

2017 Annual Report to the School Community



School Name: Glendal Primary School

School Number: 5010



- 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 Regulation 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 2017 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

Signed 27 March 2018 at 11:40 AM by Deborah Grossek (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 29 March 2018 at 02:37 PM by Pankj Vats (School Council President)

About Our School

School Context

Glendal Primary School promotes a high standard of teaching and learning 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.

'We educate and empower children to achieve their personal best and thrive in our changing 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 are dedicated to the provision of a positive and supportive environment with high expectations and personalised care for all students and staff.

Our stimulating curriculum results in high literacy and numeracy achievements, with structures and practices in place that promote successful learning outcomes for individual 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. In 2017, the school was led by a Principal and 2 Assistant Principals along with a leadership team which included 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.

Differentiated curriculum is taught in our classrooms to cater for individual student needs. Our differentiated learning programs are underpinned by our comprehensive Student Wellbeing program.

We extend all children's emotional and intellectual growth. Programs are implemented to support the learning of our gifted and talented students. A range of strategic student programs are implemented by teacher aides and expert teachers. We offer a wide range of specialist programs, including a unique specialist science and technology program. Our Years 1 to 6 students are involved in a robotics program. A pre-robotics 'Simple Machines' program is taught to all Foundation 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 Foundation 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.

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 enrich our senior school French program, we offer a one week immersion study tour 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 2017 were 'Empowering Students and Building School Pride' and 'Building Leadership Teams'.

In 2017, the *Covey 7 Habits of Highly Effective People* professional learning program was extended to include middle management and other aspiring leaders. 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. All Expert teachers took on coordinator roles and less experienced staff were encouraged to coordinate year level teams and programs such as the House system, JEM (sustainability and the environment group) and Student Representative Council.

In 2017, substantial time, effort and resources were attributed towards the development of programs to ensure that these were sequential and aligned with the Victorian Curriculum. Provision was made for the planning of explicit instruction and open ended and differentiated learning tasks. Scope and sequence documents were also reviewed and assessment procedures were streamlined and modified. Mandated assessment processes were identified along with advice about supportive assessments to clarify requirements for teachers and allow for the collection of cumulative data.

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 2017.

Victorian Curriculum teacher judgment results for English and Mathematics in 2017 are higher than those of similar schools.

Following our School Review in 2017, we identified areas of improvement, including 'value adding' to the higher performing students – particularly in writing in the Year 5 cohort. School action to promote improvements included further developing teacher capacity to make objective judgments of student achievement, increasing the ability of teachers to use of data to drive learning and building the capacity of students to self-assess and improve their learning outcomes. Explicit moderation practices, strategic teacher professional development and ongoing use of student achievement data to improve teaching practice 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 2017 continue to be low and at the same rate of those schools with a similar demographic profile. The attendance rate across the school was 94% with the exception of Year 1 at 93%. The main reasons cited by parents for student absence are family holidays and student illness. Although a significant number of our families take extended annual holidays, (mostly overseas), our school community values education and regular school attendance. We continue to work on addressing student late arrivals, with newsletter articles and letters to individual families. The development of the Compass administration system allows for online access for parents to provide reasons behind student absences.

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 committed to increasing student engagement, creativity and self-expression. This is supported by building teacher capacity to implement agreed whole school pedagogy resulting in improved student engagement.

The *Student Attitude to School* survey data indicates that the students would like to have a greater voice and agency in their learning. This was also identified by the school leadership team and teachers and has formed a focus for the next Strategic Plan under the FISO priority of developing a 'Positive Climate for Learning'.



Wellbeing

In 2017, for the first time our data for 'Student Connectedness to school' and "Management of Bullying' *Student Attitudes to School* Survey, included input from the Year 4 cohort as well as Years 5 and 6. The results are very good and similar to that of other schools. We continue to work on enhancing the wellbeing and emotional resilience of all students. We will be reviewing and improving our student wellbeing program in 2018, as identified in our School Review process. We survey students from Year 2 to 6, with regard to their emotional wellbeing using the *Student Emotional Wellbeing* survey. The results from this survey inform whole school and class well-being programs.

Last year saw the initial phase of the introduction to the revised Wellbeing program. It began with whole staff, parent and students input into the development of the school Vision Statement, Mantra and Values.

Vision Statement: 'We educate and empower children to achieve their personal best and thrive in our changing world.'

Mantra: "I am part of the team that inspires life-long learning."

Values: Respect, Teamwork, Resilience, Responsibility, Creativity, Community

These form the basis of all other considerations when implementing our wellbeing program.

In 2017, we also introduced the DET mandated program of 'Resilience, Rights & Respectful Relationships'. RRRR is a suite of teaching and learning materials for Prep to Year 12, covering eight topics of social and emotional learning, across all levels of primary and secondary education. The program has been incorporated into the planning and delivery of each teacher's classroom practices and has been well-received in supporting the wellbeing of the students.

We continued to sustain our e-smart school status in 2017.

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 868 students were enrolled at this school in 2017, 413 female and 455 male.</p> <p>58 percent were EAL (English as an Additional Language) students and < 10 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>18%</td> <td>37%</td> <td>46%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>52%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>34%</td> <td>56%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>43%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>46%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	37%	46%	Numeracy	8%	52%	40%	Writing	10%	34%	56%	Spelling	17%	43%	40%	Grammar and Punctuation	17%	46%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="552 907 1039 1008"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	94 %	94 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	94 %	94 %	94 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

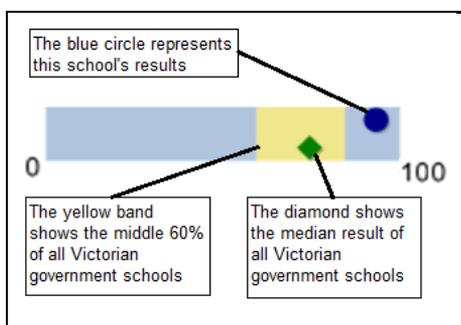
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

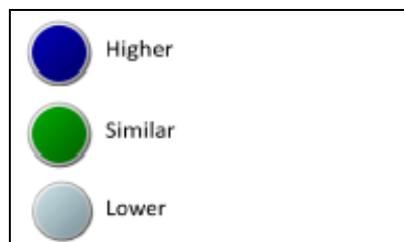


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,440,270	High Yield Investment Account	\$62,614
Government Provided DET Grants	\$1,282,759	Official Account	\$61,254
Government Grants Commonwealth	\$31,700	Other Accounts	\$28,944
Revenue Other	\$24,217	Total Funds Available	\$152,812
Locally Raised Funds	\$835,419		
Total Operating Revenue	\$7,614,365		
Equity¹			
Equity (Social Disadvantage)	\$18,239		
Equity Total	\$18,239		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,386,109	Operating Reserve	\$20,437
Books & Publications	\$21,176	Capital - Buildings/Grounds incl SMS<12 months	\$87,150
Communication Costs	\$12,187	Revenue Receipted in Advance	\$4,370
Consumables	\$195,703	School Based Programs	\$40,855
Miscellaneous Expense ³	\$968,039	Total Financial Commitments	\$152,812
Professional Development	\$50,899		
Property and Equipment Services	\$865,371		
Salaries & Allowances ⁴	\$73,431		
Trading & Fundraising	\$25,012		
Travel & Subsistence	\$16,051		
Utilities	\$52,125		
Total Operating Expenditure	\$7,666,101		
Net Operating Surplus/-Deficit	(\$51,736)		
Asset Acquisitions	\$45,646		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

The annual result was in surplus as the school had to cover the costs of January lease payments, utilities bills and holiday maintenance work. The Equity funding provided by DET was used to provide additional classroom support for literacy learning across the school. The school received a DET grant of \$194,000 to refurbish items identified in the latest Condition Assets Maintenance audit in the Administration building. Major areas of repair included replacing flooring, replacing the roof, carpentry and some painting.

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.

