compared to the state's 27%. Finally, grammar and punctuation had 54% of year 5's in the top 2 bands, while the state had 32%.

Our 2022 Performance Report also showed that Grayling PS was a school of 'Influence' in Naplan reading and numeracy achievement. As you can see, just amazing results.

## Wellbeing

As a vibrant school community it is incredibly important that we have happy, healthy and active kids at Grayling Primary School. I'm pleased to report that our students attitudes to school survey results have shown that our school is well on the right track, with our students telling us that they have a positive sense of connectedness and motivation and interests within their school. Both of these markers are well above our goal of 85% positive endorsement and are actually at 92% and 93% positive endorsement. Also worth noting in our attitude to school survey results in 2020; student voice and agency had a positive endorsement of 73% and in 2022 that has now gone up to 86%.

An obscene amount of work across the school has gone into ensuring that our kids are engaged and feel safe at school. The high expectations of both students, staff and parents is evident in the positive responses in the Student Attitudes To School Data, Staff Opinion Survey Data and parent opinion survey data.

Student Attitudes To School Data -Effective classroom behaviour 92%, Differentiated Learning Challenge 93%, Stimulated Learning 91%, School connectedness-sense of belonging- 92% Student voice and agency - 86% Motivation and interest- 93%.

Staff Opinion Survey Data- Collective Responsibility 80%, Believe student engagement is key to learning 100% and Collective Focus on Student Learning 86%.

Parents Survey Data School connectedness- 91%, General satisfaction- 84%, Physical environment- 93%, High expectation for success- 87%, Promoting positive behaviour- 92%, School pride- 86%, School communication- 91% and confidence and resiliency skills- 90%.

We have a huge focus on student attendance . With very strict processes and systems in place that involve not only the classroom teacher but our admin staff and principal when needed. The effective use of Compass plays a pivotal role in following up absences and engaging with our parents/carers. Attendance is monitored daily via COMPASS and proactive supports are put in place when required, such as texts sent in the morning with a follow up to parents if the absence has not been explained. Attendance guidelines have been developed to support staff in identifying and reporting any concerns with families in a timely manner so that a member of the leadership team can follow up with the family concerned. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the fortnightly newsletter, reminder newsfeeds via COMPASS and at parent events. We have established many lunchtime clubs, excursions and incursions to promote and engage our students.

In 2022 we had numerous lunchtime clubs including, arts club, choir, a games club as well as a coding club for our students. For the first time since the school opened we ran a camp for year 4 in term 2 and the year 5/6's in term 4, as well as an extended day camp experience for year 3 students. We have a thriving house competition which the students are fully engaged in and have a real sense of being PROUD of their house. This is celebrated every two weeks and we have a range of activities from sporting activities to craft to art to name a few. This culminates in the Grayling Cup being awarded to the winning house. 2022 saw the Stringybark Stars win the Grayling Cup. Throughout the year we had various events that all students had the ability to participate in. This included many visits from different sporting organisations to run clinics for all of our students. The sports ranged from AFL football too volleyball and everything in between.

In term 2 the whole school underwent the ROAR programme which links in with our child safe policies and current Department of Education initiatives.

This year our student voice and agency has grown within the school as indicated previously with our positive endorsement of student voice and agency through the attitudes to school survey . We have appointed a student voice and agency leader who is responsible for engaging the student leaders and upcoming leaders and working with them to promote our school and to give them choice and voice within our school. During the year the students came up with a number of initiatives that we implemented. Teachers have a commitment to using inquiry-based pedagogy. Developing students who can be independent learners, setting their own challenging learning goals and knowing what their next learning steps will be a key objective moving forward. Throughout the inquiry process teachers facilitate a wide range of authentic learning experiences so that skills and knowledge gained can be used in other contexts, making our students better prepared for active participation in the global community. At the end of each term we host an inquiry expo, where all students share their inquiry projects with other students across the school. This is such a wonderful way to share student success and all students show a great sense of being PROUD about their inquiry project.

## Engagement

Our school has a dedicated and holistic approach to wellbeing with strong focus on the schools four values of Performance, Respect, Open Minded, United and Daring. The school's vision and values underpin the positive culture of the school. The personal and social capabilities curriculum is implemented throughout the school via our school's social skills program. Students work with a social skills approach using the school values, zones of regulation, as well as circle time to build skills in positive relationships, coping skills, ways of talking and acting that promotes better social outcomes for themselves and others.

The Student Attitudes to School Survey Sense of Connectedness results from years 4 to 6 students endorse that students feel very connected as part of our learning communities and feel safe at school. Our school's results were 92% strongly agree that they are connected to school, this is an improvement of 91% in 2020. These results are above similar schools- 80%, local network schools- 85% and the State median of all Victorian schools which is 78%. The Student Attitudes To School Survey also highlights 96% positive responses in the management of bullying, again an improvement from 88% in 2020. This is a clear indication that students feel safe, they know where to get help and know any incidents are dealt with fairly. This result is above similar schools- 76%, local network schools- 83% and the state median of all Victorian schools which is 76%.

In 2022 we further embedded the DET School Wide Positive Behaviour Support Model. We will continue with our whole school consistent approach to wellbeing fostering the acknowledgement of positive student effort in learning and behaviour towards others. Our systems and processes to build relationships and engage with families of at risk students has continued to become more refined during 2022 and our ongoing feedback from families has been incredibly positive as shown in the positive attitudes to the parent opinion survey in 2022 as shown below:

Parents Survey Data School connectedness- 91% General satisfaction- 84% Physical environment- 93% High expectation for success- 87% Promoting positive behaviour- 92% School pride- 86% School communication- 91%,

State schools relief has also been used more by families in 2022 than in 2021. We will continue to work with families that need extra assistance where we can. The engagement of our students is always at the forefront of our work with a current and ongoing focus on developing learner agency. We have invited parents to engage with learning via school events such as; Meet the Teacher sessions, Inquiry learning expos, Positive Student Chronicles through COMPASS, Parent teacher interviews, Interpreters to support parents discussions with teachers, as well as using digital technology to support on line learning programs provided by the school. Grayling Primary School prides itself on being a community minded school, that connects our parents/carers, local community, staff and students together in a meaningful way. This is seen in our survey data results for positive school climate endorsement and general satisfaction from our parent opinion survey which was held in term 3. We've also connected with our parents by always inviting them into the school for any event like assemblies, cross country, Mother's Day celebrations, etc. We want to make sure that our parents have up-to-date information and know how to use the various digital channels that we use. So as a school we have run a series of compass parent information sessions, where parents are shown the basics on how to use compass and this is also up on our website for general use. Our volunteer programme is now up and running and we conducted parent volunteer information sessions to ensure that all volunteers know our expectations and requirements and there has also been a camp information session for year 3-6 parents.

We network regularly with other kindergartens for our prep transition programme, in particular Manna Gum kindergarten, which is located next door. We have a very strong relationship with them which will continue to be built upon in 2023.

In 2022 we held whole school events for harmony day, NAIDOC, book character parade, colour fun run, Mother's Day and Father's Day stalls and a huge Christmas concert where all students performed. Our community really supported all these wonderful events and they will continue to get better in 2023.

---

## Financial performance

Grayling Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2022 school year in a sound financial position. This has enabled the school to meet the current and future needs of all students providing an enriching, nurturing environment, which promotes personal growth and academic achievement. In 2022, our students benefited from various support programs offered at Grayling Primary School which included, well-being programs, reading intervention, Literacy and Numeracy tutoring and intervention support. The school continues to plan for long term goals and manages the deficit repayment to DET, which will be completed in 2023. Grayling has continued to prioritise Human Resourcing to ensure we have high level support for our student cohort.

The school successfully applied for Sporting Schools and Sporting Schools Connect grants received totalling \$ 15,200. This enabled the school to offer an enriched sporting program offering Tennis, Gymnastics, Soccer and Basketball coaching as well as the purchase of sporting equipment. The GPS community, with support from the staff & students, saw a number of successful fundraising & community inclusive program raise over \$ 16,000 in 2022. We were able to make some upgrades to the playground area.

Effective financial planning & management has allowed the school to extend it's IT device leases to support enrolment growth, set up new classrooms, extension of the school's camera & security surveillance system and ongoing maintenance to keep the school a safe and comfortable environment for our students, staff and parents. We thank the whole GPS community for their continued support in 2022 and look forward to a successful 2023.

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