

2017 Annual Report to the School Community



School Name: Glenroy Central Primary School

School Number: 5542





About Our School

School Context

Glenroy Central Primary School is in the Moreland Network of inner metropolitan Melbourne. Glenroy Central aims to provide a safe, inspiring and challenging learning environment that promotes independent, engaged and curious learners who can realise their greatest potential and contribute positively to the community. Our school motto is Inspire, Challenge Achieve. Our school values are Respect, Responsibility, Honesty, Teamwork and Doing your Best.

We operate in four Learning Communities (Foundation, 1/2, 3/4, 5/6) with a collaborative teaching team in each. Our two Leading Teachers work together to lead the Learning Community teams and ensure the monitoring of progress of all students across the school and consistency of teaching practice that reflects the latest research. Specialist teachers provide programs in Physical Education, Visual Arts and Performing Arts. Our LOTE program is Indonesian.

Glenroy Central had an enrolment in 2017 of 243 students comprising of 108 females and 135 males. The students are from 21 nationalities and includes 1 international student as well as 5 new arrivals. 80% of the students were eligible for assistance through Equity Funding and CSEF, 55% of students have English as an additional language. There were 16 students funded under the Programs for Students with Disabilities. The overall socio-economic profile is low, based on the Student Family Occupation index.

The school has 27.26 equivalent full time staff: 2 Principal Class Officers, 16.8 teachers, 7.26 Education Support Staff, 0.8 Primary Welfare Officer and 0.4 Chaplain. Part of our teaching component is comprised of two full time Leading Teachers to lead both the Junior and Senior Learning Communities.

In 2017 our kindergarten had one full group of 30 four year old students for a fifteen hour program across three days for the year and 18 three year old students for a 4 hour program on a Monday morning. The kindergarten is part of the Northern Schools Early Years Cluster who manages the program and ensures all requirements are met. We have built the link between our Foundation Learning Community and our kindergarten to ensure a better transition into school for all of our students and the opportunity to identify any issues that require intervention as early as possible.

Our focus is on the collective responsibility of our teaching teams and best quality practice and ensuring that the progress of all students is monitored carefully. All students are provided with a program to meet their needs and aims to have students achieve their full potential. Maths and Reading are the first two sessions of every day across the school and all teachers work in the Learning Communities at this time. The afternoon has an inquiry based focus of 'Investigations' and writing that aims to build the curiosity of students and engage them in their learning. A Growth Mindset for both teachers and students underpins all our work. The specialist programs of Visual Arts, Performing Arts and Physical Education operate in the afternoons with each Collaborative Teaching Team being provided with an afternoon a week for planning.

Framework for Improving Student Outcomes (FISO)

As part of our focus on FISO we selected Excellence in Teaching and Learning: Building Practice Excellence. To build the skills of the teaching staff we continued our work with the Powerful Learning Project with a focus on the Models of Practice. All staff participated in the Professional Learning Program related to these models with an emphasis on Synectics, Mnemonics and Inductive Teaching. We also extended our work utilising the Guided Inquiry Framework. We introduced Growth Mindset as well as Critical and Creative Thinking as tools to assist students to do their best and achieve their maximum potential. We also developed and implemented a more structured writing program and built teacher capacity in assessing and moderating student work for improved progress.

In addition we selected the focus of Community Engagement in Learning: Building Communities. We provided opportunities for parents and carers to share in the learning of their child through a special events calendar that included such things as a technology expo, esmart workshops, multi-cultural inclusion events and a family night. We improved communication through surveys, website and SMS messaging that provided opportunities for parents to give feedback and receive reminders about upcoming events.



Achievement

Over 2017 we utilised a number of assessments to ascertain our progress towards the set targets. The online PAT data for Numeracy, Spelling and Reading indicates that the target percentages for each Year Level of at and above level were reached. Our particular focus on improving our Writing led us to set a target of at least 20% of students working above level against the Victorian Curriculum. Our overall achievement in Writing was 26% of students working above level clearly indicating the target was met.

Our NAPLAN data for 2017 indicates that we are in the 'higher' group for comparative schools across all NAPLAN areas in both Year 3 and Year 5 including the 4 year average. The Learning Gain from Year 3 to Year 5 indicates in Reading 42% of students had medium growth and 58% had high growth; in Numeracy 42% of students had medium growth and 53% had high growth; in Writing 50% had medium growth and 20% had high growth; in Spelling 70% had medium growth and 30% had high growth; in Grammar and Punctuation 20% had medium growth and 80% had high growth. This is a fantastic effort.

All targets against the Victorian curriculum in English and Maths were reached in F to 3. Year 4 Writing, Year 5 and Year 6 Number were slightly below the set target of 80% working at or above level.

Engagement

Student attendance, a major indicator of student engagement has continued to be a priority. An Attendance Committee met every fortnight to work on ways to promote Attendance and Punctuality and to monitor attendance. The average number of days absent per student has continued to fall in 2017 with the Year 5s having the highest average at 15.5 days per student. The number of unapproved absences has also continued to drop across every year level. The Attendance Committee which includes both Principal Class Officers, the Primary Welfare Officer and a representative from each Learning Community Team discussed ways on promoting these important issues within our school community.

The Attitudes to School survey, which in 2017 included Year 4s for the first time, indicates we are in the fourth quartile for all areas so have clearly met our target of reaching the third quartile in School Connectedness, Student Motivation and Stimulating Learning. The Parent Opinion Survey indicates scores of over 95% for the areas of School Connectedness, Student Motivation, Stimulating Learning and General Satisfaction also indicating we clearly met our targets.

As part of the engagement of our parents, we provided a number of opportunities for them to participate in curriculum-based events such as literacy, numeracy, information technology and science.

Wellbeing

The Attitudes to School Survey results for 2017 indicate that the students of Glenroy Central are highly connected to school, motivated and engaged in their learning with all results coming out in the fourth quartile. The sections of School Safety and Social Engagement, which clearly indicate student wellbeing, contain scores above the 80th percentile for all areas.

The scores for female students in Year 4 are lower than those of the male students, indicating that this may be an area of focus for the future. This is particularly evident in Teacher Student relationships and School Safety. This was addressed in the second half of the year by the inclusion of these students in social skills and resilience workshops and ongoing groups operated by the welfare team of the Primary Welfare Officer and the School Chaplain. Collaborative Teaching Teams also looked at ways to support and encourage these students in particular.

The Respectful Relationships training was completed in 2017 by the Leadership and Welfare teams for implementation in 2018. Student voice opportunities were also provided in all Learning Communities.

For more detailed information regarding our school please visit our website at www.glenroycentralps.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 243 students were enrolled at this school in 2017, 108 female and 135 male.</p> <p>55 percent were EAL (English as an Additional Language) students and 1 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> Higher</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> Higher</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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>58%</td> <td></td> </tr> <tr> <td>Numeracy</td> <td>5%</td> <td>42%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>70%</td> <td>30%</td> <td></td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>80%</td> <td></td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	42%	58%		Numeracy	5%	42%	53%	Writing	30%	50%	20%	Spelling	70%	30%		Grammar and Punctuation	20%	80%		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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="553 913 1036 1003"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	92 %	90 %	91 %	<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										
92 %	92 %	92 %	92 %	92 %	90 %	91 %										



Performance Summary

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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)

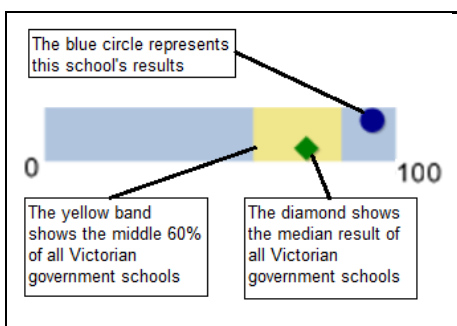
Engagement

- 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).

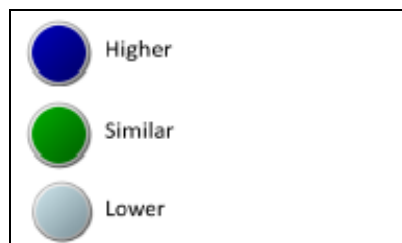


What does *School Comparison* refer to?

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

[Please refer to the 2017 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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,488,268	High Yield Investment Account	\$70,495
Government Provided DET Grants	\$599,745	Official Account	\$164,851
Government Grants Commonwealth	\$23,000	Total Funds Available	\$235,345
Government Grants State	\$5,150		
Revenue Other	\$25,104		
Locally Raised Funds	\$27,867		
Total Operating Revenue	\$3,169,134		
Equity¹			
Equity (Social Disadvantage)	\$608,164		
Equity Total	\$608,164		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,374,204	Operating Reserve	\$77,924
Books & Publications	\$12,923	Capital - Buildings/Grounds incl SMS<12 months	\$135,422
Communication Costs	\$8,794	Maintenance - Buildings/Grounds incl SMS<12 months	\$2,000
Consumables	\$98,942	Capital - Buildings/Grounds incl SMS>12 months	\$20,000
Miscellaneous Expense ³	\$148,791	Total Financial Commitments	\$235,345
Professional Development	\$16,541		
Property and Equipment Services	\$191,133		
Salaries & Allowances ⁴	\$13,258		
Trading & Fundraising	\$16,918		
Utilities	\$19,654		
Total Operating Expenditure	\$2,901,159		
Net Operating Surplus/-Deficit	\$267,975		
Asset Acquisitions	\$36,860		

(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 Surplus is a result of School Council initiated Building and Capital Grounds Projects that include a purpose built arts facility, the development of our outdoor learning spaces focused on both the kindergarten and Foundation, an upgraded security system along with our Operating Reserve.



The Equity funding was utilised on staff to minimise the staff/student ratio and to provide programs and resources that meet the needs of all students. This includes the large number of EAL students and the many students identified at risk who do not meet PSD funding requirement. This funding has clearly benefited our students evident in the data on the previous pages indicating that we are working at a higher level than like schools. Other programs offered include welfare programs, opportunities for excursion and incursions, speech therapy and our attendance focus

Additional funding was granted for shade sails (\$25,000), the Chaplaincy Program (\$20,000), Music Grant (\$5,000) and the Computer Cabling Grant to increase wifi capability (\$2,318).

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.