

2015 Annual Report to the School Community

Glen Waverley Primary School

School Number: 5425



Name of School Principal:

Robyn James

Name of School Council President:

Paul Van Den Bergen

Date of Endorsement:

2nd May, 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

2015 was another outstanding year for the Glen Waverley Primary School community as we continued the implementation of 2013 – 2016 School Strategic Plan. We also continued to focus on :

- Achieving outstanding student learning outcomes
- Implementing whole school teaching and learning approaches
- Implementing whole school student wellbeing programs
- Increasing our technological resources
- Providing a very comprehensive intercultural and global curriculum with a clear focus on international mindedness
- The development of the school's facilities and
- Working towards Accredited Membership status of the Council of International Schools (CIS).

Glen Waverley Primary School is focused on continual improvement in all aspects of the curriculum and school leadership as well as ensuring all students feel safe and secure. We are committed to providing a curriculum which has a global perspective and rich in science, intercultural understanding, global citizenship and global learning - with the aim to make a difference to the current and future world. In November 2012 we were extremely proud to be awarded the prestigious Excellence in Multiculturalism (and Global Education) Award from the Multicultural Commission of Victoria and the then Department of Education and Early Childhood Development.

In December 2014 we were awarded Membership Status with the Council of International Schools (CIS) – a world renowned educational organisation which focuses on continuous improvement, exemplary leadership, high academic standards and global citizenship. This achievement was the result of a number of years of hard work in all of these areas and has been favourably received by the entire school community. In 2015 our focus was on completing our self study to be submitted in 2016 to support our application as an Accredited Member of the Council of International Schools (CIS).

Naturally our work has continued to have a very strong focus on these very important attributes of a successful school, with a clear focus on the needs of 21st Century learners and educators.

Glen Waverley Primary School is a very unique school where approximately 92% of our students have a language background other than English (LBOTE), 80% are learning English as an Additional Language (EAL) and we are also located in a high socio economic area of Melbourne. It is extremely pleasing that our families value the strong connection with the school and continually support the school in many ways. 2015 was also another year of significant enrolment growth. We commenced the year with 698 students and this increased to 743 by the end of the year. In 2016, we commenced with 750 students.

Our staff work industriously to extend and develop their teaching skills through a comprehensive whole school approach to professional learning aimed at understanding students from diverse backgrounds and improving student learning outcomes. Organised, robust, coherent and rich teaching and learning programs support all students throughout the school. Our Smart8 and student wellbeing programs together with a vast array of extra-curricular activities provide all students with a variety of learning and leisure opportunities whilst at school.

In 2015 we continued embedding our whole school approach to Reading and Writing, which have been extremely successful. It is wonderful to see a unified and consistent approach being implemented across our school and the inherent difference this makes to the children's understanding. We further developed whole school approaches in 2015 with Mathematics. We introduced the philosophy of Number Talk, engaging Ryan Dunn to support staff. In 2016 we will continue work aligning Mathematics documentation (Scope and Sequence) with the new Victorian Curriculum. Similarly we will commence review of our Spelling scope and sequence while embedding the use of data in team discussions and planning.

Our students participate in a magnitude of assessment tasks including the VCAA On-demand, NAPLAN, UNSW ICAS competitions and a range of teacher assessments. These assessments are used to inform student achievement and drive teaching and learning. In 2016 the Mathematics SSP team will investigate a whole school approach to the assessment of Mathematics.

Our school community is very supportive of the work the school is doing and parents are welcome participants and engaged in the decision-making processes of the school. Opportunities are provided for parents and families to get together and be an active part of our school community. Parents are strongly encouraged to become involved in their child's school years through School Council and other extra curricula programs such as excursions, classroom support and sport.

In 2015 our staff consisted of 46.06 Full Time Equivalent (FTE) staff which consisted of: 3 Principal Class Officers, 40 teaching and 10 education support staff. In 2015 the school also catered for 12 students within the Program for Students with Disabilities (PSD) all of whom made significant progress in achieving the goals as outlined in their individual learning improvement plan (ILIP).

We also continued to develop the school's facilities by completing a number of tasks including: fully renovating the sick bay area, installing air conditioning in ELC classrooms, installing additional shade sails and developing the new Year 6 play and learning

space. All of which have had a significant impact on teaching and learning whilst improving connectedness throughout the school.

2016 promises to be another very successful year as we continue implementing our 2013 – 2016 School Strategic Plan and we focus on embedding our whole school approach to Reading and Writing, Student Emotional Learning (with the continued implementation of the You Can Do It and Peer Mediation programs), Assessment and Reporting and Mathematics. We are also completing the process of becoming an Accredited Member of the Council of International Schools which will not only be a terrific achievement but will also provide the school community with the structure to continually strive for excellence in every facet of our wonderful school.

The school will develop the new Strategic Plan in early 2017.

Achievement

Glen Waverley Primary School’s achievement in student learning, as assessed by our staff, was higher than the predicated range given our student cohort in English and Mathematics. Teacher assessed data depicts a high performing school which is extremely pleasing and a real credit to the professionalism of the staff and willingness of our students and parents to ensure we all work together for the betterment of the children.

The percentage of students achieving a grade of C or above in teacher assessment in Literacy and Numeracy is higher than other schools. However, we recognise that as a proactive and forward thinking school there is much more we can implement to continually improve student learning outcomes. For this reason in 2015 we consolidated our whole school approach to Reading which is based on the CAFE reading model although rebadged to suit our high number of EAL students. We have also embedded a whole school approach to Writing using the acronym VOICES (voice, organisation, ideas, conventions, excellent word choice and sentence fluency) and commenced the development of our whole school approach to teaching Mathematics – Number Talk. It is wonderful to see and hear the children throughout the school use a common language when articulating their learning and their individual learning goals.

2015 saw the development of more dynamic and rigorous student learning when articulating Learning Intentions and Success Criteria, focusing on areas such as Task, Metacognition and Behaviour.

The Gradual Release of Responsibility continued as the whole school teaching and learning model. This tool is particularly useful to students as they are supported to identify and articulate stages of the learning process.

In 2015 our overall NAPLAN results were pleasing however we recognise that there is always room for further growth and improvement.

2015 Year 3 NAPLAN Results: Our Year 3 NAPLAN results were overall pleasing as indicated below:

2015 Year 3 NAPLAN	% and Number of students at the expected Standard	% and Number of students Above the expected Standard	Mean State /School
Reading	19.2% (16/83 students)	73.5% (61/83 students)	437.8/481.4
Numeracy	32.5% (27/83 students)	57.8% (48/83 students)	409.8/449.9

Our Year 3 Reading results were similar on School Comparison with 73.5% of our students achieving in the top two bands and 19.2% within the expected standard. Our 4 year average fell lower than all other schools. The 2015 Year 3 cohort performed within the top of the middle 60% of all Victorian Government schools and were also well above the State Mean.

The 2015 Year 3 Numeracy results were also pleasing with 57.8% of our children achieving in the top two bands of NAPLAN and 32.5% at the expected standard, making us similar on School Comparison and also similar over a 4 year average. The 2015 Year 3 cohort performed within the top of the middle 60% of all Victorian Government schools and were also well above the State Mean.

2015 Year 5 NAPLAN Results: Our Year 5 NAPLAN results were overall pleasing as indicated below:

2015 Year 5 NAPLAN	% and Number of students at the expected Standard	% and Number of students Above the expected Standard	Mean State /School
Reading	31.7% (33/104 students)	56.8% (79/104 students)	505/544.5
Numeracy	20% (21/105 students)	69.5% (73/105 students)	501.6/570.7

Our 2015 Year 5 students performed just within the top 20% of schools in Reading and well within the top 20% of schools in Numeracy. Our 2015 Year 5 Reading results with 56.8% of students performing in the top 2 NAPLAN bands and 31.7% at the

expected standard rated us similar in School Comparison and over the 4 year average.

Our Year 5 NAPLAN Numeracy results were very pleasing with 69.5% of students achieving in the top two NAPLAN bands and 20% at the expected standard ranking us similar in School Comparison and over the four year average.

Overall our NAPLAN Learning Gain data was also extremely positive with approximately 80% of our students achieving either Medium or High growth as indicated below:

2015 Year 5 NAPLAN Learning Gain	% of Students with Low Learning Gain	% of Students with Medium Learning Gain	% of Students with High Learning Gain
Reading	17	47	36
Numeracy	14	44	42

2016 is a very important year for our school community as we continue to embed our whole school approach to Reading, Writing, Student Emotional Learning (with continued implementation of the You Can Do It and Peer Mediation programs), Assessment and Reporting and Mathematics. Ryan Dunn will continue to work with our staff as they develop their capacity in Number Talk.

In 2015 the use of GradeXpert to store and analyse student achievement data continued. Staff also continued to moderate student learning tasks within Level teams.

In 2016 we will revise the manner in which we utilise student achievement data to further support and direct teaching and learning programs across the school. Our Targeted Student Learning (TSL) program will support student learning across the curriculum and provide targeted support based on robust analysis of student data.

Our work in focusing on improving student learning outcomes will continue across the entire curriculum as we implement a robust, comprehensive, globally focused, intercultural and engaging curriculum for all students. Student Voice has remained important to the development of our curriculum.

Our curriculum is supported by a comprehensive whole school professional learning program which includes members of the Leadership Team, Level Leaders and Curriculum Leaders having access to a professional coach and also inviting renowned consultants to work with the entire staff.

Engagement

Glen Waverley Primary School's achievement in student engagement (number of student absences) in 2015 was similar to the predicated range when given our student cohort, it is also similar over the 4 year average. Our 2015 student cohort results are just within the middle 60% of all Victorian Government schools and was also below the State Mean (GWPS @ 12.89 days absent across Year Prep to Six compared to 14.62 across the State) which is very pleasing.

Analysis of our absence data depicts the following:

Average attendance rates in the 2015 school year were as follows:

Year Prep	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
93%	93%	93%	93%	94%	94%	94%

Our school's absence % is also reflective of a multicultural and first generation migrant school community with extended family holidays being prevalent with our school community, although there has been a significant decrease in these absence rates in 2015. The number of days on extended family holidays per full time equivalent students is depicted as follows:

Year Prep	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Mean
4.27	4.47	4.24	3.32	2.83	2.73	2.66	3.49

An area of some concern is the number of days per full time equivalent students which are unexplained:

Year Prep	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Mean
5.23	5.33	6.17	6.27	5.44	6.51	6.98	6.00

There has been an improvement in this data in 2015 however this is an area we will continue to address in 2016 by reminding families of the importance of informing the school of all absences via regular newsletter articles and telephone calls if a child is absent for 2 consecutive days.

Wellbeing

The Wellbeing domain reflects the “Connectedness to School” and “Student Safety” variables in the Year 5/6 Attitudes to School survey which is conducted in May. Our goal is to further enhance the wellbeing of all students and we aim to improve social connectedness and emotional resilience in a number of ways including improved communication with the school community regarding wellbeing programs. We will continue to target e-safety and lift the profile of our recent success becoming an e-smart school. We also aim to improve the perception of student safety by continuing to develop our Peer Mediation Program, which proved very successful in 2015.

Our student Wellbeing achievement in 2015 is within the middle 60% of all Victorian government schools. Our results rated us similar in School Comparison, also similar over the 4 year average.

Over the last three years our Connectedness to School variable has remained rather constant although above the State and also the Region as depicted below:

Connectedness to School Variable	Glen Waverley Primary School			State			Region		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
	4.45	4.39	4.56	4.38	4.39	4.38	4.38	4.39	4.41

Over the last three years we have seen an improvement in our Student Safety variable results, with results now similar to the Region and State, as depicted below:

Student Safety Variable	Glen Waverley Primary School			State			Region		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
	3.90	4.31	4.33	4.34	4.37	4.33	4.31	4.31	4.29

In 2015 we embedded our Social and Emotional Learning program, You Can Do It, with the aim of focusing on Student Connectedness throughout our school. We commenced a second year of the Peer Mediation program where students in Year 6 are entrusted with the responsibility of assisting other children to deal with minor issues in the school yard. Both of these programs have been favorably received by the staff, children and families. Feedback provided by the students indicates that they enjoy the various You Can Do It lessons, the Year 6 children report that they also enjoy the responsibility of being a Peer Mediator.

In 2014 we implemented a Year 3 and 4 Attitudes to School survey which was created by the Student Engagement and Wellbeing Team to compliment the Year 5 and 6 survey, 2015 was the second year both surveys were conducted. The results of this survey were quite favorable and also provided with the children in our middle school to experience such a survey.

As a proactive and forward thinking school we recognise the importance of ensuring we continually implement innovative and engaging programs in order to improve student learning outcomes and connectedness such as a variety of additional extra-curricular and advanced learning programs. We also see the value in providing a Wellbeing Officer and so committed to funding the continuation of this position once the government grant was no longer available to our school.

Productivity

Glen Waverley Primary School is well staffed with a wide range of talented and specialist teachers and support staff. In 2015 the Leadership Team consisted of 1 Principal, 2 Assistant Principals, 1 Leading Teacher and 8 Teaching & Learning Leaders (teachers). The school also maintained 7 School Strategic Plan (Curriculum) Teams which focus on the areas of Maths, English, Information and Communication Technology, Assessment and Reporting, Student Engagement and Wellbeing, Student Pathways and Transition and Curriculum and Multiculturalism.

Our goal is to improve the Performance and Development culture in the school and we are continuing to structure a professional learning program, including induction, which addresses priority learning areas and aligns with goals in Staff Performance and Development Plans and our School Strategic Plan.

We have a strong focus on the development of leadership capacity within our staff and provide mentoring for new staff. Staff roles and responsibilities are well defined and supported by a team approach. In 2016 we will investigate a range of ICT resources that will improve communication between all members of the school community.

In 2015 we continued to also focus on the development of our school facilities and completed the following tasks:

- Extending the Out of School Hours Care building
- Creating a new Year 5/6 play and learning area
- Moving the Year 5/6 adventure playground

- Installing air conditioning in the Early Learning Centre (BER building)
- Refurbishing the sick bay
- Installing further shade in the playground
- Improving the storm water system to prevent flooding
- Developing the bike shed area
- Re asphaltting the Turning Circle and
- Completing several significant landscaping projects

In 2015 the school spent considerable financial resources increasing the technological footprint by ensuring every classroom has an interactive whiteboard, 6 iPads and 6 notebook computers. We also further developed our specialist programs by continuing very successful Multi-media, Advanced Maths and Advanced Art programs. In 2016 we look to further enhance the learning opportunities of our students by introducing additional engaging, challenging and enriching programs such as Tournament of Minds, Computer Programming, Advanced Music, Documentary Film-Making classes and an extended Robotic Program.

For more detailed information regarding our school please visit our website at
<http://www>

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.

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:

School Profile

Enrolment Profile

A total of 703 students were enrolled at this school in 2015, 324 female and 379 male. There were 58% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>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> Lower</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> 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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>47%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>44%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>47%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>45%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	47%	36%	Numeracy	14%	44%	42%	Writing	13%	47%	40%	Spelling	12%	47%	42%	Grammar and Punctuation	10%	45%	44%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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>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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	94 %	94 %	94 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	94 %	94 %	94 %										

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>Students Attitudes to School - Connectedness to School</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

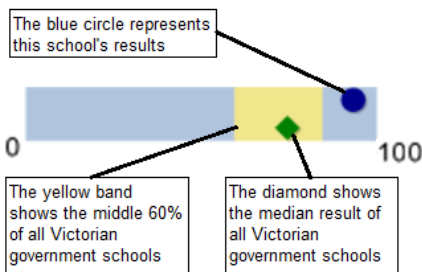
What are student outcomes?

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 colleges, 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.



What is a School Comparison?

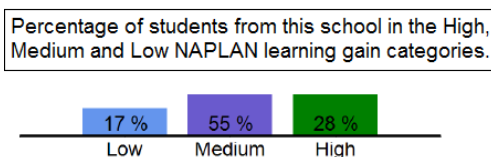
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

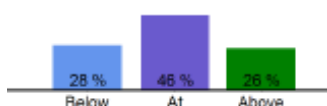
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,206,595	High Yield Investment Account	\$1,651,680
Government Provided DET Grants	\$1,129,686	Official Account	\$33,870
Government Grants Commonwealth	\$65,396	Other Accounts	\$40,725
Revenue Other	\$39,994	Total Funds Available	\$1,726,275
Locally Raised Funds	\$623,140		
Capital Grants	\$13,100		
Total Operating Revenue	\$6,077,911		
Expenditure		Financial Commitments	
Student Resource Package	\$4,028,480	Operating Reserve	\$154,920
Books & Publications	\$52,346	Asset/Equipment Replacement < 12 months	\$70,356
Communication Costs	\$6,638	Capital - Buildings/Grounds incl SMS<12 months	\$183,120
Consumables	\$115,249	Maintenance - Buildings/Grounds incl SMS<12 months	\$24,000
Miscellaneous Expense	\$335,437	Beneficiary/Memorial Accounts	\$2,000
Professional Development	\$19,646	Revenue Received in Advance	\$215,925
Property and Equipment Services	\$575,594	School Based Programs	\$80,000
Salaries & Allowances	\$17,289	Provision Accounts	\$2,566
Trading & Fundraising	\$146,650	Other recurrent expenditure	\$153,547
Travel & Subsistence	\$2,144	Asset/Equipment Replacement > 12 months	\$300,000
Utilities	\$26,079	Capital - Buildings/Grounds incl SMS>12 months	\$539,841
Adjustments	\$72	Total Financial Commitments	\$1,726,275
Total Operating Expenditure	\$5,325,623		
Net Operating Surplus/-Deficit	\$752,288		
Asset Acquisitions	\$48,370		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

In 2015 Glen Waverley Primary School continued to support the implementation of the Strategic Plan by committing funds to Professional Learning and resources. The development of our leaders was also a priority with the continued support from a consultant.

We continued to invest in the school's facilities by completing a host of projects including:

- Extending the Out of School Hours Care building
- Creating a new Year 5/6 play and learning area
- Moving the Year 5/6 adventure playground
- Installing air conditioning in the Early Learning Centre (BER building)
- Refurbishing the sick bay
- Installing further shade in the playground
- Improving the storm water system to prevent flooding
- Developing the bike shed area
- Re asphaltting the Turning Circle and
- Completing several significant landscaping projects

In 2015 we were allocated \$2 million of Capital Works funding to construct a new gymnasium. The planning will be completed in 2016, with construction to begin before the end of the year.

Due to continued growth, Glen Waverley Primary School committed considerable financial resources to maintain and extend the school's ICT infrastructure. The students have access to a range of reliable ICT equipment.

In 2016 we plan to continue investing in the school's facilities by completing projects including:

- Further development of the play areas
- Refurbishment of the staff bathrooms
- Refurbishment of the hall foyer, kitchen and bathrooms
- Development of storage for the Art room, ensuring the safe storage of materials and equipment and
- Completing the fit out of the Science Shed

Glen Waverley Primary School has experienced significant growth over the last few years, with more growth predicted into the future. Strategic decisions will continue to be made to support the growth of the school.