

## 2015 Annual Report to the School Community

Glen Park Primary School

School Number: 1135



Name of School Principal:

Anthony Shaw

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Name of School Council President:

Tamara Vandenberg

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Date of Endorsement:

24/03/16

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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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

*Glen Park Primary is a 'bush school on the edge of the city' first established from a one acre lot carved out of the bush in 1870. Only 10 minutes out of Ballarat, it features an attractive rural environment, excellent resources (abundant sports equipment, art materials, thousands of books and a ratio of more than one computer and one iPad per student) and a new double teaching area. Glen Park has dedicated, caring staff(1.0 EFT), comprising of a full-time teacher/principal who has been at Glen Park since 1997. Glen Park had a small enrolment over the last 10 years. Currently it stands at 7 students. We are seeking new enrolments for 2017-18. What keeps Glen Park an active and progressive school is the hard work and dedication of its staff, an authentic personalised approach to learning, accountability and transparency and an evolving and innovative approach to teaching and learning. Our core values developed for our new Strategic Plan (2013-16) are individuality, persistence, empathy and achieving personal best.*

### Achievement

In the Government School Performance Summary we exceed the median of all government schools in English and Mathematics.

We had outstanding data for year 5 NAPLAN Reading and Numeracy tests. Our 5 year trends in NAPLAN are excellent. We continued with on-demand testing, TORCH Reading and Pat Maths tests in 2015 to better inform our teaching. In teacher judgements all students are rated as B or C.

Glen Park boasts a personalised learning program for all middle/upper students; intensive literacy/numeracy for all Early Years students; one to one computer and iPad ratio and an Information and Communication Technology rich learning environment; thinking curriculum; and extensive library and science/maths/literacy resources.

Improvement in literacy and numeracy continues to be a top priority at Glen Park Primary School for 2013 as well as further embedding cutting-edge ICT across the school (electronic whiteboards, laptops, iPads, digital cameras, iPods, GoPros and flip cameras.)

In 2015 we further developed detailed whole school plans for both literacy numeracy and ICT. We also further developed a comprehensive Developmental Learning Framework for the school and an interactive whole school approach to strategic planning using the effective school's model.

### Engagement

Our students have an excellent attendance record with results higher than those of comparable Victorian state schools taking into account student background characteristics. We also have extremely low staff absence data.

We conscientiously engage the local community in school and neighbourhood events through our community newsletter.

We receive very positive feedback from our readers and have established a link with the Pootilla LandCare group, the Dean Hall Committee, The Coorabin Community Group and the Brown Hill Progress Association. We also provide brochures which are delivered to new homes in Brown Hill to let them know they have a small school option for their children to attend primary school.

Glen Park Primary will continue to maintain high expectations and standards for staff and students alike. We will continue to engage in a student centred approach to implementing policies and procedures, individualised programs (including negotiated curriculum) that meet the needs of each child will continue to be developed. The 'whole' needs of the child as well as explicit learning outcomes were incorporated into our ILPs using iPads in 2015.

In short Glen Park is a safe and happy school for both students and staff.

### Wellbeing

Our student engagement and wellbeing levels exceed the mean for Victorian state schools. Unfortunately, due to confidentiality reasons, there was no Staff Attitudes to school data released for us in 2013. Parent Opinion data shows Glen Park parents have a level of satisfaction with our school that far exceeds the State mean.

We have developed a comprehensive holistic student engagement policy in 2009 which has been successfully implemented in 2010-13. We have had no reportable accidents or incidents in the school in 2013.

Many of the new students enrolled at Glen Park between 2012-14 came from large private schools in Ballarat and they have joined us through positive 'word of mouth.' About our excellent curriculum and innovative programs but above all else for our safe and caring learning environment.

Our significant can be attributed to our excellent BER building and our abundant resources. Another significant contributing factor is the positive parent and student feedback about our school which is testament to our tranquil, rural learning environment.

### Productivity

Glen Park uses its resources - people, time, space, funding, facilities, community expertise, professional learning, class structures, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

Staff morale is high and absenteeism is significantly below state average. The children have abundant learning and play space in our grounds. Thanks to the BER our learning facilities are excellent. The principal embarks on professional learning that supports the goals of our Strategic Plan and AIP. All children have their own ILP.

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 7 students were enrolled at this school in 2015, 4 female and 3 male. There were 0% of EAL (English as an Additional Language) students and < 20% 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.







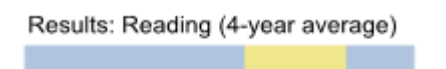



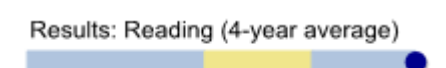






## Performance Summary

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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></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><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></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><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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>

## 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</b> 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>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

## Performance Summary

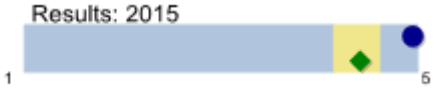







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Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended 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 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>NA</td> <td>89 %</td> <td>99 %</td> <td>98 %</td> <td>NA</td> <td>98 %</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	89 %	99 %	98 %	NA	98 %	NA	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	89 %	99 %	98 %	NA	98 %	NA										



## Performance Summary

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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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Lower</p>

# How to read the Performance Summary

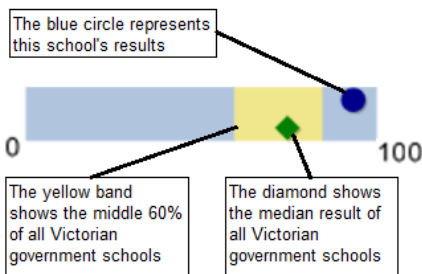
## What are student outcomes?

*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 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?

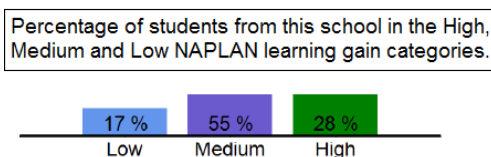
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

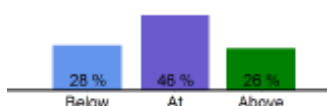
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some 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	\$157,844	High Yield Investment Account	\$37,565
Government Provided DET Grants	\$69,491	Official Account	\$2,364
Revenue Other	\$1,443	<b>Total Funds Available</b>	<b>\$39,928</b>
<b>Total Operating Revenue</b>	<b>\$228,778</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$138,777	Operating Reserve	\$10,000
Books & Publications	\$7,606	Asset/Equipment Replacement < 12 months	\$6,954
Communication Costs	\$2,449	Maintenance - Buildings/Grounds incl SMS<12 months	\$6,000
Consumables	\$21,252	School Based Programs	\$15,474
Miscellaneous Expense	\$9,340	Other recurrent expenditure	\$1,500
Professional Development	\$1,108	<b>Total Financial Commitments</b>	<b>\$39,928</b>
Property and Equipment Services	\$8,829		
Salaries & Allowances	\$1,859		
Utilities	\$2,723		
<b>Total Operating Expenditure</b>	<b>\$193,943</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$34,835</b>		
<b>Asset Acquisitions</b>	<b>\$11,810</b>		

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

This seems a lot more accurate than it has been in the past. We haven't done fund raising here for 15 years so it is good to see that that isn't there anymore. I know we have also spent a lot more than \$7000 on books and publications (probably more like \$10 000) Professional Development is probably right. It has increased significantly now that GTEN no longer exists. I usually have to pay \$250 + to attend PDs with CRT replacement costs on top of that. In fact being a one-teacher school means I have to replace myself every time I have to attend a PD or RDs meeting. That has become an unfair cost burden on us. Our DET grant includes \$6000 for cleaning which the principal does and donates that money to the school which enables students to attend camps and excursions free of charge. (Bus costs are very high and cannot be passed on to parents) We chose not to employ a fractional staff member over the last 6 years (when our enrolments got down to 5) The loss of Gonski funding was a significant blow to all state schools but especially small rural schools (when taken in conjunction with the loss or downsizing of regional support) but its reinstatement last year (even though we only got the minimum of \$5000) was beneficial. (The \$90 000 we were supposed to receive over 6 years would have been spent on employing fractional specialist staff.) Estimates released by the state government in March indicate that in the future Glen Park will be \$100 000 worse off without Commonwealth Gonski funding.