

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 24 April 2024 at 07:33 AM by James Penson (Principal)

- This 2023 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 25 April 2024 at 11:31 AM 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 (Murrup), Respect (Gahgook), Effort (Murmuk), Adventure (Yana) and Teamwork (Murmuk Djerring). In 2023, the school’s enrolment was 497. 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 was 0.1734 and the Student Family Education (SFOE) index was 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. In 2023, the school was selected to be a Professional Learning Communities (PLC) Link school for the NEMA Network of schools. The staffing profile was 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

2023 NAPLAN Learning Data highlights the large percentage of students in Year 3 achieving in Strong or Exceeding proficiency levels. In Reading this was 10% higher than Similar Schools and over 20% higher than the State average. In Numeracy, this was over 5% higher than Similar Schools and again over 20% higher than the State average. Year 5 data in both areas was not as strong. Whilst both Reading and Numeracy were both over 5% higher than the State average, they were also both 7% lower than Similar School averages.

Pleasingly, the 2023 School Performance Report measures our school in the "influence" group for Achievement in Numeracy with a 5% increase in students with Medium to High Relative Growth.

These strong outcomes were delivered through developing teacher capacity to plan a differentiated program that ensures challenge and progress for each student. Teacher data literacy had been strengthened, and planning for learning is more dynamic by focusing on two-week blocks as opposed to term planning in advance.

High Abilities and Tutor Learning / Reading Support Programs were delivered effectively across the year. This included an extension to programs offered such as Maths Olympiad, Maths Games, Maths Challenge, ICAS and Writing Extension. This saw more students participate and strong results obtained across the school as evidenced by a consistent increase in Norm-Referenced Testing Scale Scores in both Reading & Mathematics.

Data literacy across teams was improved through PLC processes and professional learning sessions. This included professional learning delivered by Sharon Draper / Reading Support in the use of Running Records and reading observation and conferencing to inform planning and teaching.

All teams completed four PLC cycles, including celebration and sharing of learning at the end of each cycle. Peer Observation started to become interwoven within the cycle, along with targeted and directed professional learning at whole school and team level. High Impact Teaching Strategies were built into all cycles with precision and effectiveness. High Impact Wellbeing Strategies were also built into each cycle.

Wellbeing

Wellbeing results around School Connectedness were also extremely positive. In the 2023 Attitudes to School Survey, Years 4-6 students reported a 77.9% endorsement as opposed to 74.8% for Similar School and 77% 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.

Overall, our students, families and staff report that they have strong positive endorsement for Wellbeing elements across the school. The school has started to implement a systematic and structured approach to track student wellbeing. Student Wellbeing was a standing agenda item for Principal Class meetings. Regular communication was a key element. In 2023, a range of strategies to build positive classroom management practices and students' interpersonal skills were delivered and will need to be further embedded in 2024 and beyond.

This is demonstrated through high access and contact from classroom teachers, specialist teachers, 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 and buddy program. All of these are underpinned by our core values of Grit, Respect, Effort, Adventure and Teamwork.

Highlights relating to wellbeing in 2023 include:

- introduction of a whole school positive reward system known as "Gazillions".
- professional learning focus on Zones of Regulation
- dual Assistant Principal roles which enabled an increase in staff capacity to build stronger wellbeing processes across the school.

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 16.5 as compared to 17.5 for Similar Schools and 20.5 for the State average. Our four-year average of absence days is 12.8 as compared with 14.4 for Similar Schools and 18.1 for State Schools. The attendance rate for all year levels was between 89% and 94%.

Whilst these results are strong 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.

Highlights relating to engagement include:

- introduction of "Monday Madness" which involves a roster of staff and activity to promote excitement before school each Monday.
- daily focus on Student Agency

Financial performance

Greenhills Primary School sustained a positive financial position in 2023, whilst the Financial Performance & Position Report indicates a Net Operating Deficit of \$13,597 and the Student Resource Package Budget Management Report indicates a deficit of \$183,496. These were planned/managed deficits through school operating reserves, cash funds and targeted funds for programs such as Canteen & Buildings & Grounds staffing. Cash funds available at the end of the 2023 year were \$659,256 with financial commitments of \$307,450 which includes a schools operating reserve total of \$157,710. The school received a small amount of Equity Funding \$11,525 which contributed towards the delivery of a Literacy Support Program. \$3,328 was received in CSEF for families and \$24,390 was fundraised, which was spent on Guided reading books and classroom furniture. \$5,800 was received from Sporting Schools Grants which paid for sports programs for students. Canteen and Out of Hours School Care also continued to provide additional revenue.

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 2023.

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 497 students were enrolled at this school in 2023, 254 female and 242 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).

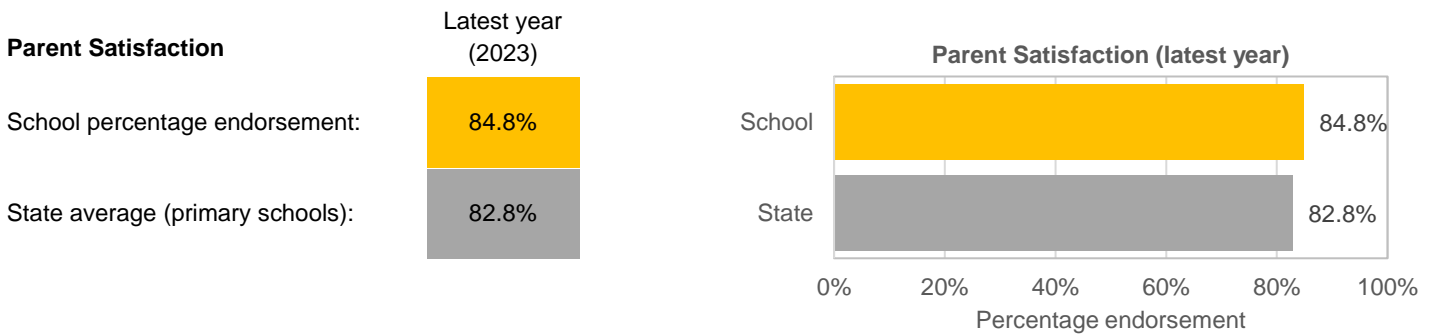
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

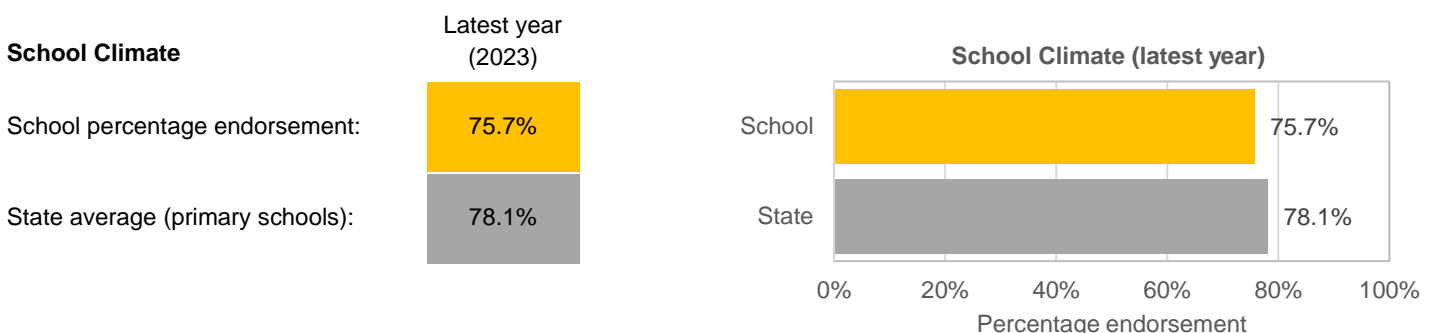


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

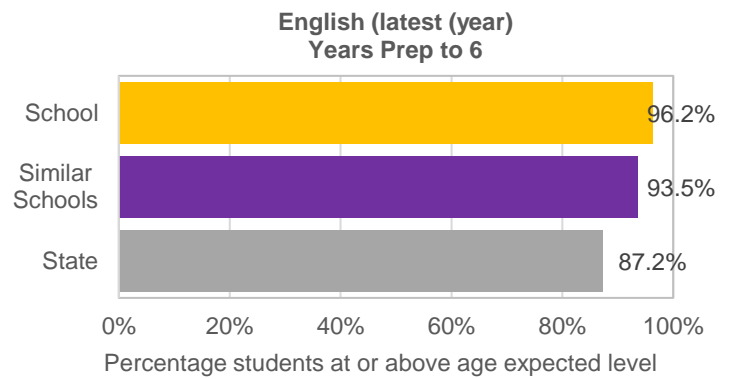
96.2%

Similar Schools average:

93.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

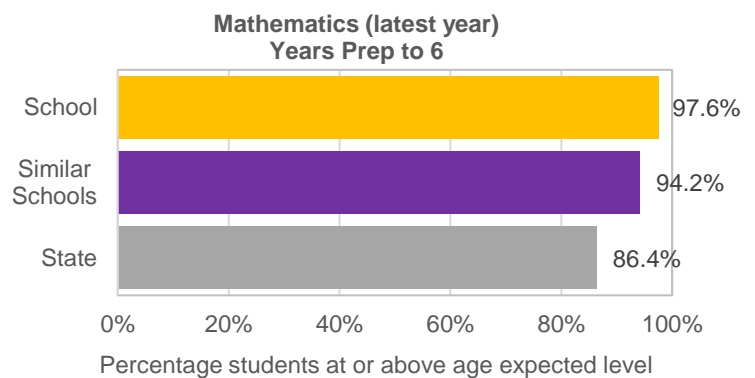
97.6%

Similar Schools average:

94.2%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

92.2%

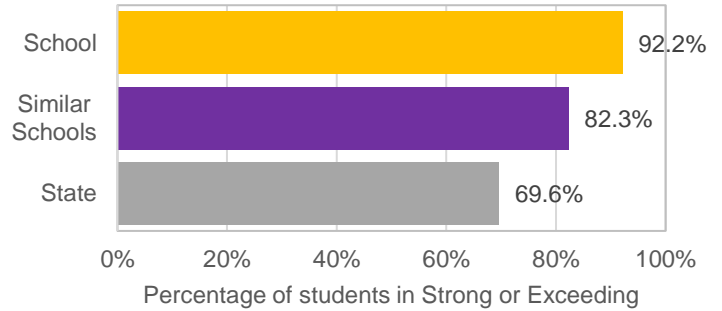
Similar Schools average:

82.3%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

82.5%

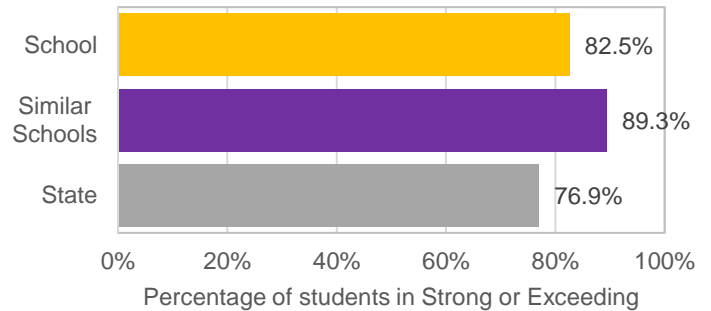
Similar Schools average:

89.3%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

87.5%

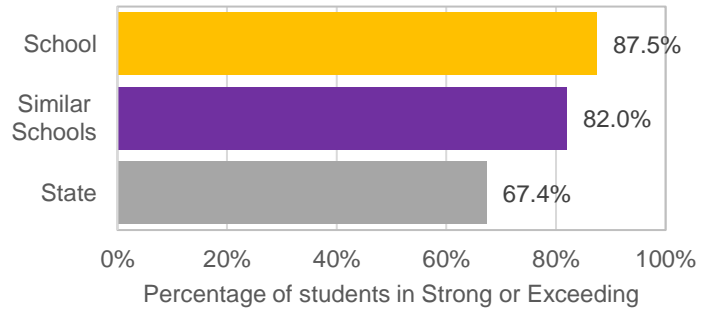
Similar Schools average:

82.0%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

74.5%

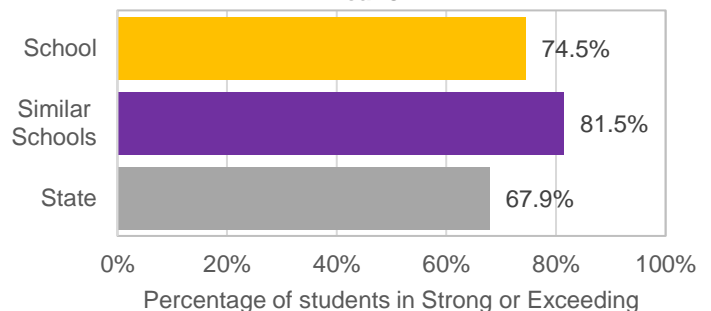
Similar Schools average:

81.5%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

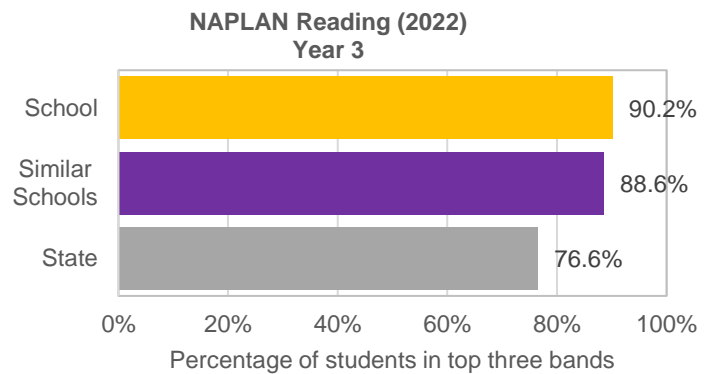
90.2%

Similar Schools average:

88.6%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

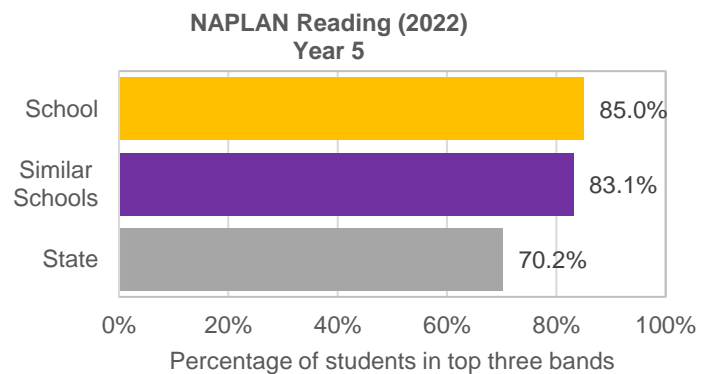
85.0%

Similar Schools average:

83.1%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

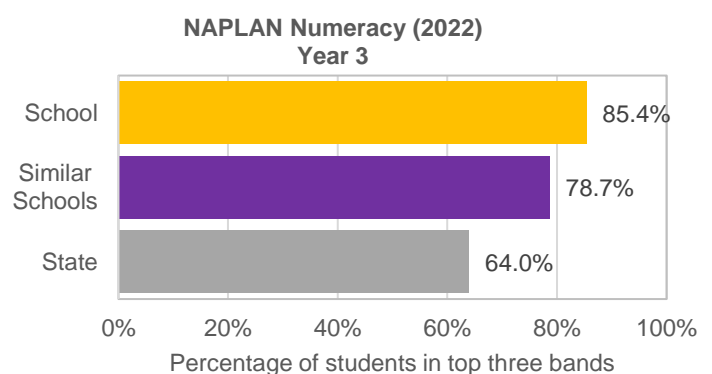
85.4%

Similar Schools average:

78.7%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

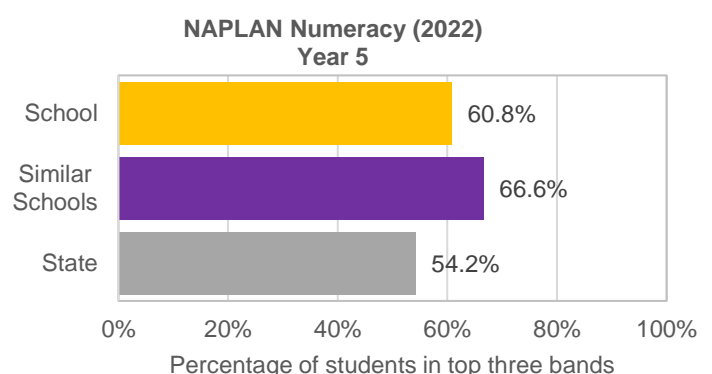
60.8%

Similar Schools average:

66.6%

State average:

54.2%



WELLBEING

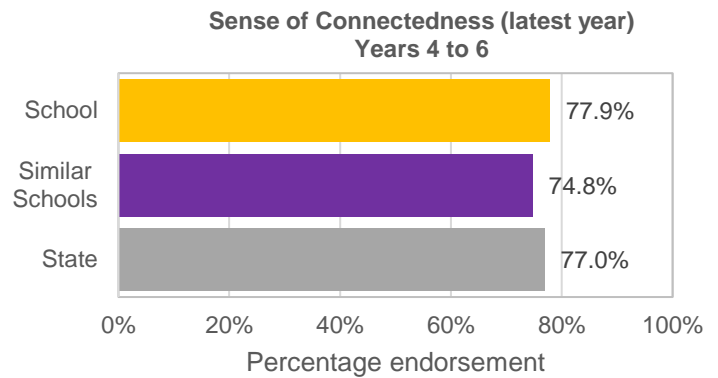
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	77.9%	83.1%
Similar Schools average:	74.8%	77.0%
State average:	77.0%	78.5%

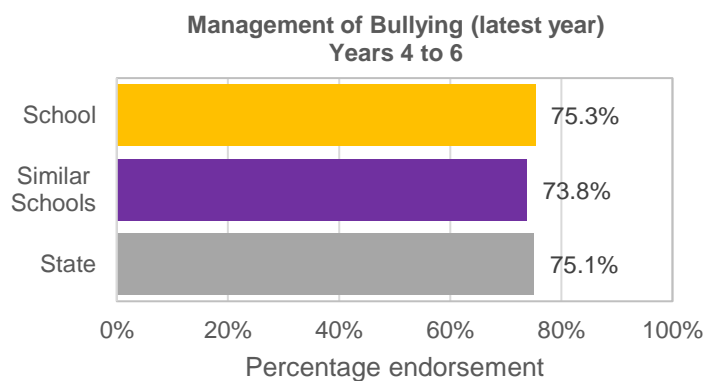


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	75.3%	80.8%
Similar Schools average:	73.8%	75.6%
State average:	75.1%	76.9%



ENGAGEMENT

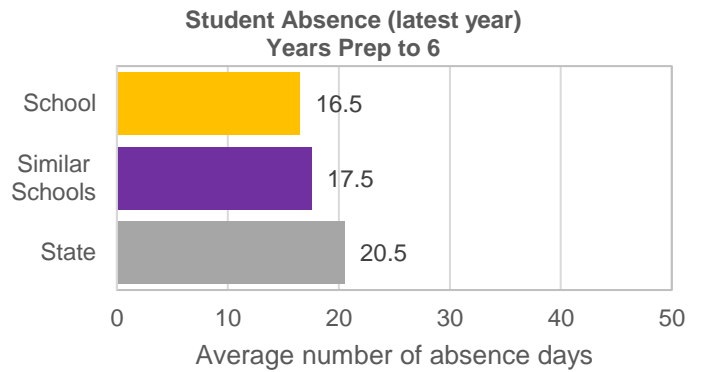
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	16.5	12.8
Similar Schools average:	17.5	14.4
State average:	20.5	18.1



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 (2023):	94%	92%	92%	93%	91%	89%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,487,302
Government Provided DET Grants	\$591,408
Government Grants Commonwealth	\$1,485
Government Grants State	\$0
Revenue Other	\$34,755
Locally Raised Funds	\$572,350
Capital Grants	\$0
Total Operating Revenue	\$5,687,300

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,525
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,525

Expenditure	Actual
Student Resource Package ²	\$4,674,250
Adjustments	(\$3,452)
Books & Publications	\$18,145
Camps/Excursions/Activities	\$198,032
Communication Costs	\$5,181
Consumables	\$84,630
Miscellaneous Expense ³	\$31,413
Professional Development	\$33,262
Equipment/Maintenance/Hire	\$52,062
Property Services	\$99,387
Salaries & Allowances ⁴	\$350,569
Support Services	\$53,964
Trading & Fundraising	\$58,107
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,477
Utilities	\$39,869
Total Operating Expenditure	\$5,700,897
Net Operating Surplus/-Deficit	(\$13,597)
Asset Acquisitions	\$40,051

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$559,581
Official Account	\$45,078
Other Accounts	\$54,597
Total Funds Available	\$659,256

Financial Commitments	Actual
Operating Reserve	\$157,710
Other Recurrent Expenditure	\$7,569
Provision Accounts	\$0
Funds Received in Advance	\$66,934
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,411
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$73,825
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$307,450

All funds received from the Department of Education, 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.