

**2013 Annual Report to
the School Community**

Glen Iris Primary School

School Number: 1148



Meredith Carracher
School Principal:

Jack Risos
School Council President:

Date of Endorsement:

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

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 2013, the school enrolment was 448 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	Engagement	Wellbeing
<p>Glen Iris Primary School continues to achieve excellent student achievement results for its students. 2013 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 Relative Growth data further supports the excellent progress for 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 growth. Data collected through NAPLAN and Teacher Judgement is consistent in results.</p> <p>Throughout 2013, significant improvements were instigated in teaching and learning in the areas of the teaching of numeracy and spelling. 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.</p> <p>Students at Glen Iris Primary School have enjoyed academic success and strong growth in 2013. In 2014, we will build on the successes of 2013 and expand these across the curriculum.</p>	<p>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.</p> <p>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.</p> <p>Extended periods of unexplained student absence are unusual in our school. However, families frequently take extended family holidays resulting in periods of student absence.</p> <p>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.</p> <p>In 2014, exciting learning in the areas of writing and ICT will be further developed.</p>	<p>Glen Iris Primary School provides a safe, caring and stimulating learning environment. Student responses to the 2013 Attitudes to Schooling survey indicate our students report a similar level of satisfaction to the State and Regional mean result but lower than some similar schools.</p> <p>When responding to statements relating to Student Relationships, Wellbeing and Teaching and Learning, students identified learning confidence, student motivation and student safety as areas of strength, however, the results for classroom behaviour identified an area for improvement. Responses varied between the grade 5 and grade 6 cohorts of students with more favourable responses noted from grade 6 students.</p> <p>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. The School Engagement and Wellbeing policy has been reviewed and improved increasing the range and quality of student wellbeing initiatives targeting resilience, student leadership and student relationships. A new set of school values have been identified with the school community.</p> <p>In 2014, 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.</p>

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 448 students were enrolled at this school in 2013, 204 female and 244 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Higher</p> <p> Similar</p>





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																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>2%</td> <td>51%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>47%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	52%	31%	Numeracy	2%	51%	47%	Writing	19%	47%	34%	Spelling	21%	50%	29%	Grammar and Punctuation	17%	50%	33%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="564 792 1043 891"> <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>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	93 %	94 %	94 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	93 %	94 %	94 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary 2013

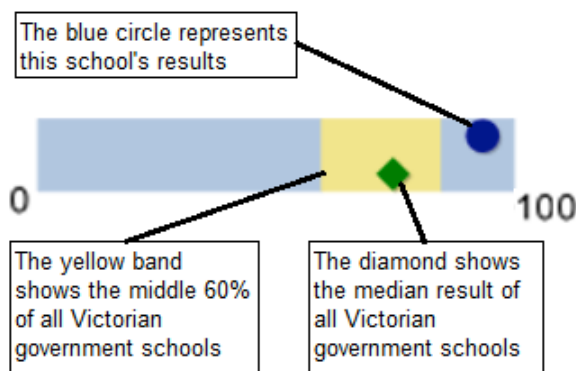
What are student outcomes?

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.



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.

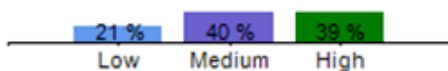
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth 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 relative growth categories.



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 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$356,842	High Yield Investment Account	\$101,413
Government Grants Commonwealth	\$2,610	Official Account	\$9,616
Government Grants State	\$1,405	Other Accounts	\$112,867
Revenue Other	\$11,814	Total Funds Available	\$223,896
Locally Raised Funds	\$478,662		
Total Operating Revenue	\$851,333		
Expenditure		Financial Commitments	
Books & Publications	\$11,606	Operating Reserve	\$123,035
Communication Costs	\$10,077	Asset/Equipment Replacement < 12 months	\$20,000
Consumables	\$81,352	Capital - Buildings/Grounds incl SMS<12 months	\$20,000
Miscellaneous Expense	\$250,293	Maintenance - Buildings/Grounds incl SMS<12 months	\$6,000
Professional Development	\$14,179	School Based Programs	\$24,861
Property Maintenance	\$179,303	Asset/Equipment Replacement > 12 months	\$10,000
Salaries & Allowances	\$132,316	Capital - Buildings/Grounds incl SMS>12 months	\$10,000
Trading & Fundraising	\$56,726	Maintenance -Buildings/Grounds incl SMS>12 months	\$10,000
Utilities	\$33,096	Total Financial Commitments	\$223,896
Total Operating Expenditure	\$768,948		
Net Operating Surplus/-Deficit	\$82,385		
Asset Acquisitions	\$31,818		

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Through 2013, Glen Iris Primary School was in a sound financial position managing a healthy surplus in line with the past three years. A successful fundraising program, in particular the Twilight Market, 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 2013 include: installation of solar panels; expansion of teaching materials for literacy and numeracy; upgrading the library book collection and a comprehensive professional learning program for teachers, especially the Teacher Professional Leave program.

