

## 2015 Annual Report to the School Community

Glendal Primary School

School Number: 5010



Name of School Principal:

Deborah Grosseck

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Name of School Council President:

Divya Sharma

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Date of Endorsement:

21 March 2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Glendal Primary School promotes a high standard of teaching and student wellbeing programs which foster a spirit of inquiry and a love of learning. Our school's vision is to prepare our students so that they thrive within a global community in the challenging, complex 21st-century world.

Our dynamic and professional learning environment is underpinned by a sense of energy and purpose, with highly engaged students and a motivated and caring staff. We aspire to the provision of a positive and supportive environment with high expectations and personalised care for all students and staff.

Our curriculum has a strong emphasis on literacy and numeracy with structures and practices that promote successful individualised learning outcomes for students.

Our aim is to extend knowledge, challenge thinking, provide choices and opportunities and ignite passions across the AusVELS curriculum. We will be adopting the new Victorian Curriculum in 2017.

The school was opened in 1971 and since 2007 has been largely rebuilt. It is situated on 2.5 hectares of land in Glen Waverley, an eastern residential suburb of Melbourne approximately 20 km from the central business district. Whilst many of our students live in the neighbourhood area, some families travel from near-by suburbs to attend the school. Enrolments are currently limited to families living in our enrolment zone to ensure the ample provision of resources and curriculum opportunities. The overall socio-economic profile of the school community is high. The number of students enrolled at our school varies between 860 and 880 students in any one year.

We employ a high quality and dedicated staff who all work together to ensure that we maintain our high standards for the benefit of our students. The school is led by a Principal and 2 Assistant Principals along with a leadership team which includes 4 Leading Teachers all of whom have a curriculum and student learning improvement focus within their roles.

Our very modern facilities include recently built classrooms and an Administration building housing a Conference Room, Community Room (Mi Café – Meet and Inform), Health Centre and Staffroom. Our school also features an Arts Centre, Library and Computer Lab and a Science building incorporating six classrooms and literacy spaces for Reading Recovery and English as an Additional Language (EAL).

The full-sized gymnasium and Performing Arts Centre accommodates weekly assemblies, concerts and musical performances as well as music and physical education classes. Glendal is proud of its rich history, tradition of educational excellence and outstanding facilities which continue to grow and improve.

We extend all children's emotional and intellectual growth and, in addition, support the learning of our gifted and talented students as well as those that require additional support. A range of special programs, teacher aides and expert teachers are available for support. Our differentiated learning programs are underpinned by a comprehensive Student Wellbeing program.

We offer a wide range of specialist programs including a unique specialist Science and Technology program. In addition, our Years 1 to 4 students are all involved in a Robotics program with a pre-robotics 'Simple Machines' program being offered to all Prep students and Junior First Lego League robotics to the Year 1 students. Children in Years 4 to 6, with special talents and interests in Robotics, are able to extend their learning further and, where the opportunity exists, compete against other schools in RoboCup and First Lego League competitions locally, nationally and internationally.

Other specialist programs include PE and Sport, Music and Performing Arts, Visual Arts and two Languages Other Than English (Mandarin in Prep to Year 6 and French in Years 5 and 6). These languages are offered by our local secondary colleges.

Opportunities are provided for students to excel in programs such as the Science Talent Search, Chess, Robotics, the RACV Energy Breakthrough Competition; a wide range of sports, film making, choir, Senior and Junior Band and Performing Arts productions. Most importantly, each student's learning needs are catered for in every classroom every day through our differentiated curriculum.

Our Global Relations program includes regular student exchanges with our sister schools in the USA (Pennsylvania and Hawaii), St Petersburg and Christchurch, New Zealand. Our students also have the opportunity to work with other students and teachers from Our Joint Environmental Mission (JEM) sister schools every four to five years at the Earth Summit in Pennsylvania (2009 and 2014). The next Earth Summit is planned for 2018. The JEM program is an integral part of our school wide 'Sustainability and the Environment' program. To further enrich our senior school French program we offer a one week immersion study tour every alternate year to Noumea, New Caledonia. The next study tour will be held in September 2016.

## Achievement

Student achievement and relative growth results in NAPLAN are very high, particularly in numeracy, with students across a wide range of abilities making excellent growth in literacy and mathematics learning between years 3 and 5. Learning Gain results show that there are fewer than expected students achieving low learning gains and more students than expected showing high learning gains. Learning Gain results in Spelling and Writing have also improved since 2014. AusVELS results for English have also improved to being higher than those of similar schools.

Following our School Review in 2014 we identified areas of improvement in literacy with a particular focus on Speaking and Listening and Writing competencies. School action to promote improvements includes further developing teacher capacity to make objective judgments of student achievement, strengthen the use of data to drive learning and building the capacity of students to self-evaluate. Refined moderation practices, teacher professional development and ongoing student achievement data collection methods have produced gains in our comparative results in English as measured against other schools. We are making excellent progress towards achieving these goals.

## Engagement

Student absences for 2015 are low and similar to schools with a similar demographic profile. The average absence days per student in years Prep to 2 was 13.5 days and an average of 11 absence days per student in Years 3-6. Younger students do experience more illness. The main reasons cited by parents for student absence are family holidays and student illness. A significant number of our families take extended family holidays, mostly overseas, each year. We are working on addressing attendance and in particular student late arrivals at school with newsletter articles and letters to individual families.

Our goal in this area is to improve student engagement and motivation to learn by enhancing the physical, social, emotional and academic experiences provided for students. We are working to strengthen student engagement, creativity and self-expression whilst building on teacher capacity to implement agreed pedagogy related to increased student engagement.

## Wellbeing

Student connectedness to school data, as measured by the annual Student Attitudes to School Survey, is very good and similar to that of other schools. Our goal is to further enhance the wellbeing and emotional resilience of all students. We aim to improve social connectedness through improving communication with the community about school wellbeing programs. We are currently progressing with our programs and strategies towards becoming an e-smart school and will introduce Tribes agreements across the school in 2016.

## Productivity

Glendal Primary School is well staffed with a wide range of talented and specialist teachers and support staff. We are led by one Principal and 2 Assistant Principals. The leadership team includes 4 Leading Teachers whose roles include curriculum development and improvement across the school and in with a focus in the areas of mathematics, English, science, curriculum development and Assessment and Reporting. The school has 58.24 full time equivalent staff including 49.51 teachers and 8.73 Education Support Staff.

Our goal is to improve the Performance and Development culture in the school. We are continuing to structure a professional development program, including induction, which addresses priority learning areas and aligns with goals in Staff Performance and Development Plans.

For more detailed information regarding our school please visit our website at  
<http://www>

## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 871 students were enrolled at this school in 2015, 427 female and 444 male. There were 43% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



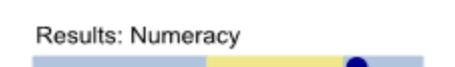
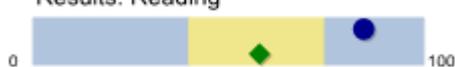
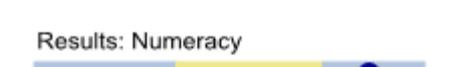
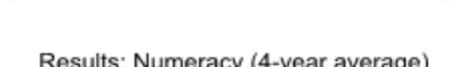
## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b> No Data Available</p> <p><b>Mathematics</b> No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Higher</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>54%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>47%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>46%</td> <td>48%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>46%</td> <td>44%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>47%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	54%	27%	Numeracy	14%	47%	38%	Writing	6%	46%	48%	Spelling	10%	46%	44%	Grammar and Punctuation	9%	47%	44%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	94 %	95 %	94 %	95 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	94 %	95 %	94 %	95 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a School Comparison?

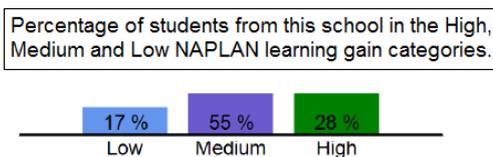
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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.

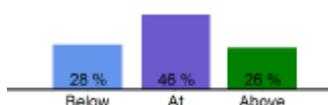
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,900,593	High Yield Investment Account	\$3,369
Government Provided DE&T Grants	\$1,353,461	Official Account	\$400,260
Government Grants Commonwealth	\$12,618	Other Accounts	\$113,279
Revenue Other	\$42,402	<b>Total Funds Available</b>	<b>\$516,908</b>
Locally Raised Funds	\$734,751		
<b>Total Operating Revenue</b>	<b>\$7,043,825</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$4,852,021	Operating Reserve	\$300,101
Books & Publications	\$3,379	Asset/Equipment Replacement < 12 months	\$12,448
Communication Costs	\$10,944	Maintenance - Buildings/Grounds incl SMS<12 months	\$55,713
Consumables	\$192,697	Revenue Received in Advance	\$73,973
Miscellaneous Expense	\$779,556	School Based Programs	\$29,673
Professional Development	\$68,528	Capital – Buildings/Grounds inc SMS>12 months	\$45,000
Property and Equipment Services	\$644,721	<b>Total Financial Commitments</b>	<b>\$516,908</b>
Salaries & Allowances	\$185,967		
Trading & Fundraising	\$28,157		
Travel & Subsistence	\$2,969		
Utilities	\$49,442		
<b>Total Operating Expenditure</b>	<b>\$6,818,381</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$225,444</b>		
<b>Asset Acquisitions</b>	<b>\$93,859</b>		

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*

### Financial performance and position commentary

Glendal Primary School adheres to the DE&T directive for all schools to have a safety net of available funds to be kept uncommitted to meet day to day financial obligations.