Department of Education & Training

2014 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: 15th April 2015

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 2014.

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.

"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 2014, the school enrolment was 417 students spread across 20 classrooms. Our Workforce Composition includes the equivalent of 31.5 staff encompassing Classroom, Specialists and Support Teachers in both full time and part time positions, a Principal, Assistant Principal and 8 Education Support Officers of varying time fractions filling Integration Aide and Administrative positions. Our school facilities include a Performing Arts Centre, Library, Technology laboratory, 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 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 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.

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 student achievement results for its students. 2014 NAPLAN results indicate student achievement levels to be similar to or higher than other similar schools. Results for Grade 5 numeracy are of particular note. 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. 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 2014, significant improvements were instigated in teaching and learning in the areas of the teaching of writing and Information and Communication Technology. Extensive professional learning and curriculum review was undertaken. Steps were also taken to commence a school-wide review of the teaching of writing, including spelling, grammar and punctuation, to ensure consistent practices are embedded sequentially throughout the school. The school Assessment Schedule and database ensured regular, accurate student assessment data was used to inform teaching and stored centrally for each student.

Students at Glen Iris Primary School have enjoyed academic success and strong growth in 2014. In 2015, we will build on the successes of 2014 and expand these across the curriculum.

State Government Victoria

Department of Education & Training

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. 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.

In 2015, extensive new ICT devices will be introduced and a one to one device program implemented in the Grade 5/6 classes.

Wellbeing

Glen Iris Primary School provides a safe, caring and stimulating learning environment. Student responses to the 2014 Attitudes to Schooling survey indicate our students report a similar level of satisfaction to similar schools. Attitudes to Schooling survey data indicated improvement in nine out of 11 elements, including the "Stimulating Learning" element. In comparing a matched cohort of students, strong growth is demonstrated in nine elements. Responses varied between the grade 5 and grade 6 cohorts of students with more favorable responses noted from grade 6 students.

To further develop students' sense of wellbeing and engagement at school, Student Voice was noted as a key improvement strategy in the School Strategic Plan. This focus was enacted through the introduction of Restorative Practices "Circle Time" across the school; the use of Edmodo for communication in Grades 5/6; adoption of the Kids Matter Framework; an expanded Student Leadership program incorporating public speaking and peer mediation and a new resilience program, Bounce Back.

In 2015, we will continue to strengthen our focus on student engagement through whole school approaches to student wellbeing, such as Restorative Practices, and expanding engaging learning programs.

Productivity

At Glen Iris, we have a focus on building teacher capacity to improve student learning by embedding professional learning into teacher work. Using internal and external experts, teachers are provided with high quality, on-going and focused professional learning incorporating shared learning, mentoring, coaching, peer observation and feedback through a whole school approach. In 2014, the school contracted Literacy expert, Lisa Keskinen, to facilitate a comprehensive professional learning program on the effective teaching of writing. Lisa led workshops, supported team and individual teacher planning, modelled lessons and provided feedback to every teacher. These strategies support teachers; have an impact on the quality of teaching and therefore also on student learning outcomes.

In addition, the school provided dedicated staff time to support additional student learning needs in literacy and numeracy. In 2014, 2.0 EFT teachers filled roles solely committed to literacy and numeracy planning and support addressing the varied learning needs of students at both ends of the spectrum. 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.

In 2015 we will continue with these strategies to ensure we focus on providing the best learning opportunities for all Glen Iris Primary School students

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 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.

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: ● Median of all Victorian government schools: ◆

School Profile

School Enrolments

A total of 416 students were enrolled at this school in 2014, 188 female and 228 male.

Overall socio-economic profile

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

low	low-mid	mid	mid-high	high

Proportion of students with English as a second language.

low	low-mid	mid	mid-high	high

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.
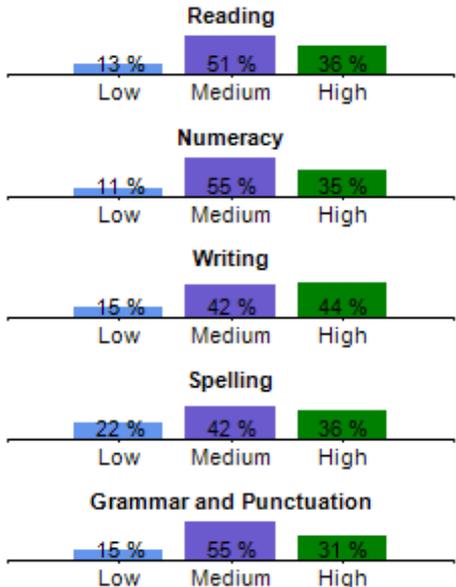
Department of
Education & Training

State Government Victoria

Performance Summary

Achievement	Student Outcomes	School Comparison

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

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

- English
- Mathematics

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
0 ──────── 100

Results: Mathematics
0 ──────── 100

● Similar

● Similar

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
1 2 3 4 5 6

Results: Reading (4-year average)
1 2 3 4 5 6

Results: Numeracy
1 2 3 4 5 6

Results: Numeracy (4-year average)
1 2 3 4 5 6

● Similar

● Similar

○ Lower

● Similar

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
3 4 5 6 7 8

Results: Reading (4-year average)
3 4 5 6 7 8

Results: Numeracy
3 4 5 6 7 8

Results: Numeracy (4-year average)
3 4 5 6 7 8

● Similar

● Similar

● Higher

● Higher

Department of Education & Training

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 13 % / 51 % / 36 % Low / Medium / High **Numeracy** 11 % / 55 % / 35 % Low / Medium / High **Writing** 15 % / 42 % / 44 % Low / Medium / High **Spelling** 22 % / 42 % / 36 % Low / Medium / High **Grammar and Punctuation** 15 % / 55 % / 31 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

State Government Victoria
Department of Education & Training

Performance Summary

Engagement	Student Outcomes	School Comparison

Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2014 attendance rate by year level:

Results: 2014

Results: 2011 - 2014 (4-year average)

Similar

Similar

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

Department of Education & Training

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: ● Median of all Victorian government schools: ◆

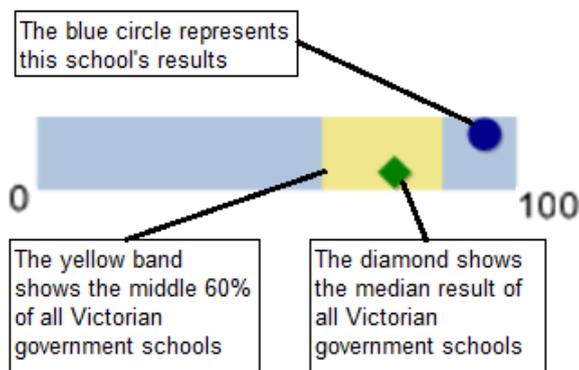| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2014 1 — 5 Results: 2011 - 2014 (4-year average) 1 — 5	● Similar ○ Lower

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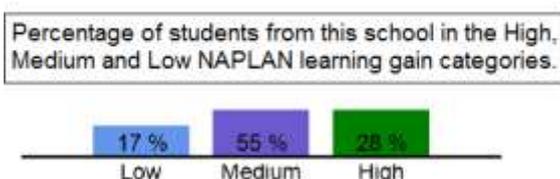
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

The blue circle represents this school's results

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

The diamond shows the median result of all 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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 %	55 %	28 %
Low	Medium	High

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.

Higher

Similar

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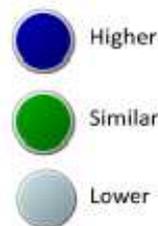
Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

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.

State Government Victoria
Department of Education & Training

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014	

Revenue	Actual
Student Resource Package	$2,690,592
Government Provided DE&T Grants	$262,458
Government Grants State	$518
Revenue Other	$8,164
Locally Raised Funds	$437,931
Total Operating Revenue	**$3,399,663**

Expenditure	
Student Resource Package	$2,633,780
Books & Publications	$11,114
Communication Costs	$9,237
Consumables	$65,169
Miscellaneous Expense	$280,169
Professional Development	$16,718
Property and Equipment Services	$147,492
Salaries & Allowances	$114,229
Trading & Fundraising	$42,316
Utilities	$21,805

Financial Position as at 31 December, 2014	

Funds Available	Actual
High Yield Investment Account	$38,153
Official Account	$10,333
Other Accounts	$171,662
Total Funds Available	**$220,148**

Financial Commitments	
Operating Reserve	$113,118
Asset/Equipment Replacement < 12 months	$15,000
Capital - Buildings/Grounds incl SMS<12 months	$15,000
Maintenance - Buildings/Grounds incl SMS<12 months	$7,030
Other recurrent expenditure	$10,000
Asset/Equipment Replacement > 12 months	$10,000
Capital - Buildings/Grounds incl SMS>12 months	$40,000
Maintenance -Buildings/Grounds incl SMS>12 months	$10,000
Total Financial Commitments	**$220,148**

Total Operating Expenditure	**$3,342,030**

Net Operating Surplus/-Deficit	**$57,633**

Asset Acquisitions	**$0**

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.

Financial performance and position commentary

Through 2014, Glen Iris Primary School was in a sound financial position managing a surplus similar to recent years. A successful fundraising program, in particular the Art Auction and Walkathon, 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 2014 include: installation of air conditioning in the art room and staffroom; redevelopment of the Grade 5/6 play equipment; expansion of teaching materials for literacy and numeracy; upgrading the library book collection and a comprehensive professional learning program for teachers, especially the Effective Teaching of Writing program.