

2020 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).
- 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 29 March 2021 at 03:25 PM by Luke Abdallah (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 30 March 2021 at 10:06 AM by Simon Rudov (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

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 will 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
Respect
Open-minded
United
Daring

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"

On opening day of the 2020 school year we had 121 students enrolled, by years end our enrolments grew to 164 students. Our staff consisted of 17 EFT including 2 principal class, 8 teaching staff (including 1 leading teacher), 5 educational support staff(3 in admin and 2 working with students). In 2021 our student enrolment has grown to 246 students. 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 4 Learning Communities:

Learning Community 1- 2x prep classes

Learning Community 2- 2x Year 1/2 classes and 1 Year 2 class

Learning Community 3- 1x Year 5/6 class

Learning Community 4- 1x Year 3 class and 1x Year 4 class.

The specialists subjects offered were PE, Art and Stem. All students accessed these specialist subjects each week.

Framework for Improving Student Outcomes (FISO)

In 2020, our Annual Implementation Plan Goals, Key Improvement Strategies and FISO Dimensions were:

GOAL 1: To improve student achievement in reading outcomes

FISO DIMENSION: Excellence in teaching and learning- Building practice excellence

KEY IMPROVEMENT STRATEGY: Implement and embed a PLC approach across the school to build collaboration and data literacy.

Our Teaching and learning model has been used in all areas of the school to great success. There is still a lot of work to be done in embedding and unpacking the teaching and learning model which will continue to happen in 2021. The teaching and learning model is evident in class observations, coaching sessions, discussions during PLT meetings, as well as in our staff briefings.

As we were a brand new staff, the professional learning program was crucial to ensure consistency and that staff were skilled in the school's instructional model, using the Fountas and Pinnell and Essential Assessment and the readers' and writers' workshop and notebook for improving student reading achievement.

In 2020, we developed and began to implement a consistent approach to Reading from Prep to year 6 including an emphasis on the school's instructional model. Teachers were using the high impact strategies such as explicit teaching and feedback to students to build student knowledge and skills as well as progressing students understanding about their reading achievement via next steps in learning. Using reading next steps in learning and formative assessment strategies such as conferencing and strategic questioning assisted in tracking student progress and allowed teachers to make changes to instruction based on student learning needs.

Achievement

Remote learning throughout 2020 provided many challenges for our staff, students and community. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. The Google platform, Compass and Webex was used extensively throughout the school and provided our staff with the platforms for students to access their learning, share their knowledge and receive feedback on their successes and next steps in 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 a 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.

The 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 and for any student who are six months behind and 12 months ahead in learning ensure that student progress is reported regularly across the year as they achieve their goals

In 2021 we will continue our focus on a consistent approach to the learning and teaching of our students. We will continue to implement high impact teaching strategies in our instructional model, ensure staff consolidate teacher knowledge and skills in regard to the Victorian curriculum and continue to analyse student achievement data

Engagement

The engagement of our students is always at the forefront of our work with a current and ongoing focus on developing learner agency. Our school has worked hard on developing a learning culture for all students, staff and parents during the pandemic year of 2020. 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. 2020 made us use digital technologies to engage with our community in an authentic and consistent manner.

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 a 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.

The high expectations of both students and teachers is evident in the positive responses in the Student Attitudes To School Data and Staff Opinion Survey Data below:

Student Attitudes To School Data

- Effective classroom behaviour 100%
- Differentiated Learning Challenge 91%
- Stimulated Learning 88%
- School connectedness-sense of belonging- 91%

Staff Opinion Survey Data

- Collective Responsibility 99%
- Collective Focus on Student Learning 100%
- Guaranteed and Viable Curriculum 98%

Parents satisfaction with the school overall as gauged by the Parent Opinion Survey was a 100% for general satisfaction, physical environment, school pride and confidence and promoting positive behaviour.

Attendance – Average number of student absence days were similar to schools with the same demographic and size with Years One, Three, Four and Six having the highest attendance rate of 92% whilst Year Two had an attendance rate of 91% and Years Prep and Five were at 90%.

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 weekly newsletter, reminder newsfeeds via COMPASS and at parent events.

Wellbeing

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 91% strongly agree that they are connected to school. These results are above similar schools- 81%, local network schools- 82% and the State median of all Victorian schools which is 79%.

The Student Attitudes To School Survey also highlights 88% positive responses in the management of bullying, indicating that students feel safe, they know where to get help and know any incidents are dealt with fairly. This result is above similar schools- 88%, local network schools- 79% and the state median of all Victorian schools which is 78%.

In 2020 we introduced and began implementing 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.

Financial performance and position

In the first year of a new school finances are based on enrolment estimates that are submitted in August the year before the school opens. It takes at least 2 years of consistent and growing enrolments for the school to reach a break even point.

Grayling Primary School put an emphasis on employing the best people for our current and future students, which saw a varied employment profile, which comes with a varied associated cost.

Our first year deficit is a direct result of slower than expected enrolment growth and an employment profile that supports future growth in our school community.

2020 was a year that no one expected and for the first year of a new school provided both positive and negative flow on outcomes. A positive is the lack of wear and tear on new buildings, and a negative was the reduction in local building, which was what a large number of expected enrolments were dependent on. The school experienced a stable cash flow in the first year of operation and there were no extraordinary expenses. We were successful in obtaining a grant to complete the fencing around the staff carpark, with works being completed in April 2021.

The opportunity to undertake fundraising activities and apply for further grants is planned for future years.

The finances at Grayling Primary School are closely and regularly monitored, with a three year planning model being used. All financial decisions are linked to the Strategic Plan and the AIP, with a focus on support teaching and learning.

For more detailed information regarding our school please visit our website at
<https://www.graylingps.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 131 students were enrolled at this school in 2020, 64 female and 67 male.

42 percent of students had English as an additional language and 0 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.

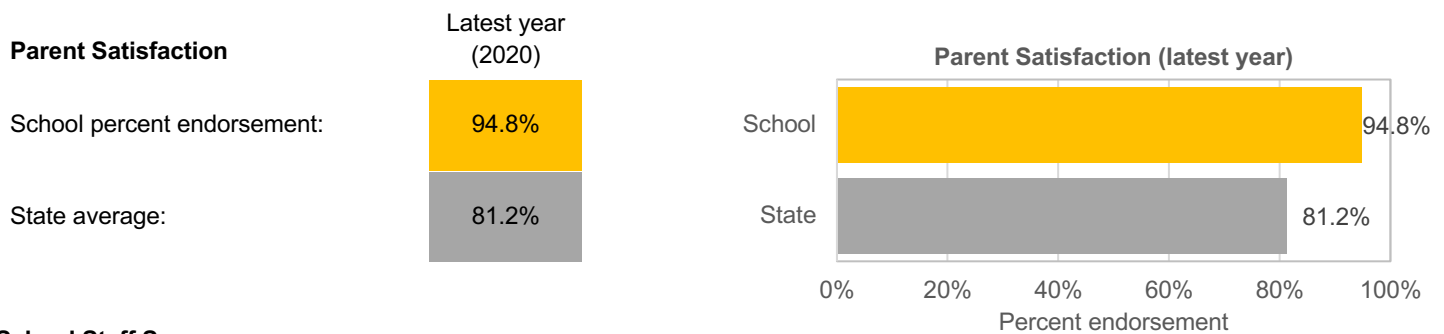
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

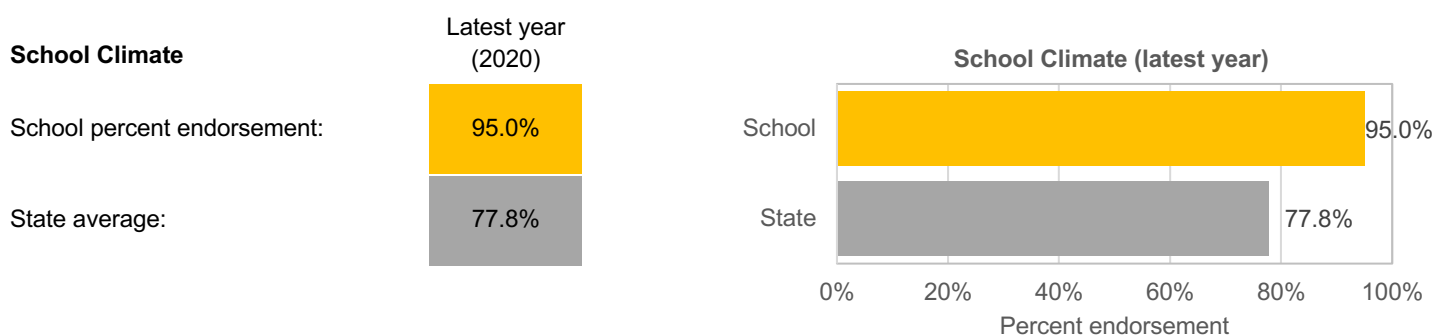


School Staff Survey

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:

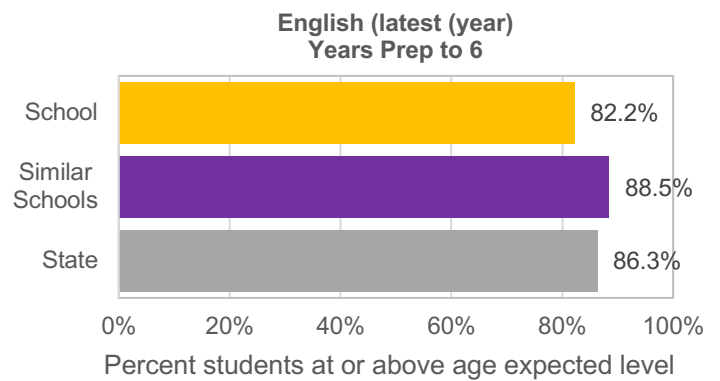
82.2%

Similar Schools average:

88.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

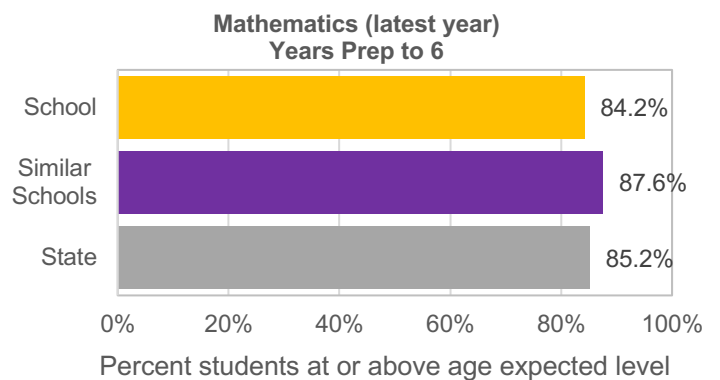
84.2%

Similar Schools average:

87.6%

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

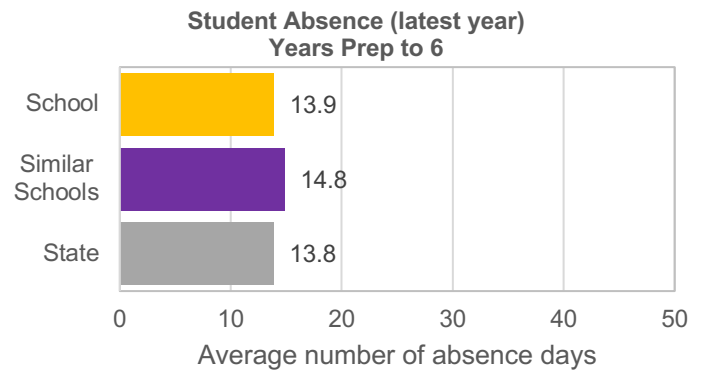
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.9	13.9
Similar Schools average:	14.8	15.8
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):	91%	92%	93%	95%	94%	97%	91%

WELLBEING

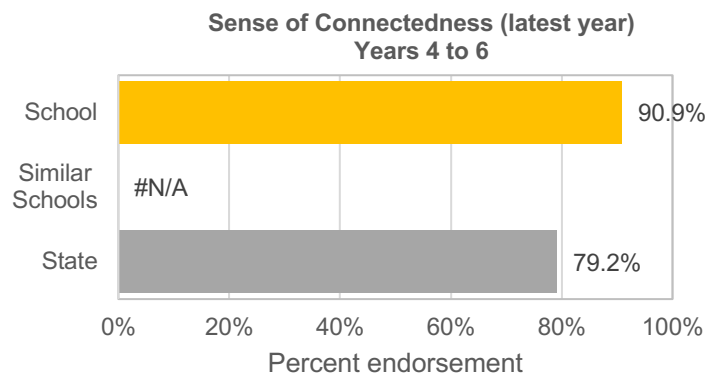
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	90.9%	90.9%
Similar Schools average:	NDP	83.4%
State average:	79.2%	81.0%



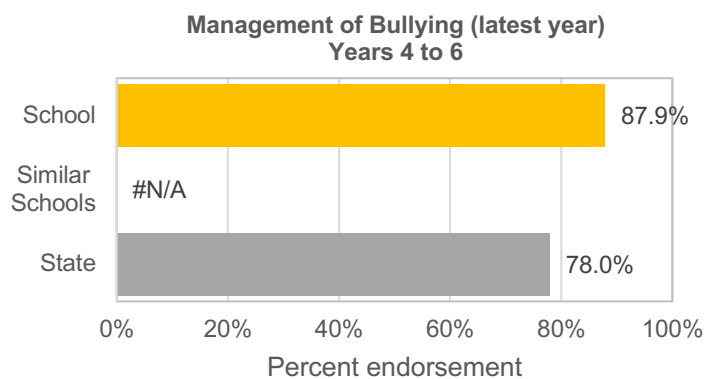
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	87.9%	87.9%
Similar Schools average:	NDP	81.7%
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	\$1,224,435
Government Provided DET Grants	\$381,162
Government Grants Commonwealth	\$1,950
Government Grants State	NDA
Revenue Other	\$15,483
Locally Raised Funds	\$50,237
Capital Grants	NDA
Total Operating Revenue	\$1,673,268

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,425,848
Adjustments	NDA
Books & Publications	\$60
Camps/Excursions/Activities	\$5,011
Communication Costs	\$3,373
Consumables	\$97,480
Miscellaneous Expense ³	\$8,688
Professional Development	\$4,654
Equipment/Maintenance/Hire	\$39,732
Property Services	\$28,176
Salaries & Allowances ⁴	\$2,692
Support Services	\$57,997
Trading & Fundraising	\$3,451
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$41,460
Total Operating Expenditure	\$1,718,623
Net Operating Surplus/-Deficit	NDA
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	\$150,481
Official Account	\$24,628
Other Accounts	NDA
Total Funds Available	\$175,109

Financial Commitments	Actual
Operating Reserve	\$46,314
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$2,985
School Based Programs	\$125,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
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	\$174,299

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.