

2015 Annual Report to the School Community

Glen Iris Primary School
School Number: 1148



Name of School Principal: Meredith Carracher

Name of School Council President: Alex Goldhagen

Date of Endorsement: 20th April 2016

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Established in 1865, Glen Iris Primary School is a family and community oriented school with a long tradition of providing a quality education to families in the Glen Iris and surrounding areas. Glen Iris Primary School is located approximately 12 kilometres east of the Melbourne CBD. In 2015, the school celebrated 150 years of quality State education to the Glen Iris community.

“Developing GIPS students’ life skills through learning with fun and creativity whilst encouraging friendship, connecting with others and celebrating our success together” is our purpose at Glen Iris Primary School.

Our school is a well-resourced and engaging learning environment with a strong community spirit. In 2015, the school enrolment was 417 students spread across 18 classrooms. Our Workforce Composition included the equivalent of 26.3 staff encompassing Classroom, Specialists and Support Teachers in both full time and part time positions, a Principal, Assistant Principal and 7 Education Support Officers of varying time fractions filling Integration Aide and Administrative positions. Our school facilities include a Performing Arts Centre, Library, visual arts room, French Language room, attractive, well-resourced classrooms and playground spaces.

Our innovative teams provide a wide range of teaching and learning opportunities. Teachers work together to ensure that learning is personalised to meet the needs of all students. Teachers meet weekly to analyse data, and plan and review teaching practices. Teachers encourage students to become increasingly responsible for their learning, providing regular feedback and opportunities for student voice and independent decision making.

Glen Iris Primary School takes pride in providing a safe and supportive environment with strong emphasis on high expectations of student learning outcomes. We 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 continual upgrade of resources ensures Information and Communication Technology is integrated into all curriculum areas enabling students to discover, analyse, communicate and create. Our forward thinking ICT implementation plan ensured GIPS continued to embrace innovative technologies. In 2015, 265 additional ICT devices were provided for students and staff throughout the school, including a 1:1 iPad program for students in Grades 5 and 6.

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.

Achievement

Glen Iris Primary School continues to achieve excellent learning outcomes for its students. 2015 NAPLAN results indicate student achievement levels to be similar to or higher than other similar schools. Results for Grade 5 numeracy continue to indicate higher levels of achievement than similar schools. The NAPLAN Learning Gain data further supports the excellent progress of students with large proportions of students attaining high levels of growth over the two year period. This is especially apparent in the areas of Writing and Grammar and Punctuation: areas of particular focus for professional learning and curriculum design in recent years. Comparatively low percentages of students were deemed to have made relatively low learning gain. Data collected through NAPLAN and Teacher Judgment is consistent in results.

Throughout 2015, additional time was devoted to providing assistance to students experiencing difficulties in Literacy and Numeracy through the Reading Recovery and Numeracy support programs. Further professional learning in the effective use of technology in the classroom led to greater levels of stimulating learning and increased motivation to learn. Student data in relation to the 1:1 iPad program indicated 94% of students reported this program led to improved learning success. Consistent school-wide programs in the teaching of spelling, writing and mathematical problem solving were further embedded in teacher practice.

Students at Glen Iris Primary School have enjoyed academic success and strong growth in 2015. In 2016, we will build on the successes of 2015 and expand these across the curriculum, especially literacy and numeracy.

Engagement

Glen Iris Primary School provides an engaging and challenging 21st Century educational experience for students. Our stimulating learning programs cater for the individual needs of students. Student learning is interactive, rigorous and engaging in design.

The attendance rates for students at Glen Iris Primary School indicate a level of engagement similar to that of other similar schools with attendance levels of 94% common across the school. Extended periods of unexplained student absence are unusual in our school. However, families frequently take extended family holidays resulting in periods of student absence.

Student attendance is tracked using eCASES roll marking. Parent explanation is required for student absences and this is collected through written notes, email and telephone calls. The Compass Student Management software enables parents to record their child's absence online. Students whose school attendance is disrupted are noted by class teachers and the Student Wellbeing Coordinator. Procedures to manage student absence are documented in the school "Student Engagement and Wellbeing" guidelines. Personal contact is made with families in such cases and a plan developed to support regular school attendance. Newsletter articles are regularly published highlighting the importance of regular and punctual attendance at school.

Extensive new ICT devices were introduced and a one to one device program implemented in the Grade 5/6 classes leading to increased levels of student motivation and enjoyment of learning.

Wellbeing

Glen Iris Primary School has developed a strong program to support the various elements of student wellbeing. In Term 1, all students participated in "Launch", our program to induct students into their new classes. Students worked with their new teacher and classmates to learn more about each other and what helps us be successful learners. Our Prep Transition program, "Take Off", continued to be highly successful for our students and positively received by parents. It prepares our youngest students for their first term of schooling. Our Prep program embraces play based learning providing hands-on creative learning through play experiences for the children allowing them to use their imagination, build on prior learning, solve problems and develop interpersonal attributes, independence and responsibility in a warm, familiar environment. Teachers visit our feeder pre-schools forging strong links with early childhood educators. Our buddy programs for Prep / Year 6 children, Pre-School and Grade 5 children and the whole school GALAXY program builds social cohesion amongst our students.

A whole school Transition "UP" program is conducted in Term 4 to prepare students for the learning experience and environment in the next year of schooling. Students were provided with four varied sessions to gradually explore what school will be like the following year.

Feedback indicates our 2015 exiting Year 6 students were well prepared for secondary school through targeted activities and experiences throughout the year. Programs highlighting leadership, personal responsibility and student choice led to students becoming confident and adaptable to meet new challenges. Rites of passage events, such as Grade 6 Graduation and Celebration Lunch, focus a positive light on this time of change. Results from the Student Attitudes to Schooling survey indicate high levels of student safety and connectedness to school, peers and teachers.

In 2016 we will continue to develop student wellbeing through the inclusion of 'The Resilience Project', in addition to the school's focus on resilience through the 'Bounce Back' program. This whole school approach will help students learn to focus on Gratitude, Mindfulness, Empathy and Emotional Literacy.

Productivity

At Glen Iris Primary School, resources are directed to the identified areas of school improvement to support the achievement of school goals and targets. In 2015, significant school funds were committed to the provision of state of the art mobile ICT devices. To support the smooth implementation of the devices, 0.2 EFT teacher time was devoted to the management and coordination of ICT across the school underpinning classroom delivery and extension programs. Additional technical support was contracted to ensure the upgraded system worked efficiently and reliably. Further steps to resource the school's direction in ICT included provision of iPads for every staff member and an extensive professional learning program.

All year level teams are allocated in-school time together each week, to plan the curriculum for the following week and once per term are provided a full day to plan for the next term.

Community engagement was built through the implementation of a wide ranging program of events to celebrate the school's 150th anniversary including an Open Day and the publication of a school history book.

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

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 427 students were enrolled at this school in 2015, 197 female and 230 male. There were 4% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

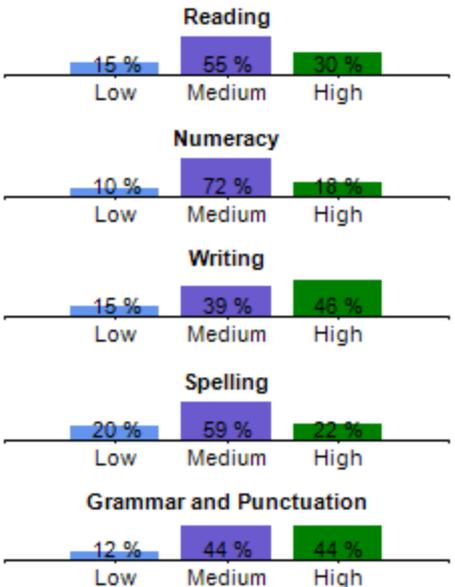
Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	 <table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>55%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>72%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>39%</td> <td>46%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>59%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>44%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	55%	30%	Numeracy	10%	72%	18%	Writing	15%	39%	46%	Spelling	20%	59%	22%	Grammar and Punctuation	12%	44%	44%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="549 824 1018 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	94 %	93 %	93 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	94 %	93 %	93 %	94 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

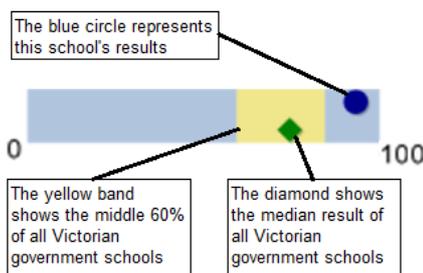
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

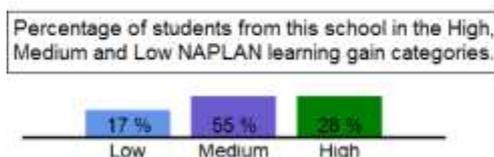
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.

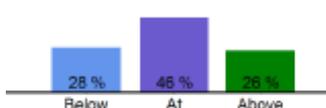


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal 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: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,674,473	High Yield Investment Account	\$75,735
Government Provided DET Grants	\$321,277	Official Account	\$7,949
Government Grants State	\$2,400	Other Accounts	\$124,164
Revenue Other	\$5,364	Total Funds Available	\$207,848
Locally Raised Funds	\$443,415		
Total Operating Revenue	\$3,446,928		
Expenditure		Financial Commitments	
Student Resource Package	\$2,542,487	Operating Reserve	\$118,402
Books & Publications	\$7,826	Asset/Equipment Replacement < 12 months	\$10,000
Communication Costs	\$9,008	Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Consumables	\$59,867	Maintenance - Buildings/Grounds incl SMS<12 months	\$9,445
Miscellaneous Expense	\$313,858	Other recurrent expenditure	\$10,000
Professional Development	\$12,048	Asset/Equipment Replacement > 12 months	\$10,000
Property and Equipment Services	\$198,438	Capital - Buildings/Grounds incl SMS>12 months	\$30,000
Salaries & Allowances	\$95,816	Maintenance -Buildings/Grounds incl SMS>12 months	\$10,000
Trading & Fundraising	\$26,262	Total Financial Commitments	\$207,848
Utilities	\$29,076		
Total Operating Expenditure	\$3,294,686		
Net Operating Surplus/-Deficit	\$152,242		
Asset Acquisitions	\$26,050		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Miscellaneous Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

Through 2015, Glen Iris Primary School was in a sound financial position managing a surplus similar to recent years. A successful fundraising program, in particular the Trivia Night (\$16,224), Cake and Produce Stalls (\$6,377), Walkathon (\$6,294) and Mother's and Father's Day stalls (\$4,934) together with effective financial management has allowed the school to provide students with a well-resourced curriculum. The school has fully resourced all programs, implemented new programs, developed staff capabilities and continued to upgrade our facilities and grounds. Significant achievements in 2015 include: celebration of the school's 150th Anniversary; provision of 265 new iPad devices for student and staff use; replacement of air conditioning in the some classrooms; replacement of carpets in eight classrooms; expansion of teaching materials for literacy and numeracy; upgrading the library book collection and a comprehensive professional learning program for teachers, especially the use of iPads in teaching and learning program.