

2016 Annual Report to the School Community

School Name: Glendal Primary School
School Number: 5010



Name of School Principal:	Deborah Grossek _____
Name of School Council President:	Divya Sharma _____
Date of Endorsement:	20 March 2017 _____

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

This school meets prescribed minimum standards for registration as 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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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 Victorian Curriculum.

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 6 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. We also engage Year 4 girls in a special girl's robotics program. 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. In 2017 we will be sending groups of students to Hawaii and to New Zealand to work with our sister schools there. 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 2018.



Framework for Improving Student Outcomes (FISO)

Our FISO priority areas for 2016 were Building Leadership Teams and Positive Climate for Learning – Empowering Students and Building School Pride. In 2016 our leadership team and our middle level leaders (coordinators) participated in substantial professional learning and mentoring, including the Covey 7 Habits. All staff participated in the Integro DiSC program, designed to enhance team work, and new members of our leadership team engaged in the DiSC World of Leaders and Situational Leadership professional learning. Expert teachers all took on coordinator roles and in addition, less experienced staff were encouraged to also coordinate year level teams and programs such as JEM (sustainability and the environment group) and Student Representative Council.

Our school introduced the Infinity Learning Maps program to Years 4 and 5 students, facilitated by Brian Annan and Mary Wooley from Infinity Learning, New Zealand. The construction of Learning Maps is designed to empower students in taking responsibility for their own learning and goal setting. We worked with the Victorian Principals Association to bring Learning Maps to Australia as a new initiative and hosted the professional learning sessions at our school for several other schools. The results so far have been very positive with very encouraging feedback from students and teachers.

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 Reading and Numeracy have also improved since 2016.

AusVELS teacher judgment results for English and Mathematics in 2016 are 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 included 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. Teachers also were engaged in extensive professional learning with literacy consultant Lynne Watts.

Curriculum Framework implemented in 2016 (please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student absences for 2016 continue to be low and at the same rate of those schools with a similar demographic profile. The attendance rate across the school was 95% with the exception of Year 2 at 93% and Year 4 at 94%. The main reasons cited by parents for student absence are family holidays and student illness. Though a significant number of our families take extended family holidays, (mostly overseas), each year, our school community as a whole values education and school attendance. We continue to work on addressing 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 Year 5 and 6 Student Attitudes to School Survey, is very good and similar to that of other schools with the exception of student perceptions of safety which is lower. We continue to work on enhancing the wellbeing and emotional resilience of all students and will be undertaking a review of our student wellbeing program in 2017 as part of our School Review process. We survey students with regard to their emotional wellbeing at every year level from Year 2 to Year 6 using the Student Emotional Wellbeing survey. The results from this survey inform the teacher wellbeing approach. We succeeded in becoming an e-smart school in 2016.

For more detailed information regarding our school please visit our website at
www.glendalps.vic.edu.au



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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 862 students were enrolled at this school in 2016, 422 female and 440 male. There were 57% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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>NAPLAN Year 3</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>NAPLAN Year 5</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>NAPLAN Learning Gain 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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>46%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>33%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>41%</td> <td>46%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>48%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>57%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	46%	39%	Numeracy	8%	33%	60%	Writing	13%	41%	46%	Spelling	18%	48%	33%	Grammar and Punctuation	9%	57%	34%	<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>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>95 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	93 %	95 %	94 %	95 %	95 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	93 %	95 %	94 %	95 %	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>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

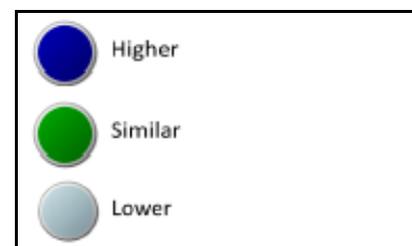
What are student outcomes?

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, P-12 and specialist schools, 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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$5,172,457
Government Provided DET Grants	\$1,101,603
Government Grants Commonwealth	\$5,281
Revenue Other	\$36,921
Locally Raised Funds	\$799,977
Capital Grants	\$17,886
Total Operating Revenue	\$7,134,125

Expenditure	
Student Resource Package	\$5,030,347
Books & Publications	\$35,368
Communication Costs	\$17,419
Consumables	\$224,539
Miscellaneous Expense	\$854,864
Professional Development	\$78,765
Property and Equipment Services	\$628,986
Salaries & Allowances	\$157,103
Trading & Fundraising	\$22,319
Travel & Subsistence	\$12,509
Utilities	\$49,735
Total Operating Expenditure	\$7,111,952

Net Operating Surplus/-Deficit	\$22,174
Asset Acquisitions	\$78,395

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$88,969
Official Account	\$75,027
Other Accounts	\$119,839
Total Funds Available	\$283,835

Financial Commitments	
Operating Reserve	\$10,000
Asset/Equipment Replacement < 12 months	\$12,845
Capital - Buildings/Grounds incl SMS<12 months	\$150,724
Revenue Received in Advance	\$78,639
School Based Programs	\$31,627
Total Financial Commitments	\$283,835

Student Resource Package Expenditure figures are as of 03 March 2017 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.