

2017 Annual Report to the School Community



School Name: Glenroy West Primary School

School Number: 4809

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Glenroy West Primary School K-6 aspires to create a challenging learning environment that will develop young people with active minds and ethical spirits who will be able to contribute compassion, empathy, integrity and leadership in a local and global society. The curriculum provides for explicit teaching and learning in literacy and numeracy based on the Victorian Curriculum. In 2017 the school gained full accreditation for the Primary Years Program (PYP) of the International Baccalaureate, which provides an inquiry-based, authentic approach to teaching and learning. As part of the PYP, a learner profile with a set of attributes and ideals that aim to inspire, motivate and focus learning is promoted.

Glenroy West Primary School K-6 has high expectations of all students. We encourage them to strive to achieve their greatest potential and to make a positive contribution to a diverse global society. In embracing the school motto 'Inspire, Grow, Achieve' we will develop creativity and innovation and encourage all students to reach their intellectual and physical capabilities through their actions. We strive to provide a challenging education in a safe, supportive environment and to build positive relationships within a learning and inclusive school community in order to achieve the best possible educational experience for each student. Our ultimate aim is to develop personal qualities and attitudes that will enable students to face the challenges of the future with confidence.

All students have access to net books and iPads and a 1:1 net book program operates in Years 3-6. There is a literacy intervention program for students requiring additional assistance. Specialist programs included visual and performing arts, physical education, LOTE and maker space. A range of opportunities are also provided for student development through initiatives such as school captains, buddy program, student leadership and a junior school council. The school provides for a range of opportunities for students, parents and the community and actively encourages participation. These include a classroom helpers program, a playgroup and kindergarten program for pre-school aged children, a breakfast club and a preparation for prep program.

The school was built in 1958 and is located in a quiet suburban street in Glenroy. There are large and well maintained grounds that provide for active and passive play and Indoor learning spaces which cater for student-centred learning. There is a strong relationship between the school and the on-site kindergarten which is administered by the Northern Schools Early Years Cluster.

Enrolment numbers have trended up to 255 students and 10 grades have been established. The school caters for students from Foundation (prep) to Year 6, and there are 27 different language backgrounds represented. The numbers of students with English as an additional language (EAL) background has been steadily increasing with EAL support provided to 15% of the school population. The students are supported by a strong team of professionals including 2 principal class officers, 18 teaching staff, 6 support ES staff, and 2 administration staff.

Framework for Improving Student Outcomes (FISO)

The school has a current focus on the following FISO improvement initiatives and key improvement strategies:

Building practice excellence

Building leadership teams

- Build the capacity of all staff by building instructional practice.
- Build the capacity of the leadership team in order to drive school improvement across the school.
- Build the professional learning teams to track and monitor student and teacher learning to ensure high quality and consistency of practice in every classroom.
- Implement and embed agreed teaching and learning instructional practices.

Curriculum planning and assessment

- Build a consistent whole school approach to the collection, use of data and evidence to track student learning and growth, analyse, and inform the next level of learning.
- Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers



Achievement

Glenroy West Primary School is committed to continuous improvement in the delivery of student focused learning underpinned by effective instructional practice and developed with a particular focus on literacy and numeracy. Student achievement levels at our school are the product of effective and quality teaching, high levels of student engagement with learning, and supportive families who value education and learning.

A comprehensive and rigorous curriculum program is implemented and continuously evaluated by the Principal and staff. As an accredited school for the Primary Years Program of the International Baccalaureate, the school provides an inquiry model which contextualizes learning whilst building the knowledge, skills, and attributes of individual students and staff as learners. We strive to ensure high levels of literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM) which are taught explicitly through the inquiry process.

Our emphasis is on the collaboration and collective responsibility of our teaching teams and best quality practice to ensure high expectations for all students and staff in the school. Our goal is to provide consistent high quality teaching practice that extends capabilities and grows each individual child. All teachers have been working as part of our team structure to develop a range of teaching and learning strategies specific to the needs of each student in Mathematics and English. Professional Learning Communities support collaborative and data driven approaches to differentiated and individualised learning for all students. This has involved the staff in active coaching, modelling and discussion and professional learning sessions focused on adopting consistent and high quality instructional practice. The school is aiming to reduce the variance between individual teachers and classrooms. We have a well-developed numeracy and literacy staff coaching program where staff are provided with feedback and also participate in observation of practice.

2017 overall measures of teacher assessments for the Victorian Curriculum indicate that in English, the percentage of students with a grade C or above was similar to like schools (taking into account student backgrounds). For mathematics this percentage was lower than like schools. The Year 3 NAPLAN (National Assessment Program in Literacy and Numeracy) results in Reading were higher than like schools and remained higher than like schools in a four-year average. The results in Numeracy were also higher than like schools and remained higher than like schools in a four-year average. Year 5 NAPLAN results in Reading and results were in the middle 60% of Victorian schools and higher than like schools. Results in Numeracy were also in the middle 60% of schools but similar to like schools. NAPLAN Learning Gain from Year 3 to Year 5 results indicate that the school is achieving well with its goal of learning improvement for each individual child, with high percentages of students experiencing medium to high growth in Reading, Writing, Spelling and Grammar and Punctuation..

Our curriculum provides explicit teaching and open-ended extension tasks to challenge all students. Individual Learning Plans are implemented for students who require differentiation of the curriculum, to enable them to achieve success or to be extended. All students on the Program for Students with a Disability have shown solid progress towards achieving individual learning goals.

Engagement

Glenroy West Primary School continues to work with teachers, students and families to build deeper understanding of the importance of quality relationships. Teachers work actively with students to encourage independent learning through skills development, resilience and a growth mindset being taught explicitly within the curriculum. We provide a stimulating learning environment for all students by increasing opportunities for higher levels of participation, connectedness, cognitive engagement, challenge and independence. Our learning environment is safe and secure and supports the physical, social and emotional wellbeing of each child. Our students are highly motivated to learn and are confident in our curriculum and what it provides them.

Relationships with teachers and peers are recognised as lynchpin for personal safety and the capacity to build learning confidence. The school continues to focus on identification of strategies to improve engagement outcomes, particularly stimulating learning, teacher effectiveness and teacher empathy. Teachers provide regular feedback to students regarding their learning. There is a focus on the development of student voice including student led assemblies and the Junior School Council. Through the PYP Inquiry Framework, students are taught metacognitive skills which enable active input into their learning. Teachers work with students to identify the steps needed to achieve desired learning outcomes. This is based on assessment, transdisciplinary skills, individual learning plans, reflective journals and goal setting.

School attendance continues to be a whole-school focus and is supported by providing a highly engaging inquiry-based curriculum. Our school places significant importance on being at school every day and arriving on time and prepared for learning. In 2017, there was a significant reduction in the number of absence days and absence levels were similar to like schools. The school closely monitors attendance and works with the community to establish shared expectations for



both attendance and punctuality. This approach includes regular communication with families and clear follow up procedures. High levels of student attendance are promoted and celebrated in a range of different forums.

Glenroy West Primary School aims to ensure that all students have a smooth, planned and logical progression through the stages of learning. Teaching team approaches have ensured a holistic focus on both individuals and groups of students and have supported transition of students as they move through the school. The school provides a comprehensive Kindergarten to Foundation Transition Program that ensures that children and families beginning school are familiar with school procedures and are provided with an opportunity to feel welcomed and part of the school community. The program includes both information sessions for parents and opportunities for children to be in a school classroom environment. The school also engages in regular visits to feeder kindergartens and kinder groups also visit the school. Family support is provided by the school and the Northern Schools Early Years Cluster.

The Year 6 Transition Program involves visits to local secondary colleges and exposure to leadership programs to build resilience and readiness for new challenges during this critical transition phase. The emphasis is on students being prepared to take responsibility for their own learning, organization and time management. Through our focus on student voice and engagement, the 5/6 students participate in electives each Friday afternoon. A choice of activities are provided including gardening, fundraising, dance and Information Technology. Students are able to participate in lunchtime activities such as the School Choir and sporting activities organized by student leaders.

Glenroy West Primary School is committed to developing and maintaining strong and supportive school and family partnerships through community activities, information sessions and an open door policy. The 2017 Parent Opinion Survey indicated high levels of satisfaction with the school.

Wellbeing

The school focuses on providing all children with a safe and positive learning environment. A whole school approach to student wellbeing has been developed through the staff professional learning program and the establishment of consistent behaviour management approaches. Emphasis has been placed on the development of student wellbeing programs to enhance leadership skills, social skills, self-esteem, valuing differences and resilience. We focus on the development of student responsibility as an individual and as a member of the school community. Our learning environment encourages and enables students to be socially competent, resilient and self-motivated lifelong learners.

The school has an explicit focus on everybody feeling safe, confident and respected in the school setting. A Student Code of Conduct and Child Safety policies and practice have been implemented in 2017. Staff and students have a common understanding of high expectations and processes which has resulted in commonality of language and consistency in classroom and yard behaviour management processes.

An analysis of the 2017 Student Attitudes to School data shows that our students have high levels of connectedness to the school and feel very safe in the school environment. Results for Connectedness to School were above the state median and similar to like schools while results for Student Safety were also well above the state median and similar to like schools. The school is demonstrating ongoing improvement in all wellbeing measures.

The school has an integrated student wellbeing program focused on student connectedness and preventative social skills programs. There is a strong emphasis on interpersonal development and personal learning. This includes developing leadership and peer support strategies as well as an ongoing emphasis on "Anti bullying" and "Cyber safety". The curriculum includes explicit instruction relating to bullying prevention, conflict resolution and pro-social behaviours. Students' input is central to these processes.

Our programs provide ongoing initiatives for all students and specific strategies and activities to support individual students and families. A commitment to the value of diversity is reinforced through school programs school has actively developed and implemented Child Safety policies and practice.

The school has well-established links with community services for promoting positive health in all students, and for supporting specific health needs of individual students. We continually seek to identify potential community partners, including a broad range of health and wellbeing agencies.

For more detailed information regarding our school please visit our website at
<http://www.glenroywestps.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 255 students were enrolled at this school in 2017, 108 female and 120 male.</p> <p>68 percent were EAL (English as an Additional Language) students and 2 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> Similar</p> <p> Lower</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> Similar</p> <p> Similar</p> <p> Lower</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>65%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>45%</td> <td>35%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>45%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>5%</td> <td>75%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>60%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	65%	25%	Numeracy	45%	35%	20%	Writing	20%	45%	35%	Spelling	5%	75%	20%	Grammar and Punctuation	10%	60%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	10%	65%	25%																							
Numeracy	45%	35%	20%																							
Writing	20%	45%	35%																							
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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="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>90 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	92 %	91 %	92 %	88 %	<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> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	92 %	91 %	92 %	88 %										



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)

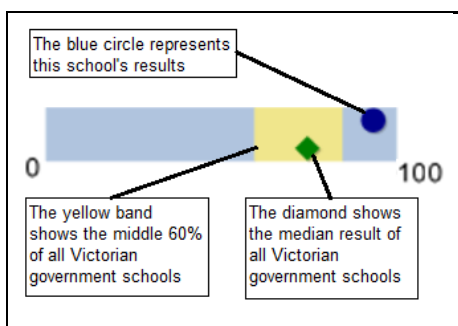
Engagement

- 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).

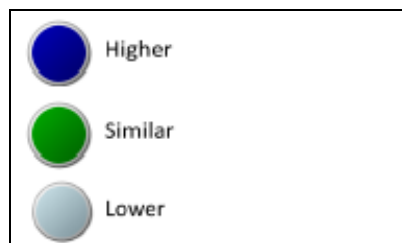


What does *School Comparison* refer to?

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

[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	\$2,147,122	High Yield Investment Account	\$875,112
Government Provided DET Grants	\$781,553	Official Account	\$50,014
Government Grants Commonwealth	\$38,412	Total Funds Available	\$925,126
Revenue Other	\$30,780		
Locally Raised Funds	\$149,477		
Total Operating Revenue	\$3,147,344		
Equity¹			
Equity (Social Disadvantage)	\$226,817		
Transition Funding	\$19,847		
Equity Total	\$246,664		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,980,557	Operating Reserve	\$83,194
Books & Publications	\$4,031	Asset/Equipment Replacement < 12 months	\$83,767
Communication Costs	\$9,564	Capital - Buildings/Grounds incl SMS<12 months	\$300,000
Consumables	\$77,518	Maintenance - Buildings/Grounds incl SMS<12 months	\$240,613
Miscellaneous Expense ³	\$120,530	Revenue Received in Advance	\$31,271
Professional Development	\$19,478	School Based Programs	\$143,722
Property and Equipment Services	\$302,606	Provision Accounts	\$1,081
Salaries & Allowances ⁴	\$68,774	Repayable to DET	\$27,513
Trading & Fundraising	\$18,249	Other recurrent expenditure	\$13,964
Travel & Subsistence	\$236	Total Financial Commitments	\$925,126
Utilities	\$28,597		
Total Operating Expenditure	\$2,630,140		
Net Operating Surplus/-Deficit	\$517,204		
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 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.

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.



At the close of 2017, Glenroy West Primary School finds itself in a relatively solid financial position. This is primarily due to implementing tight monetary parameters when planning the budget and continuing to carefully manage expenditure and available funds; whilst ensuring they support the goals and targets in the Strategic and Annual Implementation Plan.

A large proportion of the school revenue in addition to the cash grant received was generated through locally raised funds. Essential learning items accounted for a significant portion of this, along with Camps/ excursions/ Activities, the Out of School Hours Care Program and Trading operations. The school has also benefitted from a surplus created in the SRP, which was used to contribute to Planned Maintenance program works, as well as on school initiatives such as painting, carpeting and new furniture for the junior area. Fundraising activities were nominal and targeted towards the graduation ceremony and hiring of school equipment for the school concert.