

2020 Annual Report to The School Community



School Name: Gladstone Views Primary School (5093)



- 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 21 March 2021 at 02:03 PM by Belinda Karlsson (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 22 March 2021 at 12:09 PM by Matthew Dawson (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

Gladstone Views Primary School is located in the north western suburb of Gladstone Park.

Gladstone Views has a proud tradition of providing a caring and nurturing environment for students while at the same time providing best practice to ensure students have the skills to become productive and caring citizens. We are committed to providing a high-quality education that challenges, stimulates and enables all students to achieve personal success. Our vision is to create and maintain a respectful and safe environment where all students learn together. Our School Values are Wellbeing, Resilience, Integrity and Kindness.

The main school building comprises fifteen general classrooms, a visual arts facility, Italian teaching space, first aid room, staff room, meeting rooms, administrative offices and an Out of Hours Care facility. Two relocatable buildings provide an additional four classroom teaching spaces. A community funded gymnasium complex provides a full-size basketball court, music room and canteen. The school is organised into four Professional Learning Communities: Foundation, Years 1/2, Years 3/4 and Years 5/6. Classes from Foundation to Year 2 are all straight grades with an average of 19 students in each class. The year 3/4 cohort of 125 students is organised into four straight classes and one composite with an average of 25 students per class, while the 5/6 students are grouped in four composite classes with an average of 5 students per grade level.

Enrolments reached 407 in 2020. The student population is culturally varied and includes 51 English as an Additional Language (EAL) students, 11 refugee students, 3 Koorie students, 5 students in Out of Home Care and 14 students on the Program for Students with Disabilities.

The staffing profile of the school includes: a Principal, Assistant Principal, a Leading Teaching and two Learning Specialists (for Literacy and Numeracy). 18 classroom teachers and equivalent 5.2 specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.6 office staff. Students and programs are supported by equivalent 4.1 Education Support Staff.

All curriculum programs are based on the Victorian Curriculum. Team planning has a focus on the identification of student needs through data, the sharing of best practice and the evaluation of teaching and learning.

The daily timetable is arranged around six teaching sessions of 50 minutes each. Students have one 50 minute session each week in the following specialist subjects: Visual Arts, Performing Arts, Physical Education and LOTE (Italian).

Framework for Improving Student Outcomes (FISO)

In 2020, Gladstone Views Primary School's Annual Implementation Plan focused on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) dimensions of Curriculum Planning and Assessment, Building Practice Excellence, Evaluating impact on learning.

This included:

- Building Teacher's data Literacy
- Building teacher capacity in Writing
- Building teacher capacity in Mathematics
- Establishing and implementing protocols for collaboration in Professional Learning Communities

To support the implementation of these KIS, the Learning Specialist (Literacy) engaged with a Literacy Consultant to develop a plan to build teacher capacity in Writing. This was further supported by the Assistant Principal and Literacy Learning Specialist attending the Bastow course, Leading Literacy. This course led to a deeper understanding of how to effectively lead the school in further developing its Writing program. To support the implementation of the 6+1

Writing Traits and the work of a Literacy Consultant, staff undertook a number of professional development sessions conducted by the Literacy Learning Specialist and the Assistant Principal that targeted the 6+1 Traits of Writing, implementing mentor texts, moderation and collecting formative assessment data of writing.

The Numeracy Learning Specialist also undertook various professional learning in 2020, including Leading Improvement in Mathematical Planning (Bastow). Building teacher capacity in Mathematics will be the main focus in 2021.

A Gladstone Views Primary School Documentation of Practice was created to further support our KIS strategies of building teacher capacity. The documentation outlines the Numeracy and Literacy Workshop models and expectations. The development of this document further supported our staff by identifying non-negotiables in both Literacy and Numeracy, as well as explicitly highlighting teaching approaches of Reading, Writing and Mathematics.

During Remote Learning, a proactive approach was taken at Gladstone Views Primary School. We loaned over 180 devices to students who were unable to access a device at home. Daily video conferences were set up with each class so staff could explain tasks, check-in with students, allow students to interact with their peers and give feedback to students about previously completed tasks. A professional development schedule was created firstly to assist all staff with delivering a high-quality Remote and Flexible Learning program and as staff became more confident the focus moved to increasing staff capacity in Writing. Staff were also given multiple opportunities to undertake further learning provided by Bastow, NWVR Regional Support, and Literacy and Numeracy NETS. This was a great success across the school with a number of staff members utilising the access to professional development to upskill themselves and also provide valuable resources and knowledge to other staff, which at times has included whole-school professional learning. The implementation of daily Professional Learning Community meetings during Remote Learning allowed teams to establish a rich team environment focussed on building collaboration and identifying the learning needs of students from each cohort.

Achievement

During remote learning, staff were able to work collaboratively to create and deliver content that continued to build our student's knowledge and understanding. Staff utilised the online resources provided by the school to monitor and track student progress and develop a differentiated approach for students working below, at, and above the expected level. The success of this was evident with an increase of 14% of students working above the expected level in Number and Algebra across F-6, with Year 2 (23.3%) and Year 4 (22.7%) achieving the greatest percentage working above level.

Staff worked collaboratively to come up with new and innovative ways to keep students engaged in their learning throughout Term 2 and 3 by creating video lessons, utilising online platforms and holding live, differentiated lessons that catered for all learners. With an average daily attendance during remote learning of 93%, GVPS was able to continue providing high-quality teaching that supported the growth of our students. Upon returning to school in Term 4 from remote learning, Professional Learning Communities (PLC's) conducted weekly formative assessments and then analysed data to inform the next steps of teaching and learning and prioritised the area of Number and Place Value. PLC teams focused on identifying areas of need to ensure that all students were catered to and able to demonstrate growth. This involved both intervention and extension of students at the point of need and in line with the DET priorities for Term 4, 2020.

Due to remote learning, no Naplan data was collected in 2020, however, staff utilised the Essential Assessment platform to identify students areas of need in Mathematics for future learning opportunities and to also track progress. Staff also continued to administer Fountas and Pinnell and running records both during remote learning and when teaching face to face. In Term 4, staff also employed the use of the Digital Assessment Library (DAL) to gauge areas of priority for each cohort. Staff felt that DAL was an extremely effective tool for identify students learning needs and this has been added to the 2021 Assessment Schedule.

Students supported through the Program for Students with a Disability (14) all showed progress in achieving their individual goals as identified in their Individual Learning Plans. Students were allocated specific one-on-one education support during remote learning with Educational Support Staff via video conferences in addition to Classroom

Teacher's whole class, small group and individual video check-ins.

In 2021, staff will continue to collect and analyse cohort data to help inform teaching and learning across the school and identify student's current abilities and areas for improvement. Staff will participate in professional development about formative assessment and collection of data.

Engagement

Student engagement was vital in the remote learning process and student's online attendance was monitored daily. Those students who were identified as not engaging with remote learning were monitored by the Wellbeing leader. To assist with student engagement during remote learning, students received individual 'check in's' where they could discuss their work/wellbeing with their classroom teacher. Those students who appeared disengaged with their learning were provided with hard copies of the learning materials. Vulnerable students were able to attend on site learning during remote learning. On site attendance was made available to those parents experiencing hardship during remote learning.

Teachers kept daily records of those students who attended the 'check ins' and monitored the uploading of all set tasks. Those students having difficulty completing work or having difficulty engaging in remote learning, had more frequent check in's with their teacher. Teachers also made telephone calls to parents, responded to emails and made sure the communication between home and school continued to be strong. A survey conducted during the remote learning period, indicated 93% of students were engaged with our remote learning program.

The Attendance Data for 2020 indicated our school average number of absence days was 11.4% The state average was 13.8% and the similar schools average was 15.3%. This was a significant improvement in our attendance data as the number of student absences of 20 or more days was 34% (2019).

This was also reflected in the Attitudes to School Survey as the Year 4-6 data 'Attitudes to Attendance' was 91%, and increase from 88% (2019).

Once students returned to school after remote learning, it was evident that the students who had continued support at home during remote learning benefited from the remote and flexible learning environment. Having 1-to-1 support at home combined with the content and delivery from staff helped these students excel during this time.

During the remote learning process, teams reflected on the delivery of lessons and the engagement of students. This allowed teams to discuss ways to enhance their lesson delivery to improve student engagement and student learning outcomes. This catered for individual students learning styles.

Student Forums were held during remote learning with students from Foundation-Year 6. During these meetings, students were asked about the workload, content and challenges during remote and flexible learning.

The Parent Opinion Survey highlighted Parent Participation and Involvement was 70%, slighter lower than the previous year which was 75% (2019). The data for School Support was at 82% an increase from 79% (2019).

In 2021, we will continue to work on building and strengthening our relationships with parents/carers and the wider school community.

Wellbeing

The Student Attitudes to School Survey assists schools to gain an understanding of students' perceptions and their experience of school. It provides us with valuable data on students' views of their wellbeing, teaching, learning and school life in general. Our results in the 2020 Student Attitudes to School Survey for students in Years 4 to 6 show improvements in most areas of the survey. Year 4-6 data for the Attitudes to School Survey for Sense of Contentedness was 77.8% an increase from 65% (2019) however slightly lower than the state average of 79.2%. Year 4-6 data for the Attitudes to School Survey for 'Management of Bullying' was 77.8%, an increase from 66% (2019) and above state average of 78.0%. Stimulating learning data was 76% and Student Voice and Agency data was 63%.

Student voice and agency continues to be a focus area for 2021.

A Key Improvement Strategy in this area was to build the work of School Wide Positive Behaviour Supports. A focus to implement the framework and the Behaviour Expectations Matrix which sets out the expected behaviour of all students in various settings of the school environment (such as whole school assemblies) was expected to occur in 2020 but due to remote learning the Behaviour Expectations Matrix will be expanded upon in 2021.

During 2020, as a school we prioritised the Health and Wellbeing supports for our staff, students and their families experiencing difficulties. The major focus during the remote learning process was to provide support to all members of the community. Out of Home Care, EAL, Refugee background, Aboriginal /Torres Strait Islander students were supported during remote learning by the Wellbeing Leader in consultation with a range of external providers such as case workers, DET psychologists and DHHS, discussing strategies to enable us to fully support our families in need. On site attendance was made available to those parents experiencing hardship during remote learning.

The Program for Students with Disabilities Program (PSD) and those students identified 'at risk' had weekly 'check in's' by an Educational Support Staff (ES) which was overseen by the Wellbeing Leader. The check in's also allowed ES to assist these students with completing set tasks. EAL students were also a focus during the remote learning period. A teacher worked with our EAL community by offering support and assistance with learning tasks as well as providing technical support for devices.

Student Forums were held during remote learning with students from Foundation-Year 6. During these meetings, students were asked about the workload, content and challenges during remote learning and provided feedback to the leadership team. Students also provided suggestions about how we could improve the experience of remote learning, such as providing more challenging learning tasks.

Gladstone Views Primary School prides itself on its commitment to building a safe and inclusive learning environment for all students. In 2021, Student Wellbeing will continue to be explored and improved in order to ensure that all students feel safe, are learning and are happy at our school.

Financial performance and position

Gladstone Views Primary School maintained a very sound financial position throughout 2020. The 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The annual result was a surplus of \$355,334 which has accumulated over many years. This surplus has occurred over the years to help fund projects such as playground improvements and building repairs. Equity funding was used to purchase of a significant amount of resources for literacy (reading texts) and for the library. We also spent the funds on upgrading ICT (purchasing a number of ipads for the Senior school). Equity funding also contributed towards the employment of two Learning Specialist (Numeracy/Literacy). Equity money was also used to fund various Bastow courses to build the capacity of the leadership team.

For more detailed information regarding our school please visit our website at
<https://www.gvps.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 407 students were enrolled at this school in 2020, 196 female and 211 male.

17 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) which takes into account parents' occupations and education.

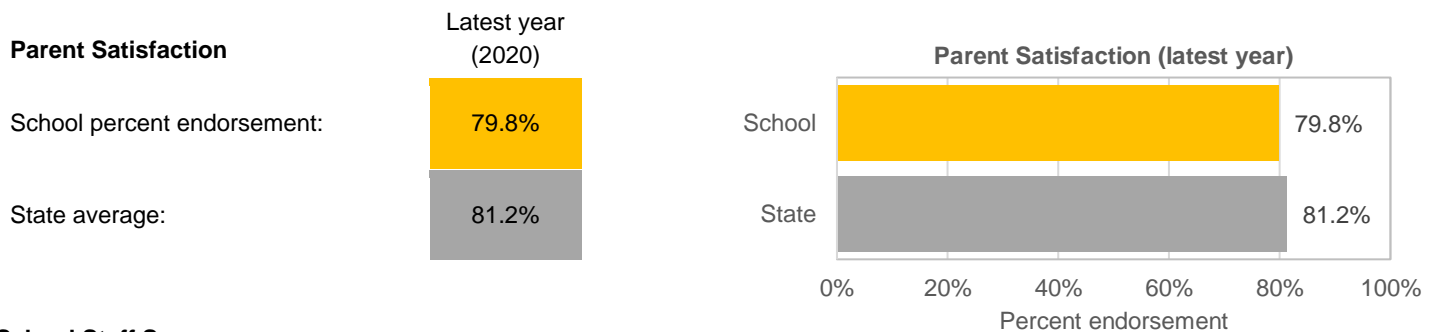
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

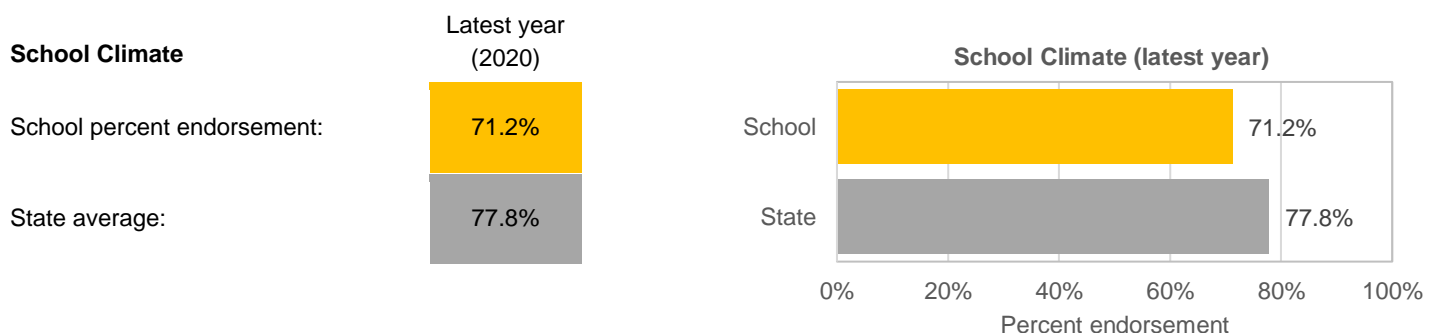


School Staff Survey

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.



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:

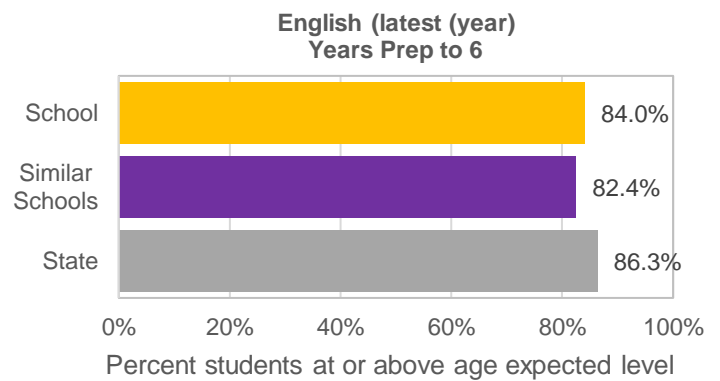
84.0%

Similar Schools average:

82.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

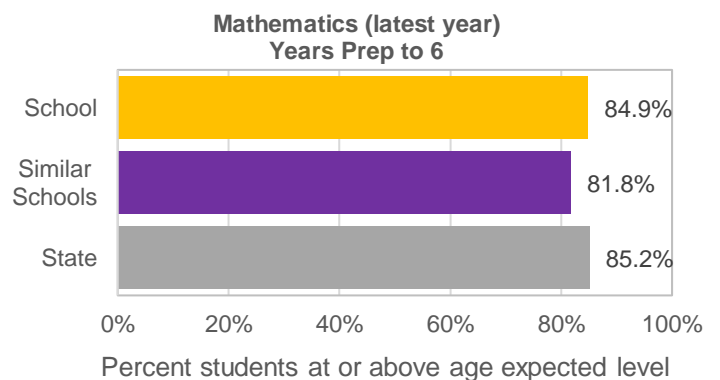
84.9%

Similar Schools average:

81.8%

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

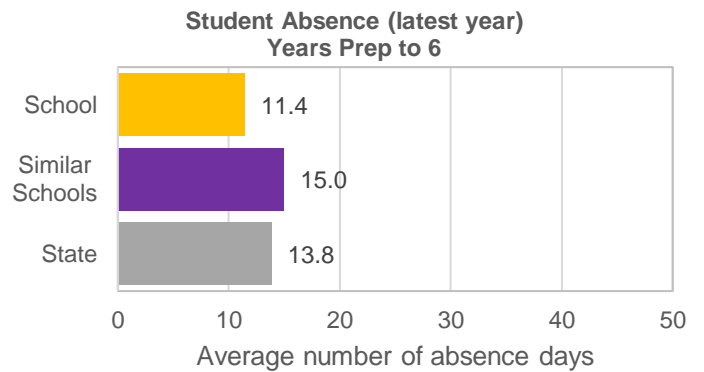
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.4	16.2
Similar Schools average:	15.0	15.9
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):	94%	94%	95%	94%	94%	95%	93%

WELLBEING

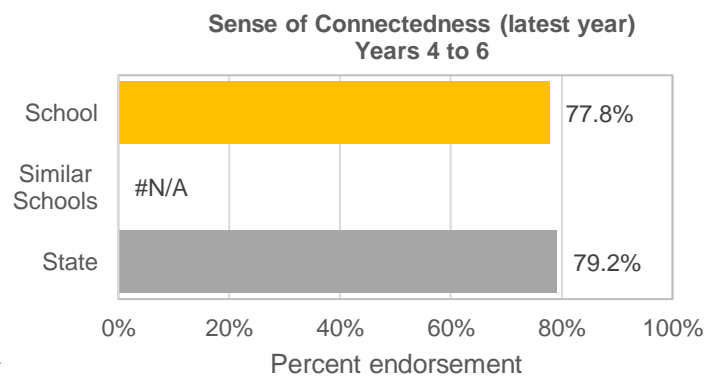
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	77.8%	77.1%
Similar Schools average:	NDP	80.5%
State average:	79.2%	81.0%



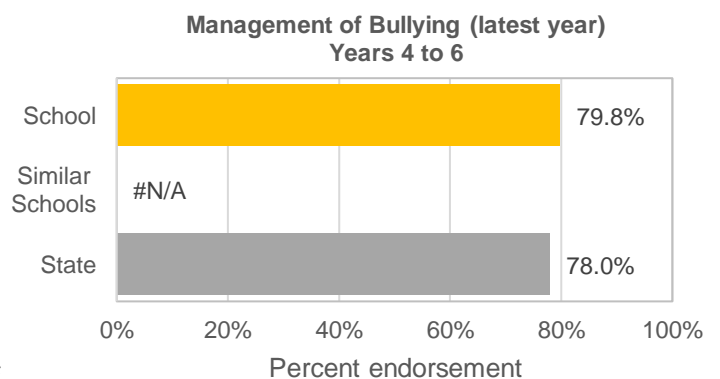
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.8%	76.1%
Similar Schools average:	NDP	80.4%
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	\$3,976,913
Government Provided DET Grants	\$481,257
Government Grants Commonwealth	\$171,062
Government Grants State	NDA
Revenue Other	\$23,842
Locally Raised Funds	\$144,771
Capital Grants	NDA
Total Operating Revenue	\$4,797,845

Equity ¹	Actual
Equity (Social Disadvantage)	\$191,435
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$191,435

Expenditure	Actual
Student Resource Package ²	\$3,298,400
Adjustments	NDA
Books & Publications	\$811
Camps/Excursions/Activities	\$11,937
Communication Costs	\$3,220
Consumables	\$101,000
Miscellaneous Expense ³	\$12,311
Professional Development	\$20,620
Equipment/Maintenance/Hire	\$44,660
Property Services	\$129,008
Salaries & Allowances ⁴	\$174,711
Support Services	\$55,114
Trading & Fundraising	\$78,709
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$52,538
Total Operating Expenditure	\$3,983,036
Net Operating Surplus/-Deficit	\$814,809
Asset Acquisitions	\$124,785

- (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 01 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	\$291,040
Official Account	\$61,414
Other Accounts	\$2,880
Total Funds Available	\$355,334

Financial Commitments	Actual
Operating Reserve	\$94,341
Other Recurrent Expenditure	NDA
Provision Accounts	\$8,302
Funds Received in Advance	\$44,811
School Based Programs	NDA
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	\$150,000
Total Financial Commitments	\$297,454

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.