

2018 Annual Report to The School Community



School Name: Greenhills Primary School (4893)



- 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 Regulation 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 2018 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 13 March 2019 at 02:02 PM by James Penson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

To be attested by School Council President

About Our School

School context

Greenhills Primary School aims to provide a safe, supportive and nurturing environment, which values the educational, behavioural and social development of all students enabling them to become productive citizens in our school and in the broader society. Our school vision is that "Greenhills Primary School will be a G.R.E.A.T. place where all members are challenged to do their best". To achieve this vision we articulate our mission as providing opportunities for excellence in a safe, supportive and stimulating environment. Our School values are Generosity, Respect, Enthusiasm, Acceptance and Teamwork which are discussed and lived throughout our school.

In 2018, Greenhills Primary School had an enrolment of 543 with an SFO of 0.233 and SFOE of 0.2051.

The school is very proud of the commitment and dedication of its staff. There is strong and positive parent and community feedback about this. Staffing consisted of 29 equivalent full time staff with a teaching role. The school also employed 14 Educational Support staff.

The staffing profile has not significantly changed over recent years. There is a large proportion of highly experienced teachers who have all been in the school for some years. Each year a smaller number of graduate teachers have successfully commenced their careers. New staff members have largely been retained.

Greenhills Primary also continued to deliver an extensive range of specialist and extra curricula programs. These included Physical Education, Italian, Visual Arts & Music. The school consisted of 24 grades as follows: 4 x Prep, 4 x Yr. 1, 4 x Yr. 2, 6 x Yr. 3/4's and 6 x Yr. 5/6's.

Framework for Improving Student Outcomes (FISO)

Greenhills Primary School has been focused on the FISO Continua elements associated with Building Practice Excellence and Curriculum Planning and Assessment. Our self-evaluation of these areas indicates that we are moving into the Embedding level.

In 2018, major work included the development and embedding of our Greenhills Instructional Model. The language of the model is consistent across the school and team planning is based on the model.

The "Hook", "Learning Intentions" and "Success Criteria" are visible and on display in all classrooms and specialist programs each day. Explicit teaching and differentiation has become more detailed and documented including the use of "Bump it up Walls" and shared planning via Google Drive.

Our whole school focus on reading continued as demonstrated by extensive professional learning, the introduction of Readers notebook, the addition of Reading data to include PAT testing as a 12-month growth measure and PM's for Benchmarking.

Overall there is also greater consistency in the use of assessment for learning with substantial data tracking now evident via Data Walls within each Professional Learning Team and across the school which are shared via Google Drive.

Achievement

2018 student achievement data demonstrates ongoing and consistent high achievement in Reading and Numeracy.

This is highlighted by the growing percentage of students in Year 3 achieving in the Top 2 and 3 bands of NAPLAN.

Greenhills Primary School (4893)

In the period 2016 to 2018, the percentage of students in the Top 2 bands increased from 66% to 76% and in the Top 3 bands from 85% to 91%.

Both the Year 3 and Year 5 NAPLAN four-year average Reading and Numeracy results indicate that our school performed well above the median level for Victorian government schools. These four-year average results also indicate that our school achieved results that place it in the top 20% of Victorian government schools.

The percentage of students assessed through teacher judgement as working at or above age expected standards in English and Mathematics was at a similar level to the schools compared with.

All students with a disability (PSD) showed progress at satisfactory or above in achieving their individual goals.

The school will strive to ensure that all students achieve a minimum of 12 months learning growth in every school year from Prep through to Year 6. This will be achieved through utilizing the strong professional learning team culture to ensure a high level and consistent practice built on the High Impact Teaching Strategies and a relentless focus on Literacy & Numeracy.

Engagement

In 2018, Greenhills Primary School had a strong focus on student engagement. This included an extensive student leadership program, 1:1 Netbook program and an array of Targeted Teaching Programs. This provided students with rich opportunities to collaborate, explore and made connections.

As such, attendance data highlights that our students are absent for fewer days as compared with the Median for all Victorian Government Primary Schools.

To continue this trend, 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 SENTRAL and at parent events.

To further support our Home School Partnership, a detailed Communications Plan was developed this year consultation with the School Council, Parent Association and Staff.

Feedback from the Parent Opinion Survey indicated high percentages of positive endorsement. This included 91% positive endorsement "Student Connectedness", 92% positive endorsement "School pride and Confidence" and 90% positive endorsement "General School Satisfaction".

The School Staff survey endorses the view that there is a strong and positive collective focus on student learning, efficacy and responsibility. The "Collective Focus on Student Learning" positive endorsement percentage was 94% and there was 100% positive endorsement for "Interest in Improving Practice".

Wellbeing

The 2018 Student Attitudes to School – Sense of Connectedness results indicated that the school sits at a similar level to comparison schools. Pleasingly in the Student Survey element of Management of Bullying, the result is above the Median of all Victorian Government primary Schools.

Our students, families and staff report that they all have a strong connection to our school. This is demonstrated through elements such as a strong whole school student wellbeing processes, a positive and affirmative approach to classroom management, additional support programs such as Literacy Intervention, social groups and a Buddy program.

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Significant positive feedback was received from parents around our transition program. In 2018, this included five "Experience Greenhills" sessions taking place during Term 3 and several classroom based Prep-Orientation and Parent Information sessions held in Term 4.

Overall, 2018 was a significant year for engagement with our school community. Our highly dedicated staff, a strong curriculum and a proactive home school partnership all combined to build community confidence, overall satisfaction and engagement levels with our parents and community. It is expected that these results and associated actions will continue to flow on to improved student survey data.

Financial performance and position

At Greenhills Primary School all financial decisions are based on the desire to provide the best educational experience for all our students. An annual budget outlining expenditure for the year is presented to School Council for approval. The 2018 budget was aligned with the school's educational goals and the Student Resource Package provision to Greenhills Primary School.

Overall, revenue was slightly higher than the previous year due to increased enrolments in 2018 and the introduction of DET funding of staff Professional Practice Days.

We have chosen to spend local reserve funds on improvements, upgrading classroom furniture and curriculum programs, with a focus on literacy support.

The value of improvements in terms of modernised and increased amenities is significant, to include staff professional development, classroom facilities, literacy and numeracy resources, furniture, grounds work and additional assets.

Greenhills Primary School manages its budgets and staffing at a sustainable level which leads the school to maintain a small surplus.




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

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 543 students were enrolled at this school in 2018, 258 female and 285 male.

3 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






















Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<div><p>Reading</p><p>32 % 55 % 13 %</p><p>Low Medium High</p></div> <div><p>Numeracy</p><p>26 % 61 % 13 %</p><p>Low Medium High</p></div> <div><p>Writing</p><p>24 % 51 % 25 %</p><p>Low Medium High</p></div> <div><p>Spelling</p><p>23 % 55 % 23 %</p><p>Low Medium High</p></div> <div><p>Grammar and Punctuation</p><p>24 % 52 % 24 %</p><p>Low Medium High</p></div>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>









Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>93 %</td><td>94 %</td><td>94 %</td><td>94 %</td><td>92 %</td><td>92 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	94 %	92 %	92 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	94 %	94 %	92 %	92 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$3,753,748
Government Provided DET Grants	\$544,909
Government Grants Commonwealth	\$14,588
Revenue Other	\$8,704
Locally Raised Funds	\$570,352
Total Operating Revenue	\$4,892,299

Equity ¹	
Equity (Social Disadvantage)	\$17,649
Equity Total	\$17,649

Expenditure	
Student Resource Package ²	\$3,685,412
Books & Publications	\$5,483
Communication Costs	\$6,196
Consumables	\$81,283
Miscellaneous Expense ³	\$234,216
Professional Development	\$14,563
Property and Equipment Services	\$229,964
Salaries & Allowances ⁴	\$325,902
Trading & Fundraising	\$81,721
Utilities	\$51,676
Total Operating Expenditure	\$4,716,416

Net Operating Surplus/-Deficit	\$175,884
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$213,043
Official Account	\$6,094
Other Accounts	\$27,382
Total Funds Available	\$246,519

Financial Commitments	
Operating Reserve	\$91,816
Other Recurrent Expenditure	\$12,382
Funds Received in Advance	\$76,560
Funds for Committees/Shared Arrangements	\$30,966
Capital - Buildings/Grounds < 12 months	\$34,795
Total Financial Commitments	\$246,519

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

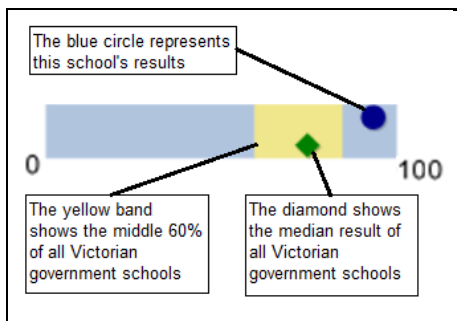
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

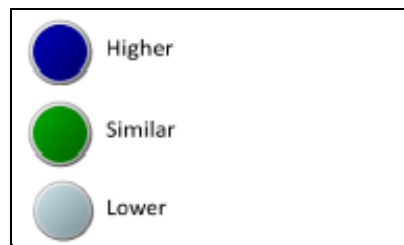


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').