

2020 Annual Report to The School Community



School Name: Gembrook Primary School (2506)



- 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 18 March 2021 at 04:58 PM by Brendan Fitzpatrick (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.

To be attested by 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

Gembrook Primary School is a vibrant and aspirational education community located in the township of Gembrook in the semi-rural eastern end of the Dandenong Ranges approximately 75 kms from the Melbourne CBD. Our modern and well-resourced learning centres provide highly engaging learning spaces.

Our school commits to providing an outstanding education for our students that promotes academic achievement, independence, resilience, perseverance and a love of learning. We have a clear focus on improving student learning outcomes with a particular emphasis on literacy and numeracy. The school's vision is to provide every student with every opportunity to be the best they can be. Our aim is to assist our students to become higher order thinkers, effective problem solvers, and valued and conscientious contributors to society. We are a growing school and provide our 251 students with an engaging, challenging, safe and secure learning environment that specifically targets individual learning needs, and where excellence in teaching and learning is both supported and promoted. Our school's SFOE (School Family Occupation and Education Index) is 0.3542 which places us above state average in terms of socioeconomic status.

Staff and students approach teaching and learning with a growth mindset, believing that we can all improve our learning by trying our best and that mistakes are simply part of the learning process.

We are very proud of the excellent home-school-community partnership that exists at our school. As partners in the learning process, parents are encouraged to actively participate in their child's education and in extra curricula events and programs.

Our staffing profile consists of 2 principal class, 15.80 EFT teachers, 0.4 EFT School Wellbeing Officer and 5.60 EFT Educational Support Staff.

In 2020 we have 11 classes organised into single classes for Foundation and composite classes in 1/2, 3/4, 4/5 and 5/6. We have 2 Literacy Coordinators, 2 Numeracy Coordinator and 2 ICT Coordinators. Our leadership team (Gembrook Improvement Focus Team – GIFT) drive school improvement via leading Professional Learning Communities and lead change across the school to support student learning and whole school improvement.

The school is well resourced in terms of technology with 84 yoga laptops across three learning centres, as well as 80 iPads throughout the school to further support pedagogy. This technology complements our teaching and learning program, which is informed by latest research, targeted professional learning and leads to high levels of engagement across the school.

We have a number of innovative intervention programs in place for both Literacy and Numeracy that are highly effective and popular with our students. These programs include Levelled Literacy Intervention, and QuickSmart Literacy and Numeracy.

Our emphasis on educating the whole child involves a focus on Sustainability, LOTE (Italian), Science, Art, Sport and Physical Education. The three specialist classes are LOTE (Italian), Art and Physical Education. Whole school musical and dance productions are also popular annual events. Other programs we offer include Human Powered Vehicles, Swimming, Music, Sustainable Days, Toastmasters Public Speaking and Produce Markets.

Student Voice and Agency is a priority and student leadership roles exist for School Captains, House Captains, Eco Warriors, eSmart, Art Monitors and Media Team. Our school also has an active Student Representative Council.

Our beautiful grounds are a special feature of the school, along with the superb views and scenery that provide such a stunning backdrop. We are an environmentally friendly school with features such as solar power, vegetable garden, native flora areas and rainwater tanks that provide the majority of water for daily use.

Our school values are 'Respect' and 'High Expectations' while our school motto is 'A View To The Future'.

Framework for Improving Student Outcomes (FISO)

The FISO Improvement Priorities for Gembrook Primary School are 'Excellence in teaching and learning' and 'Positive climate for learning'. In 2020 the school's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions 'Building practice excellence' and 'Empowering students and building school pride'. We have identified writing and reading to be a whole school focus area for improvement. Our overall priorities for 2020 were Literacy - Writing (including conventions), Reading, Numeracy, Student Voice and

High Expectations.

We are extremely proud of the remote learning program that was implemented as a result of COVID-19. Staff planned the remote learning program in teams and made adjustments and improvements throughout the year in response to student and parent feedback. For example, explicit teaching videos in literacy and numeracy were implemented in addition to regular webex class and small group sessions. The school’s learning management system Compass provided an effective means of communication between school and home, enabling students to submit learning tasks and receive feedback.

Staff worked incredibly hard to ensure continuity of learning for our students, as well as maintaining school connectedness and student voice and agency throughout 2020.

During 2020 staff analysed data and engaged in targeted professional learning in order to build teacher capacity to record and utilize student learning data in order to improve planning and therefore improve pedagogical practice.

We engaged highly respected education consultant Danny Hyndman to facilitate Curriculum Days and additional staff professional learning and coaching in literacy.

Teaching staff also participated throughout 2020 in a highly successful Study Group based on the text ‘Strategies That Work’ by Stephanie Harvey. This professional learning aimed to increase excellence in teaching reading and also increase whole school practice and collaboration.

Achievement

NAPLAN testing was cancelled in 2020 as a result of COVID-19.

In 2020 Gembrook Primary School continued to pursue improved student learning outcomes through research-based instruction and authentic learning opportunities.

In 2020, 35.64% of students were assessed as achieving above the expected level in Reading, whilst 16.0% of students were assessed as achieving above the expected level in Writing. In Number, 25.25% of students were assessed as achieving above the expected level.

Literacy and Numeracy intervention programs including Quicksmart Literacy, Quicksmart Numeracy and Levelled Literacy Intervention (LLI) continue to improve learning achievement for students requiring additional support.

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

In 2020 and beyond, Gembrook Primary School will continue to strive for improvement through targeted professional learning with a clear focus on improving student learning in literacy and numeracy via research based, high quality instruction. We will continue to embed a whole school collaborative approach to our priority areas of literacy, numeracy high expectations and student voice and agency.

Engagement

Gembrook Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

Throughout 2020 and remote learning, students remained engaged and connected with their school via regular Webex conferences, outstanding communication between school and home via Compass LMS, teacher emails and phone calls, Compass updates, Facebook posts, student videos and student engagement projects such as May Master Month and Genius Hour.

The school’s Annual Implementation Plan contained a goal to have all students motivated and highly engaged in their learning. The associated Key Improvement Strategy was to build opportunities for increased student voice and engagement in learning and related to the FISO dimension Empowering Students and Building School Pride.

The work in this area is ongoing and in 2020 included programs such as School Leadership roles and responsibilities, Step Up and Transition Programs along with a Student Representative Council that represents all year levels and is increasingly focusing on promoting student agency.

Current research states that high quality teaching (including differentiated teaching to point of need), maintaining high expectations, positive relationships and student agency are major determinants of student engagement. As a school we are striving to build a culture that expects and delivers excellence in teaching and learning, instructional leadership and continuous improvement in pedagogical practice using study groups, coaching, GPS visible learning initiative and

focused professional learning. We have a whole school approach to student behaviour which is based around rewarding positive behaviours, and clear steps for dealing with inappropriate behaviour. Using Restorative Practices has been very successful when dealing with conflict and is continuing to develop individual and group responsibility for behaviour.

An increased focus on Growth Mindset has further supported student engagement in learning with students now understanding that errors and taking risks with learning are simply part of the overall learning process.

The school's Attitudes to School survey data showed 70% positive endorsement for Stimulated Learning, 70% positive endorsement for Student Motivation in Learning and 81% positive endorsement for Teacher Concern. Our absence data is improving, with a 2020 result of 12.71 days average absence.

Gembrook Primary School provides a wide range of extra curricula activities and opportunities for students that enhance engagement including music tuition, school band and choir, Toastmasters Public Speaking Program, Human Powered Vehicles, EDEC Sports, Camps, Life Ed, First Aid Training, Student Representative Council and an expansive range of student leadership opportunities including School Captains, House Captains, Eco Warriors, eSmart Leaders, Art Monitors, Library Monitors and Media Team. The school has banks of modern technology with iPads and laptops for increased ICT engagement.

Results from the 2020 Parent Opinion Survey shows that 52% of parents were satisfied with the school overall. The school strongly values and encourages parent and wider community engagement and participation in all core learning and extra curricula events and activities.

Wellbeing

Gembrook Primary School has strong programs in place to support the various elements of student wellbeing. Our School Wellbeing Officer has been an important contributor to the wellbeing of our students, staff and parents.

Our Prep students' transition to school was again aided by the excellent transition program conducted during the year prior to commencement, with all Prep students linked with a Grade 6 buddy. The school has a strong commitment to student voice and leadership through the Student Representative Council, Eco Warriors, eLearning Leaders and the Grade 6 Leadership Program, involving the election of school captains and house captains.

2020 again saw strong Prep enrolments which is a great endorsement for the positive direction of the school. We run a Prep Information Night early in the year, as well as a follow up Saturday Open Day to ensure the school effectively communicates the wonderful opportunities that Gembrook Primary School provides.

Strong links exist with our local preschool and early learning centre, and regular visits and joint activities occur throughout the year.

Our Grade 6 students enrol for Year 7 at a range of local government and independent schools and we are involved in many transition events to ensure a smooth pathway to secondary school.

Gembrook Primary School promotes and utilizes the values and elements of the 'Health Promoting Schools' framework which provides guidance in promoting a healthy lifestyle for all school community members.

eSmart is the framework for supporting and promoting safe and secure practice in the use of technology.

Feeling connected is a clear determinant of health and Gembrook Primary School seeks and strongly encourages parent and community engagement in all areas of school life.

Results from the Attitude to School Survey shows 59% positive endorsement in relation to school connectedness. For 2020 Gembrook Primary School implemented the Gratitude Empathy & Mindfulness GEM Program online during remote learning to further support student health and wellbeing. The school has also commenced implementing the Department of Education and Training's School Wide Positive Behaviour Support initiative.

As a result of remote learning and the events of COVID-19, the school ran an alternative kinder to prep transition program via Webex, combined with reduced on-site visits to school.

Staff worked hard throughout the events of 2020 and remote learning to maintain student wellbeing via webex conferences, explicit teaching lessons, small group webex instruction and a variety of engagement activities such as May Master Month, Genius Hour etc. Our school wellbeing office and teaching staff were in regular contact with families and students.

Financial performance and position

In 2020 the total Operating Revenue \$2,797,172 consisted of the Student Resource Package (SRP), State and Federal Government provided grants and locally raised funds. The SRP is composed of credit and cash. Credit is used for

salaries. The cash component is used for the operating expenses at the school level. Locally raised funds include essential education items, voluntary contributions, fund raising, donations and community grants.

The total Operating Expenditure was \$2,347,649. This expenditure included significant investment in assets including:

- furniture such as tables, chairs, trollies, classroom library stands, other storage and classroom technology
- bushfire preparedness works which included concreting and area between the basketball court and Wilson Centre in preparation for a new shaded seating area and a major upgrade to the CFA access to our Shelter in Place (the Barak centre).
- replacing the edging around the vegetable garden beds.

There was a Net Operating Surplus of \$449,522. The 2020 commitments are listed and include provisions for school based programs including the Human Powered Vehicle Program, the swimming program, wellbeing and support programs, condition maintenance funds and the building fund. There is also provision for the construction of a roof over the walkway between the Parker Centre, the Barak Centre and the gym, a shade structure between the basketball court and the Wilson Center and the redevelopment of the oval. The school is in a sound financial position with a total of \$275,753 available consisting of \$230,312 in the Set-Off Investment Account, \$34,912 in the Official Account and \$10,529 in the Building Fund Account.

For more detailed information regarding our school please visit our website at
<https://www.gembrookps.vic.edu.au/wp/>

DRYD

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 250 students were enrolled at this school in 2020, 127 female and 123 male.

NDP percent of students had English as an additional language and 5 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.

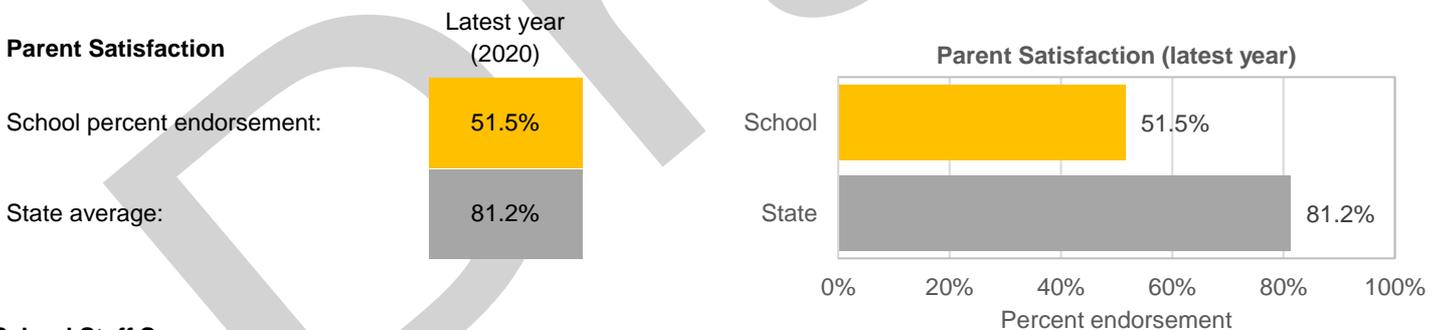
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

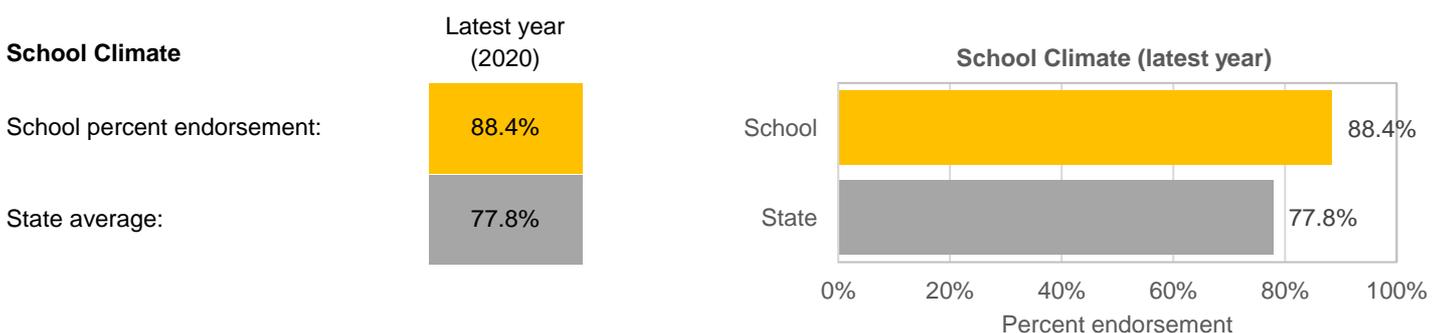


School Staff Survey

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:

80.3%

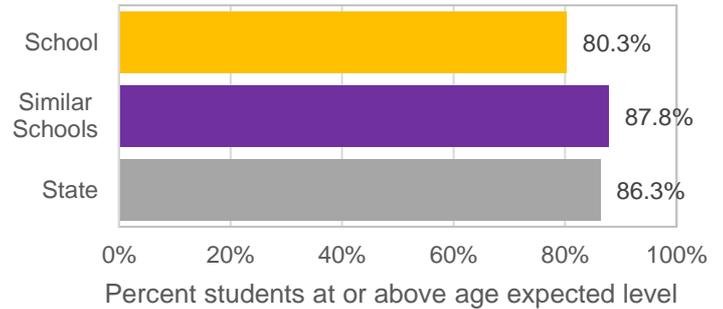
Similar Schools average:

87.8%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

77.7%

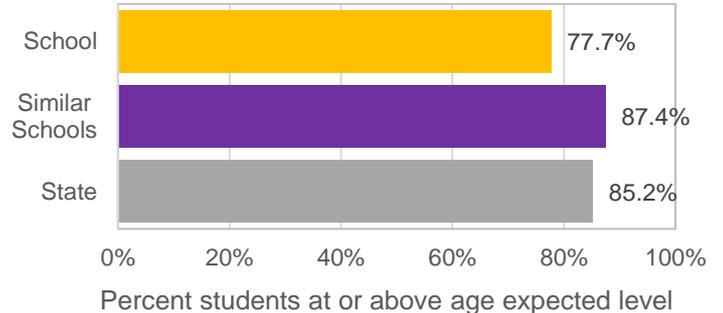
Similar Schools average:

87.4%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



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

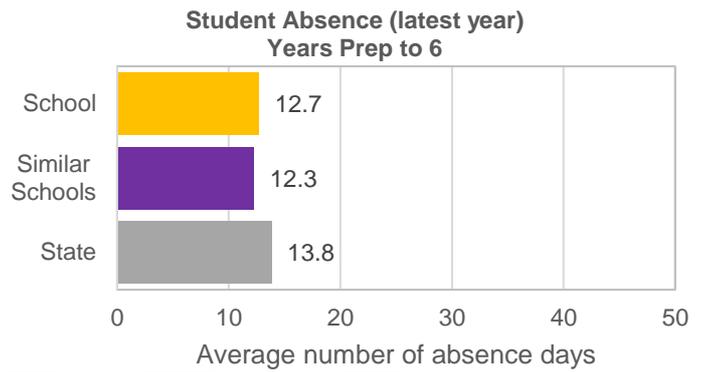
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.7	15.9
Similar Schools average:	12.3	14.8
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):	91%	94%	93%	92%	96%	94%	95%

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.

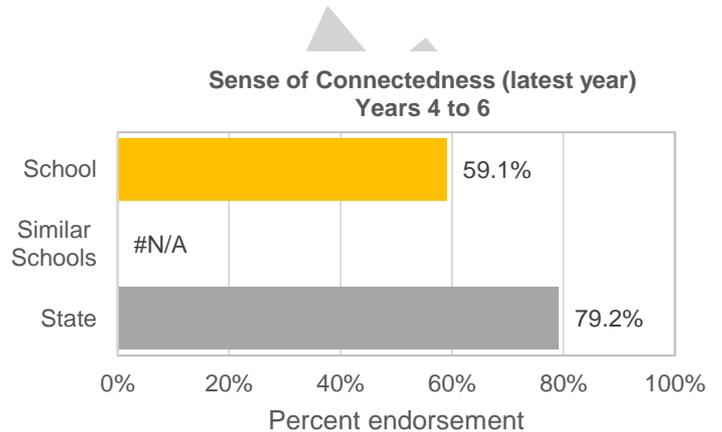
Student Attitudes to School – Sense of Connectedness

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:	59.1%	76.9%
Similar Schools average:	NDP	79.1%
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.

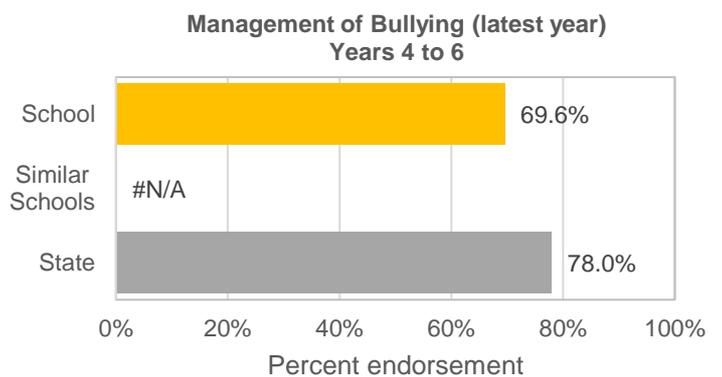
Student Attitudes to School – Management of Bullying

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:	69.6%	81.3%
Similar Schools average:	NDP	79.9%
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	\$2,223,224
Government Provided DET Grants	\$495,017
Government Grants Commonwealth	\$3,521
Government Grants State	NDA
Revenue Other	\$5,168
Locally Raised Funds	\$70,243
Capital Grants	NDA
Total Operating Revenue	\$2,797,172

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,040
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$22,040

Expenditure	Actual
Student Resource Package ²	\$1,991,605
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$6,368
Communication Costs	\$5,543
Consumables	\$65,148
Miscellaneous Expense ³	\$17,165
Professional Development	\$13,166
Equipment/Maintenance/Hire	\$48,698
Property Services	\$77,838
Salaries & Allowances ⁴	\$31,537
Support Services	\$58,564
Trading & Fundraising	\$12,472
Motor Vehicle Expenses	\$55
Travel & Subsistence	NDA
Utilities	\$19,491
Total Operating Expenditure	\$2,347,649
Net Operating Surplus/-Deficit	\$449,522
Asset Acquisitions	\$31,965

- (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	\$230,312
Official Account	\$34,912
Other Accounts	\$10,529
Total Funds Available	\$275,753

Financial Commitments	Actual
Operating Reserve	\$54,105
Other Recurrent Expenditure	\$59
Provision Accounts	NDA
Funds Received in Advance	\$4,751
School Based Programs	\$93,688
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	\$96,500
Maintenance - Buildings/Grounds < 12 months	\$26,591
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$275,694

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.