Department of Education and Early Childhood Development

2012 Annual Report to the School Community

Glen Iris Primary School
School Number: 1148

Department of Education and Early Childhood Development

Victoria

Glen Iris Primary School

Glen Iris Primary School is a well-resourced and engaging learning environment with a strong community spirit. The school currently has an enrolment of 452 students spread across 20 classrooms. Workforce composition includes the equivalent of 26 teachers, encompassing Classroom, Specialists and Support Teachers at time fractions ranging from .2 to Full Time, a Principal, Assistant Principal and 9 Education Support Officers of varying time fractions filling Integration Aide and Administrative positions. In 2012 a new building was completed that includes a Performing Arts Library and Technology areas.

Our innovative teams provide a wide range of teaching and learning opportunities. Teachers work together to ensure that all students are everyone's responsibility meeting weekly to analyse data, and plan and review teaching practices. Teachers strive to encourage students to become responsible for their learning, providing regular feedback and opportunities for independent decision making.

Glen Iris Primary School takes pride in providing a safe and supportive environment with strong emphasis on high expectations with student learning outcomes. We aim to provide a range of programs designed to increase student engagement, extend our students who are achieving above expected levels and support those students who require additional assistance.

The purchase of 25 iPads further encourages the integration of technology into all curriculum areas. Our ICT implementation plan has further ensured the continuation of GIPS embracing innovative technologies.

The Glen Iris Primary School Community, including school staff, school council, parent association, parent volunteers and families work together in many ways to ensure that all students have equal access to a high quality education

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
Students at Glen Iris Primary School continue to demonstrate levels of high achievement with both NAPLAN and Teacher VELS judgements showing an increase in those students achieving above expected level. Our NAPLAN results indicate we are similar to like school in most areas. That is schools that have a similar academic intake, socio-economic background, Indigenous, non-English speaking and students with a disability. Our results in numeracy for the year 3 cohort have shown some improvement. This is an area of focus for our Strategic Plan. A formal assessment schedule providing the opportunity for teachers to analyse data in teams has increased the accuracy of teacher judgements and thus a closer alignment with DEECD quantative data. Our new Strategic Plan focuses on Problem Solving, Spelling and Reading and will address identified areas of plateauing in achievement levels. Continual reflection and refinement is essential allowing teacher practice to continually improve, ensuring the best possible learning outcomes for students.	Glen Iris Primary School provides a safe, caring and stimulating learning environment.The Attitudes to School Survey (Years 5 and 6) indicates an improvement in students' opinion of stimulating environment. This can be contributed to the selection of staff who demonstrate exceptional skills in working with students in upper Primary. Wellbeing initiatives have included Galaxy (Cross age groupings) where students have the opportunity to develop relationships with other students and teachers. Given our student cohort, although improved we are below the expected level for Student Connectedness. Our strategies for improvement include increased opportunities for student voice including Grade 6 Student Action Leadership Teams (SALT), Grade 5 Community Action Teams (CATS) and Student Representative Council (SRC). Student Teams are coached in goal setting and developing action plans that will support them in meaningful learning experiences. Student attendance remains constant and approximates the State average. The school will continue to highlight the strong correlation between regular school attendance and student success, in particular students arriving late. An Inquiry Coach working with a targeted group of students has provided a model for improving teacher capacity through action research.	Glen Iris Primary School aims to ensure seamless transitions for students from kindergarten through to secondary schooling. Our program supports the various transitions our students make through a variety of strategies designed to prepare students and families for future schooling experiences. Student enrolments at the Foundation level have remained consistently high over a number of years with a stable three classes of Foundation students. Our Foundation Transition Program, 'Take Off', successfully supports parents and students as they begin their first year at school. Year 6 students participate in a 'Transition-to-Secondary' program as part of the Graduation process, while Year 5s are prepared for leadership roles during the same period. Strong links have been built with kindergartens and secondary schools that cater for our students. Pre visits to Kindergartens and follow up contact to secondary schools. All students participate in an annual familiarisation program, "Transition Up", as they transition to their future grade levels. A Launch Program is also facilitated in all classrooms in the beginning of the year where students and teachers work together to develop an orderly and vibrant learning community. Parents are provided with details of new class programs and expectations through class newsletters, the school website and Information Evenings. Programs contributing to the development of strong social and communication skills and self-esteem support the transition process.

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

www.gips.vic.edu.au

or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg

Glen Iris Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.
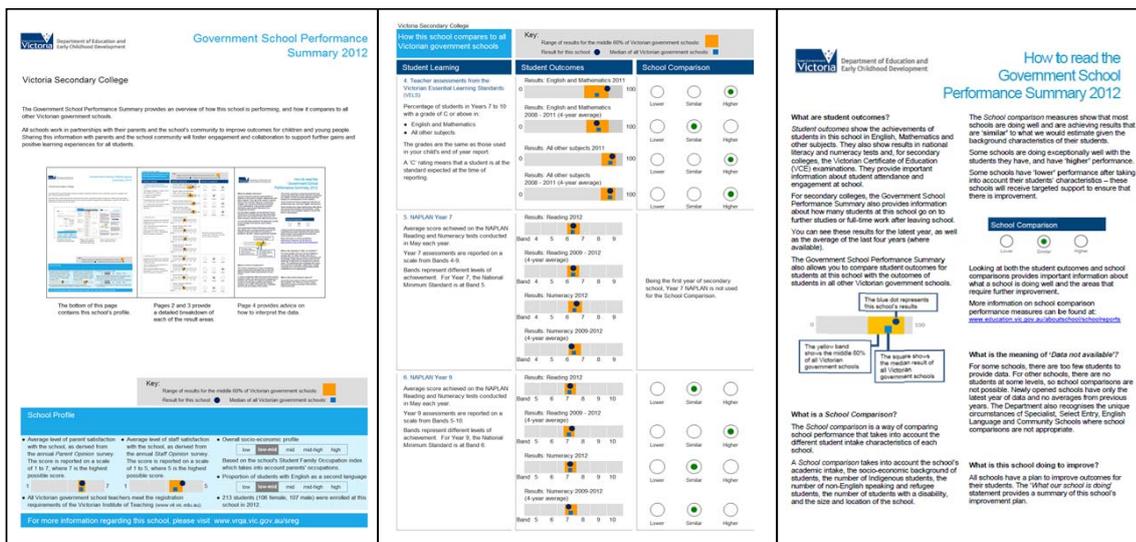
The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:

Range of results for the middle 60% of Victorian government schools: 🟧

Result for this school: 🔵   Median of all Victorian government schools: 🟦

School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

  1 ————🔵🟦———— 7

- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

  1 ————🔵🟦———— 5

- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

- Overall socio-economic profile

low	low-mid	mid	mid-high	**high**

  Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language

low	low-mid	**mid**	mid-high	high

- 449 students (203 female, 246 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

Glen Iris Primary School

Key:

Range of results for the middle 60% of Victorian government schools: ▮

Result for this school: ●   Median of all Victorian government schools: ▪

Student Learning	Student Outcomes	School Comparison

1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Results: English and Mathematics 2011

0   100

Lower   Similar   Higher

Results: English and Mathematics 2008 - 2011 (4-year average)

0   100

Lower   Similar   Higher

Results: All other subjects 2011

0   100

Lower   Similar   Higher

Results: All other subjects 2008 - 2011 (4-year average)

0   100
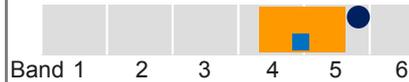
Lower   Similar   Higher

2. NAPLAN Year 3

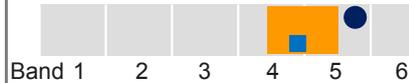Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.
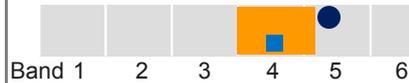
Results: Reading 2012

Band 1   2   3   4   5   6

Lower   Similar   Higher

Results: Reading 2009 - 2012 (4-year average)

Band 1   2   3   4   5   6

Lower   Similar   Higher

Results: Numeracy 2012

Band 1   2   3   4   5   6

Lower   Similar   Higher

Results: Numeracy 2009-2012 (4-year average)

Band 1   2   3   4   5   6

Lower   Similar   Higher

3. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
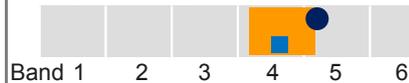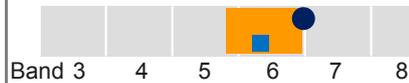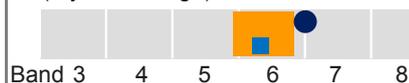
Results: Reading 2012
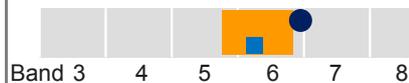
Band 3   4   5   6   7   8

Lower   Similar   Higher

Results: Reading 2009 - 2012 (4-year average)

Band 3   4   5   6   7   8

Lower   Similar   Higher

Results: Numeracy 2012

Band 3   4   5   6   7   8

Lower   Similar   Higher

Results: Numeracy 2009-2012 (4-year average)

Band 3   4   5   6   7   8

Lower   Similar   Higher

Glen Iris Primary School

Key:

Range of results for the middle 60% of Victorian government schools: ■ (orange)

Result for this school: ● (navy)   Median of all Victorian government schools: ■ (blue)

Student Engagement and Wellbeing	Student Outcomes	School Comparison

4. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Results: 2011
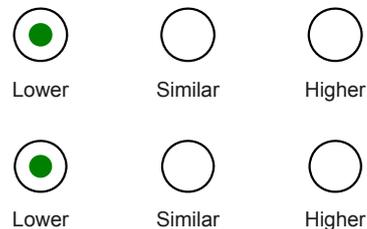
0 ———————————————— 100

Results: 2008 - 2011 (4-year average)

0 ———————————————— 100

Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95%	93%	94%	94%	93%	92%	94%

School Comparison:
- ○ Lower ● Similar ○ Higher
- ○ Lower ● Similar ○ Higher

5. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2012

1 ———————————————— 5

Results: 2009 - 2012 (4-year average)

1 ———————————————— 5

School Comparison:
- ● Lower ○ Similar ○ Higher
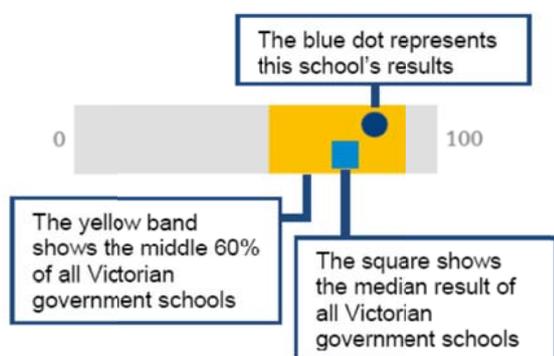- ● Lower ○ Similar ○ Higher

What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

The blue dot represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The square shows the median result of all Victorian government schools

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar'** to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher'** performance.

Some schools have '**lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
www.education.vic.gov.au/aboutschool/schoolreports

What is the meaning of '*Data not available'?*

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012	
Revenue	**2012 Actual**
Departmental Grants	$333,407
Commonwealth Government Grants	$2,783
State Government Grants	$1,350
Other	$10,004
Locally Raised Funds	$479,940
Total Operating Revenue	**$827,484**
Expenditure	
Salaries and Allowances	$76,388
Bank Charges	$3,869
Consumables	$88,843
Books and Publications	$5,745
Communication Costs	$7,968
Furniture and Equipment	$153,588
Utilities	$28,250
Property Services	$84,912
Travel and Subsistence	$
Motor Vehicle Expenses	$
Administration	$8,361
Health and Personal Development	$1,296
Professional Development	$13,982
Entertainment and Hospitality	$863
Trading and Fundraising	$42,747
Support / Service	$82,789
Miscellaneous	$183,788
Total Operating Expenditure	**$783,389**
Net Operating Surplus/-Deficit	**$44,095**
Capital Expenditure	**$26,182**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2012	
Funds Available	**2012 Actual**
High Yield Investment Account	$87,423
Official Account	$7,071
Other Bank Accounts (listed individually)	
Trust Fund	
Building Fund	$15,502
Library Fund	$47,095
Term Deposit 1	$12,459
Term Deposit 2	$5,800
(insert)	$
Total Funds Available	**$175,349**

Financial Commitments	2012 Actual
School Operating Reserve	$128,330
Assets or Equipment Replacement ‹12 months	$12,000
Capital – Building/Grounds including SMS ‹12 months	$9,418 $
Maintenance – Building/Grounds including SMS ‹12 months	$3,000 $
Beneficiary / Memorial Accounts	$
Co-operative Bank Account	$
Revenue Receipted in Advance	$
School based programs	$11,650
Region / Network / Cluster Funds	$
Provision Accounts	$
Repayable to DEECD	$
Other Recurrent Expenditure (Accounts Payable)	$6,041
Assets or Equipment Replacement ›12 months	$
Capital - Building / Grounds including SMS ›12 months	$
Maintenance - Building / Grounds including SMS ›12 months	$5,000
Total Financial Commitments	**$175,439**

Financial performance and position commentary

The school continues to operate within a sound financial environment demonstarting a healthy surplus for the 2012 year. A collaborative approach between the Principal, Teachers, Business Manager and School Council Finance Committee with expenditure has ensured that school goals have been supported by generously budgeted amounts whilst ensuring the school remains in a healthy financial state. The purchase of iPads saw the commencement of the ICT buying plan. The library had a major increase of fiction texts purchased and more furnishings to contribute to the engaging learing environment. Shelving was purchased to sort and store Performing Arts equipment as our resources continue to increase in this area.