

# 2017 Annual Report to the School Community



School Name: Gladstone Park Primary School

School Number: 5007



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 March 2018 at 12:51 PM by Tony Malgioglio (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 18 May 2018 at 10:41 AM by Nicole Bell (School Council President)



## About Our School

### School Context

Gladstone Park Primary School believes in a co-operative approach between its students, staff and parents. Through working together, students will develop positive attitudes, skills and the abilities to confidently meet the challenges in front of them.

The school motto "**Achieving Excellence**" reflects our core values: **Respect, Honesty, Responsibility, Cooperation** and **Unity**.

Gladstone Park Primary School is committed to the safety and wellbeing of children. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children, and enables them to thrive in their learning and development.

Gladstone Park Primary School aims to provide a teaching and learning environment that effectively supports students to reach their potential, including high achieving and special needs students. The school provides many specialist teachers and supports this through dedicated facilities for a number of the associated learning areas. The students have access to an exciting array of extra- and intra-curricula programs that enhance personal and academic development. The school is well-supported by the parent population both within the classroom and in fund-raising.

Gladstone Park Primary School was opened in 1970 and is situated in a residential estate in the northwestern suburb of Gladstone Park, close to Melbourne Airport and next to Gladstone Park Secondary School. The main buildings are set in well-developed, spacious and functional surroundings. The grounds include spacious asphalted areas and two well-equipped playgrounds. All school buildings and teaching spaces are fully heated and air-conditioned and teaching spaces are equipped with a range of resources for students. Over recent years, the school has made substantial investments in ICT, including the installation of interactive Smart boards in every classroom, the replacement of desktop computers with notebooks, the purchase of class sets of notebooks and the upgrade of school servers and wireless network.

The school population at the 2017 census date was 475. Although the majority of students were born in Australia, many of their parents were born in other countries and another language, as well as English, is spoken at home. There are more than 28 different nationalities represented at Gladstone Park. In 2017 the SFOE index dropped to 0.5313, there were 144 English as an Additional Language (EAL) students and 15.6 students on the Program for Students with Disability (PSD) program. The staffing profile consisted of 36.70 equivalent full time staff, including a Principal, an Assistant Principal, a Leading Teacher, 24.40 Classroom Teachers and 9.8 Education Support Staff.

Gladstone Park Primary School provides a balanced curriculum featuring quality, sequential programs. The Victorian Curriculum is used as the framework for teaching and learning programs. Specialist programs are offered in Performing Arts, Visual Arts, Physical Education, Languages (Italian), Library and English as an Additional Language (EAL). There are literacy intervention programs to enhance the students' abilities in reading and an Excel program for students who require extension. The Arts represents a major curriculum focus; involving, specialist programs, annual concerts, violin lessons, senior and junior choirs and a chamber choir, and the annual concerts are particularly successful.

### Framework for Improving Student Outcomes (FISO)

The School's focus on the FISO priority- **Excellence in Teaching and Learning** and its associated improvement initiatives- **Building Practice Excellence** and **Curriculum Planning and Assessment** is based on the need to continue to strengthen teachers' knowledge of the curriculum and their capacity to more accurately use data to identify the next steps in students' learning. Staff will continue to examine best practice and build their understanding and use of high impact teaching strategies.

The school's Self-Evaluation and Review that was conducted in 2015 identified strong growth in the early years, but a significant slump in growth between years 3 and 5- particularly in literacy and numeracy. The NAPLAN Relative Growth data for the 2015/2017 Cohort has shown a continued low percentage of students making high growth (14.8% for Reading, 21.7% for Writing, 16.7% for Spelling, 13.1% for Numeracy). Addressing low growth is highlighted as a priority in our Strategic Plan. Our key improvement strategies and actions include building teacher capacity to deliver challenging and point-of-need / differentiated curriculum.

Data drawn from the School Staff Survey, the GPPS School Improvement Survey and the FISO Continua of Practice Self Evaluation shows that whilst teachers work collaboratively to improve their practice, more formalised processes need to be developed in order to facilitate teacher observation and discussion of best practice and giving and receiving feedback.

Gladstone Park Primary School's decision to continue its focus on the FISO priority both aligns with, and complements the school's current improvement agenda, as defined in the 2016 – 2019 Strategic Plan.

## Achievement

Teacher assessment of student achievement in English and Mathematics for 2017 shows the school performing at a similar level as other schools with similar students. Whilst the results fall within the middle 60% band of Victorian Government schools for Mathematics, the median score is slightly lower than English.

The 2017 Year 3 NAPLAN achievement data for Reading and Numeracy places GPPS in the middle 60% band of Victorian Government schools. The school performed at a higher level for Reading and at a similar level for Numeracy than similar schools. The 4-year average for Reading was higher than similar schools and similar for Numeracy.

The 2017 Year 5 NAPLAN achievement data for Reading and Numeracy places GPPS in the middle 60% band of Victorian Government schools at a similar level as schools with similar students. The 4-year average for Numeracy was at the bottom range of the middle 60% band, but still like similar schools.

NAPLAN Learning Gain data for the 2017 Year Five cohort indicates that 78% to 87% of the year 5 students made low to medium growth from 2015 to 2017.

All students on the PSD program showed good progress measured against their Individual Learning Plans.

The school is continuing to-

- Enhance teacher knowledge of the key aspects of reading and core teaching practices for the explicit teaching of literacy skills.
- Build on teacher knowledge of the Mathematics Curriculum and their shared understanding of the development of numeracy skills.
- Develop a shared understanding of what excellence in practice looks like for the teaching of Literacy and Numeracy.
- Enhance teacher capacity to use multiple sources of data to pinpoint students' progress and deliver differentiated teaching.
- Target and monitor cohorts of students to ensure required progress in Literacy and Numeracy.
- Implement a range of intervention programs, including English as an Additional Language (EAL), Literacy Support and the Excel Program to cater for the learning needs of targeted students.

## Engagement

The attendance rates for Years Prep to 6 in 2017 ranged from 90% to 94%, which were similar to like schools with similar students. The School's absence rates were slightly lower than the state average. The four-year average absence rates were slightly lower than the state mean, with attendance being higher than similar schools.

The School is continuing to seek improvement by:

- Closely monitoring and tracking attendance and following up students who are absent- daily phone calls to parents and sending letters home.
- Providing information to families about the '*It's Not OK to Be Away*' program.
- Advocating for the reduction of extended family holidays during school time.
- Providing weekly, term and yearly attendance awards.

## Wellbeing

The 2017 Years 4 to 6 Student Attitudes to School Survey indicated that our students continued to be highly engaged; they displayed a high level of wellbeing and felt a strong sense of belonging and connectedness to school.

The result for *Sense of Connectedness* was slightly above the state mean, and slightly below for *Management of Bullying*. Both results were similar to like schools with similar students.

The school continues to:

- Provide avenues for students to participate in meaningful decision-making and leadership, e.g. School & House Captains, Junior School Council and Chamber Choir etc.
- Implement the curriculum based program- '*You Can Do It*'
- Promote and maintain an ongoing focus on our school values ~ **Respect, Honesty, Responsibility, Cooperation and Unity**.
- Reflect and build on the school mantra- **Achieving Excellence** and the high expectations that define the Gladstone Park PS culture.
- Deliver a comprehensive program that provides all children with breadth and depth of experiences and opportunities to achieve their personal best.
- Promote feedback between students and staff in order to build student voice and agency.

For more detailed information regarding our school please visit our website at  
<http://www.gladstoneparkps.vic.edu.au/>



## Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

### School Profile

#### Enrolment Profile

A total of 460 students were enrolled at this school in 2017, 217 female and 243 male.

48 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

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"><li>• English</li><li>• Mathematics</li></ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	 Similar  Similar

## 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
<b>NAPLAN Year 3</b> The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading  Results: Reading (4-year average)  Results: Numeracy  Results: Numeracy (4-year average) 	Higher Higher Similar Similar
<b>NAPLAN Year 5</b> The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading  Results: Reading (4-year average)  Results: Numeracy  Results: Numeracy (4-year average) 	Similar Similar Similar Similar

## 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><b>NAPLAN Learning Gain</b> <b>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <table border="1"> <tr> <td>Low</td> <td>36 %</td> <td>Medium</td> <td>49 %</td> <td>High</td> <td>15 %</td> </tr> </table> <p><b>Numeracy</b></p> <table border="1"> <tr> <td>Low</td> <td>33 %</td> <td>Medium</td> <td>54 %</td> <td>High</td> <td>13 %</td> </tr> </table> <p><b>Writing</b></p> <table border="1"> <tr> <td>Low</td> <td>35 %</td> <td>Medium</td> <td>43 %</td> <td>High</td> <td>22 %</td> </tr> </table> <p><b>Spelling</b></p> <table border="1"> <tr> <td>Low</td> <td>30 %</td> <td>Medium</td> <td>53 %</td> <td>High</td> <td>17 %</td> </tr> </table> <p><b>Grammar and Punctuation</b></p> <table border="1"> <tr> <td>Low</td> <td>22 %</td> <td>Medium</td> <td>58 %</td> <td>High</td> <td>20 %</td> </tr> </table>	Low	36 %	Medium	49 %	High	15 %	Low	33 %	Medium	54 %	High	13 %	Low	35 %	Medium	43 %	High	22 %	Low	30 %	Medium	53 %	High	17 %	Low	22 %	Medium	58 %	High	20 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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><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</p> <p><b>School Comparison</b></p> <p>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>	<p>Results: 2017</p> <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences &lt;-----&gt; Many absences</p> <table border="1"> <thead> <tr> <th>Year Level</th><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>Avg %</td><td>90 %</td><td>91 %</td><td>94 %</td><td>93 %</td><td>91 %</td><td>92 %</td><td>92 %</td></tr> </tbody> </table>	Year Level	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Avg %	90 %	91 %	94 %	93 %	91 %	92 %	92 %	Similar  Higher
Year Level	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6											
Avg %	90 %	91 %	94 %	93 %	91 %	92 %	92 %											

## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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)

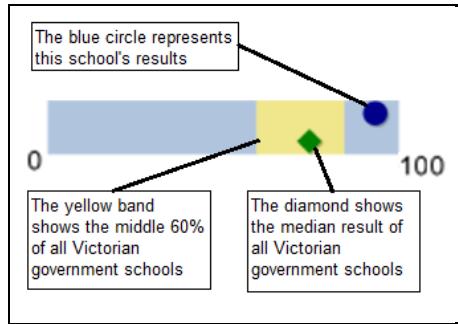
### Engagement

- 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).

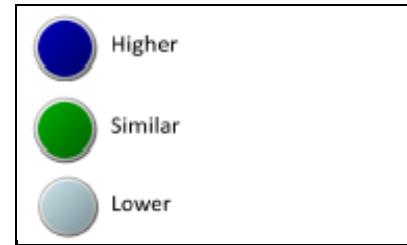


## What does *School Comparison* refer to?

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

Gladstone Park Primary School provides students with an extensive range of learning programs. The school is resourced to provide educational experiences that support learning for the 21st century.

The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimize our students' learning experiences and environment. The school was well positioned financially at the conclusion of 2017.

Equity funding has supported professional learning programs, intervention programs, including literacy and numeracy extension, additional student wellbeing services and playgroup.

Financial reports show relatively high expenditure in particular areas:

- Property and Equipment Services and Miscellaneous Expenses expenditure reflect the ongoing costs associated with maintaining a 47-year old building, plant and equipment.
- Salaries & Allowances include a number of School Council employees and Casual Relief Teachers engaged to support the school professional development plan, aimed at building the capacity of staff to deliver improved student outcomes.

It should be noted...

1. *The annual result was a surplus due to actual student enrolment numbers greatly exceeding the Principal Projections.*
2. *Capital reserves will continue to be committed to bringing about improvement to buildings, grounds and equipment in order to ensure a safe, healthy and engaging learning environment for all members of the school community.*

### 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	\$3,797,321	High Yield Investment Account	\$275,892
Government Provided DET Grants	\$856,701	Official Account	\$45,343
Government Grants Commonwealth	\$9,248	Other Accounts	\$588,744
Government Grants State	\$4,200	<b>Total Funds Available</b>	<b>\$909,979</b>
Revenue Other	\$34,128		
Locally Raised Funds	\$230,951		
<b>Total Operating Revenue</b>	<b>\$4,932,550</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$456,629		
<b>Equity Total</b>	<b>\$456,629</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,403,302	Operating Reserve	\$150,002
Books & Publications	\$8,010	Asset/Equipment Replacement < 12 months	\$50,848
Communication Costs	\$7,678	Capital - Buildings/Grounds incl SMS<12 months	\$215,859
Consumables	\$108,316	Beneficiary/Memorial Accounts	\$21,912
Miscellaneous Expense <sup>3</sup>	\$255,402	Revenue Received in Advance	\$51,753
Professional Development	\$18,453	School Based Programs	\$419,605
Property and Equipment Services	\$231,950	<b>Total Financial Commitments</b>	<b>\$909,979</b>
Salaries & Allowances <sup>4</sup>	\$217,059		
Trading & Fundraising	\$53,126		
Utilities	\$42,619		
Adjustments	\$251		
<b>Total Operating Expenditure</b>	<b>\$4,346,165</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$586,385</b>		

**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.*