

2022 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 of the previous calendar year 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 24 April 2023 at 11:50 AM by Deborah McDermott (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 12:11 PM by Kirsty Watts (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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. Our aim is to nurture and develop individuals to become resilient and adaptable and will acquire a lifelong love of learning and the skills and attitudes necessary to function successfully in a sustainable global society. Our school values are Gratitude, Resilience, Honesty, Respect and Empathy. As a community we understand that we are responsible for ensuring that we try our best and have a positive impact on the learning of others, that a safe learning environment is provided for everyone and that we treat others fairly and with respect. In 2022, 25 equivalent full time teaching staff, 6 Educational Support Staff and 2 principal class supported 390 students, 175 female and 213 male. With 45 students speaking a language other than English and 3 Indigenous student, school's SFOE band value is deemed Low, we endeavour to honour diversity and a shared sense of belonging and respect; supported through Cultural Diversity studies, the flying of the Aboriginal and Torres Strait Island Flags and the Acknowledgement to Country. Additional learning opportunities exist through the school's specialist programs, Visual and Performing Arts, French and Physical and Sport Education. A range of additional and extra - curricular opportunities including STEAM, Maths Olympiad, private instrumental lessons, musical productions, swimming, camping programs, sporting clinics, and lunch-time clubs such as choir, dance, coding, and chess club also enhance student learning programs. The School Council and its sub committees ensure that parents' views are regularly represented and expressed through an organised, cohesive and focused body. School policies are developed through the vehicle of the Council ensuring that they represent both the spirit and the culture of the school and its community. Located in Melbourne's eastern suburbs, approximately 10 kilometres from the city centre, Glen Iris Primary School is situated near Ferndale Park and Glen Iris Park and part of the City of Boroondara.

Progress towards strategic goals, student outcomes and student engagement

Learning

Excellence in Teaching and Learning - Building Practice Excellence and Curriculum Planning and Assessment.

A whole school, evidence based instructional model is being developed. Work began by looking at our current models in Literacy and Numeracy and cross referencing against current practice as well as the HITS (High Impact Teaching strategies) model recently released by DET. Our aim is for this model to provide the framework for improved consistency of practice and high expectations across all curriculum areas from Foundation to Grade 6. Further work on gaining a deeper understanding of formative assessment has ensured regular use of data and a more targeted approach to teaching. Compass was used in 2022 for data storage, analysis and student reporting.

Developing PLC (Professional learning Communities) leaders at GIPS was a school goal. In Term 1 PLC leaders worked with Natalie Kiriati on building the capacity of PLC leaders and in Term 2 PLC Leaders were further coached by PLC specialist Marge Orme.

Teacher assessment data indicates our students are performing at a higher level to students in similar schools and ahead of state averages, with 90% of students at or above the expected levels in English and 91.8% at or above in Mathematics.

2022 NAPLAN data indicated a high percentage of our students were in the top 2 bands in all areas compared to state and similar schools; Grade 3 Reading 84% compared to similar schools 76%, Writing 80% compared to similar schools 67%, Numeracy 60% compared to similar schools 54%. Grade 5 Reading 82% compared to similar schools 65%, Writing 53% compared to similar schools 42% and Numeracy 71% compared to similar schools 41%.

Every day our staff engage with students and families to live the values our school promotes. Our Parent Satisfaction survey results for 2022 indicated a positive endorsement of 81.1% and our students reported a strong sense of connectedness with 90% positive endorsement.

Wellbeing

At Glen Iris Primary School, we endeavour to provide a supportive and engaging learning environment for our students. The Students' Attitude to School data shows that a high percentage of our students responded positively on Sense of Connectedness and Management of Bullying. 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; Respectful Relationships; Buddy Program; Life Education and Anti Bullying practices build lasting friendships and harmonious peer relationships. 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 2022, connections to local pre-schools was strengthened through information sessions run by a staff member about how to prepare your child for primary school and Story-Time afternoons were conducted in Term 2. 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 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 Glen Iris Primary School leadership, personal responsibility and student choice leading to students becoming confident and adaptable to meet new challenges. Results from the Student Attitudes to Schooling survey indicate high levels of student safety and connectedness to school, peers and teachers. We continue to develop student wellbeing through the 'The Resilience Project' incorporating the eight topics of Social and Emotional Learning of the Resilience, Rights and Respectful Relationships (RRRR). This whole school approach will continue to help students learn to focus on gratitude, mindfulness, empathy, problem solving, stress management and emotional literacy.

Engagement

Our stimulating learning programs cater for the individual needs of all students. Our average number of absence days, 6% shows we are above Similar School comparisons, that being 10%. 90% of students from Grade 4 - Grade 6 felt the program was differentiated to cater for their needs, as opposed to 80% in similar schools. 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. Student Voice and Agency was a focus for our staff in 2022. We offered a variety of curriculum challenges, inspiration programs, support programs, extension programs and optional extra-curricular activities for students. These included our Prep to Year 6 camping program, a variety of

House Sports carnivals, Tournament of the Minds, Maths Olympiad, Inspire program, Maths extensions and support, reading intervention, PMP, Kidshope, Buddy programs, Kinder buddies and School Production, Harmony Week, Smoking Ceremony, National Simultaneous Storytime, Science Week, Life Education Van and Swimming lessons. Music tuition was provided by external tutors in guitar, piano, drums and singing. Students were also able to access out of school hour lessons in tennis, soccer, coding, Taekwondo and dance. This extensive array of enrichment and extra curricula programs ensure all students are exposed to a range of learning activities and environments.

Financial performance

Glen Iris Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2022 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 2022, our students benefited from various support programs offered at Glen Iris Primary School which included, well-being programs, reading intervention, Literacy and Numeracy tutoring & support, speech therapy and occupational therapy. A successful sporting program was only enriched with 3 successful sporting schools grants received totaling \$ 13,200. This enabled the school to offer an enriched sporting program offering Tennis, Gymnastics and Hockey coaching as well as the purchase of sporting equipment. GIPS was successful in receiving \$25,000 Grant for a shade sail. GIPS like all schools and the Victorian community continued to operate in a challenging environment following to the impact of COVID 19 in 2021 & 2020. Despite the financial constraints placed on our community, GIPS parents continued their support in 2022 via their voluntary contributions to the School Contributions, Building Fund & ICT/Library as well as the successful fundraising activities via the Parents Association. The PA successfully raised \$31,275. This support and effective financial planning and management enabled, 5 new Promethean Panels & mobile trolleys - \$19,100, Library Steam Furniture - \$15,737, Installation First aid touchless tap - \$ 1,020, New Ground Tactiles - \$ 14,459, Playground Updates - \$ 60,998 and outdoor classroom Shade Sail - \$ 30,030.

We thank the GIPS community, students, staff, parents & community for the continued support in 2023.

For more detailed information regarding our school please visit our website at
glen.iris.ps@education.vic.gov.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 2.0 (FISO 2.0).

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 389 students were enrolled at this school in 2022, 176 female and 213 male.

12 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).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

| Parent Satisfaction | Latest year (2022) |
|----------------------------------|--------------------|
| School percent endorsement: | 81.1% |
| State average (primary schools): | 79.9% |

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.

| School Climate | Latest year (2022) |
|----------------------------------|--------------------|
| School percent endorsement: | 74.3% |
| State average (primary schools): | 73.4% |

LEARNING

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
(2022)

School percent of students at or above age expected standards:

95.3%

Similar Schools average:

95.5%

State average:

87.0%

Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

96.9%

Similar Schools average:

95.4%

State average:

85.9%

LEARNING (continued)

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.*

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

| Reading Year 3 | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 95.6% | 90.8% |
| Similar Schools average: | 89.7% | 89.8% |
| State average: | 76.6% | 76.6% |

| Reading Year 5 | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 92.2% | 91.3% |
| Similar Schools average: | 87.1% | 86.1% |
| State average: | 70.2% | 69.5% |

| Numeracy Year 3 | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 93.3% | 89.6% |
| Similar Schools average: | 79.8% | 83.1% |
| State average: | 64.0% | 66.6% |

| Numeracy Year 5 | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 86.3% | 88.7% |
| Similar Schools average: | 73.0% | 77.9% |
| State average: | 54.2% | 58.8% |

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).

| Sense of Connectedness Years 4 to 6 | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent endorsement: | 90.2% | 85.6% |
| Similar Schools average: | 75.8% | 77.4% |
| State average: | 78.1% | 79.5% |

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).

| Management of Bullying Years 4 to 6 | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent endorsement: | 88.8% | 84.1% |
| Similar Schools average: | 73.3% | 76.4% |
| State average: | 75.8% | 78.3% |

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.

| Student Absence Years Prep to 6 | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 17.4 | 11.2 |
| Similar Schools average: | 19.2 | 12.9 |
| State average: | 23.3 | 17.0 |

Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 91% | 90% | 92% | 92% | 91% | 91% | 92% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,245,429 |
| Government Provided DET Grants | \$160,419 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$31,800 |
| Revenue Other | \$14,880 |
| Locally Raised Funds | \$479,780 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,932,308 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$5,000 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$5,000 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,227,946 |
| Adjustments | \$0 |
| Books & Publications | \$4,190 |
| Camps/Excursions/Activities | \$207,447 |
| Communication Costs | \$4,946 |
| Consumables | \$69,141 |
| Miscellaneous Expense ³ | \$38,497 |
| Professional Development | \$6,823 |
| Equipment/Maintenance/Hire | \$42,999 |
| Property Services | \$140,846 |
| Salaries & Allowances ⁴ | \$150,044 |
| Support Services | \$79,841 |
| Trading & Fundraising | \$52,882 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | (\$850) |
| Utilities | \$32,804 |
| Total Operating Expenditure | \$4,057,557 |
| Net Operating Surplus/-Deficit | (\$125,249) |
| Asset Acquisitions | \$27,300 |

- (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 25 Feb 2023 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 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$168,152 |
| Official Account | \$18,927 |
| Other Accounts | \$121,540 |
| Total Funds Available | \$308,619 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$120,003 |
| Other Recurrent Expenditure | \$5,185 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$44,045 |
| School Based Programs | \$9,889 |
| Beneficiary/Memorial Accounts | \$249,500 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$428,622 |

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.