2019 Annual Report to The School Community

School Name: Glenferrie Primary School (1508)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 14 August 2020 at 12:07 PM by Susan O'Sullivan (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 October 2020 at 01:40 PM by Andrew Tait (School Council President)

About Our School

School context

Glenferrie Primary School is located in Manningtree Road Hawthorn in the City of Boroondara and serves the inner eastern residential area of Hawthorn and beyond. It was established in 1875. It is close to public transport and situated amidst a wide range of Government, Independent schools and Tertiary Institutions. It had an enrolment of approximately 348 students in 2019, 153 female and 195 male. We had 25 international students enroll at Glenferrie PS. Twenty one percent of students had English as an additional language. The school is in a high socio-economic band. We had 15 classes and 16 class teachers, three integration aids, 3 specialist teachers, two learning specialists and an Assistant Principal and Principal. We had an Art teacher, Physical education teacher and Italian teacher.
We were authorised as an International Baccalaureate school in 2019. Embedding the Program of Inquiry for the Primary Years Program will continue to be central with teachers developing the curriculum to ensure that literacy and numeracy is integrated authentically, and that learning has a real world context. We will continue to promote the pedagogy of metacognition through our inquiry program.

GPS aims to support students to develop into active, compassionate and lifelong learners who display our school values of excellence, confidence, respect and resilience.
To this end, we promote a holistic, challenging, inquiry-based curriculum that is central to the International Baccalaureate Primary Years Program, with meaningful assessment which guides differentiated learning.
Together with our parents, staff and students, we aim to provide a caring, culturally diverse and inclusive community where, through the development of international-mindedness, students belong, contribute and make a difference in their school, neighbourhood and world.

Our school values and aims to:
•	Be a welcoming, friendly place where students feel safe and secure
•	Promote a positive and supportive working and learning environment for staff and students
•	Provide comprehensive and responsive learning programs in a cooperative environment that encourages the active participation of students in the Victorian Curriculum
•	Encourage all to reach their potential, to value what they learn and to support each other
•	Cater for a wide range of abilities and special needs including an active integration program with a focus on the inclusive curriculum
•	Promote the principles of Equal Opportunity, Merit and Equity and Multiculturalism within the life of the school;
•	Involve parents in school life
•	Encourage a mutually beneficial relationship with the local community.GPS has an increasing number of English as an Additional Language students.

Through the student survey of year 4 to 6 our percentage of endorsement for Sense of connectedness to school was 80%. Our attendance rate was 90% and above and days absent from school was an average of 14 days for the year.

 As shown by our results Writing, Numeracy and Student voice are a focus in 2020. Teacher professional learning will target the teaching of writing, numeracy and reading. The development of student voice and agency will be a continued part of the inquiry learning.
GPS is accredited as an International Baccalaureate school. This means the school is recognised internationally as a high performing school that values intercultural understanding and respect. Our focus over the next four years is to continue to improve our student results in all areas of the curriculum. We will also prioritise the continued development of teacher practice and the use of student voice and agency.

Framework for Improving Student Outcomes (FISO)

In 2019 our school had a focus on Building Practice Excellence in Literacy.
Our Key improvement Strategies (KIS)were to:
Develop consistent and collaborative assessment practices which targets point of need learning for all students in literacy
Build teacher pedagogy through the consistent use of highly effective teaching strategies in literacy.
Build leadership capacity to drive school improvement in literacy.

To support these KIS we utilised our learning specialist as a professional coach for teachers and provided in classroom support for improvement in teacher practice.The professional learning for our staff had a focus on the High Impact Teaching Strategies (HITS). This focus on the HITS has seen the change in teacher practice. The HITS are now part of the planning documents.
Through other Professional Learning opportunities our staff have an increased understanding of formative and summative assessments and how to track student progress to better streamline their planning to cater for all students and their learning needs.
Teachers now have a clearer understanding of the reading continuum and the assessment of reading is now being used to inform their teaching. Teachers are conferencing with students and creating very explicit goals with students and keeping the students accountable as well as progressing their learning.
From a data perspective our aim was to increase the percentage of students in year 5 in the top two band in NAPLAN writing from 21% to 31%. We exceeded our goal and achieved 46% in the top two bands.
Our next aim was to increase the percentage of students achieving high growth in NAPLAN reading in year 5 from 35% in 2018 to 38% in 2019.We exceeded our goal and achieved 44.1% in high growth.
These results reflect our regular Professional Learning meetings within our school context as well as the collaboration with three local school focusing on Literacy which enhanced teacher professional practice. Through this Professional Learning opportunity our teachers have been able to improve their planning for explicit teaching of literacy skills as well as developing strong learning activities. It has also supported their assessment of students.

Achievement

In 2019 the school continued to work on our Strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. As a school the student achievement at or above expected standard in English was 97.8 percent and in Mathematics was 94.6 percent.
All of our 12 month student goals were met. NAPLAN results of students in year 3 for reading show 72% in top two bands and 63% of year 5 students. NAPLAN results in numeracy show 60% of students in year 3 in the top two bands and 65 % in year 5. Our NAPLAN relative growth for year 3 to 5 reading indicates 47.1% made high growth. Our NAPLAN relative growth for year 3 to 5 for numeracy shows 47.1% of students made high growth. In 2020 will continue to aim for high growth in all areas with high expectations and individual goal setting.

Engagement

Our aim in 2019 was to develop and embed instructional practices that promote student voice and agency and empowering students while building school pride. Some of our students were involved in the school review and the IB authorisation processes. This enabled them to reflect and feedback their views about the school and highlighted their roles and responsibilities within it. The students across all year levels were given a range of opportunities to develop their voice and agency in an age appropriate manner. One example was the Year 5/6 Performance. This gave students ownership with all aspects of the performance process.
We have school captains, House leaders, Environmental protection officers, library captains, media captains and the arts captains. We have a Student Representative Council which involves a students from each class. These leadership opportunities give a range of students a voice in the school community.
The attitudes to school survey data shows growth in the use of student feedback from 82% in 2018 to 89%in 2019. Student ownership of learning goals improved from 82% in 2018 to 89% in 2019. Our student opinion survey data also indicates that the most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94.2% endorsement. This is an improvement on last year.

Wellbeing

Student well-being continues to be a focus at GPS as student agency is a large part of the IB education. Our student attitudes to school survey indicate a increase in connectedness to school in year 5 from 90% 2018 to 93% in 2019. A school wide positive behaviour approach continues to be embedded in teacher practice. The Respectful Relationships program has continued to be integrated into planning across all year levels with a focus on building social and emotional well-being.

Our student opinion survey data indicates that the factor 'Not experiencing bullying' has had two years of improved results and in 2019 was again the most improved factor,improving by 5.6 percentage points since 2017.

Our parent opinion survey indicated that 94% of those who responded were satisfied with the school overall. The staff opinion survey indicated that 92% were positive about school climate. Both of these factors were improvements on the previous year.

Financial performance and position

The Financial Performance and Position report shows an end of year deficit of $34,339 in expenditure. This deficit occurred through generous support of several families with school fees and costs to attend camps and excursions in 2019. Costs associated with unforeseen maintenance of school buildings and grounds also added to the final deficit.

The school is active in investing, renewing and updating iPads and laptops for the Years 3- 6 which entails a substantial commitment to contractual leases to service student learning requirements. Under revenue locally raised funds is committed funds received from the department for capital works and maintenance. A grant of $331,142 was received to renovate the Heritage listed caretakers cottage. A continued focus of fund raising in 2019 was the school grounds improvement. Two of the identified areas had been completed.

Through the continued support of the Building, Library/ Technology fund we have been able to continue to maintain our heritage listed site and provide up to date technology for all students. Maintenance of the buildings and grounds is a continued focus.

For more detailed information regarding our school please visit our website at
www.glenfps.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

### Enrolment Profile

A total of 348 students were enrolled at this school in 2019, 153 female and 195 male.

21 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high
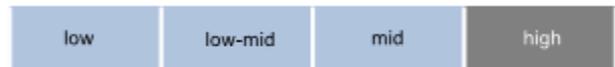
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).
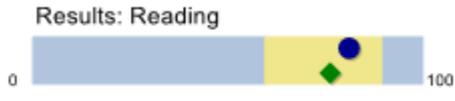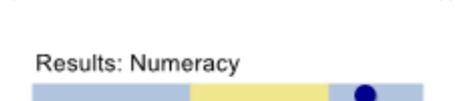
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
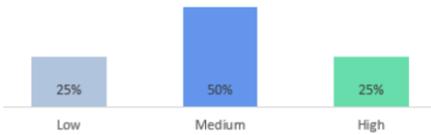
Performance Summary

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Above Below

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

Student Outcomes

Reading
6 % Low — 47 % Medium — 47 % High

Numeracy
9 % Low — 44 % Medium — 47 % High

Writing
15 % Low — 41 % Medium — 44 % High

Spelling
3 % Low — 53 % Medium — 44 % High

Grammar and Punctuation
9 % Low — 32 % Medium — 59 % High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25% Low — 50% Medium — 25% High

Statewide Distribution of Learning Gain (all domains)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▨	Key:	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ──────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ──────── 50 Few absences <------> Many absences	**Below** ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	93 %	90 %	93 %	94 %	94 %	94 %	92 %	

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ▬▬▬▬▬ 100 Results: 2017 - 2019 (3-year average) 0 ▬▬▬▬▬ 100	**Below** ●
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ▬▬▬▬▬ 100 Results: 2017 - 2019 (3-year average) 0 ▬▬▬▬▬ 100	**Similar** ●

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$2,380,037	High Yield Investment Account	$482,532
Government Provided DET Grants	$331,142	Official Account	$68,922
Government Grants Commonwealth	$7,191	Other Accounts	$21,806
Revenue Other	$13,144	**Total Funds Available**	**$573,259**
Locally Raised Funds	$492,273		
Total Operating Revenue	**$3,223,786**		

Equity[1]			
Equity (Social Disadvantage)	$5,000		
Equity Total	**$5,000**		

Expenditure		**Financial Commitments**	
Student Resource Package[2]	$2,378,251	Operating Reserve	$120,523
Books & Publications	$4,466	Funds Received in Advance	$22,184
Communication Costs	$4,731	Funds for Committees/Shared Arrangements	$2,282
Consumables	$67,719	Capital - Buildings/Grounds < 12 months	$172,464
Miscellaneous Expense[3]	$355,421	Maintenance - Buildings/Grounds < 12 months	$255,000
Professional Development	$4,426	Maintenance - Buildings/Grounds > 12 months	$121,329
Property and Equipment Services	$405,277	**Total Financial Commitments**	**$693,782**
Trading & Fundraising	$15,518		
Utilities	$22,277		
Adjustments	$38		

Total Operating Expenditure	**$3,258,125**
Net Operating Surplus/-Deficit	**($34,339)**
Asset Acquisitions	**$0**

(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 26 February 2020 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.

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.

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above
Similar
Below

What does '*Data not available*' or *'ND'* 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').