

2020 Annual Report to The School Community



School Name: Glenroy Central Primary School (5542)

- 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 24 March 2021 at 09:08 AM by Joanne Money (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 10 May 2021 at 11:01 AM by Megan Hannan (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

Vision: To provide a safe, inspiring and challenging learning environment that promotes collaborative, engaged and curious learners who can achieve excellence by contributing positively as global citizens.

Our school values are curiosity, collaboration, character, citizenship and caring. We encourage our students and staff to be curious about the world and to ask lots of questions to build their knowledge. Our school is organised and structured to provide time and opportunities to collaborate and all teachers and integration aides are part of a collaborative teaching team within a learning community. All students are also placed in a three person collaborative team each year. There is a documented and clear set of teaching and learning protocols to ensure that the expectations are shared and consistent across the school. As part of our focus on inquiry we provide opportunities for students and staff to be creative and to think both creatively and critically about the world and their place in it. We want our students to be caring global citizens who understand their responsibility to each other and to the world around them. We want them to be kind, inclusive and respectful.

Glenroy Central Primary School is located on the northern edge of the City of Moreland in the North West Victoria Region. The school is located in Logan St Glenroy and opened on the current site in April 2012. The school consists of five buildings: an Administration building, Junior and Senior Learning Communities, a Visual Arts facility, a full sized Gymnasium/ Performing Arts facility and a kindergarten. In 2020, the enrolment was about 300 students. We have 25 teaching staff with a mixture of full time and part time staff. There are also 3 staff in the kindergarten that operates a four year old program on a rotational basis.. We have 15 Education Support Staff, also a mixture of full and part time, who work in a variety of capacities including office staff, integration aides, a Library technician, IT support, speech therapist, a Primary Welfare Officer and a School Chaplain. An Out of Hours program is run in conjunction with the nearby catholic school Corpus Christi through Extend Australia that provides both before and after school care on the Corpus Christi school site.

The school is located in a disadvantaged community with a high number of EAL students. We have a multicultural community with 59% of our population being Arabic. Our most recent arrivals have included immigrants, asylum seekers and refugees from Pakistan and India. We have about 68% of our families who are on Health Care cards and 82% who have a language background other than English.

Our school works in Learning Communities and is therefore very team focused. Each of the four Learning Communities (Foundation, 1/2, 3/4, 5/6) has an allocated team of teachers who are collectively responsible for providing programs that meet the needs of all students and for ensuring that all students reach their full potential. There are two Acting Assistant Principal (substantive Leading Teachers) allocated to each of the Junior and Senior Learning Communities whose job is to coach, mentor and lead the teams in their Collaborative Teaching Teams. We also have two Learning Specialist to support the work of the Acting Assistant Principals and to have a teaching role within the school to provide exemplary practice for observing and coaching purposes. These two Learning Specialists are also members of the Leadership Team of the school - The School Improvement Team.

At Glenroy Central Primary School Numeracy, Literacy and Investigations form the core of our curriculum and our daily work. Oral language forms a major part of our focus and is the foundation for student learning. Student talk is encouraged and promoted across the curriculum in both structured and unstructured ways. Successful use of language is critical for student well being. An EAL teacher supports the students with limited English as well as the teachers with strategies and knowledge. Mathematics is the first session and Reading is the second session of every day across the school from Foundation to Year 6. These two sessions have clear structures that must be followed. Maths includes sessions based on Number, Tool Box and Problem Solving and covers the three strands of the maths curriculum – Number and Algebra, Measurement and Geometry, Statistics and Probability. The afternoon sessions consist of curiosity based Investigation topics that cover the other key areas of the Victorian Curriculum such as Science, History, Geography, Civics and Citizenship, Health, Economics and Business. Writing sessions are based around these Investigations and cover a wide range of text types. Grammar, Punctuation and Spelling are included in writing sessions with explicit sessions for these areas also done across the week. THRASS is used as the basis for our

spelling program.

Our specialist programs consist of Physical Education, Performing Arts, Visual Arts and our LOTE is Auslan. All specialist teachers are allocated to a Learning Community for the first two sessions of each day when Mathematics and Reading are conducted across the school. Each Learning Community has one afternoon per week for the specialist programs while the Collaborative Teaching Team from that community has planning time together. Auslan is integrated into the daily work of the Learning Communities.

Framework for Improving Student Outcomes (FISO)

As part of our focus on FISO we selected to continue with Excellence in Teaching and Learning: Building Practice Excellence with a particular focus on writing. This showed some improvement in 2019 and we wanted to persist with the work to embed the improved practice. We sustained our focus on Worked Examples and implementing a consistent instructional model. We continued with writing portfolios and gave very specific feedback to students on how to improve their work. This work was modified to adapt to working within a remote learning model. Teachers adapted their sessions to online forums and students sustained the work on a range of text types and gain feedback on work submitted electronically. The EAL teacher ran specific online sessions with identified students to continue to support their growth.

We utilised the Practice Principles for Excellence in Teaching and Learning with a specific focus on Principle 6 (Rigorous assessment practices and feedback inform teaching and learning) and Principle 7 (Evidence-based strategies drive professional practice improvement) in a modified way because everyone was working remotely. We adapted our assessment practices and continued to moderate student writing to diagnose learning needs, provide explicit feedback and improve teacher practice. Leadership observed online lessons both live and recorded and were able to provide feedback on specific strategies and assist teachers to continue to build capacity.

Our participation in the School Improvement Partnership with Brunswick South PS and Brunswick North West PS to build teacher practice through Coaching and Peer Observation was limited this year. Those teachers from each school who had completed the Growth coaching training in 2019 were placed into triads (one teacher from each school) to share online videos of teaching sessions and provide feedback to each other. This proved very difficult in the circumstances as teachers time was mainly consumed by staying connected to their online students and supporting them and their families through the difficult lengthy lockdown.

Our second focus was on Community Engagement in Learning: Global Citizenship. This aimed to develop students knowledge, skills, attitudes, values and competencies and to deepen students understanding of the world and their place in it. As this was focused on providing opportunities for students to be involved in community activities such as Clean Up Australia and Aged Care programs we were unable to work on this in any practical way. Our Inquiry units continued to contain a global perspective across the year.

Our third focus was Positive Climate for Learning: Health and Well-being. This is about creating a healthy school environment for staff, students and families through promoting supportive physical and social environments and through partnerships with parents, community organisations and specialist services. This became focused on maintaining teacher, student and family morale during the period of the lockdown and beyond. Online sessions were created that focused on mental health and on creating activities that allowed students to connect more with their peers. Our welfare team and school counsellor were instrumental in providing specific sessions that allowed students to talk about their feelings and develop strategies at home to maintain a sense of well-being through difficult times.

Achievement

Over 2020, teachers worked hard on our goal of improving the percentage of students working above level writing but the disruption to programs because of the pandemic made this work challenging. We did increase our percentage from 18% to 19% but did not reach our target from our AIP 'To increase the number of students working above the expected level (Victorian Curriculum) in writing from F-6 from 18% in 2019 to 20% in 2020.

Our other two targets involving NAPLAN became redundant due to NAPLAN being cancelled for the year. We look forward to getting back on track in 2021 as we continue the improvement of teacher knowledge and skills as well as improvement in student outcomes. We will be building our knowledge of the writing process, collaboratively moderating

student work, developing student writing portfolios, setting individual learning goals and providing specific feedback to students on how to improve their work, explicit teaching using worked examples and shared inquiry topic texts as well as Peer Observations and feedback to colleagues on effective teaching practices.

Our Teacher Judgement of student achievement data indicated that we are 'above' our similar schools in both English and Mathematics. In 2020, teacher judgment data in English shows that we have 91.6% of students at or above expected level, higher than similar schools at 73.3% and state average at 86.3%. Our teacher judgment data in Maths shows that we have 89.7% of students at or above expected level, higher than similar schools at 70.9% and the state average at 85.2%.

Our PSD students have continued to make gains although remote learning was particularly challenging for many. The Integration Aides did a great job connecting with these students daily online, with all students continuing to build on their skills. They required resetting of their ABLES goals throughout the year to continue their progression through their individual learning journey. The speech therapist also conducted small group and individual work during the remote learning period to assist students to maintain skills.

For the future, we will continue to build on teacher practice through a specific professional learning program as well as focusing on the work of our Collaborative Teaching Teams and PLCs. We will work on the development of specific cycles for different writing text types in a continuum based on language features and also develop specific moderation practices and guidelines that will assist teachers to measure the student growth more specifically. We will also continue to build our links between reading and writing specifically in the area of our Investigations topics. As always we will continue to review our work across the curriculum and the impact on different year levels and continue to adapt and modify to ensure a developmental continuum.

Engagement

Student attendance, a major indicator of student engagement, has continued to be a priority. It is always high on the agenda of the school with the understanding that there are a range of reasons that a student's attendance may be low. We focus on ensuring the programs delivered are specific to the needs of students and are engaging and supportive of student growth. The Attendance Committee met infrequently in 2020 because of a change of priority, staff working from home and the change of circumstances for students but the Welfare Staff continued to monitor and follow up all attendance both online and onsite. The average number of days absent per student continued to fall in 2020 and our four year average is at 12.1, well below the state average of 15.3 and the similar schools average of 17.7. The number of unapproved and unexplained absences has also continued to drop across every year level due to a rigorous system of follow-up and support. This included daily parent contact to discuss reason for absences and to reduce unexplained absences. These have all been recorded utilising our new system XUNO. The Welfare Team followed up the attendance of vulnerable students and worked with families to support attendance improvement. The Attendance Cup for Year Levels was also re introduced in Term 4 with weekly updates given at assembly. Term individual wrist bands are also given out in recognition of students with excellent attendance.

This year we engaged differently with parents using our new online system of XUNO. Teachers had daily contact with many parents during the remote learning period and partnerships with many families were strengthened positively through this continual contact. We look forward to continuing to strengthen our relationships through this communication process and enable parents much easier access to a direct line to the teachers. Parents spoke to teachers regularly also through online meetings and phone calls. The parent satisfaction with the school, as identified through the Parent Survey, continues to be above the state average of 81.2% at 89.1%.

Wellbeing

In 2020 we continued our work with our new school values of the 5Cs - Curiosity, Collaboration, Citizenship, Character and Caring. Our focus in this area was built around the social and emotional well-being of our students and their understanding of how we can use our values to ensure our learning environment is respectful, inclusive and embraces

the diversity of our community. The personal development programs were tailored for each specific cohort and utilised the data from surveys such as the Youth Resilience Survey and SEW-PAT survey (Social and Emotional Well-being assessment). These programs worked on social skills, attitudes and behaviour and assisted students to focus more successfully on learning and improving their outcomes. Our school modified the delivery of these programs through online forums and the priority focus leaned more towards maintaining mental health, connecting with peers and getting daily exercise. The welfare team and 'Care in Mind ' counsellor also provided support to both staff and students. Families were encouraged to share their home activities and 'fun' activities focused on socialising and connecting were included in weekly online programs. In the return to onsite learning in Term Four, programs focused on assisting students to reconnect and support each other.

Financial performance and position

Over 2020, a substantial financial commitment was the construction of a large shade sail over the new playground installed in 2019 and a new fitness equipment area adjacent to the school oval for the senior students. Electronic gates and fences were also installed in the top carpark to increase the school's security.

We received substantial equity funding, allowing us to ensure a Leading Teacher for our Junior and Senior Learning Communities who could lead, coach and mentor the Collaborative Teaching Teams to consistently build excellence in Teaching and Learning clearly reflected in our excellent results. We also utilised this funding for support in a range of areas including low teacher/student ratios in Learning Communities, EAL, Library support, IT and Speech Therapy.

We purchased a significant amount of technology equipment to support the development of our curriculum and for our remote learning programs. We were able to resource all programs to a high standard and provide the best education possible for all of our students.

We also received a Commonwealth Grant through the School Chaplaincy Program which allowed our students to have access to social and emotional support as part of our welfare program. We used some equity money to double the time fraction for our chaplain. This support is essential to ensure that all students can achieve their best.

For more detailed information regarding our school please visit our website at
www.glenroycentralps.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 302 students were enrolled at this school in 2020, 143 female and 159 male.

72 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

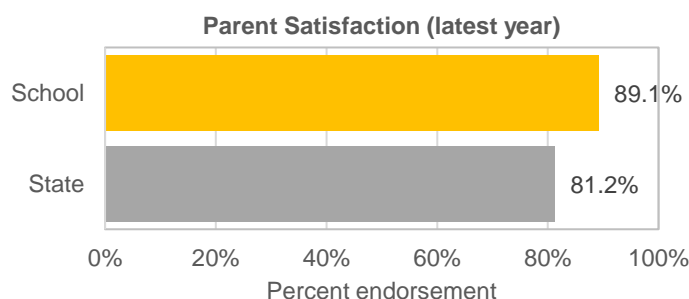
This school's socio-economic band value is: High

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	89.1%
State average:	81.2%



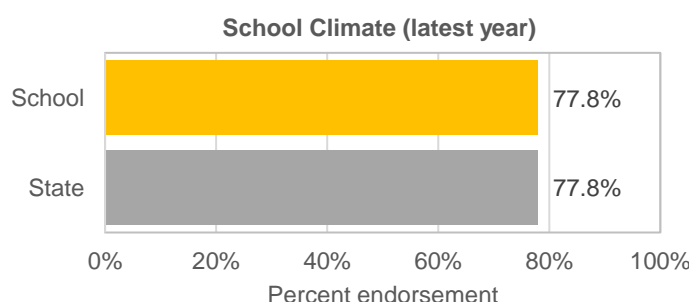
School Staff Survey

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.

School Climate	Latest year (2020)
School percent endorsement:	77.8%
State average:	77.8%



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:

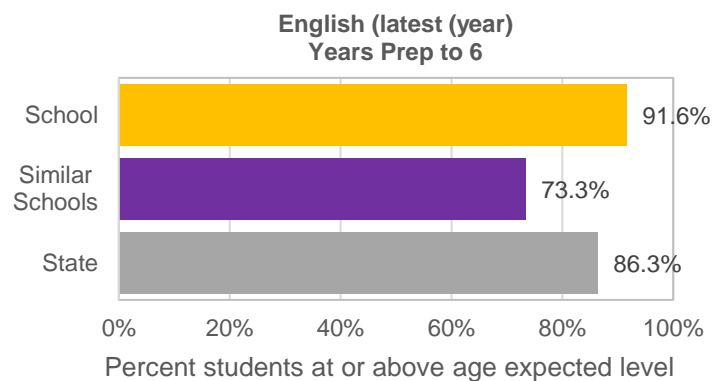
91.6%

Similar Schools average:

73.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

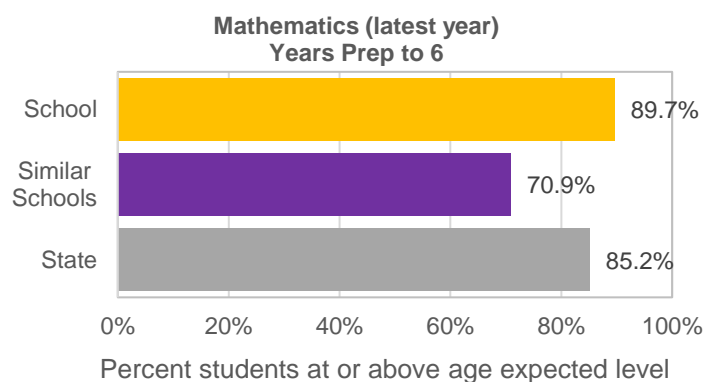
89.7%

Similar Schools average:

70.9%

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

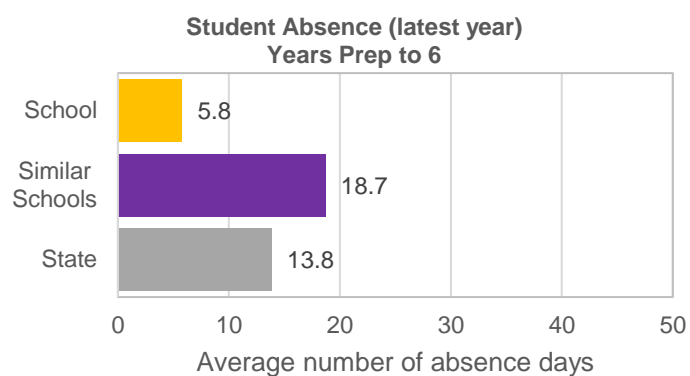
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	5.8	12.1
Similar Schools average:	18.7	17.7
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):	97%	97%	97%	97%	97%	97%	97%

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.

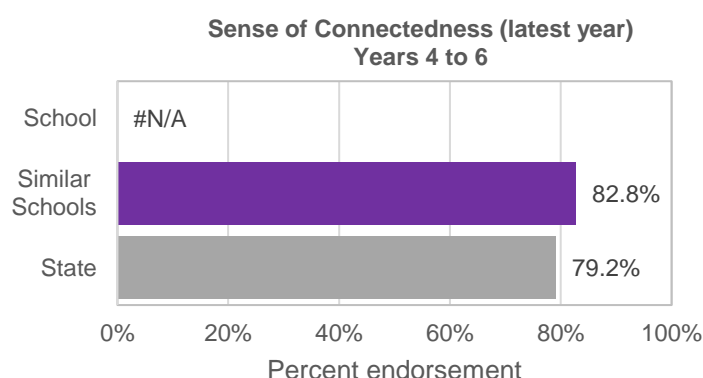
Student Attitudes to School – Sense of Connectedness

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:	NDA	97.1%
Similar Schools average:	82.8%	84.1%
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.

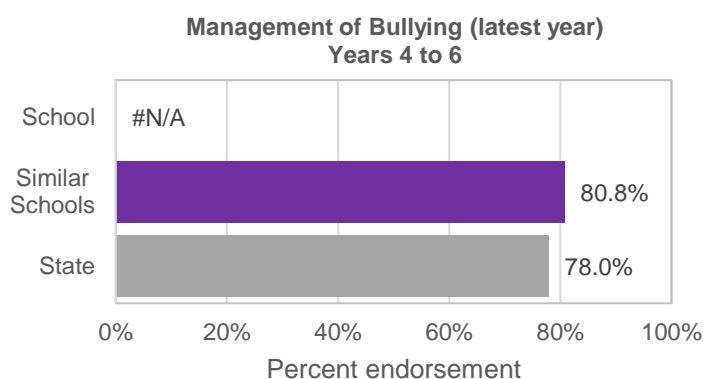
Student Attitudes to School – Management of Bullying

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:	NDA	96.6%
Similar Schools average:	80.8%	81.8%
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	\$3,324,751
Government Provided DET Grants	\$774,717
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$15,224
Locally Raised Funds	\$28,649
Capital Grants	NDA
Total Operating Revenue	\$4,143,340

Equity ¹	Actual
Equity (Social Disadvantage)	\$601,691
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$601,691

Expenditure	Actual
Student Resource Package ²	\$3,137,688
Adjustments	NDA
Books & Publications	\$10,201
Camps/Excursions/Activities	\$15,907
Communication Costs	\$7,338
Consumables	\$93,209
Miscellaneous Expense ³	\$3,955
Professional Development	\$12,263
Equipment/Maintenance/Hire	\$110,986
Property Services	\$137,919
Salaries & Allowances ⁴	NDA
Support Services	\$156,111
Trading & Fundraising	\$17,740
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$20,244
Total Operating Expenditure	\$3,723,560
Net Operating Surplus/-Deficit	\$419,780
Asset Acquisitions	\$232,257

- (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 02 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	\$48,982
Official Account	\$17,275
Other Accounts	NDA
Total Funds Available	\$66,258

Financial Commitments	Actual
Operating Reserve	\$66,258
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$5
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	\$66,258

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.