

# 2016 Annual Report to the School Community



School Name: Gladesville Primary School

School Number: 5066



Name of School Principal:

Nicole Wood

Name of School Council President:

Kerryn Morey

Date of Endorsement:

March 29<sup>th</sup> 2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



Education and Training



## About Our School

### School Context

*Our mission is to empower the leader within each individual.*

Gladesville Primary School is a forward thinking, caring school, where students' wellbeing and learning are our primary focus. As part of our journey to becoming a Leader In Me school, we actively encourage all students to not only take on leadership roles throughout the school and at home, but also live their life as a leader. This sees students living the 7 Habits of Highly effective People. Student voice is an important and influential element of our community.

In 2016 School Council discussed the future marketing and branding of our fabulous school. Through this process, the Publicity and Marketing Sub-Committee recommended that it was time to revise and refresh the school logo. In Term 3, our Grade 4, 5 and 6 students had the opportunity to be involved in the design process for our new school logo. Our new logo represents all of the different people of the Gladesville community working together as we step into the future together. Well done to our students on their creative thinking and designs.

Located in the outskirts of Kilsyth in the Eastern suburbs of Melbourne, the facilities are situated in a picturesque bushland setting with modern spacious classrooms, a large refurbished library, computer lab, multipurpose room, spaces for visual arts and physical education. The grounds contain an amphitheater, large sand pit, three playgrounds, an oval, basketball courts, cricket nets and an abundance of passive play areas.

The enrollment at the start of the 2016 school year was 121 students. The school has a low number of students with language backgrounds other than English and some students who receive additional funding as part of the Program for Students with Disabilities.

The school currently has a Principal, five classroom teachers, two part time specialist teachers and six Educational Support Staff. Our teachers are expected to demonstrate high quality teaching skills and have the ability to successfully employ flexible, contemporary approaches to learning. Collaborative team planning, a team approach to the delivery of learning and whole school curricula are seen as a critically important part of our teaching approach.

Students are arranged into five classes including Foundation (Prep), Year 1/2, Year 2/3, Year 4/5 and Year 5/6 classes. The school follows the Victorian Curriculum in the key learning areas and specialist programs include Visual Arts, Physical Education, Language and Performing Arts.

Gladesville Primary School is actively involved in the community and we have strong connections with local childcare centers, kindergartens and secondary schools. The school is represented on the Kilsyth Community Planning Group and celebrates being part of the Kilsyth community at the annual Chelondina Festival.

Our school community is seen to be highly involved, with the participation of parents, grandparents and other family members strongly encouraged. Parents assist in classrooms and support programs. We have strong parent involvement in School Council, Community Group and fundraising.

### Framework for Improving Student Outcomes (FISO)

Improvement focus areas in 2016: Excellence in Teaching and Learning

#### Building Practice Excellence

Our curriculum focus on reading instruction saw staff participate in professional learning sessions at a network level through the Bastow Leading Literacy course, and at a school level with Literacy Consultant, Di Wilkinson. In response to our collective professional learning, staff developed and implemented the whole school practice of utilising Reading Workshops and Classroom Libraries to drive reading instruction. A whole school approach to following the whole part whole model for reading ensured a consistency of practice across the school and a whole school workshop approach increased student motivation and engagement and enabled us to better target our teaching at students' point of need.

#### Curriculum Planning and Assessment

From 2016, student data was entered into Compass. Our focus on data saw staff participate in professional learning sessions at regular network data meetings. Teachers were supported to better understand, interpret and use data to inform and guide practice. Planning documents provided evidence of how these data discussions were beginning to ensure more individualized and targeted teaching programs.

### Achievement



The NAPLAN learning gain from year 3 to year 5 indicates that in all areas a high proportion (more than 50%) of our students achieved medium growth level. 14% of our year 5 students achieved a high gain in reading, 24% of our year 5 students achieved a high gain in writing and 5% of our year 5 students achieved a high gain in numeracy. Since this testing period the school has had a major focus on learning intentions, success criteria and reading instruction and foresee that this will be reflected in future NAPLAN results. Relative to the similar schools group between 2012- 2016 the percentage of students with high gain was well above the results for primary schools with similar characteristics.

A variety of extension and support programs including reading intervention Multi Lit, Toe by Toe and Quicksmart are in place both within and beyond classrooms. Teachers cater for varying levels of ability through individualised programs and flexible groupings. Individual Learning Plans have been written for all students who have not met national benchmarks. These are regularly reviewed by parents, teachers and the students.

At Gladesville Primary School, we have high expectations of all learners and teachers. Through our focus on personalised learning, we encourage students to be proactive in setting goals achieving them through ongoing feedback and reflection. A major emphasis of our school is Reading Workshops, which provide students with individualised guidance and support on their journey to become independent readers and build a community of expressors, listeners, and learners. Our goal for 2017 is to further improve student achievement and to ensure consistent learning growth across the school. We will continue to strengthen our primary focus on Literacy and Numeracy across the school. Major focus areas will include Writing, which is already producing some positive outcomes and consolidating the progress made on reading. Employing and working with a literacy coach will ensure improved teacher capacity and common understandings about best practice. Increased reflective teaching practice through a coaching and feedback model will improve consistency across the school.

The education state target of Pride and Confidence in our Schools indicated that 55% of students felt connected to school, 57% of staff were positive about the school climate and 82% of parents were satisfied with the school overall.

### Curriculum Framework implemented in 2016

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

### Engagement

As a result of the student attitudes to school data, increasing student connectedness and empowering responsibility for their learning has become a significant area of improvement at Gladesville Primary School. In response to concerning stimulating learning data in previous years, the school has incorporated MAPPEN inquiry units into our teaching and learning. MAPPEN is an online, expertly crafted integrated units of inquiry with built-in professional learning following a two-year scope and sequence. Staff have worked collaboratively using MAPPEN as an example of best practice to develop purposeful, rich units of inquiry where students are empowered, responsible learners.

The school has also responded to the student attitudes to school data with exciting plans to engage student leading the 2017 School Production. The school has spent the later part of 2017 preparing for students to work with Nadia's Youth Dance Company as part of our Performing Arts and Physical Education Specialist curriculum. This is in preparation for an original production about leadership and the 7 Habits. The students are co-writing this masterpiece with a professional choreographer. We look forward to our community joining us at this event and foresee a gain in student's attitude to school data.

In 2016, student attendance at Gladesville was monitored closely through Compass student management system. Staff consistently follow up with parents and families to accurately record reasons for student absences and the impact this has on student learning outcomes. The introduction of whole school morning assemblies and gathering at a common place has resulted in a positive start to each day and a celebration of those regularly arriving to school each day. Our 2016 attendance data indicates the percentage of students with 20 or more absences was 16%, well below the results of primary schools with similar characteristics. Our lowest attendance rates across the school can be attributed to extended family holidays, illness and parent choice to have student attend various family events.

### Wellbeing



As a result of the student attitudes to school data, increasing student connectedness and empowering responsibility for their learning has become a significant area of improvement at Gladesville Primary School.

Through the principles and language of the 7 Habits of Highly Effective People and The Leader In Me staff work to develop in each individual, a sense of wellbeing and connectedness to school, their peers, teachers and staff. Our Habits of Be Proactive, Begin with the End in Mind, Put First Things First, Think Win – win, Seek First to Understand Then Be Understood, Synergise and Sharpen the Saw at the heart of all communication and relationships across the school community. Students meet in multi-age Lighthouse Teams each fortnight. These teams are student led in partnership with a teacher mentor. This exciting initiative has empowered our students and staff to unleash their potential in making positive choices through a positive paradigm.

Children learn better when they have had a nutritious breakfast. Supported by the Victorian Government and local community partnerships, Gladesville Primary School provides Breakfast Clubs three mornings a week to students and their families. This program not only provides students with the best start to their learning each day, but also promotes interaction between community members in a welcoming environment. Students ability to focus on their learning has significantly improved since the program commenced in 2016.

Gladesville Primary School uses a restorative practice approach to resolve conflict and, as a collective learning community, we develop an inclusive, safe and orderly learning environment. Gladesville continues to deliver a range of wellbeing programs, overseen by the Primary Welfare Officer, to support the health and wellbeing of all students. The school has developed a partnership with Thriving Youth Australia that sees psychologists, councilors and youth workers volunteer their time to work with students at risk through individualised and group programs. 2016 saw the opening of the wellbeing 'Calm Room'. This room has been a great success with excellent results pertaining to student's ability to self-regulate and prepare themselves to be engaged, active learners and members of the community. Our highly successful grade 5 Life and Living programs continues to be a successful program for both students and families.

Students with special needs supported through the Program for Students with Disabilities showed satisfactory achievement their individual goals.

As part of our proactive approach to transition to school, Pre- school students visit during terms 3- 4 and actively participate in a variety of engaging activities with a number of teachers, support staff and the Principal. It is designed to give students the opportunity to familiarise themselves with the school environment. During Term 4, preschool students are involved in the formal Orientation Day where all incoming Foundation students meet their 'buddies', who spend time providing support and security to each student during the transition process as well as throughout their Foundation year in order to develop social and emotional confidence. Our Information Nights provide information and support to new and existing families about routines and curriculum. Grade 6 transitions into Year 7 are critical and students are provided with many opportunities to visit and actively participate in Secondary College activities. Families are encouraged to visit Open Evenings at prospective Secondary Colleges and information is provided. Transition programs are essential for all levels within the school community including Years 1 -2, 2-3 and 4-5. Students are well supported as they move through year levels from junior to senior school through various multi-age activities throughout the year. We have 'Meet and Greet' sessions at the end of the year for all students in their new classrooms with their new teacher. This enables students to meet their peers and feel positive for the new year ahead.

For more detailed information regarding our school please visit our website at [www.gladesvilleps.vic.gov.au](http://www.gladesvilleps.vic.gov.au)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 121 students were enrolled at this school in 2016, 48 female and 73 male. There were 3% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>59%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>43%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>52%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>52%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	55%	14%	Numeracy	36%	59%	5%	Writing	33%	43%	24%	Spelling	33%	52%	14%	Grammar and Punctuation	38%	52%	10%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	32%	55%	14%																							
Numeracy	36%	59%	5%																							
Writing	33%	43%	24%																							
Spelling	33%	52%	14%																							
Grammar and Punctuation	38%	52%	10%																							



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>94 %</td> <td>90 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	92 %	94 %	90 %	93 %	93 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	92 %	94 %	90 %	93 %	93 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>

# How to read the Performance Summary

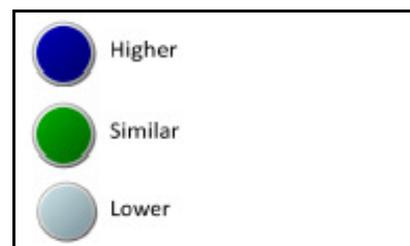
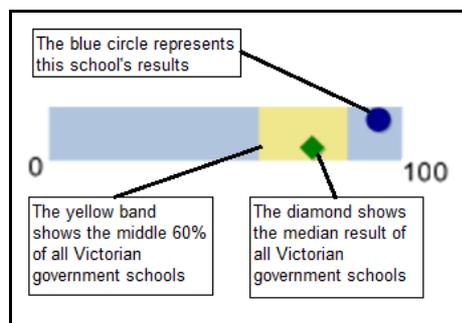
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

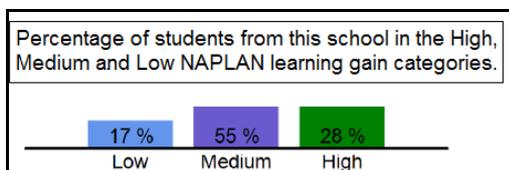
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

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

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

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

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

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

Revenue	Actual
Student Resource Package	\$1,014,952
Government Provided DET Grants	\$78,695
Government Grants Commonwealth	\$103,489
Government Grants State	(\$800)
Revenue Other	\$2,550
Locally Raised Funds	\$165,237
<b>Total Operating Revenue</b>	<b>\$1,364,123</b>

Expenditure	
Student Resource Package	\$1,020,071
Books & Publications	\$284
Communication Costs	\$2,794
Consumables	\$25,798
Miscellaneous Expense	\$62,445
Professional Development	\$9,456
Property and Equipment Services	\$80,147
Salaries & Allowances	\$216,545
Trading & Fundraising	\$54,388
Utilities	\$20,726
<b>Total Operating Expenditure</b>	<b>\$1,492,652</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$128,528)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$32,564
Official Account	\$17,320
<b>Total Funds Available</b>	<b>\$49,884</b>

Financial Commitments	
Operating Reserve	\$49,884
<b>Total Financial Commitments</b>	<b>\$49,884</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*