

2020 Annual Report to The School Community



School Name: Glen Park Primary School (1135)



- 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 Registration 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 2020 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 11 March 2021 at 01:58 PM by Anthony Shaw (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

<p>School context</p>
<p>Glen Park is a one teacher rural school with a current enrollment of 6 on the outskirts of Ballarat. (eight for part of 2020) We are in a rural area, surrounded by pastures (cattle and potatoes) and bush. We have part-time staff offering LOTE (Japanese) and tutoring. (0.2) We also have access to a MARC Van one day per fortnight. We have two students who identify as Koorie.</p> <p>Our school values are:</p> <ul style="list-style-type: none"> Achieving personal best Empathy Individuality Persistence <p>in 2021 our priority and focus will be on student goal setting in writing and reading (possibly math's) which will further enhance the existing personalized learning model in place. This is important to develop self-motivated lifelong learners.</p>
<p>Framework for Improving Student Outcomes (FISO)</p>
<p>We partially met our previous Strategic Plan goals. (embedding formative assessment and student learning goal-setting) We have developed a Formative assessment Implementation Plan and we are currently using a variety of formative assessment and feedback strategies to help inform students of their progress and support a new student goal-setting approach to learning. Our key challenge going forward (We developed our 2021-24 Strategic Plan during off-site learning last year) is to provide opportunities and expertise for students to take responsibility for their learning progress and to set and achieve their own learning goals. Access to professional learning last year was an issue and it continues to be limited in 2021. Glen Park has developed a detailed FISO implementation plan.</p>
<p>Achievement</p>
<p>During both periods of remote learning we chose to provide physical learning packs to families which were changed over every 3-4 weeks. These packs contained Literacy, Numeracy, Art, Humanities and Science learning materials and resources specifically designed to be delivered at home. We were able to send home a learning device (iPad) with every student. Families were given the opportunity every day to log in to the school (via Webex) to discuss student progress and issues related to learning at home. Our LOTE and MARC Van teachers also provided online and learning pack material for all students. Some students struggled with remote learning and needed to attend school while others performed well.</p> <p>Most students achieved at the desired level in 2020. Any who did not meet expectations have access to a tutoring program in 2021.</p>
<p>Engagement</p>
<p>Some students eagerly engaged in Webex briefings during the remote learning periods. Those who didn't because of technical or organisational issues at home were encouraged to learn at school (especially during the second lock down) even if only for half the day. Student non-attendance while learning at school was not an issue in 2020. We supported student engagement during the transition back to onsite learning at our school by completing our gymnastics program (interrupted by the second lock-down) inviting some school incursions (EarthEd) providing the opportunity for student voice/input regarding theme based learning in term 4 and adopting a more flexible approach to learning (incorporating more play based learning opportunities across the school.)</p>
<p>Wellbeing</p>
<p>Student stress as a result of remote learning was addressed by inviting 'at risk' students to attend school for all or part of the remote learning periods. Upon the resumption of on site learning all students reengaged with the school routines</p>

and program as normal. We used our Respectful Relationships program as a tool to facilitate feedback from students about their concerns for resuming school and adapting to COVID safe procedures (parents not visiting classrooms, spaced out seating arrangements for the end of school play, no cooking etc) We received a new enrollment during the remote learning period and some interest from people looking for open uncluttered learning environments for their children. In 2021 we will provide an enhanced excursions/swimming-gymnastics program to compensate for having no excursions in 2020.

Financial performance and position

We received no additional, unexpected or Commonwealth funds of any note in 2020. Bushfire funding was spent on removing dangerous trees and landscaping our front entrance. Emergency Maintenance funding was spent capping a 19th century mine shaft that opened up on our property. We were unsuccessful in a grant application for a purpose built outdoor learning space in 2020. We are reapplying through a different grant source in 2021. Providing books and resources for remote learning packs was expensive but we didn't need to purchase additional ICT hardware (We had sufficient iPads to loan out) We also didn't need to convert credit to cash in 2020 however we have significant financial commitments in 2021 including a new heater, vacuum cleaner, curriculum server and we will probably have to pay for our own outdoor learning space.

For more detailed information regarding our school please visit our website at

<https://glenparkps.vic.edu.au/>

Draft

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 7 students were enrolled at this school in 2020, NDP female and NDP male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

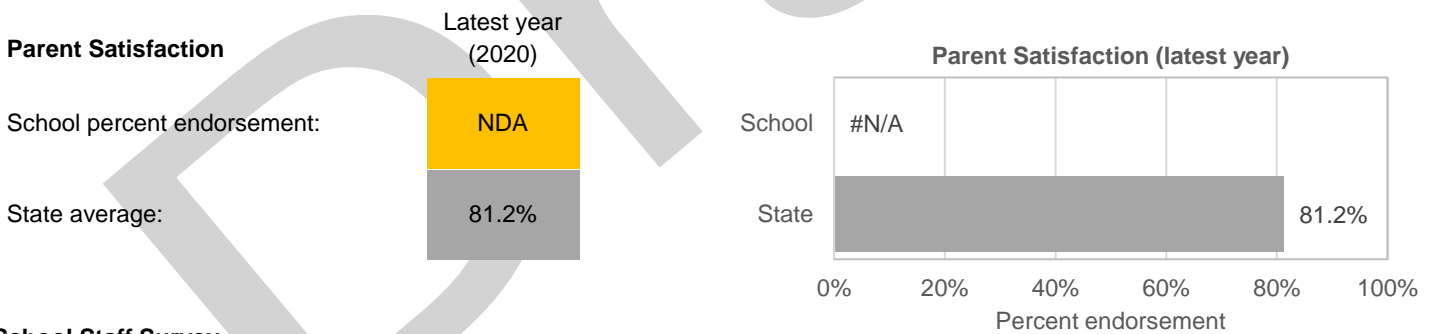
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

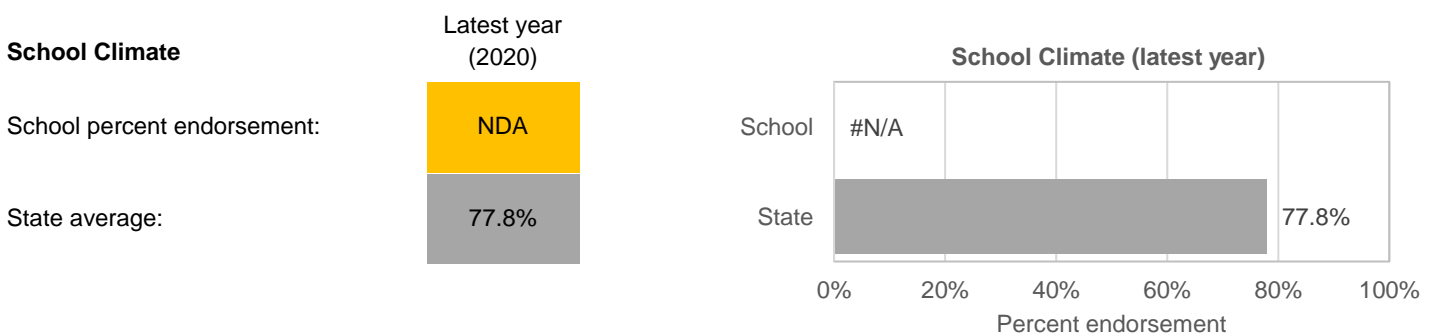


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

100.0%

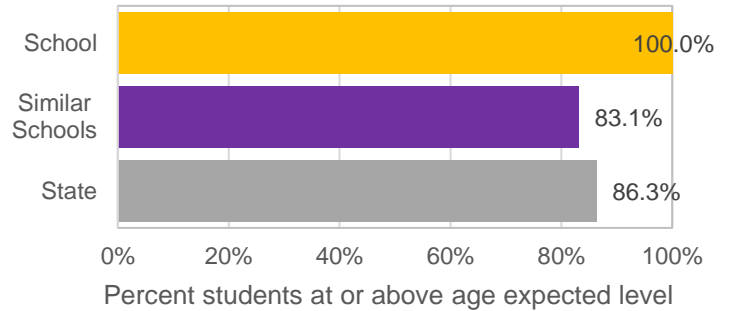
Similar Schools average:

83.1%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

100.0%

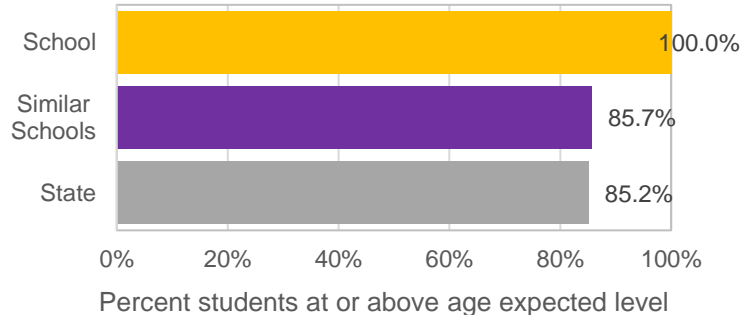
Similar Schools average:

85.7%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

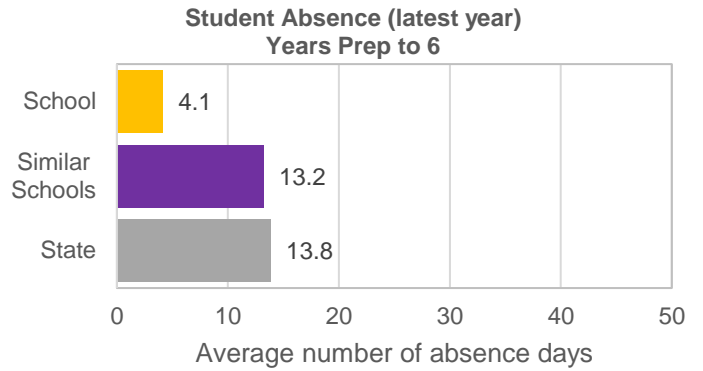
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	4.1	5.0
Similar Schools average:	13.2	15.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	NDP	NDP	NDP	NDA	NDP	NDP

WELLBEING

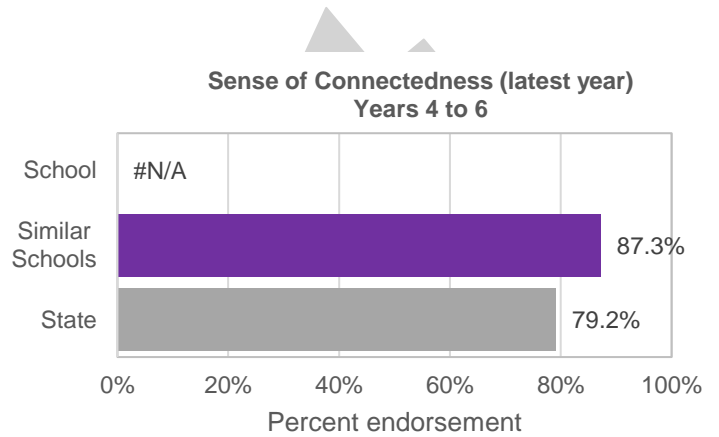
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDP
Similar Schools average:	87.3%	82.9%
State average:	79.2%	81.0%



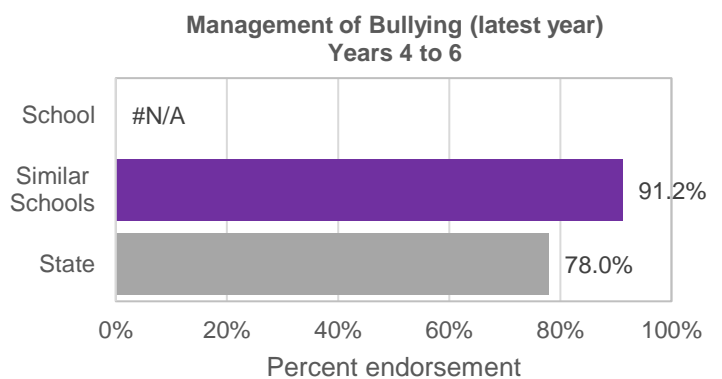
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDP
Similar Schools average:	91.2%	86.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$282,918
Government Provided DET Grants	\$79,254
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$1,660
Locally Raised Funds	NDA
Capital Grants	NDA
Total Operating Revenue	\$363,833

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$151,767
Adjustments	NDA
Books & Publications	\$12,794
Camps/Excursions/Activities	\$3,756
Communication Costs	\$2,565
Consumables	\$24,917
Miscellaneous Expense ³	\$2,826
Professional Development	\$714
Equipment/Maintenance/Hire	\$7,385
Property Services	\$23,368
Salaries & Allowances ⁴	\$18,591
Support Services	\$210
Trading & Fundraising	\$463
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$5,042
Total Operating Expenditure	\$254,400
Net Operating Surplus/-Deficit	\$109,433
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$30,007
Official Account	\$8,311
Other Accounts	NDA
Total Funds Available	\$38,319

Financial Commitments	Actual
Operating Reserve	\$13,639
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$21,679
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$2,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$37,818

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.