

# 2017 Annual Report to the School Community



School Name: Greta Valley Primary School

School Number: 5398

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Greta Valley Primary School is a small rural school approximately 30 Kms from both Benalla and Wangaratta. Enrolment was relatively stable, with a slight increase to 48 students in 2017.

The curriculum was enriched by specialists in LOTE (Italian), Art, Library and Music. We had four special needs students who were supported by 2 part time integration aides. Our small school allowed us to provide an education with a focus on individual growth and personal achievement. At risk students and those with special needs had intervention programs supported and enriched by professionals. We participated in the Stephanie Alexander Kitchen Garden program which is a shared cluster program.

Our school is located in a rural setting surrounded by farms. Families commute or work locally. The grounds are beautifully maintained by local families who take great pride in our attractive grounds, the Outdoor Learning, perceptual motor area, kitchen garden and poultry areas.

We are proud of our Outdoor Education program which is an integral part of personal development and strongly linked to student learning. The students, parents and teachers, are active in the local community with fundraising, participating in local community events and joining the King Valley Cluster. The cluster offers students a broad social group, cultural and sporting experiences and a rich curriculum enhanced by teachers who share planning, moderation of assessment and professional teams.

2017 saw us commence some major work around collaborative learning with teaching staff undertaking professional readings and on site school visits to develop their understanding. This initiative is in line with our Strategic Plan goal of increasing student's cognitive engagement, social and emotional development and self-directed inquiry. 2018 will see the implementation of at least two units of work across all grades that incorporate collaborative learning and students will be having a greater say in curriculum design.

### Framework for Improving Student Outcomes (FISO)

Our FISO focus for 2017 was *Curriculum Planning and Assessment*. We achieved a number of things over the course of the year around this initiative, the major one being the development of a set of I Can statements for Speaking and Listening aligned to the Victorian Curriculum. This was a major piece of work with the end result being a very practical and valuable resource that can be used by all our teaching staff. Another key piece of work we undertook was the development of an Instructional Model for use within all classrooms. 2018 will see us focus on implementing collaborative learning into units of work based on the Victorian Curriculum and also introducing Peer Observations into our teaching practices.

2017 saw us for the first time undertake an audit of all FISO domains against the Continua of Practice. This will be an excellent building block for us to build and improve our practice on.

Our workforce in 2017 was made up of a fulltime teaching Principal along with 2.6 other classroom teachers and a 0.2 Music specialist. Our special needs students were supported by two part time aides. We also employed a part time Business Manager.

Our overall attendance data was very good with only one family in 2017 who was targeted for intervention support to increase their child's attendance which was achieved successfully.



## Achievement

Our student group comprises a significant number who have diagnosed reading and/or learning disabilities, particularly dyslexia. A high proportion of children have begun school with very low oral language skills in recent years. Small numbers allow us to identify and focus on individual needs, strengths and interests. Students participate in differentiated, personalised individual learning programs, supported by professional advice.

Detailed analysis of data shows that we are in line with the median of all Victorian Government Primary Schools in terms of the percentage of students in Years Prep to 6 with a grade of C or above in English, and slightly higher in Mathematics which given the time and financial resources that have been allocated to maths over the last few years is pleasing to see. Analysis of our 2017 data compared to that of 2016 shows a small increase in the number of students working **above** the expected level in reading and also in writing. The increase in the various strands of mathematics was more visible which is extremely gratifying. 2018 will see us build upon of mathematics planning – particular to develop a new scope and sequence for learning in this area of our curriculum.

It must be remembered that we have small numbers of children in each cohort and so the Grade 3 NAPLAN results are based on just 5 students and similarly the Grade 5 NAPLAN results are based on only 3 children. Amongst these 8 students are diagnosed dyslexic students. We are continuing to implement targeted support for those children deemed to not be performing at the expected level in English and Mathematics.

Although small numbers in cohorts does skew the data, close analysis of our NAPLAN results shows that only a small percentage of students have demonstrated high relative growth from Grade 3 to Grade 5 in some areas of literacy and numeracy. We are aware of this and are taking steps to address this trend. Spelling is an area that we need to focus on for improvement, however the high number of dyslexic children in our school will impact these results. We introduced the 'Words Their Way' spelling program across the whole school in 2016 with the aim of improving spelling strategies and to date we have seen some pleasing improvements, however we need longer to ascertain the programs real effectiveness. To that end, all teaching staff will be undertaking further Professional Development in *Words Their Way* in 2018.

Individual student assessments will inform teaching strategies for all students with Student Support Group meetings informing programs for our special needs students.

Parent support is extremely high with the level of parent satisfaction above the state median. It reflects the confidence parents have in our committed and caring teachers.

## Engagement

Student attendance has consistently reflected the commitment children and their parents make to learning. Attendance at Greta Valley Primary School is similar to the state average. High student engagement supports attendance. Parent Opinion surveys indicate children are engaged in their learning with results in the four domains of student engagement all being above like school data. Their pride in learning is showcased at our yearly presentation nights, family nights, etc. with almost 100% attendance. Our staff and parent opinion data is above state average.

A push to make parents aware of the importance of regular school attendance began in 2015 and continues as we firmly believe that absences from school can impact on students learning. We saw a slight increase unfortunately in the average number of days absence from 15.72 days in 2016 to 15.96 in 2017. Common reasons for 2017 absentee data were illness and extended family holidays.



## Wellbeing

Student Wellbeing is measured by the Student Attitudes to School Survey. We are very proud of our excellent results, and as the 4 year trend shows our students are performing considerably higher than the state average. Children have a strong sense of belonging to, and ownership, of their school. We are constantly looking at ways of building on our practices in this area, as demonstrated by our commitment to Student Voice in 2018. The domain of *Learner Characteristics and Disposition* was recorded as our lowest area in 2017 which has led to a vibrant discussion amongst staff and students about curriculum ownership and development. To that end we have seen a move towards collaborative learning and having students actively involved in curriculum planning.

Our outdoor education program and hands on learning linked to our community helps develop confidence, engages the children and gives them authentic learning experiences. This relates to their formal learning within the classroom.

Our small size enables teachers to get to know and involve all families in the education of their children. Children develop meaningful relationships with the community and their teachers, who know their needs - learning, social and emotional, and address them individually. Student personal development is addressed within the learning framework with a particular focus during outdoor education, when resilience, persistence and organisation are stressed.

For more detailed information regarding our school please visit our website at  
[www.gretavalleyprimaryschool.vic.edu.au](http://www.gretavalleyprimaryschool.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 48 students were enrolled at this school in 2017, 21 female and 27 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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>No Data Available</p> <p> Lower</p> <p>No Data Available</p> <p> Lower</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>98 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	94 %	93 %	95 %	98 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	94 %	93 %	95 %	98 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	

# 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)

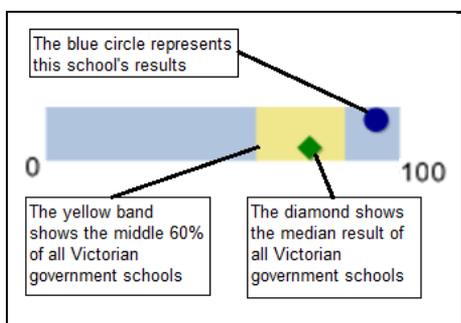
### Engagement

- 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).

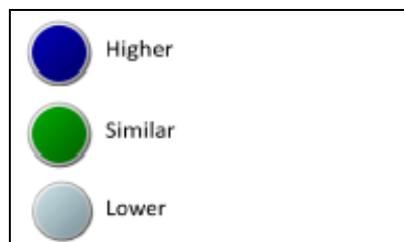


## What does *School Comparison* refer to?

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*' 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').



## Financial Performance and Position

### Financial performance and position commentary

Currently the school is in a very good financial situation. At the end of 2017 we had an extremely healthy balance of \$76295, however approximately \$53000 has already been earmarked – the bulk (\$40000) being for future staffing and \$13000 being for our Parents Association from their fundraising activities. We were fortunate to receive a \$5500 STEM (Science Technology Engineering Mathematics) grant from the Commonwealth Government in 2017, of which only \$500 had been spent by the end of the year. The remaining \$5000 will be used to purchase robotic equipment in 2018 to enhance our teaching of coding.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$537,287	High Yield Investment Account	\$74,536
Government Provided DET Grants	\$89,105	Official Account	\$1,758
Government Grants Commonwealth	\$17,600	<b>Total Funds Available</b>	<b>\$76,295</b>
Government Grants State	\$900		
Revenue Other	\$6,122		
Locally Raised Funds	\$51,446		
<b>Total Operating Revenue</b>	<b>\$702,460</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$7,724		
Transition Funding	\$2,788		
<b>Equity Total</b>	<b>\$10,512</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$501,569	Operating Reserve	\$22,464
Books & Publications	\$165	School Based Programs	\$18,989
Communication Costs	\$2,011	Provision Accounts	\$34,841
Consumables	\$15,864	<b>Total Financial Commitments</b>	<b>\$76,295</b>
Miscellaneous Expense <sup>3</sup>	\$49,627		
Professional Development	\$6,054		
Property and Equipment Services	\$32,589		
Salaries & Allowances <sup>4</sup>	\$28,835		
Trading & Fundraising	\$11,601		
Utilities	\$3,251		
<b>Total Operating Expenditure</b>	<b>\$651,568</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$50,892</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 05 March 2018 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.*