

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 21 March 2025 at 01:55 PM by Madeleine Tippens (Principal)

- As executive officer of the school council, I attest that this 2024 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 March 2025 at 08:45 AM by Madeleine Tippens (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Glen Iris Primary School (GIPS) is committed to fostering a supportive and inclusive community where every child can thrive. In 2024, the school collaboratively developed a vision, which was launched at the end of the year. The school's vision, *"Growth through belonging; a community where every child thrives"* highlights its focus on student growth and development in an environment where students feel connected and supported.

Located in the metro-Melbourne suburb of Glen Iris, Victoria, the school serves a vibrant local community, with a strong emphasis on academic and emotional development. With 22.3 full-time equivalent teachers, two Principal-class staff, and 4.6 Education Support staff who encompass Administration, Teacher Aide, and Psychologist roles, GIPS is supported by a dedicated team of teaching and non-teaching staff who work together to provide a well-rounded educational experience for all students. GIPS caters to a diverse student body of 395 students (177 female and 218 male) including 127 students whose main language is not English at home and 36 students with disabilities reported to the Nationally Consistent Collection of Data (NCCD).

The school's values—empathy, honesty, resilience, gratitude, and respect—are embedded in every aspect of school life. These values shape the way students interact with each other, approach their learning, and contribute to the broader community.

GIPS has a strong focus on academic excellence and emotional well-being. The school offers a comprehensive curriculum that includes literacy, numeracy, STEM, the arts, and physical education, ensuring that students receive a balanced and engaging education. In 2024, after months of community, staff and student consultation, the school changed its Language Other Than English from French to Spanish.

With a strong community spirit, GIPS is known for its inclusive environment, high expectation teaching practices, and commitment to helping each child reach their full potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Glen Iris Primary School made significant strides toward improving student learning outcomes by aligning its strategies with its goals for literacy and numeracy. A key focus was optimising these outcomes for all students, which was achieved through the relaunch of the Professional Learning Community (PLC). This initiative aimed to build teacher capacity in data and assessment literacy, ensuring that teaching and learning met students' needs at their point of learning. Led by members of the School Improvement Team (SIT), the school successfully implemented PLCs across all year levels. The impact of this initiative was evident in staff reflections on how the culture of PLCs had vastly improved at GIPS. This was supported by the

results of the staff survey, which reported a positive school climate of 85.3%, significantly above the state average.

Each PLC team, working in multi-year level groups, focused on identifying areas for improvement based on student data. Teams conducted research, reflected on their findings, and developed targeted strategies and activities aimed at addressing these areas. The cycle concluded with reflections and next steps, ensuring continuous improvement in teaching and curriculum. Another highlight of the school's progress was the development of school-wide scopes and sequences in writing and number sense, aligning them from Foundation to Grade Six. This initiative was supported by learning specialists and proved to be highly successful.

In addition, the school focused on refining its consistent approach to teaching writing, building on the previous year's improvement efforts. With the support of an educational consultant, staff participated in learning walks to observe the application of GIPS' instructional model for writing. This work positively impacted student outcomes, with 96.6% of students meeting or exceeding expected levels in English (up from 95.5% in 2023) and 97.4% in mathematics (up from 96.4% in 2023)—both above state and similar school averages. NAPLAN data showed improvement for the Grade 3 cohort, although the Grade 5 cohort showed less progress. Notably, the Grade 5 cohort in 2023 had 63 students, while in 2024, there were 43 students, which had an impact on the data in 2024. Despite this, a particular focus was placed on extending learning for Grades 4-6, with an emphasis on refining the curriculum to support high-achieving students. In 2024, the school also embedded systematic and synthetic phonics for students needing additional support in grades one through four and with all foundation students. The goal in 2025 is for systematic and systemic phonics to be embedded foundation through grade two.

Wellbeing

In 2024, Glen Iris Primary School made significant strides in enhancing the social and emotional wellbeing of all students. This effort followed a thorough evaluation in 2023, where the school assessed the effectiveness and consistency of its wellbeing approach. The investigation led to the creation of two new roles in 2024: a Wellbeing Officer and a Leading Teacher of Wellbeing and Inclusion. These additions were central to the school's focus on improving wellbeing support across all grade levels. Based on the 2023 assessment, the school introduced The Berry Street Education Model in 2024.

The Wellbeing Officer was tasked with providing triaged support to students, offering 1:1 or group sessions as needed throughout the year. The school's efforts in 2024 centred on integrating these new positions effectively, ensuring a coordinated approach to supporting student wellbeing. A key component of this approach included the implementation of whole-school strategies such as Morning Circles, restorative practices, Ready to Learn Plans, and explicit teaching on the science of stress in the body. In Term One, Morning Circles based on the Berry Street Education Model were successfully introduced across all grades, followed by the rollout of Ready to Learn Plans in Term Two. Notably, parent opinion about children feeling safe at school increased from 90% in 2023 to 93% in 2024.

Despite these improvements, the school identified challenges, particularly in fostering resilience. Data from the Attitudes to School Survey (ATOSS) revealed that only 5% of students in Grades 4-6 reported high resilience. After focus groups, the leadership team believes this may be a result of misunderstanding the survey questions in the ATOSS survey. Despite this, the school focused on explicit instruction around resilience, emphasizing the importance of managing frustration.

Additionally, the school worked to increase help-seeking behaviours, with a notable improvement in the number of students in Grades 4-6 reporting positively on help-seeking in the survey.

To further support its wellbeing initiatives, the school prioritized sharing information with the community, hosting two successful evenings with experts Dr. Michael Carr-Gregg and Dr. Bridget McPherson, who provided valuable insights into mental health and wellbeing.

Engagement

In 2024, the average student attendance at Glen Iris Primary School was 18.4 days, slightly lower than similar schools and below the state average. Attendance rates varied across year levels, ranging from 91-92% in Foundation to Grade Five, with Grade Six showing a slightly lower rate of 89%. To improve student engagement, the school implemented several initiatives aimed at building student agency to maximize learning growth.

One of the key initiatives was the launch of the STEM Design Thinking class, which emphasized student agency and provided opportunities for students to take charge of their learning in a collaborative, problem-solving environment. Additionally, the school introduced the Student Voice and Agency Student Action Leadership Team (SALT), which took on a leadership role in driving focus groups and initiatives designed to enhance student voice and agency.

A renewed focus was placed on fostering student leadership through regular student representation and involvement. SRC meetings were held fortnightly, ensuring students had an active role in school decision-making. SALT members were included in every assembly, offering a platform for students to share their ideas and concerns. To further promote engagement, student focus groups were organized to gain insights into how to improve student voice and agency. Assemblies were also designed to be more student-centred, providing a space for students to actively contribute to school life and celebrate their achievements.

These initiatives reflect the school's commitment to creating an environment where students feel empowered to take ownership of their learning and have a meaningful voice in the school community.

Other highlights from the school year

The year 2024 was filled with numerous highlights, each contributing to the vision of growth through belonging and fostering a community where every child thrives. The school's Foundation through Grade Six Camp Program continued to be a cornerstone in building resilience and a sense of belonging among students. The return of the biennial school performance, "GIPS Got Talent," was a remarkable event, showcasing the collaborative spirit of our students as they worked together to create something special.

In addition to these key events, the school held several whole-school celebrations that brought the community together. Our Harmony Day and Book Week parades, Footy Day, and Halloween Disco allowed students and families to engage and celebrate in an inclusive and spirited environment. House Spirit was also at the forefront in 2024, with events such as Big Days In, House Cross Country, House Athletics Carnival, and House Swimming Carnival encouraging

friendly competition and teamwork. The school's connection to local Elder Uncle Glenn, who led us in meaningful Smoking Ceremonies, further deepened our sense of community and cultural respect.

These events reflect our commitment to creating an environment where students feel a deep sense of connection, belonging, and support, allowing them to thrive as individuals and as part of a greater community.

Financial performance

Glen Iris Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2024 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.

The school's overall financial position as of 31 December 2024 is stable, with total available funds amounting to \$627,486 across various accounts, including a high-yield investment account of \$407,508. Total operating revenue for the year was \$4,567,308, primarily driven by the Student Resource Package (\$3,588,576) including \$5000 in equity funding. The school also received additional government funding, including \$8,447 in Commonwealth government grants and \$3,650 in State government grants. These funding sources contributed to the school's ability to manage its operating expenditures of \$4,404,511, leading to a net operating surplus.

In terms of extraordinary items, the school used a bequest donation to build four performing art break-out rooms to be used by third-party music teachers or school staff. The school also used funds from its Library Fund and Buildings and Grounds Fund to purchase school iPads and renovate classrooms. The school was successful in an emergency grant to renovate school portables managed by the Victorian School Buildings Authority (VSBA).

Regarding contracts and agreements, there were no new significant contracts entered into by the school council in 2024. The school continued to manage its third party contracts effectively including its Out of Hours School Care (OHSC) provider and third-party contracts. Notably, numbers improved in our OHSC from 2023 to 2024.

The funding sources reflect a balanced mix of government allocations, fundraising efforts, and community contributions, ensuring the school's continued growth and success.

**For more detailed information regarding our school please visit our website at
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 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

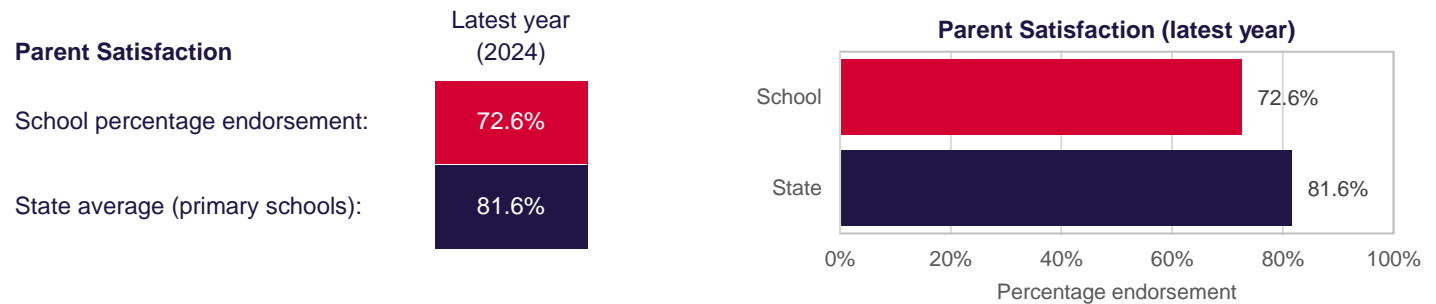
A total of 395 students were enrolled at this school in 2024, 177 female and 218 male.
12 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

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**

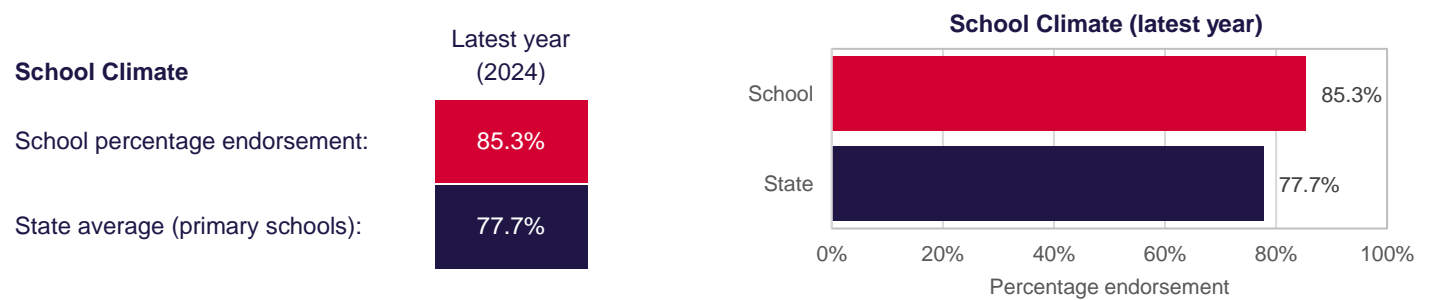
Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian 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.



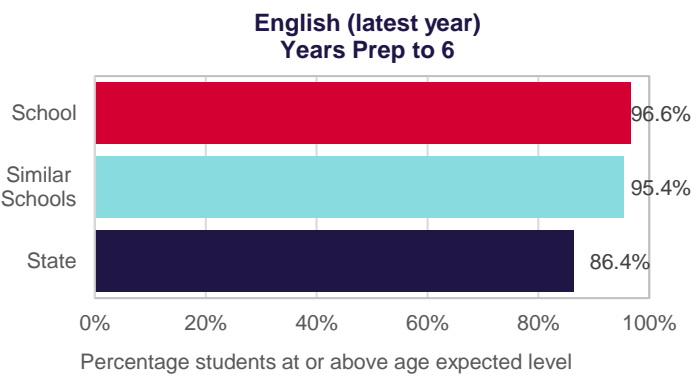
LEARNING

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.

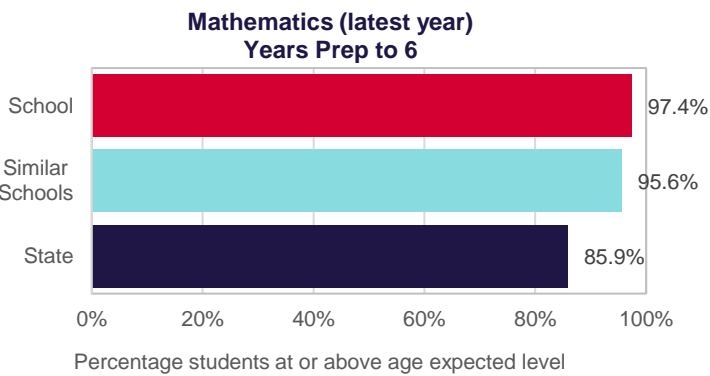
Teacher Judgement of student achievement against the Victorian Curriculum

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

| English Years Prep to 6 | Latest year (2024) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 96.6% |
| Similar Schools average: | 95.4% |
| State average: | 86.4% |



| Mathematics Years Prep to 6 | Latest year (2024) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 97.4% |
| Similar Schools average: | 95.6% |
| 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.

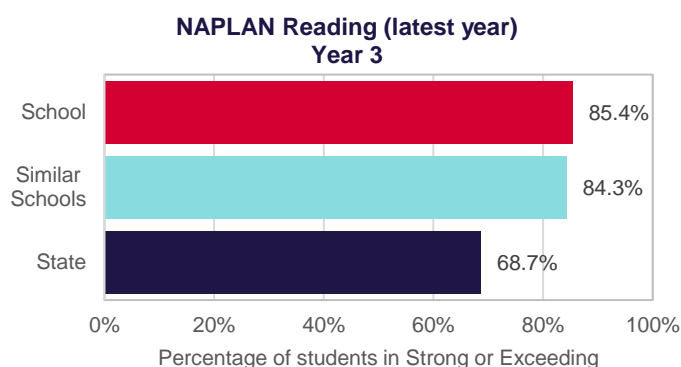
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

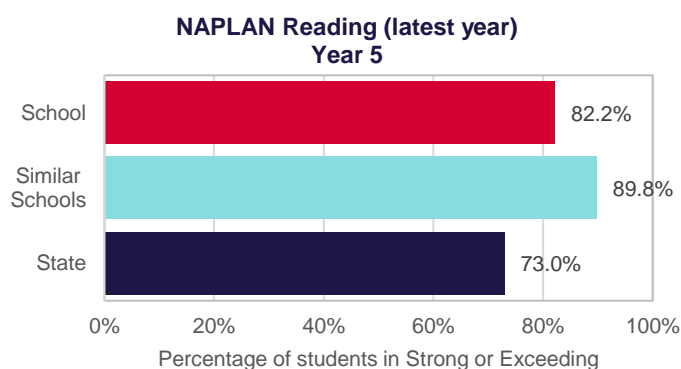
Reading Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 85.4% | 92.0% |
| Similar Schools average: | 84.3% | 85.1% |
| State average: | 68.7% | 69.2% |



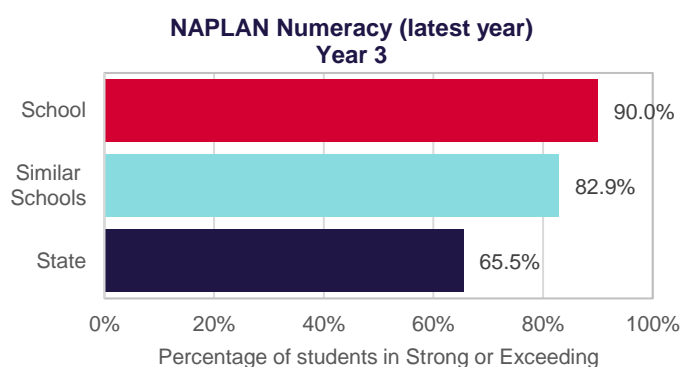
Reading Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 82.2% | 88.6% |
| Similar Schools average: | 89.8% | 90.5% |
| State average: | 73.0% | 75.0% |



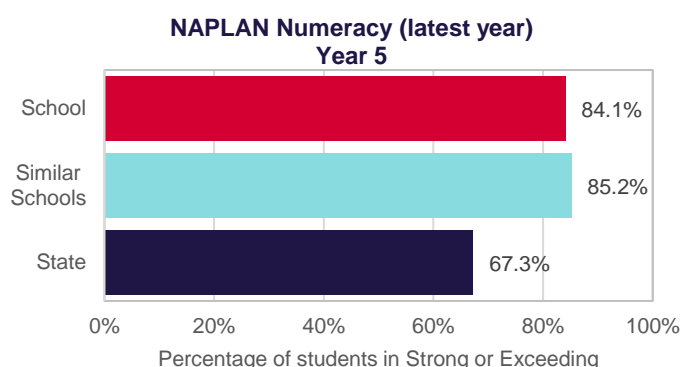
Numeracy Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 90.0% | 93.8% |
| Similar Schools average: | 82.9% | 83.9% |
| State average: | 65.5% | 66.4% |



Numeracy Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 84.1% | 89.4% |
| Similar Schools average: | 85.2% | 85.5% |
| State average: | 67.3% | 67.6% |



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

95.6%

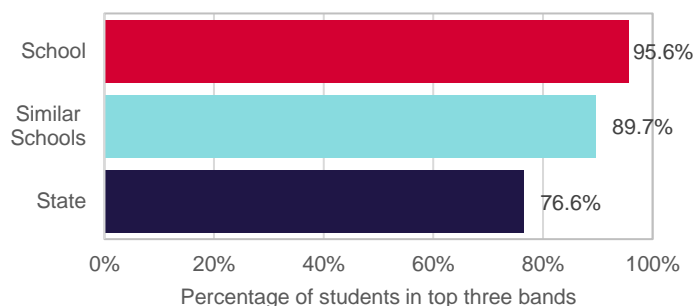
Similar Schools average:

89.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

92.2%

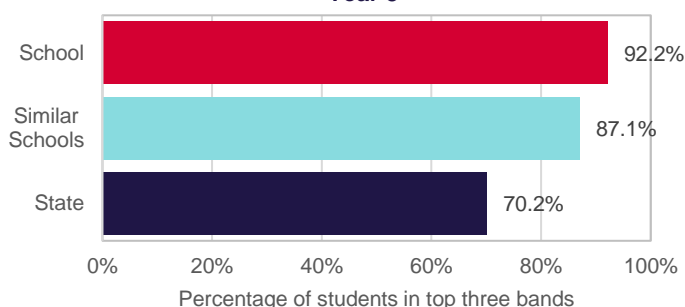
Similar Schools average:

87.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

93.3%

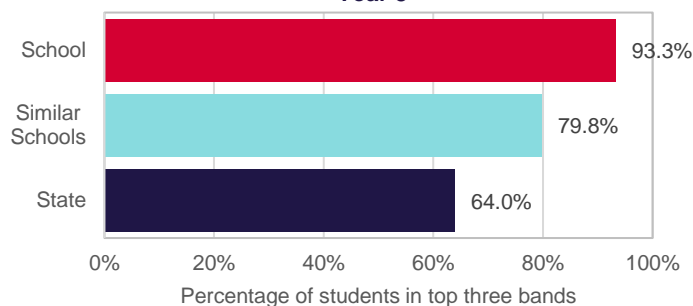
Similar Schools average:

79.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

86.3%

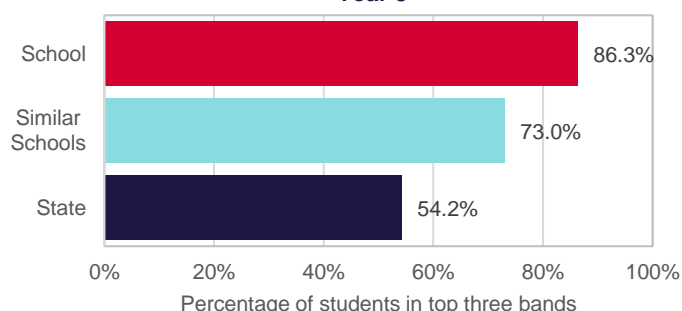
Similar Schools average:

73.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

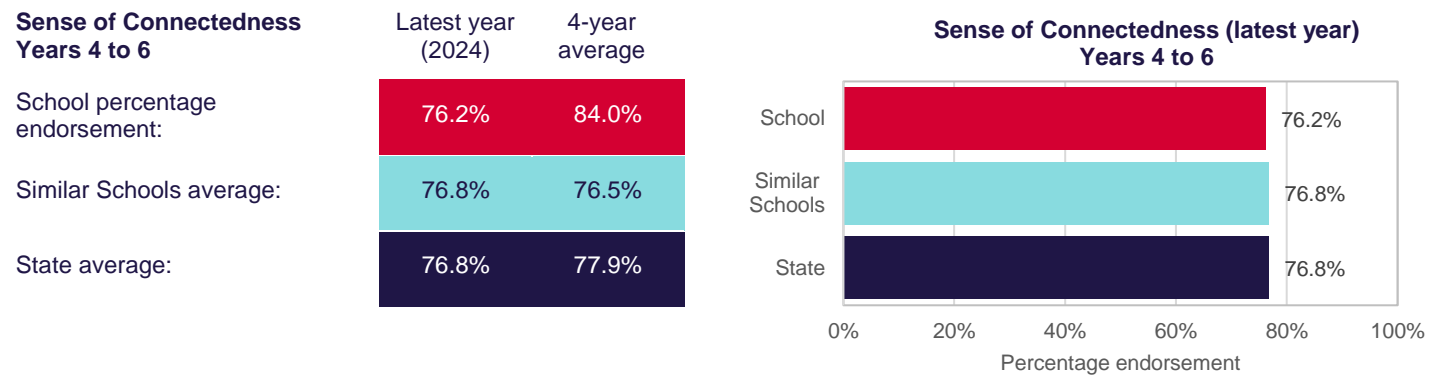


WELLBEING

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.

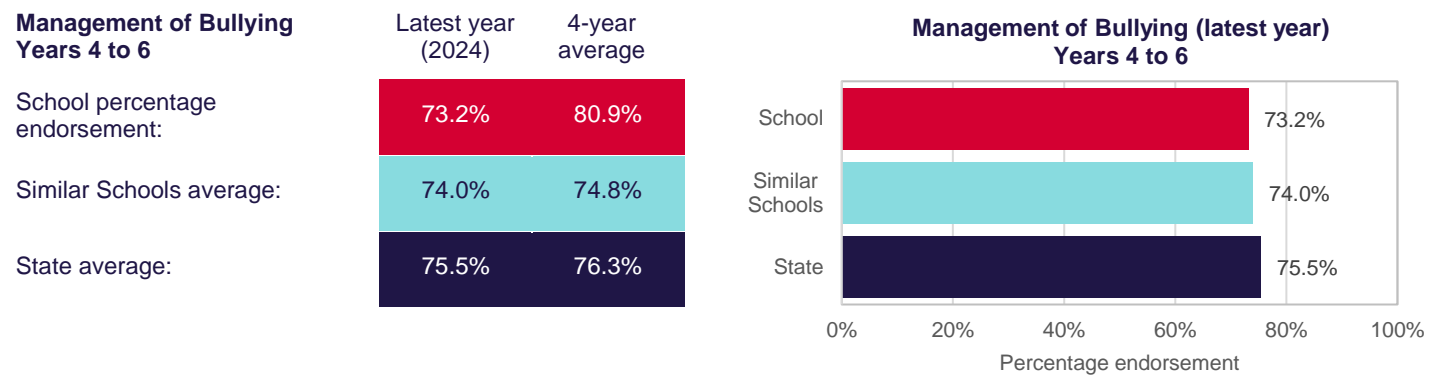
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

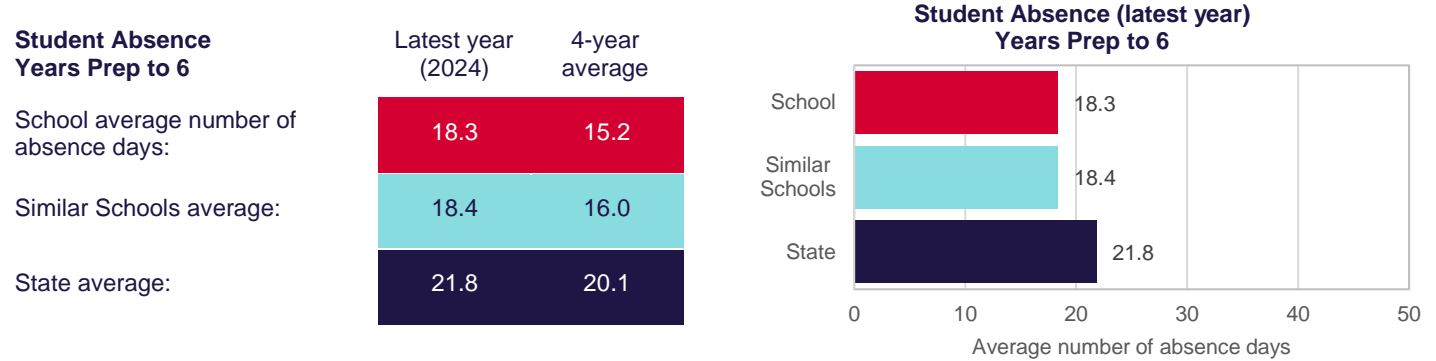


ENGAGEMENT

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.



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 (2024): | 91% | 92% | 92% | 90% | 90% | 91% | 89% |



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,588,576 |
| Government Provided DET Grants | \$467,939 |
| Government Grants Commonwealth | \$8,447 |
| Government Grants State | \$3,650 |
| Revenue Other | \$25,856 |
| Locally Raised Funds | \$472,839 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,567,308 |

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

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,525,796 |
| Adjustments | \$0 |
| Books & Publications | \$4,224 |
| Camps/Excursions/Activities | \$203,120 |
| Communication Costs | \$3,931 |
| Consumables | \$94,123 |
| Miscellaneous Expense ³ | \$40,330 |
| Professional Development | \$14,752 |
| Equipment/Maintenance/Hire | \$55,781 |
| Property Services | \$50,194 |
| Salaries & Allowances ⁴ | \$127,329 |
| Support Services | \$220,497 |
| Trading & Fundraising | \$26,944 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$37,489 |
| Total Operating Expenditure | \$4,404,511 |
| Net Operating Surplus/-Deficit | \$162,797 |
| Asset Acquisitions | \$11,825 |

- (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 16 Feb 2025 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 2024

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$407,508 |
| Official Account | \$84,120 |
| Other Accounts | \$135,858 |
| Total Funds Available | \$627,486 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$146,452 |
| Other Recurrent Expenditure | \$589 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$216,194 |
| School Based Programs | \$45,000 |
| Beneficiary/Memorial Accounts | \$135,859 |
| 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 | \$544,095 |

All funds received from the Department of Education, 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.