

2016 Annual Report to the School Community



School Name: Glen Iris Primary School

School Number: 1148



Name of School Principal:

Robyn Floyd/Shelley Morrison

Name of School Council President:

Alex Goldhagen

Date of Endorsement:

12 May 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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.

Our school is a well-resourced and engaging learning environment with a strong community spirit. In 2016, the school enrolment was 422 students spread across 19 classrooms. Our Workforce Composition included the equivalent of 29 teaching 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 & Digital Technology Centre, Visual Arts room, French Language room, attractive, well-resourced classrooms and playground spaces.

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. In 2016 laptops in Grades 3 and 4 were updated.

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.

Framework for Improving Student Outcomes (FISO)

The FISO initiatives, **'Excellence in Teaching and Learning – Building Practice Excellence'** and **'Curriculum Planning and Assessment'** were our focus. Selected staff took part in the PLC pilot program. Weekly PLC meetings with the whole staff have been timetabled to implement a consistent approach to best teaching practice across the school. A focus on the spelling program and the consolidation of the writing program has been a focus this year. Curriculums Days in 2016 were dedicated to Spelling and Writing. With the transition to the Victorian Curriculum in 2017 the staff reviewed the Integrated Studies scope and sequence and revised the whole school assessment schedule.

The third initiative implemented was **'Professional Leadership – Building Leadership Teams'**. During 2016 staff worked with an external consultant, Tracey Ezard, with a focus on team development and strategic planning. Emergent leaders were involved in the Leaders In the Making and Aspirant Leaders programs run by the Network. Staff also had the opportunity to participate in the Learning Walks organised by the FISO group and further is investigating ways of enabling emerging leaders to build their knowledge and expertise in 2017.

The final FISO initiative implemented in 2016 was **'Creating a Positive Climate for Learning – Empowering Students and Building School Pride'**. As part of this initiative we revisited and consolidated our Restorative Practices program and redeveloped the SALT program. In 2016 we also implemented the across the school the 'Resilience Project' including strategies to promote resilience, empathy and optimism within the students. This was done via Parent Education sessions, staff training and weekly student lessons. The feedback from all sections of the community was overwhelmingly positive and this program will be continued in 2017.

Achievement

Glen Iris Primary School continues to achieve excellent learning outcomes for its students. 2016 NAPLAN results indicate student achievement levels to be commensurate with 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 Numeracy: areas of particular focus for professional learning and curriculum design in recent years.

Our innovative teams, grade level, specialist and vertical curriculum 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, plan and review teaching practices. Teachers encourage students to become responsible for their learning, providing regular feedback and opportunities for independent decision making. There has been significant professional learning in the areas of Writing, Spelling and Digital Technologies. In 2017 the Professional Learning Communities model has been introduced and teams have timetabled meetings with their coach.



Curriculum Framework implemented in 2016
 (please mark the relevant box with an X by double clicking in the box)

<input type="checkbox"/> Victorian Early Years Learning and Development Framework	<input checked="" type="checkbox"/> AusVELS	<input type="checkbox"/> Victorian Curriculum	<input type="checkbox"/> A Combination of these
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Engagement

Glen Iris Primary School provides an engaging and challenging 21st Century educational experience for all students. Our stimulating learning programs cater for the individual needs of students. The continual upgrade of resources ensures digital technologies are integrated into all curriculum areas enabling students to discover, analyse, communicate and create. Our school-provided 1:1 iPad program highlights the way technology has been embraced to promote engagement in learning. Students have access to both Apple iPads and laptops to use in the classrooms. All classrooms use their IWBs with Apple TVs. GIPS is beginning to replace its IWBs with more innovative technologies. At the beginning of 2017 a coding program was introduced with a new 0.1 role created to support staff during in class programs.

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An extensive array of enrichment and extra curricula programs ensures all students are exposed to a range of learning activities and environments. These include camps for Years 4-6, a variety of House Sports carnivals, RESILIENCE program, bi-annual concert, Inspiration, GATEWAYS, Bike Education, Student Leadership, Dance, Rock Band, Singing, Instrumental Music, Education and Science week events. Parent education nights such as ‘What’s STEM?’ ‘Anxiety Workshop’ and ‘Cybersafety’ presented by our own staff have been very positive and strengthen relationships between school and home.

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. The Prep / Year 6 buddy program also contributes to developing the social confidence of both the Prep and Year 6 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 2016 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 2017 we will continue to develop student wellbeing through the ‘The Resilience Project’ program. This whole school approach will help students learn to focus on Gratitude, Mindfulness, Empathy and Emotional Literacy.

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




Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.





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	
<p>Enrolment Profile</p> <p>A total of 416 students were enrolled at this school in 2016, 185 female and 231 male. There were 5% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>45%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>49%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>56%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	45%	24%	Numeracy	24%	44%	33%	Writing	18%	49%	33%	Spelling	25%	53%	22%	Grammar and Punctuation	16%	56%	27%	<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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	94 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	94 %	93 %	93 %										



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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

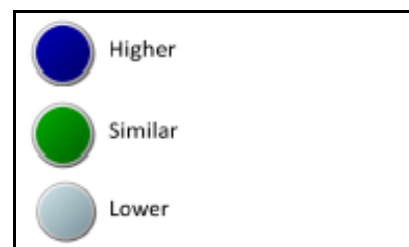
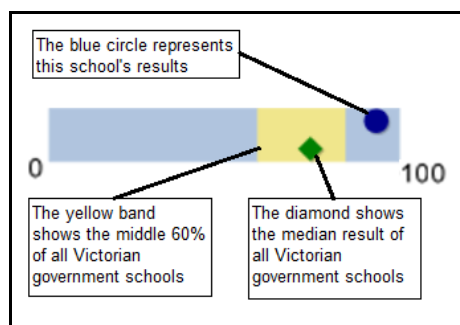
What are student outcomes?

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, P-12 and specialist schools, 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.

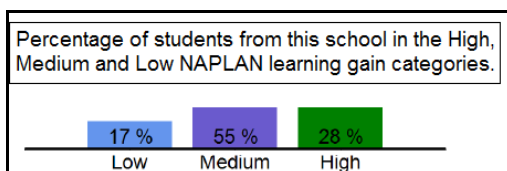
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

Glen Iris Primary School was in a sound Financial Position at the end of the 2016 school year. The financial position comprising of the SRP (Student Resource Package) and School Council Cash Budget saw GIPS with a surplus in the SRP budget and a carry-over of cash funds in the School Council Cash Budget. In 2016 Glen Iris Primary School received a bequest of \$34,324.23.

We were also very successful in receiving the following grants:

PLC (Professional Learning Communities) Grant \$51,329.64, **PLC CRT Grant** \$10,697.60 and **Accessible Building Grant** \$5,922.

The GIPS community led by the parents and staff saw an extremely successful fundraising program raising \$44,880.27 in 2016. Parents also continued their support via their contributions to the Building Fund \$19,215.00 and the ICT/Library Fund \$55,910.00. Effective financial management has provided the school with the ability to run a well-resourced curriculum program to best meet the needs of all our students. We have well-resourced programs as well as an experienced staff base.

Significant achievements in 2016 included: Digital Literacies Program which include the purchase of robotics equipment, coding games and new laptops for the 3 and 4 area; Implementation of new programs including the Resilience Project, for parents, students and staff ; the employment of a dedicated Library Assistant; new playground adventure equipment and a comprehensive professional learning program for teachers that included professional development in Restorative Practices, Problem solving in Numeracy, Coding and STEM.

We thank the whole GIPS community for their underlying and continued support.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,877,433
Government Provided DET Grants	\$307,560
Government Grants Commonwealth	\$1,556
Revenue Other	\$8,343
Locally Raised Funds	\$472,500
Total Operating Revenue	\$3,667,392

Expenditure	
Student Resource Package	\$2,675,879
Books & Publications	\$2,712
Communication Costs	\$8,680
Consumables	\$65,594
Miscellaneous Expense	\$339,616
Professional Development	\$25,586
Property and Equipment Services	\$194,328
Salaries & Allowances	\$128,340
Trading & Fundraising	\$24,655
Travel & Subsistence	\$105
Utilities	\$33,587
Total Operating Expenditure	\$3,499,082

Net Operating Surplus/-Deficit	\$168,310
Asset Acquisitions	(\$10)

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$165,632
Official Account	\$17,167
Other Accounts	\$91,109
Total Funds Available	\$273,907

Financial Commitments	
Operating Reserve	\$130,801
Capital - Buildings/Grounds incl SMS<12 months	\$5,500
Beneficiary/Memorial Accounts	\$21,308
School Based Programs	\$36,498
Provision Accounts	\$69,800
Other recurrent expenditure	\$10,000
Total Financial Commitments	\$273,907



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc 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.