

2022 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 March 2023 at 12:19 PM by James Penson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 02:55 PM by Sam Redman (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Greenhills Primary School is located in the northern suburb of Greensborough. The vision for our school is to be curious, connected and open to challenge and have a positive impact on all members of the community. We are focusing on developing strong student agency so that all of our students are active in and responsible for their learning. The “Greenhills is GREAT” values our school community embraces are: Grit, Respect, Effort, Adventure and Teamwork.

In 2022, the school’s enrolment was 502. This consisted of 22 classes with sizes that ranged from 22-23 in Prep, 20-22 in Years 1 & 2, 27-29 in Years 3 & 4 and 25-26 in Years 5 & 6. The School Family Occupation (SFO) index is 0.1734 and the Student Family Education (SFOE) index is 0.1556. Both of these indexes have dropped over the previous four-year period. (SFO from 0.2333 in 2019 and SFOE 0.2051 in 2019). Over the past four years we have also delivered an extensive range of specialist and extra curricula programs. These include Physical Education, Italian, Visual Arts & Music. In 2023 a STEAM (Science, Technology, Engineering, Arts & Maths) specialist has also been introduced. This year the school was selected to be a Professional Learning Communities (PLC) Link school for the NEMA Network of schools. The staffing profile is made up of 1 x Principal, 2 x Assistant Principals, 2 Learning Specialists, 31.68 EFT teachers, 10 x Education Support Staff and a Business Manager. 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. New staff members who are supported through the Career Start program have largely been retained. Our school has a demonstrated commitment to the broader DET system. Our Principal Class team are part of both the Banyule & Nillumbik School Network Executive and the Marrung Leadership Group.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 NAPLAN Learning Data highlights the large percentage of students in Years 3 and 5 achieving in the Top 3 Bands in Reading & Numeracy over a 4-year average. All of these percentages were well above the State average and also importantly above the Similar School average. The highlight of the 2022 NAPLAN data was the increased percentage of students in the Top 3 bands in Reading. This was 90.2% in Year 3 and 85% in Year 5. This indicates that our sustained focus on reading continues to have a strong impact on student learning achievement and outcomes.

Of note the 2022 School Performance Report measures our school in the Influence group for Achievement in Reading with an increase in percentage of Year 5 students in Top 2 bands to 58.8% and a significant increase in the percentage of students meeting or above benchmark growth Year 3 to 5 of 74.6%. The school's Numeracy data is also shifting in a positive direction with 85.4% of Year 3 students scoring in the Top 3 bands.

These strong learning outcomes were delivered through our continued focus on the Framework for Improving Student Outcomes (FISO) dimensions of Excellence in Teaching & Learning under two key improvement strategies:

- Developing the capacity of Professional Learning Team's (PLT's) to collaboratively use the FISO improvement cycle to evaluate the impact of teaching and
- Develop teacher capacity within PLTs to plan a differentiated program that ensures challenge and progress for each student

Four PLC cycles with a Numeracy focus were completed throughout the year. In many cases these were centered around cohorts of students working above level.

The PLC strategy was aided through an extended SIT Leadership team including 1 x SIT Leader for each year level (11 members in total - including 8 classroom teachers (which includes Learning Specialists), Leading Teacher, Assistant Principal & Principal.

Learning Partnerships were also established in Term 1 so that all SIT leaders were supported by a member of the Executive Leadership team.

Over the course of the year common templates and protocols enabled consistency across the school and an increased focus on teachers using data to inform teaching. SIT leaders and teachers reported increased confidence and competence in use of the PLC Inquiry cycle to improve practice and outcomes. A particular highlight was the engagement and effectiveness of the Specialist team in the PLC process.

Leadership coaching for SIT leaders was provided each term through an accredited GROWTH Model coach associated with the PLC program and employed as a consultant by the school.

The progress of our school in adopting the PLC model over the past two years was recognized by DET and in 2023 and 2024 we will be an identified PLC Link School. Participation in the program enables key Greenhills staff to be released for one day each week to assist and support other schools in the NEMA Network whilst also further embedding the PLC program across Greenhills.

Other key areas of Learning included the Tutor Learning Program being successfully delivered through 4 x key staff members and a variety of learning approaches. A Reading Support Program was delivered successfully including significant staff professional learning around synthetic phonics (Prep & ES team). A High Abilities Program was also successfully delivered including identification of students, VHAP, Maths Olympiad & Maths Games and Writing Extension. This work is also supported by a Priority Challenge Team of staff members.

Wellbeing

Wellbeing results around School Connectedness were also extremely positive. In the 2022 Attitudes to School Survey, Years 4-6 students reported an 86.9% endorsement as opposed to 75.8% for Similar School and 78.1% for State average. This trend can be witnessed over a four year period with the average positive endorsement sitting 6% above Similar Schools and 5% above the State average. This is attributed to the work of our staff team to build strong connections and relationships built on a positive and inclusive learning environment. All teams employ a systematic and focused approach to tracking student wellbeing. This enables check-ins, follow ups and other actions to be implemented effectively. Our Education Support staff provide a valuable link and an additional point of contact and support. Student Wellbeing is also a key component of weekly Principal Class meetings.

Pleasingly the percentage of positive endorsement for Management of Bullying has averaged over 5% higher than Similar Schools and 4% higher than the State average over a 4-year period. The 2022 results were even stronger with a 10% higher score than Similar Schools and over a 7% higher score than the State average. Overall, our students, families and staff report that they have strong positive endorsement for Wellbeing elements across the school. This is demonstrated through high access and contact from classroom teachers, specialist teachers and Education Support staff and Principal Class, a comprehensive and extensive communications program, a positive and enabling approach to classroom management, additional support programs, social groups, buddy program, chill out space and of course further implementation of the Smiling Minds program as a proactive wellbeing strategy. All of these are underpinned by our core values of Grit, Respect, Effort, Adventure and Teamwork and further enabled by a Priority Connection staff team.

Engagement

Our Engagement performance measures relating to the average number of student absence days indicates a pleasing trend. Compared to Similar Schools, Greenhills has recorded less absences than expected with our average number of absence days at 17.4 as compared to 20.2 for Similar Schools and 23.3 for the State average. Our four-year average of absence days is 12.1 as compared with 13.8 for Similar Schools and 17.0 for State Schools.

The attendance rate for all year levels was between 89% and 93%. Whilst these results are strong as compared to Similar Schools and the State Average we continue to work continuously to communicate and partner with parents and caregivers to ensure a strong home school partnership. Regular feedback was provided to families through Compass Newsfeeds and the school newsletter.

We also continued our work on developing strong student voice and agency. For our school this is defined as students having a deep understanding of, control over and responsibility for their learning. A whole school Student Agency Model was drafted through 2021 and implemented in 2022. Attitudes to School Survey data highlights that the Student Agency positive endorsement measure has increased from 67% in 2019 to 78% in 2022. Our Priority Curiosity staff team played a key role in ensuring high engagement levels across the whole school.

Financial performance

Greenhills Primary School sustained a positive financial position in 2022. The Financial Performance & Position Report indicates a Net Operating Surplus of \$24, 516. The School Resource Package Budget Management Report indicates a deficit of \$67,000. This was managed deficit through school operating reserves and targeted funds for programs such as Canteen & Buildings & Grounds staffing. Funds available at the end of the 2022 year were \$549, 061 with financial commitments of \$346, 150 and a schools operating reserve total of \$156,204. All funds received from the Department of Education or locally raised by the school were expended or committed to subsequent years. Allocations of funds supported school programs, operation needs, DET policy implementation and other priorities such as the Annual Implementation Plan for 2022. The school received a small amount of Equity Funding which contributed towards the delivery of a Literacy Support Program.

For more detailed information regarding our school please visit our website at

<https://www.greenhillsps.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 2.0 (FISO 2.0).

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 520 students were enrolled at this school in 2022, 261 female and 259 male.

7 percent of students had English as an additional language and NDP 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).

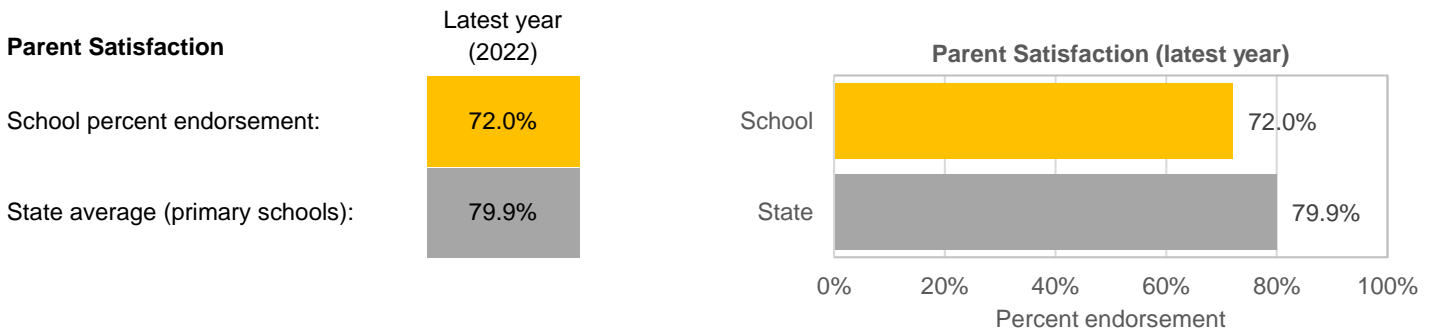
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

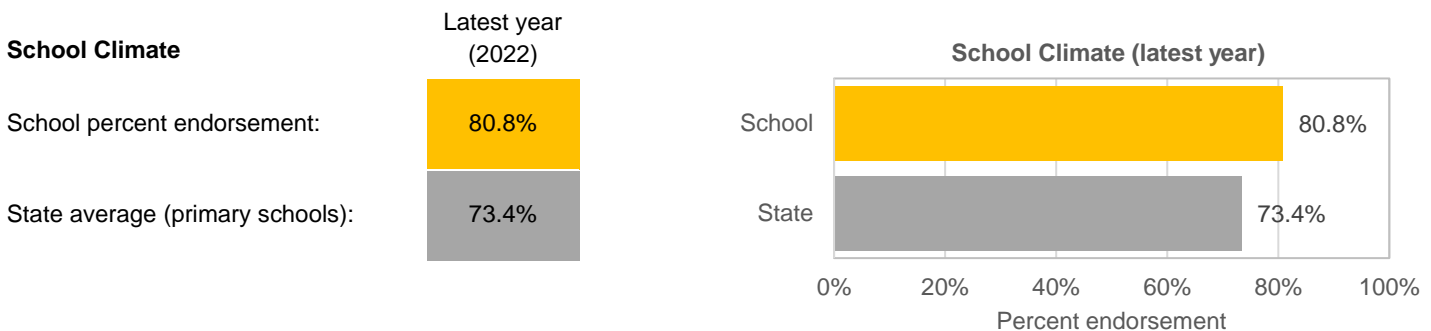


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

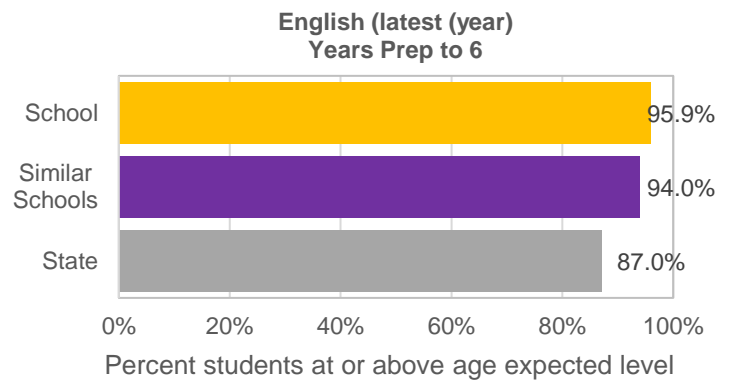
95.9%

Similar Schools average:

94.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

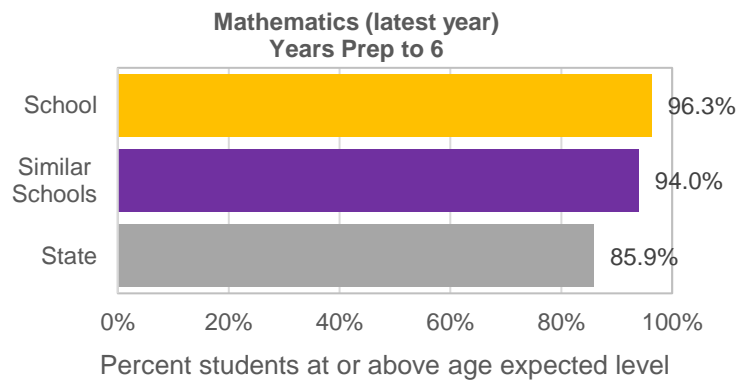
96.3%

Similar Schools average:

94.0%

State average:

85.9%



LEARNING (continued)

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.

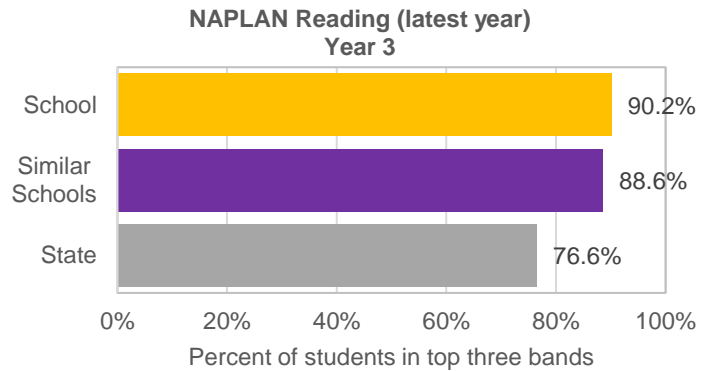
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

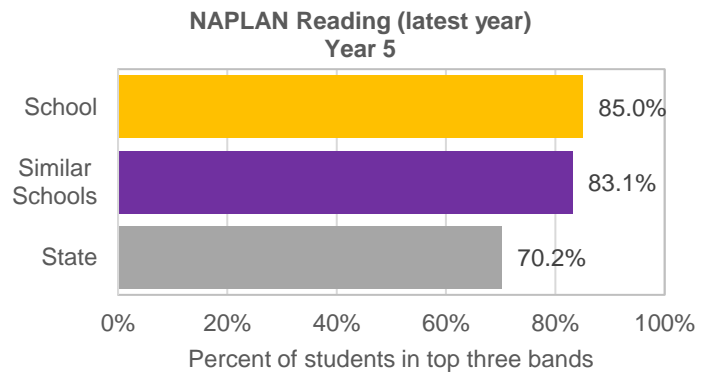
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.2%	89.3%
Similar Schools average:	88.6%	88.2%
State average:	76.6%	76.6%



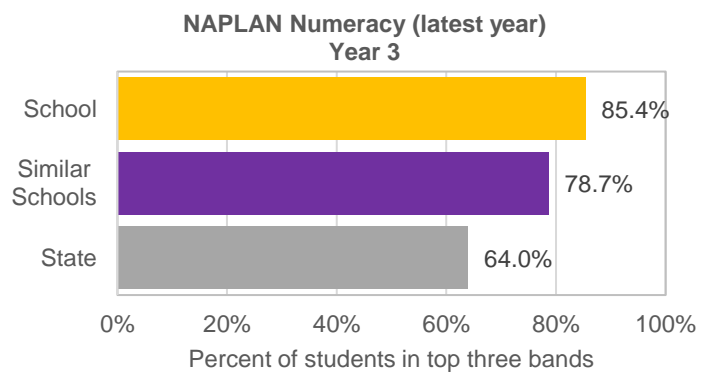
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.0%	84.7%
Similar Schools average:	83.1%	82.2%
State average:	70.2%	69.5%



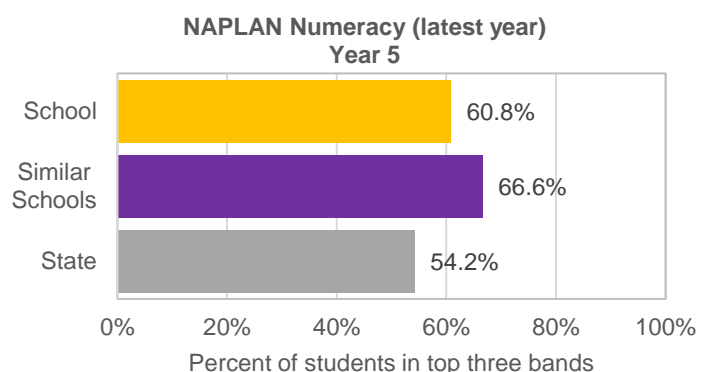
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.4%	80.8%
Similar Schools average:	78.7%	80.1%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.8%	72.1%
Similar Schools average:	66.6%	71.6%
State average:	54.2%	58.8%



WELLBEING

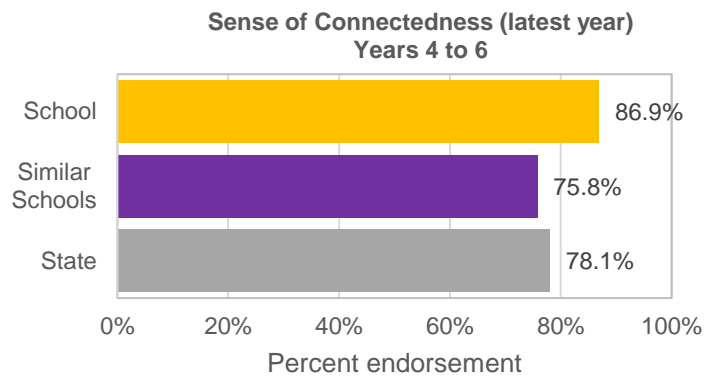
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	86.9%	84.1%
Similar Schools average:	75.8%	78.1%
State average:	78.1%	79.5%

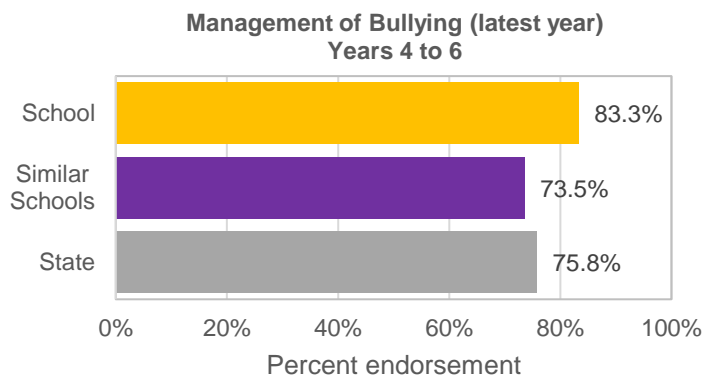


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	83.3%	82.6%
Similar Schools average:	73.5%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

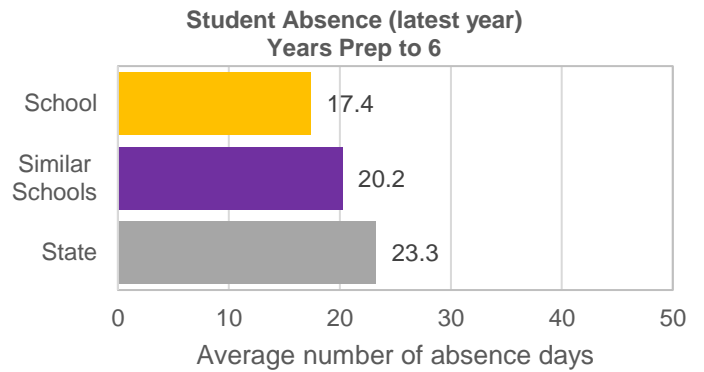
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	17.4	12.1
Similar Schools average:	20.2	13.8
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	91%	92%	92%	89%	93%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,362,789
Government Provided DET Grants	\$440,244
Government Grants Commonwealth	\$11,572
Government Grants State	\$0
Revenue Other	\$11,366
Locally Raised Funds	\$618,453
Capital Grants	\$0
Total Operating Revenue	\$5,444,424

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,391
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,391

Expenditure	Actual
Student Resource Package ²	\$4,430,075
Adjustments	\$0
Books & Publications	\$8,051
Camps/Excursions/Activities	\$194,645
Communication Costs	\$9,741
Consumables	\$90,990
Miscellaneous Expense ³	\$18,360
Professional Development	\$23,564
Equipment/Maintenance/Hire	\$55,640
Property Services	\$68,957
Salaries & Allowances ⁴	\$294,230
Support Services	\$120,416
Trading & Fundraising	\$58,148
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$893
Utilities	\$46,196
Total Operating Expenditure	\$5,419,908
Net Operating Surplus/-Deficit	\$24,516
Asset Acquisitions	\$100,912

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$456,043
Official Account	\$40,513
Other Accounts	\$52,505
Total Funds Available	\$549,061

Financial Commitments	Actual
Operating Reserve	\$156,204
Other Recurrent Expenditure	\$27,465
Provision Accounts	\$0
Funds Received in Advance	\$40,788
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,581
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$85,112
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$346,150

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.