2020 Annual Report to
The School Community

THE **EDUCATION STATE**

School Name: Gisborne Primary School (0262)

Caring

Gisborne PS

- 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 27 April 2021 at 03:43 PM by Julie Soutter (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 29 April 2021 at 03:04 PM by Tamara Sullivan (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

Geographic Location, Size and Structure
Gisborne Primary School (GPS) is situated in the centre of the picturesque country town of Gisborne, 53km from Melbourne. The site is relatively small but the town continues to grow and the school has been extended several times since its beginnings in 1853 in the heritage building which currently houses the library and Art spaces. In 2019 two extra classrooms were added to the 2010 Building the Education Revolution building to extend it from 4 to 6 classrooms with better use of the large open space. It is now a senior school hub with easy access to a variety of digital technologies. School facilities also include a gymnasium, visual arts and music rooms as well as a canteen and a cooking/kitchen space in the BER. A new Mod 10 relocatable was installed in March, 2019. A further $10m was granted in 2018 and the school has been working with the VSBA, architects and building contractor Newton Manor to complete extra classrooms in the current gym due for completion in October, a new competition grade shared facility gym to be completed in July and a new admin building also due for completion in July. GPS is a pilot school for the Greener Schools project and a significant number of solar panels were installed on the BER and the new Mod 10 during 2019 and further solar panels will be installed on the new gym. With the extra buildings being added and play facilities removed we are continually providing for further quality active and passive play opportunities in every available space around the site. Money continues to be allocated by school council and raised through Parents and Friends Association (PFA) to enhance and create spaces to better engage students and ensure they are physically active. The VSBA is overseeing the installation of the main equipment pieces and school staff, parents and students provide ideas for these and smaller upgrades. The PFA is well established and effectively organises fundraising and whole school activities. Education Support staff with specialist skills run a Kitchen Garden program of cooking and gardening with the support of the Year 4/5/6 teachers.

Social and Enrolment Characteristics and Workforce Composition
In 2020, the school had an enrolment of 524 pupils with an overall socioeconomic band value - Low (SFOE - 0.2714). A 'low' score represents high parent education level and student family occupation. Many families commute to Melbourne for work and the on-site Out of School Hours Care program includes vacation care. In 2020 GPS had 36.78 equivalent full-time staff: 1.0 Principal class; 1.0 Assistant Principal; FTE 14 (EFT 7.40) Teaching Support staff; 34 (EFT 29.38) teaching staff including two Learning Specialists in Literacy and Additional Needs. During 2020, targeted support for students with additional needs increased to 80 students being supported individually and in small groups as needed for Literacy, Numeracy and Social and Emotional capabilities. (This includes the seven students receiving funding through the Program for Students with Disability.) All of these students, including the seven Aboriginal and Torres Strait Islander (ATSI) students have Individual Learning Plans (ILPs) with explicit measurable goals. The Education Support team of seven staff were timetabled to work with groups of students in classrooms addressing the goals and strategies in their ILPs. The Education Support staff also supervise students at-risk during recess, run lunch-time activities and Life Skills sessions for all age groups. An additional trained ESS takes students for Multi-Lit sessions daily until lunch time.

School Vision, Values, Community Links
Gisborne PS's vision is to develop respectful, resilient, responsible and inquiring students who are inclusive, caring community members who embrace diversity. All students are empowered to learn and achieve their personal best, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions to be lifelong learners. We value family input into their child's education and encourage a positive and open home/school partnership.
The school values are Respect, Responsibility, Personal Best and Caring underpinned by a strong focus on the attribute of Resilience.
We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us. We treat everyone in a considerate and courteous manner.
We are responsible members of Gisborne PS and understand that we display this value through our actions every day. We try to make good choices and be trusted to do what is right.
We are lifelong learners who build resilience through working hard on all tasks including in the classroom and in social

situations. We model and demonstrate caring through kindness towards our peers, teachers and community members. We strive for personal best in all that we do, including academically, socially and as community members.

Purpose, Pedagogy and Curriculum
At the beginning of 2020 during the School Review, an analysis of the school's NAPLAN and school-based benchmarking data over time, identified a reducing proportion of students demonstrating low growth along with an increasing percentage of students at Years 3 and 5 in the top two NAPLAN bands in Numeracy, Reading and Writing over the review period. We want to continue this growth trend to lift the capabilities of more students to move into the middle and top two bands. High value is placed on minimal disruption to the daily two-hour Literacy and one-hour Numeracy sessions. Teacher learning is undertaken in Professional Learning Communities (PLCs), with teachers learning from each other focusing on refinements using High Impact Teaching Strategies, goal setting based on student needs and monitoring of student learning and data. The school is prioritising building practice excellence especially with induction procedures that ensure new staff are aware of our focus on data, differentiated planning practices and HITS. The school culture nurtures creativity and imagination through Literature and the Arts. There are intervention and enhancement programs at all levels for Literacy and Numeracy as well as additional supports for Social and Emotional Learning. Our specialist programs include Physical Education, STEM (Science, Technology Engineering and Maths), LOTE (Italian) and The Arts (including Visual Arts, Music, Performing Arts). Other learning areas include Humanities and Health with the Victorian Curriculum Capabilities (Critical and Creative Thinking, Ethical, Intercultural and Personal and Social) incorporated into key learning areas across the curriculum. Digital technologies enhance learning in all curriculum areas. 2020 was the last year of the Bring Your Own Device iPad program in Years 5/6 and the school is committed to continually evolving the technology infrastructure throughout the school to ensure students gain 21st Century skills without the anxieties and challenges caused by Cyber Bullying, Social Media and online addiction.

Special Programs including Programs for Overseas Students
Extra-curricular programs in 2020 included lunch time activities, visiting instrumental music teachers (keyboard, guitar, voice and piano) mostly teaching remotely, and the Sporting Schools program. These programs, in addition to Physical Education/Health and Personal and Social Capabilities contribute to the school's commitment to the 'Healthy Schools Achievement Program', which guides the health and well-being of students, increases engagement and decreases absences. The Assistant Principal and the Principal oversee all wellbeing programs with the support of a qualified Wellbeing Officer. She supports groups and individual students as well as their teachers and links families with community allied health services as needed.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence:
The School's Professional Learning (PL) Plan aligns with the school Annual Implementation Plan (AIP) targets and goals, linked back to student outcomes. Time is given in each term's meeting schedule for PL at whole school, Year and Composite Level Professional Learning Communities (PLCs) and Curriculum Team level. PLC inquiry cycles support the school's Professional Learning Plan, where improved student outcomes are the focus and are driven by the analysis of whole school data, collected through Learning Walks observation templates and planning meetings, to support the development of best practice teaching and learning. Professional Practice hours were mostly spent on extra planning time in teams and discussion and trialling of High Impact Teaching Strategies (HITS) that best supported students in a remote learning environment including Modelled Examples - student feedback suggested this greatly assisted their independent learning and the quality of their work. Developing student agency by providing effective resources and models for students to improve their own work was an effective strategy. Learning Walks, co-teaching cycles/ instructional coaching, modelling and mentoring between teams and across the school was limited but will be a focus in 2021. Collegiate visits was also an area of focus that was unable to be effectively delivered in the COVID environment; this will be a renewed focus in 2021.

Curriculum Planning and Assessment
Student data on a school-wide, cohort and individual level is analysed to inform teaching, learning and assessment practices. One to two hour collegiate meetings were scheduled every day during remote learning, for teachers to plan collaboratively, using HITS and student data to inform their planning. Curriculum leaders continued auditing the curriculum plans and most were completed in 2020, ensuring that there is a balanced curriculum that supports the

schools' priorities.

Year level planning has continued to focus on using small sets of data to guide the entry points for students' learning and where to go next. HITS are embedded throughout collaborative planning sessions. Student work samples for writing are moderated at a whole school level twice a year. Year level teams are continuing to build their capacity to do this on a regular basis. Collaborative planning is done through Google Drive to allow all team members to contribute. Challenging conversations around student outcomes and entry levels regarding the Victorian Curriculum progression points are evident in some of the teaching teams across the school.

Building Leadership Teams
PLC Link Initiative: Gisborne Primary School was identified as a PLC Link School for 2019, for our excellence in building PLCs through a strong culture of collaboration and distributive leadership which was established at the school in 2018. Our meeting schedule allocates regular meeting times for the School Improvement Team (SIT), PLC facilitators and Initiative leaders so that the leadership team can build their capacity through professional reading, discussions and feedback from visiting and observing meetings. Curriculum team meetings build the capacity of the year level representatives in the teams (Literacy, Numeracy, Wellbeing/Interdisciplinary) to lead their year level in effective planning and pedagogy. In 2020, in our role as a PLC Link school, we supported many schools within our region to improve their practice and our own in the process. We were involved with three networks to deliver systems and structures PL as well as facilitating norms and protocols PL for leadership and instructional leaders across the region. We met fortnightly with four schools from the Swan Hill area, to support PLC inquiries, moderation sessions and norms and protocols. We support four schools from our network and another four across the region who have just completed training including online sessions last year. Online panel sessions were undertaken to provide context before they started PLC training.

The PLC facilitators lead their teams to continually improve how we use data to better inform planning and provide students with effective point of need learning. During each term's PLC inquiry, teams focus on HITS and trial improvements in their classrooms and refinements in lesson structures for different curriculum areas, year levels and the overall school Instructional Model. Leadership participated in meetings to discuss feedback to continually improve practices around Meeting Wise and Data Wise.

Fountas and Pinnell & Essential Assessments are evidence of growth in our reading and Maths data with teacher judgments putting around 96% of students at or above the expected level in literacy and numeracy in all year levels.

Empowering Students and Building School Pride:
Student Voice and Agency is a strong focus in the 2020-2024 SSP. This included the appointment of an instructional leader focusing on this area in 2020 especially independent learning using quality resources. Regular opportunities were provided for sharing and celebrating student and school achievements in the newsletter throughout remote and flexible learning to connect students with others whilst learning from home to build school pride and school connectedness; the Attitude to school Survey (AToSS) indicates that this should continue to be an area of focus especially as the school has grown.

GPS has Student Leaders in Year 6 who work with staff to build their leadership knowledge and skills. The school captains met online each week to contribute to the newsletter and to provide feedback to the principal around remote learning. In 2020, we continued to build the skills of students to create effective individual goals linked to their academic achievement and personal and social capabilities however personal goal setting is inconsistent across the school and needs further PL and focus.

Setting Expectations and Promoting Inclusion:
Staff continue to participate in School Wide Positive Behaviour Support (SWPBS) and whole school matrixes are used in interactions with the students, staff and community. These matrixes outline agreed expectations for students, staff and community. AToSS, Teacher and Parent Opinion surveys all had an increase in data measures as outlined later in this report.

Building Communities
PSD program, Koorie and Out of Home Care students and students achieving above or below the expected standards all have an Individual Learning Plan (ILP). These plans were supported with Education Support Staff (ESS) student check-ins online. Onsite students were also provided with additional support with their personal and social capabilities. Student Support Groups continued online with parents. The Student Wellbeing Counsellor supported students and families with various wellbeing needs. She communicated with outside agencies when families and students required

additional support. Strong links were built with the school community during remote learning as parents/carers partnered with teachers to provide support for their children's learning.

Health and Wellbeing - (Staff and student experience of remote and flexible learning during COVID-19):
89% of staff 'felt they had the necessary capabilities to deliver remote instruction' and 96% of staff were positive about 'their level of comfort with delivering remote and flexible learning increasing over time' - above School Type (84%) and (90%) and State (81%) and (87%).
40 families were supported with netbooks. All 100 students onsite had access to an iPad.
Students (and families) with additional needs were supported onsite 2-3 days per week and their learning monitored whilst learning from home on the other days by their teachers and ESS.
There was a 56% 'greater than normal' focus on written/verbal feedback to students on their work.
83% of staff were positive that 'the school provided a safe and supportive work environment'.

Achievement

During 2020, 95.9% of students were at or above age expected levels in English compared to 90.6% of students in 'Similar Schools' and an 85.3% State average. In Mathematics, 96.3% of students were at or above age expected levels compared to 90.0% of students in 'Similar Schools' and an 85.2% State average.
Students were provided with written, PowerPoint, video models, audio instructions and/or worked examples to explain the daily outline of work and provide explicit instruction.
•Daily group and individual conferences provided effective differentiation and feedback for teachers on student progress and challenges.
•Teams posted planners via Seesaw and Google Classroom with students posting specific work samples daily for teacher feedback.
•Specialists provided weekly programs through open ended tasks and worked modelled examples via video for afternoon sessions through Seesaw.
•PLCs met daily online in the afternoon to refine planning, moderate and develop worked examples for the following day or week. The teachers were continually improving how they used data to better inform planning and provide students with effective point of need learning.
•Teams/leadership worked collaboratively to modify weekly planning documents to be parent/student friendly, whilst maintaining learning intentions, success criteria and explicit teaching.
Students were set tasks that they were able to complete at their own pace. Students also engaged strongly with a number of self-directed and project-based learning tasks. Teachers enhanced their practice by providing resources and supports to promote student agency.
Remote learning provided the impetus to build staff capability in the use of technologies to enhance classroom teaching and independent small group learning. Staff focused their professional practice later in the year to 'adjust programs as appropriate to reflect learnings from the period of remote and flexible learning' around these areas:

Instructional Model refinements and increased curriculum knowledge to ensure more effective differentiation:
•The small group and independent conferences via WebEx were highly valued by students/parents with more explicit, point of need teaching. Going forward teams will continue to provide small group learning each day - short targeted differentiated sessions.
•More regular goal setting as part of individual conferencing or roaming. Continue to use Essential Assessment to set goals for students for independent work.
•Set learning tasks for extension/support students to complete independently around their ILP during a whole class explicit instruction that is not at their level.

HITS – Worked examples, explicit teaching
•Greater focus on 'worked examples' - significant in the success of remote learning. As more worked examples/videos were provided, students were more confident at home, using these resources to support their learning. Built up a bank so students can access independently.
•Continued to refine communication practice for instructions - make explicit teaching very clear or use resources to support.

Digital resources for enhanced learning and engagement:

•Increasing use of Google Classroom, Google Assignments, Google Polls and Google Drive by supplying all materials electronically for students to refer to. Use as a tool for students to upload work, refer to for class and homework. Google Forms to collect feedback from students on effectiveness of instruction. Use various tech resources to model (worked examples) and post on Google Classroom.
•Use of explicit videos to support differentiated learning for small groups – students responded well to teachers presenting, as well as YouTube or external sources.

Feedback (surveys, emails etc) from parents indicated that they were very happy with the program provided and were given opportunities to feed back to teachers, concerns which were acted on as appropriate. Some students thrived in the online environment especially those students who are usually self-directed and independent learners. Parents commented that they learnt a lot about their children as learners and feel more able to support them to work independently.

Professional Learning Communities LINK Schools Initiative:
During 2020, we worked with our regional PLC manager, Julie Brady, to support 16 schools within our region to improve their practice, mainly through virtual observation of collaborative planning sessions focused on discussing best practice in classrooms.
As a school we continued with our PLC meeting schedule with teams using WebEx to collaborate for daily planning, moderation and creation of worked examples. We had limited whole school meetings as we found these to be the least effective for engagement in professional learning. Instead PLC facilitators met as a group and we built their capacity to provide professional learning in their teams. The focus of professional learning for our staff was to build capability in the delivery of remote teaching and learning.

As outlined above, we were able to continue to deliver some of our School Strategic Plan (SSP) and AIP actions relating to literacy, numeracy and agency.
SSP Goal 1: To improve literacy and numeracy outcomes for all students
Key Improvement Strategies (KIS)
1a. Build teacher capacity to deliver a differentiated curriculum.
FISO Dimension: Curriculum and Planning
1b.   Build teacher capacity in data literacy.
FISO Dimension: Evaluating impact on learning.
1c. Enhance collaborative structures and processes which maintain high level professional learning communities.
FISO Dimension: Building Leadership teams.

Fountas and Pinnell and Essential Assessments data was used to inform teacher judgements with 96% of students at or above the expected level. During 2020 our successes in numeracy teaching have continued to be around raising engagement levels in numeracy learning across the school. Building students' critical thinking skills through mathematical problem solving tasks and facilitating their reasoning skills through targeted questioning were continued areas of focus in 2020. This has been done through ensuring teachers offer authentic, real-life learning in maths through the effective, explicit teaching of the maths concepts. Building students' ability to identify the best strategy to efficiently and accurately solve problems ensures maths learning is relevant and builds a range of learning dispositions including agency. This will prepare and inspire our students as 21st Century learners and future contributors to the all-important STEM disciplines. Our 2020 maths results in Essential Assessments are testament to the impact of this approach.

Engagement

We were able to continue to deliver most of our AIP and SSP actions relating to engagement and student agency.
SSP Goal 2: To improve engagement in learning for all students.
(KIS) 2a.   Build teacher knowledge to address student voice and agency. FISO Dimension: Empowering students and building school pride
(KIS) 2b. Establish authentic learning partnership throughout the school which develop independent and self-regulating learners. FISO Dimension: Intellectual engagement and self- awareness
(KIS) 2c.   Develop a culture of high expectation and excellence throughout the school community. FISO Dimension: Building communities.

Progress towards Student Agency (2020 AIP focus) to increase engagement in learning:
Developing agency during remote and flexible learning was a strong focus by setting work that could be done independently (especially in senior classes).
SSP and AIP targets are on track with the following:
• Student Voice and Agency overall measure increased from 65% in 2019 to 67% in 2020 and on track for our goal of 75% in 2024.
• Individual indicators around 'I am encouraged to share my ideas/My teacher likes my ideas are at 73%.
• The 'Motivation and Interest' measure (target 85% in 2024), on the AToSS around 'I want to learn new things' achieved 84% in 2020;
• More work needs to be done to address 'I am learning things that really interest me' 57% to address the 2024 target.
• From the Staff Opinion Survey, the percentage of positive responses to 'Use student feedback to improve practice' has increased from 72% in 2019 to 82.4% in 2020, above the 80% target for 2024.

In 2021 teachers will conitnue to find opportunities for students to have a voice in their learning around topics of interest and encourage students to present their learning through a choice of styles and modes. A team of teachers is working on the Student Voice initiative and an action plan; this will highlight ways to give students a say in what they learn, feedback to the teacher ('just one thing') to improve teaching and learning and other ways in which they can share their voice. LW&Ts in 2021 will include students so that they can be part of teacher discussions about best practice teaching and students using agency in their learning; this will be an opportunity for them to have a voice in their instruction and increase agency to be more responsible for their own learning. Self-regulation and goal setting, 83% in 2020, (target 90% in 2024) - is an area of focus in 2021.

Agency was supported by these strategies - worked examples, explicit teaching and differentiation, monitoring of personal goals:
•Student friendly instructions for each of the learning areas each day. Knowing what was expected (daily schedules) and the main goals (LIs and SCs) helped to create independence, organisation and student agency.
•Developing agency by setting work that could be done independently, supported by quality resources and templates and at point of need. The steps to do the task were simple and clear including modelled examples.

Teachers provided small group point of need learning at least twice a week for all students during remote learning. Students had an understanding that not everyone will be learning the same thing in the classroom at the same time. (This is a core aspect of student agency.) Students know what to do when they get stuck. ie At home using the modelled examples and extra resources and explicit teaching videos - clear Learning Intentions and Success Criteria. At school - third teacher resources - 'Three before me', using resources on their tables and around the room, Anchor Charts, WAGOL walls.
Agency - Next Steps: Conferencing with students – how, when, to make goals more explicit. When do teachers conference in the lesson structure that fits in with our Instructional Model? High expectations around students taking responsibility for their learning - not 'waiting for the teacher'. Teachers to "scaffold students to solve their own problems" (Practice Principles).

Maths Olympiad team students gave us feedback that they want more modelled examples of the difficult problems rather than being left to 'struggle' but not understand how to solve the problem effectively and accurately. This will be a focus for our teachers, especially the leaders of the Olympiad and Games groups. Students in writers group love the opportunity to write and publish for authentic audiences. They value the specific teaching of high level skills and using ambitious vocabulary. Some students also valued the quiet time offered by remote learning for thinking time and individual work. We will ensure this continues in the classroom so that students have some quiet break-out areas for thinking time and individual work

Teaching and Learning highlights identified by students that increase their engagement at school:
Maths Olympiad - challenge; Writers' Group - opportunities to enjoy passion for writing; Bookclubs - others' opinions; LI/SC - great for checking my learning; PE - Coach Approach.

Personal and social capabilities/ Wellbeing highlights
• Gratitude Book - appreciation; Kitchen Garden- cooking and gardening and healthier options in the canteen; being

recognised when demonstrating values; Morning Circle; new Play Spaces.
• Student voice – talking to students about what they find hard about coming to school, what motivates them to be proactive learners.
• Engagement – Time on task, Instructional model using effective lesson pace.

Student Absence Data 2020:
School average number of absence days: 10.5; similar schools 11.2; State 13.6 (4-year average 12.8; similar schools 13.7; State average 15.3).
Attendance rate by year level ranged from 92% in Year 6 to 96% in Years 2,3 and 5.
• 81 students were absent 20+ days in 2019 – 19%; 7 students had absences over 20 in 2020
• 18 students were absent 30+ days in 2019 – 4%; 7 students (as above) had absences over 30 in 2020

Context:
Attendance was much harder to monitor in 2020. Students were required to participate in scheduled online WebEx sessions and submit the required work each day to be recorded as present. It was not possible to monitor how many hours students committed to their learning each day. Therefore as expected we had many less students demonstrating high absences.

Strategies used in 2020:
Communicating to parents using the DET Attendance Guidelines in the newsletter - Encouraging parents to value education and understand the impact of not attending lessons regularly at school or remotely. Significant follow-up and support was provided to families who struggled with the challenges of remote and flexible learning. Letters were sent to the families who continued to experience high levels of absenteeism when school resumed after the end of remote learning. These letters outlined the importance of attending school every day and their child's current absence rate. Follow up phone calls were made to support the letters. This proved to be an effective strategy.

Student absence initiative leader has been reestablished in 2021 to analyse the data and create strategies around communication with parents and teachers.The focus of this intiative includes building leadership skills and a more effective timeline for action plans, to ensure the initiative is successful.
• Students who have experienced 20+ days of absence in 2020 and students reaching 5 absence days per term will be tracked and flagged with their teachers.
• The DET Attendance Guide information was used to create template letters for communications with parents and via the school newsletter and Seesaw in 2020 and will continue to be used in 2021 - the importance of attending school every day.
• Student voice – talking to students about what they find hard about coming to school. What motivates them to be proactive learners?

Wellbeing

We were able to continue to deliver most of our AIP and SSP actions relating to Goal 3: To improve the wellbeing and resilience of all students.
(KIS): 3a. Embed a consistent behavioural management model across the school that supports the needs of current and future students. FISO Dimension: Setting expectations and promoting inclusion -evolving towards embedding
(KIS): 3b. Further develop a safe and respectful environment for all students with a focus on resilience. FISO Dimension: Health and wellbeing.
(KIS): 3c. Promote and embed a positive school culture through the implementation of shared and agreed values and vision. FISO Dimension: Vision, values and culture.

Wellbeing:
Gisborne PS continued to develop its wellbeing initiatives across the school in 2020 in response to the challenges of remote learning and transitioning back to classrooms. Our vision for all our students and staff in 2020 was to be physically and mentally healthy. Specialist programs including PE were provided for students each day at home for them to balance their morning learning and undertake creative and physical pursuits. We prioritised the health and wellbeing supports for our staff, students and their families experiencing difficulties over other priorities, such as reduced report requirements and time to complete reports for teachers. For families, home tasks, apart from literacy

and numeracy, were optional and dependent on the time and ability of students and their families to complete.
The initial focus during remote and flexible learning was on supporting students already identified as at risk or needing extra support. The Wellbeing Team compiled a list of students with feedback from staff and regularly monitored their progress during this period. The list documented our communications with families and students with additional learning and wellbeing needs. Specialists and principals also connected with families to provide extra support and to reduce the workload of teachers. Staff inputted information outlining the support they provided for these students. This allowed the leadership team to keep informed of the support provided and any follow up that was required.
• Staff provided online Webex/Zoom for class check-ins each morning.
• ES staff provided one-on-one and/or small group support to students requiring extra support – this was done via Webex or direct phone contact. On-site learners averaged 40-50 students for GPS over the remote learning period to ensure all families accessed the support they needed. This was a higher number of learners than schools of similar size.
• Teachers were provided extra release time to assist with planning, preparation of resources and report writing.

Students provided feedback that they liked being able to privately ask questions of the teacher in individual and group conferences. Some students who struggle with the social pressures of the classroom also enjoyed learning remotely. Others, especially senior students, enjoyed the opportunity to raise concerns in the online environment. Teachers built very positive relationships with families and learnt more about their students as they learned in their home environments. For 2021 we have been focusing on enhancing our classrooms to provide an environment that supports the learning styles of all students. More small-group work has been a positive and will be continued in the classroom.

Teachers logged their activities and hours so that the principals could monitor staff needing support. The majority of staff were rostered for onsite supervision which provided the opportunity for connectedness across the school and with leadership. Staff were also surveyed regarding their wellbeing.

Our focus in 2021 will continue to be on Healthy Eating, Oral Health, Mental Wellbeing and Physical Activity. The Kitchen Garden program will be continued for Years 4/5/6. We will use these initiatives, our school values and student voice to continue to inform a stronger focus on our BullyStopper strategies in classrooms and across the school community; 78% (2% increase) of Yr 4/5/6 students positively endorse the management of bullying (AToSS). Our focus on Student Voice and Agency will also support Wellbeing.

Student Attitudes To School Survey
Sense of Connectedness increased from 70% in 2019 to 73% in 2020 also on track for 75% in 2024.

School Staff Survey
• School Climate factor from 85% in 2020 - on track for 90% in 2024
• Trust in students and parents factor from 84% in 2019 to 85% in 2020 - on track for 90% in 2024.

Financial performance and position

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. The school was in a very sound financial position throughout 2020. The 2020-2024 School Strategic Plan, along with the 2020 Annual Implementation Plan, provided the framework for school council allocation of funds to support school programs and priorities.

The Financial Commitments section of the Financial Performance and Position report shows an end of year surplus from both credit and cash budgets of $292,116 (however actual confirmed, as at March, 2021was $229,996 - $31,941 (Tutor Learning Initiative for 2021) = $198,055) including $349,009 credit surplus brought forward from the previous year and a 2020 year deficit of $119,013. The surplus included savings of about $100,000 from the following budgets: CRT budget, utilities budgets, specialists budgets and professional learning budgets due to less spending when students were learning remotely. Teachers undertook free PL online provided by the DET. Sources of funding the school received include a relatively small amount of equity funding $27,712 which was totally expended with extra education support staff to support students with additional needs.

Total cash funds available in the High Yield and Official accounts total $622,532. This includes an operating reserve of $99,150. Other surplus items include Funds Received in Advance - Revenue Control ($133,400 a 'credit to cash' reserve to be used for staffing when needed) and School Based Programs of $100,317. These refer to $45,000 PLC LINK initiative, $10,000 Kitchen Garden program and $45,000 education support/Integration. Targeted initiatives included Swimming in Schools $10,112, and Student Excellence Program $12,830 - reduced or no expenditure last year due to pool closures, COVID restrictions and remote learning. We did not receive any special grants. PFA Fundraising initiatives raised $5229. The net surplus will be expended on Asset/Equipment replacement - $30,000; buildings and grounds works especially at the completion of the capital works project, playground and landscaping updates - $199,664 and extra maintenance - $60,000. Minor playground enhancements and maintenance will continue over the year however major maintenance, buildings and grounds expenditure has been held over until the completion of the master plan guides our expenditure after the completion of the building project in November, 2021. This will ensure any improvements do not take place in areas that will be damaged in the process of the building works.

**For more detailed information regarding our school please visit our website at
https://www.gisborneps.vic.gov.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 524 students were enrolled at this school in 2020, 251 female and 273 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
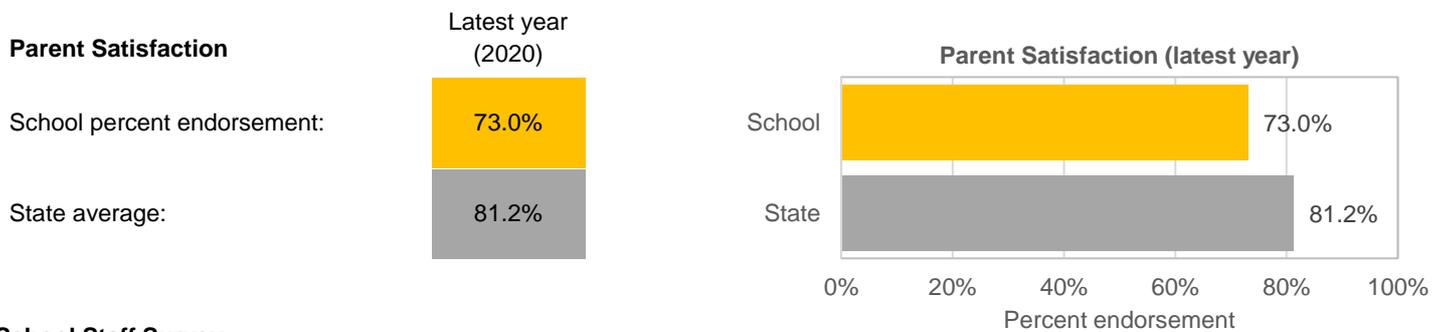
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
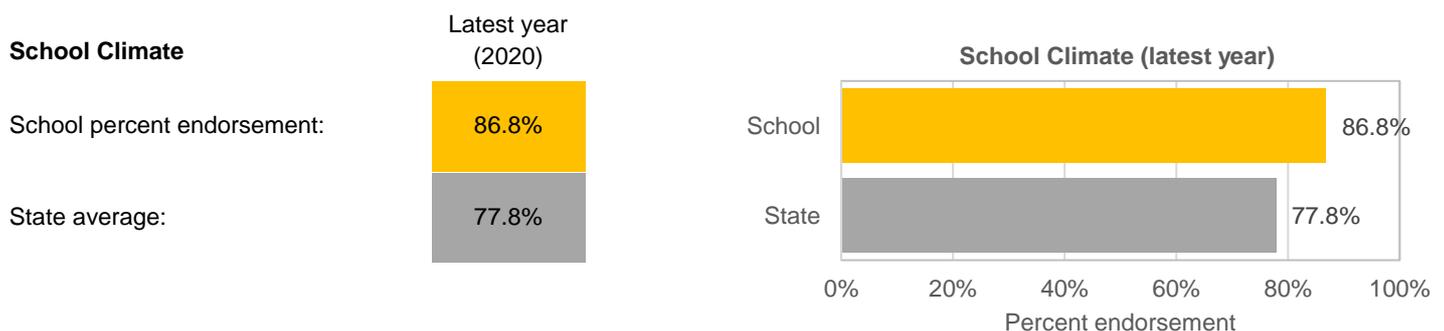
Parent Satisfaction	Latest year (2020)
School percent endorsement:	73.0%
State average:	81.2%

Parent Satisfaction (latest year)

	Percent endorsement
School	73.0%
State	81.2%

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2020)
School percent endorsement:	86.8%
State average:	77.8%

School Climate (latest year)

	Percent endorsement
School	86.8%
State	77.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English
Years Prep to 6

Latest year
(2020)

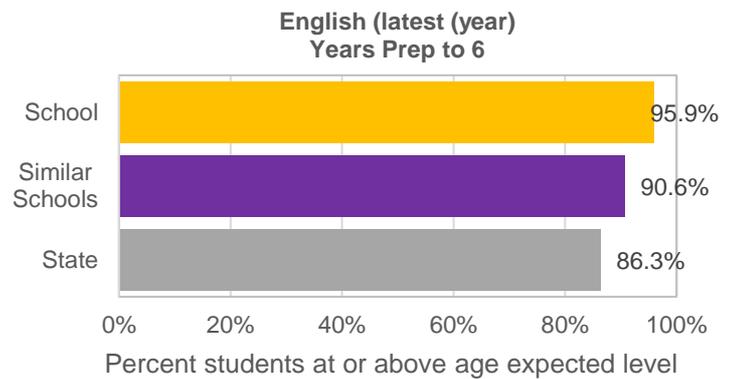School percent of students at or above age expected standards:

95.9%

Similar Schools average:

90.6%

State average:

86.3%

English (latest (year)
Years Prep to 6

School   95.9%
Similar   90.6%
Schools
State   86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

96.3%

Similar Schools average:

90.0%

State average:

85.2%

Mathematics (latest year)
Years Prep to 6

School   96.3%
Similar   90.0%
Schools
State   85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
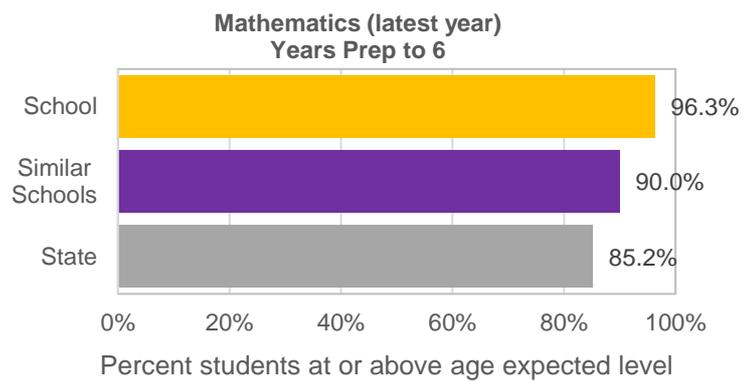
NAPLAN

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).

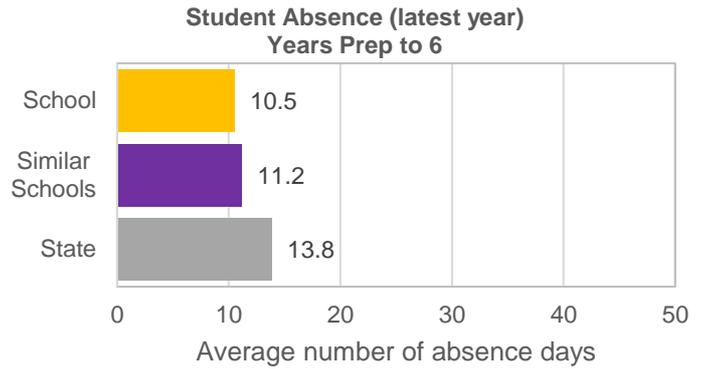NAPLAN tests were not conducted in 2020.

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:	10.5	12.8
Similar Schools average:	11.2	13.7
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	95%	96%	96%	94%	96%	92%

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:	72.9%	70.9%
Similar Schools average:	NDP	81.9%
State average:	79.2%	81.0%
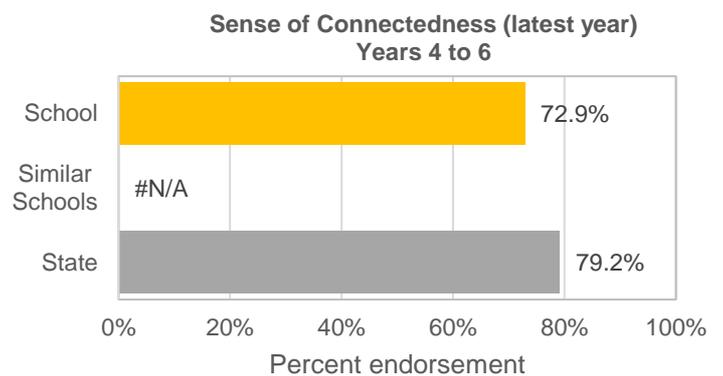
Sense of Connectedness (latest year) Years 4 to 6
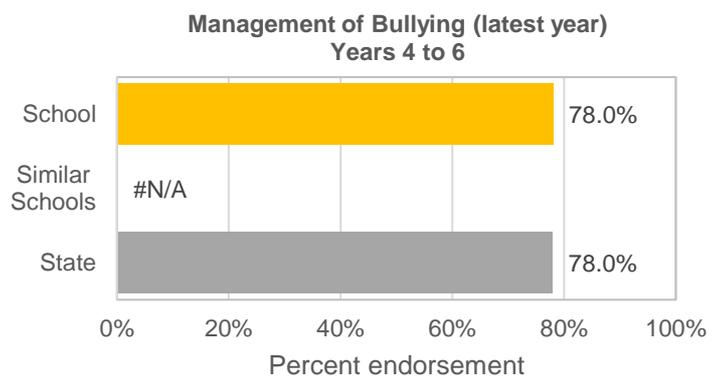
School 72.9%
Similar Schools #N/A
State 79.2%

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:	78.0%	77.7%
Similar Schools average:	NDP	82.5%
State average:	78.0%	80.4%

Management of Bullying (latest year) Years 4 to 6

School 78.0%
Similar Schools #N/A
State 78.0%

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.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$4,200,988
Government Provided DET Grants	$564,614
Government Grants Commonwealth	$3,850
Government Grants State	NDA
Revenue Other	$24,537
Locally Raised Funds	$251,479
Capital Grants	NDA
Total Operating Revenue	**$5,045,468**

Equity [1]	Actual
Equity (Social Disadvantage)	$27,712
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$27,712**

Expenditure	Actual
Student Resource Package [2]	$4,006,424
Adjustments	$4,000
Books & Publications	$2,020
Camps/Excursions/Activities	$67,185
Communication Costs	$1,508
Consumables	$113,864
Miscellaneous Expense [3]	$13,722
Professional Development	$3,992
Equipment/Maintenance/Hire	$131,642
Property Services	$242,306
Salaries & Allowances [4]	$81,363
Support Services	$10,875
Trading & Fundraising	$44,774
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$29,677
Total Operating Expenditure	**$4,753,352**
Net Operating Surplus/-Deficit	**$292,116**
Asset Acquisitions	**NDA**

(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	$563,307
Official Account	$58,216
Other Accounts	$1,009
Total Funds Available	**$622,532**

Financial Commitments	Actual
Operating Reserve	$99,151
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$133,400
School Based Programs	$100,317
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$30,000
Capital - Buildings/Grounds < 12 months	$199,664
Maintenance - Buildings/Grounds < 12 months	$60,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$622,532**

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.