

2017 Annual Report to the School Community



School Name: Glen Huntly Primary School

School Number: 3703



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2018 at 01:45 PM by Elizabeth Alessi (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2018 at 07:11 AM by Craig Matthews (School Council President)



About Our School

School Context

Glen Huntly Primary School is located in a residential suburb about 16 kilometres south-east of the Melbourne CBD in the DET South East Victoria Region. The school is located on Grange Road on two separate sites on either side of the road and is connected by an overhead walk bridge. The school has an enrolment of approximately 365 students with a 15 per cent upward enrolment trend. The school offers a comprehensive inquiry based program on the Victorian Curriculum, with a range of specialist programs and extra-curricular activities to cater for the needs of the students.

The staffing levels of the school has 26.28 equivalent full-time staff: two principal class, 16.5 teachers including an Acting Leading teacher and 7.78 Education Support Staff. Glen Huntly Primary School's specialist programs includes Physical Education, Performing Arts, Music and Dance, Visual Arts, Library and Language (Indonesian) as well as a wide range of curriculum enrichment programs including raising chooks, Gardening and Cooking.

Staff in administration increased to 1.4 and classroom support roles expanded to assist students learning English (EAL) and Reading for students in Grades 1-4, in the EAL Butterfly House and Tree House Reading intervention program for identified students. The school opens the School Library weekly for a free Little Bookworms program for 3 to 5 year olds, which is very well attended.

Extra – Curricular activities include Maths Olympiad, Camps for Grades 3/4 and Grades 5/6, swimming, tennis, chess, drama and sessions with Sporting Schools Australia each term. A focus on sustainability sees the school continually working to involve students and the school community to connect to global issues and embed Biodiversity, Energy, Water and Waste into Inquiry Learning. The focus on Biodiversity Sciences: What do Living Things Need to Survive? invited students and families to an Expo Night in Term 3. Music tuition in the areas of guitar and keyboard is available for all students from Grades 3-6. The school is also very proud of its Party Hats Band, Years 3 to 6 choir, years Prep to 2 singing groups and the Annual School Cabaret where all students sing and dance to perform for parents and staff.

The school is participating in the second year for Google Apps for Education. The Glen Huntly Primary School Student Council also provides leadership opportunities for aspiring Years 3 to 6 students. In Year 6, there are Captains for the School, Sport, Music, Sustainability, eSmart and the four Houses: Batman, Flinders, Hume and Mitchell.

The school is working towards achieving the Goals and targets set out in the newly endorsed 2017 -2020 Strategic Plan.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning has continued as the identified FISO priority. Improvement initiatives in Building practice excellence, Curriculum planning and assessment, Evidence- based high impact teaching strategies and Evaluating impact on learning has been evaluated by the School Improvement Team (SIT) as Embedding.

Evidence and analysis has been described in the AIP 2017 Self Evaluation including the following key points:

- A whole school Professional Learning Plan has considered collaboration, reflection, coaching, mentoring, peer observation and feedback to inform the ways the school has systemically building practice. The Performance Report utilises the Staff Opinion Survey and rates this domain as High (Influence)
- A professional learning community (PLC) approach to whole- school curriculum planning and assessment has commenced and the focus has been on documenting the Writing, STEAM and Mathematics. The 2015 – 2017 School Comparison report shows an increased difference of the Matched School Mean in Writing from 431 to 495 (up 64) and Numeracy from 414 to 546 (up 132)
- The school has a clear focus on excellence in teaching and high expectations that students can meet appropriate challenges. The Leadership team has allocated time and resources to support teachers in implementing high impact teaching strategies with the Parent Opinion Survey rating teachers as having high expectations for success in the 91st percentile and staff rate Practice improvement summary in the 90th percentile.
- In Evaluating impact on learning, the school has prioritised assessment of literacy and numeracy and collaboratively built capabilities using the Naplan Writing Marking guide, Pat Maths and Fountas and Pinnell. Members of the Leadership team have attended VCAA Interpreting Naplan data and attended Bastow Literacy data. Each teacher has focused on the success required for each student and enhanced their data picture.
- There is a recognised intent to implement a shared vision of a high performance learning culture and students will learn in a positive school climate
- Additional analysis is in the 2017 AIP Self Evaluation Section 4

Achievement



The school continues to work to improve all student performance growth levels:

- The results of the Year 3 NAPLAN targets to lift the number of students performing in Reading and Number were similar to other schools with alike student background to which the school is compared.
- Year 5 targets were higher in Numeracy and were similar in Reading to schools with alike student background and to which the school is compared.

NAPLAN learning for Years 3 to 5 indicated **Medium or High Growth** for:

- 78.2 per cent of students in Reading
- 92 per cent in Numeracy
- 82.6 per cent in Writing
- 83 per cent in Spelling
- 87.5 per cent in Grammar and Punctuation.

All school means in NAPLAN:

- Are above the National Minimum Standards.
- Reading was the lowest and Numeracy the highest of the five NAPLAN School scores in 2017.

Victorian Curriculum Teacher Judgement Assessments

- A (School Strategic Plan) target to increase the number of students assessed at being above expected level
- Teacher judgment levels in English and Mathematics were higher than alike schools
- Almost 40 per cent of the students were EAL and are assessed on the EAL continuum

The implementation of Individual Learning Improvement Plans (ILIPs) based on formative tools, rubrics and approaches to personalised learning have all contributed to significant successes in English and Mathematics. Programs such as Big 6 Reading Program, Seven Steps to Writing Success and enhanced digital learning provision have all contributed to greater levels of learning growth. Team analysis of data by leaders had informed teaching delivery on a more consistent and targeted basis at all year levels has been a team-based approach and has been received positively by staff. The school has an emphasis on whole school pedagogy and consistency, collaboration and cross team moderation, staff coaching particularly in Number, peer observations, data literacy, targeted professional learning and less between-class variability.

During 2017 the school continued the process of learning the Victorian Curriculum using eight learning areas: English, Mathematics, Science, Health and Physical Education, Technologies, The Arts, Humanities and Social Sciences and Languages. Professional learning for staff for the Capabilities Learning Areas has been supported through Inquiry Learning Critical and creative Thinking, Intercultural understanding and Ethical understanding.

The School Staff Survey percent endorsement achieved for School Climate indicates a highly positive response of 85.9% which is well above the state mean. The Parent Satisfaction Summary of their school satisfaction level of 89.2% was also above State mean.

Engagement

Student agency has been enriched over the past year with Student Council continuing to have a strong role in the school. Student Council leaders share each class Mission Statements at whole school assemblies and Year 5 and 6 students lead the weekly assembly, highlighting the inspiring learning and student achievements. The stimulating teaching that happens across the school provides high levels of student engagement. The school continues to keep records of at risk students who require additional support. At risk students are students who need support with their learning, wellbeing and / or school attendance. Teachers discuss at weekly sub-school and student wellbeing meetings each of the students' needs and share ideas and strategies on how to improve learning outcomes for these students and adjust the records as required. The school promotes the "Every Day Counts/Matters" message to the community through the newsletter and during community circles, encouraging students to attend school every day. Our average number of school days students were absent was 13.7 which is less than the State Median. There were on average 93% per cent of students absent for up to 10 days which is less than the target of 95%, indicating this school records "more" absences than expected. However, the absent rate is largely due to extended family holidays and parental choice. The average attendance rate by year level is similar to the alike school to which the school is compared. The school has developed a positive climate for learning and excellence in teaching and learning that is empowering students.

Wellbeing

The school had been most effective in achieving a strong culture of student achievement, engagement and wellbeing. Extensive work on a school basis had been targeted towards Student Wellbeing programs based on building student resilience and improve mental health. The school has worked with Hugh van Cuylenburg and The Resilience Project to develop and implement a restorative approach to teaching and learning which the school has created an environment that is inspiring students, empowering teachers and engaging parents. Students confirmed that this school provided a caring environment and that misbehaviour was consistently well handled by staff. Students regarded the 'community circle' approach, which operated in all classrooms to discuss school values and acceptable behaviours, as being well conducted. The Student Wellbeing Team had diligently pursued positive behaviours-based educational programs that impacted on the positive student engagement and Student Wellbeing levels that exist in the school. The Student Attitudes to School Survey results for Sense of Connectedness and Management of Bullying were similar to alike school as compared. Students and staff demonstrate pride in values, culture and community of GHPS. Respect, pride, resilience



and teamwork are core values that staff and students strive to achieve. The students work in a positive school climate with a challenging and teaching and learning program.

For more detailed information regarding our school please visit our website at
[www.glenhuntlyps.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 305 students were enrolled at this school in 2017, 125 female and 180 male.</p> <p>40 percent were EAL (English as an Additional Language) students and 0 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <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>22%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>40%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>52%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>63%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>42%</td> <td>46%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	48%	30%	Numeracy	8%	40%	52%	Writing	17%	52%	30%	Spelling	17%	63%	21%	Grammar and Punctuation	13%	42%	46%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	48%	30%																							
Numeracy	8%	40%	52%																							
Writing	17%	52%	30%																							
Spelling	17%	63%	21%																							
Grammar and Punctuation	13%	42%	46%																							



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>92 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	93 %	91 %	94 %	94 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	93 %	91 %	94 %	94 %	94 %										



Performance Summary

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

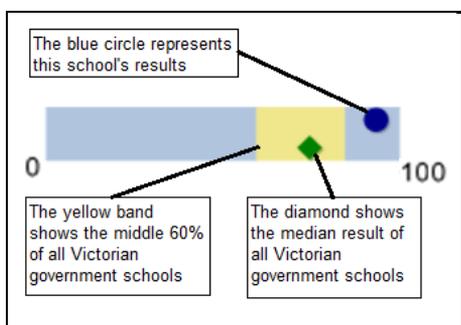
Engagement

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

Wellbeing

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

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

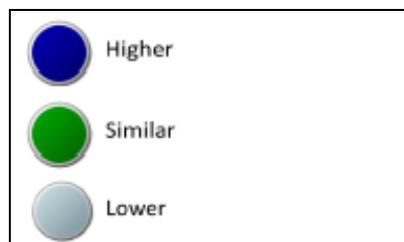


What does *School Comparison* refer to?

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

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

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



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

What does '*Data not available*' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

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

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Glen Huntly Primary School maintained a sound Financial Position in 2017.

Locally raised funds supported priority curriculum learning programs. Our Parents' Association fundraising also contributed towards the refurbishment of the Junior school. Our Parents' Association raised an extraordinary amount of funds in 2017 with our fete raising \$40749.74, which was a fantastic result! Our equity funding went towards purchasing of new ICT equipment to increase our ratio of equipment for all students to use in the classrooms. The School Council Committee monitored and reviewed all financial reports during the year. Funding was spent to improve our key learning areas, supplement the Capital Works Project, maintain our buildings & grounds and support the purchase of devices for the ICT program.

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	\$2,267,019	High Yield Investment Account	\$25,924
Government Provided DET Grants	\$306,216	Official Account	\$5,919
Government Grants Commonwealth	\$9,491	Total Funds Available	\$31,844
Revenue Other	\$12,979		
Locally Raised Funds	\$359,980		
Total Operating Revenue	\$2,955,684		
Equity¹			
Equity (Social Disadvantage)	\$8,073		
Equity Total	\$8,073		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,201,315	Operating Reserve	\$31,844
Books & Publications	\$657	Total Financial Commitments	\$31,844
Communication Costs	\$6,624		
Consumables	\$81,070		
Miscellaneous Expense ³	\$170,076		
Professional Development	\$21,660		
Property and Equipment Services	\$158,190		
Salaries & Allowances ⁴	\$173,388		
Trading & Fundraising	\$48,576		
Utilities	\$24,853		
Total Operating Expenditure	\$2,886,410		
Net Operating Surplus/-Deficit	\$69,274		
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.