

2020 Annual Report to The School Community



School Name: Glen Iris Primary School (1148)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 28 April 2021 at 08:34 AM by Garry Collins (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2021 at 07:57 PM by Philip Connell (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Glen Iris Primary School strives to provide a relevant, engaging and differentiated teaching and learning program in a supportive environment that fosters deep thinking, creativity, collaboration and independence. Established in 1865, Glen Iris Primary School is a community-oriented school with a long tradition of providing a quality education to families in the Glen Iris and surrounding areas. The school is a well-resourced and engaging learning environment with a strong community spirit. In 2021, the school enrolment was 405 students spread across 18 classrooms. Our workforce composition includes a Principal and Assistant Principal, the equivalent of 28 teaching staff encompassing classroom, specialists and support teachers in both full time and part time positions. The school also employed six Educational Support Staff comprising three office staff, two teacher’s aides and a library technician. Our school facilities include a Performing Arts Centre, Library & Digital Technology Centre, Visual Arts room, French Language room, 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 digital technology is integrated into all curriculum areas enabling students to discover, analyse, communicate and create. The Glen Iris Primary School community, including all staff, School Council and families work together in a myriad of ways to ensure that all students have equal access to a high quality education.

Framework for Improving Student Outcomes (FISO)

In 2020, the FISO initiatives, ‘Excellence in Teaching and Learning – Building Practice Excellence’, ‘Empowering Students and Building School Pride’ and ‘Building Communities’ were our focus. A Key Improvement Strategy (KIS) was to build on the teaching of explicit reading comprehension strategies from Prep to Year 6. Our instructional model, incorporating the implementation of the High Impact Teaching Strategies (HITS), was reviewed and is now the basis for Literacy and Numeracy teaching in all classrooms. A Literacy Expectations booklet was created and documents expectations and an overview planner for each year level to ensure a consistent and developmental approach across the school. The explicit teaching of reading strategies was a focus for our Professional Learning Teams (PLTs), however, some of the associated AIP actions and professional development plans were modified to enable the implementation of remote learning. Peer observations and feedback sessions were not able to be conducted in 2020, however teacher teams collaborated very effectively during the periods of remote and flexible learning to provide a quality program for our students. School Staff Survey for 2020 shows that our School Climate was 87.5% endorsement, compared to the State average of 77.6%. Remote Learning also impacted on our KIS on Student Voice and Agency with programs like SALT, Buddies and SRC, as well as classroom practices having to be modified during this time. The opportunity for community involvement was limited during the extended periods of lockdown, however survey results showed our parent community were very supportive and appreciative of our staff and their positive feedback highlighted the teachers' online interactions with the students, their level of energy and enthusiasm on a daily basis and their responsive communication. We had a very high percentage of student engagement during this time and the students were able to return to the classroom with a minimum of disruption to their learning.

Achievement

Glen Iris Primary School continues to be recognised as a high performing school as evidenced by the Victorian Curriculum and NAPLAN results (not taken in 2020). An investment in teacher Professional Learning and the focus on the Education Department's Framework for Improving Student Outcomes (FISO) model has continued to have a positive impact on student outcomes. Over the period of the School Strategic Plan, 2017 to 2019, our NAPLAN data for Relative Growth in Reading (37% of students above Benchmark), Writing (32% of students above Benchmark) and Numeracy (41% of students above Benchmark) shows our students to be 'well above' similar schools. Our NAPLAN data between 2017 and 2019 shows 80% of our Year 3 students in the top two bands in Reading compared to 75% for similar schools and our Year 5 students have 61% in the top two bands which is the same as similar schools. Whilst our School Strategic Plan has had a focus on Reading, which has produced a positive impact on student outcomes,

during this period our Writing and Numeracy NAPLAN results have continued to be excellent. In the period between 2017 and 2019, our Year 5 students had 62% of students in the top two bands in Numeracy and 32% in Writing, compared to similar schools, with 50% in Numeracy and 27% in Writing in the top two bands. Due to NAPLAN not being conducted in 2020, our Teacher Judgement data was the basis for learning achievement. This data shows that 95% of students at Glen Iris achieved at or above the expected standards in English and Mathematics which is commensurate with similar schools and well above the state average. In 2020, teachers continued to use a wide variety of assessment, feedback and diagnostic tools to support each individual student at their point of learning. This ensured a consistency in the teaching and learning program across the school, whether onsite or during remote learning.

Engagement

Our stimulating learning programs cater for the individual needs of all students at Glen Iris primary School. Our average number of absence days in 2020 (7.3) is fewer than Similar School comparisons (8.7) and the State average (13.8). In 2020, every effort was made to ensure all students were participating in learning, either onsite or during remote learning, and our Attendance Rate by year level remained consistent across the school (at least 96%). The classroom and specialist teachers provide a wide range of teaching and learning opportunities. Teachers encourage students to become responsible for their learning, providing regular feedback and opportunities for independent decision-making. The continual upgrade of resources ensures digital technologies are integrated into all curriculum areas. In 2017, a 4-year plan was devised to upgrade and replace older, existing Interactive White Boards (IWBs) with Promethean Panels. In 2020, a further three Promethean Panels were purchased which completed this plan. Unfortunately many of our extension programs and optional extra-curricular activities for students were modified or unable to be held. With the implementation of remote and flexible learning, parents played a more active role on a day-to-day basis with their child's learning. This considerably strengthened our parent partnership process for learning. A particular focus in 2021 will be to continue to build on the active involvement of parents in the educative process. This will be done by continuing to offer parent education sessions and ensuring regular communication about teaching and learning in all year levels and specialist areas. We hope to reconnect with our community by bringing parents into the learning environment through parent information sessions, 'Parent Walk Throughs' and the further development of Individual Education Plans (IEPs). Parent education sessions planned for 2021 include Year Level Information sessions, Reading, Cyber Safety, Restorative Practice and Mathematics which will continue to strengthen relationships between school and home.

Wellbeing

At Glen Iris Primary School, we endeavour to provide a supportive and engaging learning environment for our students. The 4-year average in the Students Attitudes to School data shows that a high percentage of our students (80.6%) responded positively on Sense of Connectedness and Management of Bullying (83.0%). We take an active approach to student wellbeing and management with a range of programs on offer that target student self-esteem and resilience: The Resilience Program; the Resilience, Rights and Respectful Relationships (RRRR); Buddy Program; Life Education and Anti Bullying practices build lasting friendships and harmonious peer relationships. This whole school approach will continue to help students learn to focus on gratitude, mindfulness, empathy, problem solving, stress management and emotional literacy. In Term 1, all students participated in "Launch", our program to induct students into their new classes. Students worked with their teacher and classmates to learn more about what helps us be successful learners. In 2020, connections to local pre-schools was strengthened through information sessions run by a staff member about how to prepare for primary school. Our Prep Transition program, "Take Off", although slightly modified in 2020, 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 and familiar environment. The Prep/Year 6 Buddy program also contributes to developing the social confidence of both the Prep and Year 6 students. The Student Action Leadership Program (SALT) for students in Year 5 & 6 highlights leadership, personal responsibility and student choice leading to students becoming confident and adaptable to meet new challenges. In 2021, we will continue to prioritise the wellbeing of our students, staff and community through programs and the continued participation in 'The Resilience Project' and Restorative Practices. Our school motto, 'Aim High' and school values will continue to provide a consistent and high standard of student expectation to support learning and wellbeing.

Financial performance and position

Glen Iris Primary School's commitment to financial controls and management has enabled the school to end the 2020 school year in a sound financial position. This has enabled the school to meet the current and future needs of all students providing an enriching, nurturing environment, which promotes personal growth and academic achievement. In 2020, our students benefitted from the support programs offering reading intervention, Literacy and Numeracy support, speech therapy, occupational therapy and wellbeing programs. In line with the School Strategic Plan, the school has developed a 5-year financial plan to achieve its goals.

In 2020 Glen Iris Primary School like all schools and the Victorian community operated in an unprecedented environment due to COVID 19. Despite the financial constraints placed on our community by COVID 19 the GIPS parents continued their support in 2020 via their voluntary contributions to the Building, ICT/Library Fund and Buildings and Grounds Fund. This support and effective financial planning and management has allowed the school in 2020 to:

- Purchase three Promethean Panels to replace older existing IWBs in classrooms.
- Purchase three split systems for heating and cooling were installed in classrooms to replace older existing units
- Purchase two Hydrobank drinking water units installed in the playground to replace the older style drinking taps
- Build long jump pit and cover
- Complete the exterior painting of the school
- Continual improvement and maintenance of the school buildings, facilities and grounds also occurred in 2020 ensuring a safe and comfortable environment for our students, staff and parents.

We thank the whole GIPS community for their continued support in 2020.

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

Performance Summary

The Performance Summary for government schools 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 421 students were enrolled at this school in 2020, 187 female and 234 male.

10 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

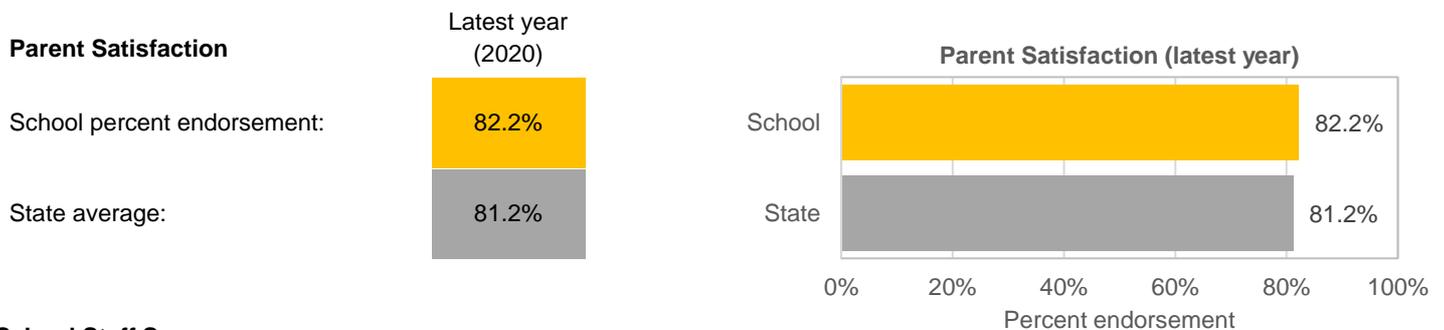
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

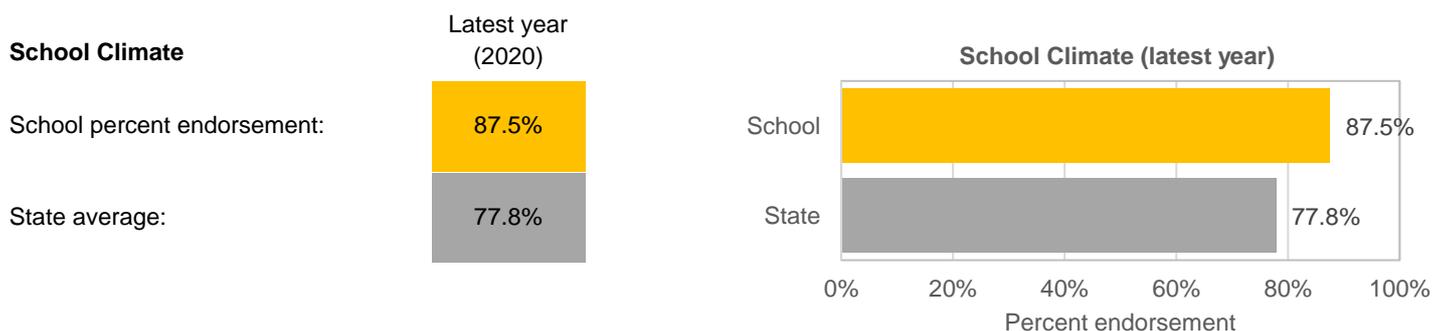


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

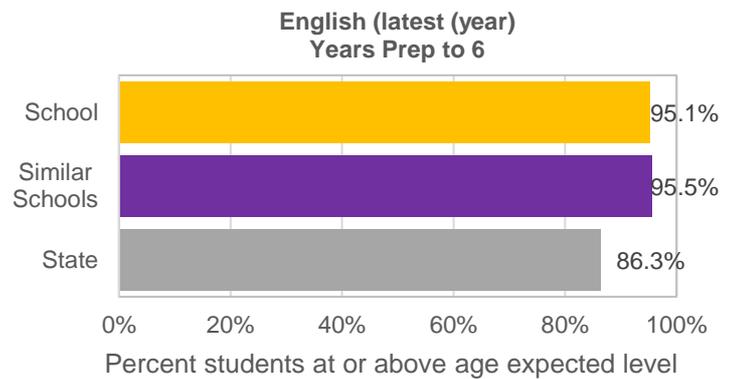
95.1%

Similar Schools average:

95.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

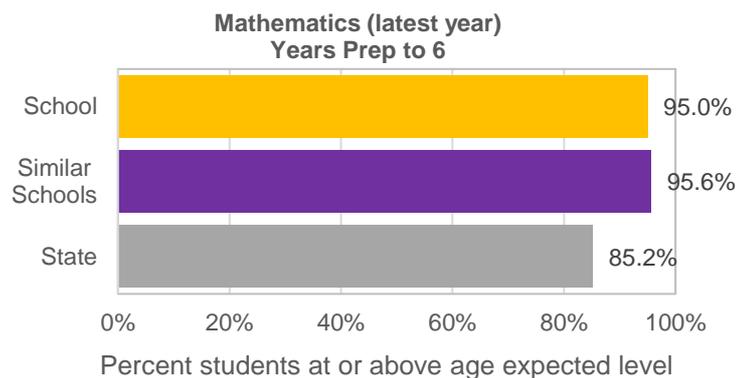
95.0%

Similar Schools average:

95.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

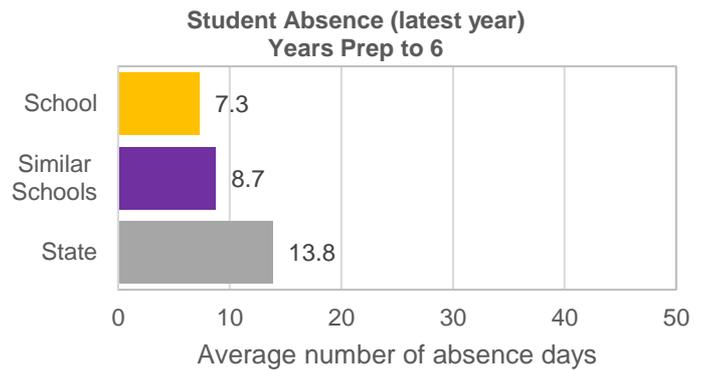
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.3	11.0
Similar Schools average:	8.7	12.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	96%	96%	97%	97%

WELLBEING

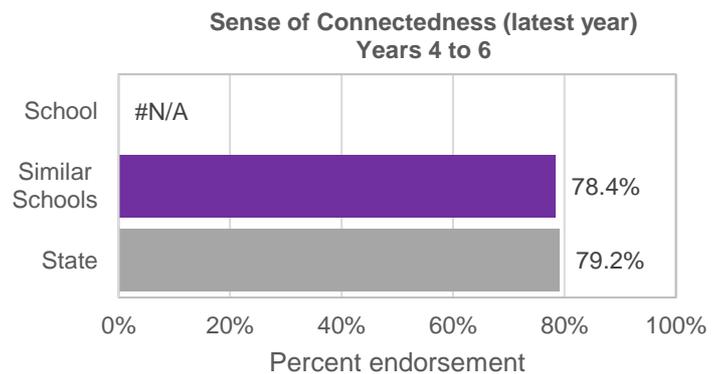
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.6%
Similar Schools average:	78.4%	79.9%
State average:	79.2%	81.0%



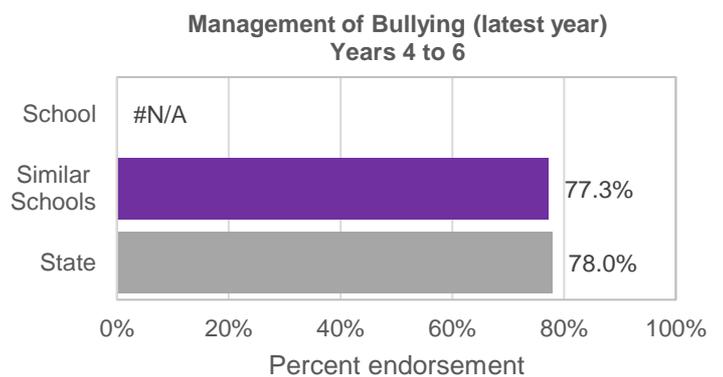
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.0%
Similar Schools average:	77.3%	79.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,336,552
Government Provided DET Grants	\$308,488
Government Grants Commonwealth	NDA
Government Grants State	\$4,550
Revenue Other	\$33,795
Locally Raised Funds	\$302,449
Capital Grants	NDA
Total Operating Revenue	\$3,985,835

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,359,703
Adjustments	NDA
Books & Publications	\$397
Camps/Excursions/Activities	\$31,850
Communication Costs	\$7,451
Consumables	\$72,408
Miscellaneous Expense ³	\$29,278
Professional Development	\$6,999
Equipment/Maintenance/Hire	\$64,900
Property Services	\$87,474
Salaries & Allowances ⁴	\$79,153
Support Services	\$61,589
Trading & Fundraising	\$26,853
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$30,283
Total Operating Expenditure	\$3,858,340
Net Operating Surplus/-Deficit	\$127,495
Asset Acquisitions	\$12,142

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$219,947
Official Account	\$119,165
Other Accounts	\$85,615
Total Funds Available	\$424,727

Financial Commitments	Actual
Operating Reserve	\$72,338
Other Recurrent Expenditure	\$14,254
Provision Accounts	NDA
Funds Received in Advance	\$59,439
School Based Programs	\$153,305
Beneficiary/Memorial Accounts	\$173,928
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$23,800
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$497,065

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.