

2022 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 of the previous calendar year 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 06 March 2023 at 11:37 AM by Anthony Shaw (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community via our Website 14/04/23

Attested by School Council 31/03/23

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

School context

Glen Park is a one teacher rural school on the outskirts of Ballarat with an enrollment of 6 in 2022. (Nine in 2023) 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 and started a music therapy program in term 4. We have two students who identify as Koorie. Our school values are: Achieving personal best Empathy Individuality Persistence. In 2022 our priority and focus was on student goal setting in writing and reading (possibly math's) which will further enhance the existing personalized learning model. This is important in developing self-motivated lifelong learners. Another priority given the return to school for students and staff in 2022 was re-engaging students with their learning, helping them to adjust to school routines and procedures and to reestablish relationships with staff and students.

Progress towards strategic goals, student outcomes and student engagement

Learning

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 over the last 3 years has been problematic but we hope to be able to make school visits and engage in relevant face to face Professional learning to support of goal in 2023. Glen Park has developed a detailed FISO implementation plan.

Wellbeing

Upon the resumption of on-site learning all students reengaged with the school routines and program as normal. (Except for mask wearing for some of the year) 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, use of air purifiers, no cooking etc) We received a new enrollment during the remote learning period and one from the same source starting in 2023. (We also have 3 preps starting in 2023 increasing our enrollment from 6 to 9 in 2023.) We have had a few inquiries from people looking for open uncluttered learning environments for their children. In 2022 we resumed an enhanced excursions/swimming-gymnastics program to compensate for having no excursions in 2020 and few in 2021. In 2022 we started work on a dedicated outdoor learning space which was completed by the end of the year. In 2023 we will establish a sensory garden and replace outdoor seating (with shade sail) so children can fully enjoy our open healthy rural surroundings for both learning and relaxation.

Engagement

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 2021 lock downs) even if only for half the day. Student non-attendance while learning at school was not an issue in 2021 but absences increased in 2022. Families took the opportunity to go on holidays after not being able to travel for 2 years and we also had prolonged absences from some children due to ill health possibly due to the effects of COVID infections and weak immune systems. We provide students with the opportunity for student voice/input regarding theme based learning throughout the year and adopting a more flexible approach to learning (incorporating more play based learning opportunities across the school.) We also provided extra learning opportunities to students last year which increased engagement. (Refer 'other highlights' section.)

Other highlights from the school year

Our highlights for 2022 consisted of:

- The full resumption of our MARC Van program and LOTE (Japanese) program and the start of our music therapy program.
 - The resumption of our excursions program which included a full uninterrupted swimming/gymnastics program, Zoo visit (The Aquarium), various incursions (including a snake handler) and a trip to the Old Melbourne Gaol.
 - The completion on our outdoor learning area (decking)
 - celebrating our 150th birthday
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Financial performance

We received no additional, unexpected or Commonwealth funds of any note in 2022. Bushfire funding was spent on removing dangerous trees and landscaping around our front entrance. We were successful in a grant application for a purpose built outdoor learning space in 2022. That proved very costing in the end (\$60 000 of which \$50 000 was a minor works grant) That and a shade sail (\$25000 Shade sail grant announced at the end of 2021 and will be used for a new picnic table in 2023) We converted credit to cash in 2022 to pay for works around the school in 2022-23 (We managed significant financial commitments in 2022 including replacing roofs and repairs to a ramp and the purchase of music equipment for music therapy) In 2023 we also hope to update our aging ICT resources.

For more detailed information regarding our school please visit our website at <https://www.facebook.com/learningwithliterature/> (Facebook page updated every day) and our official site: <https://glenparkps.vic.edu.au/>

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 2.0 (FISO 2.0).

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 6 students were enrolled at this school in 2022, 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).

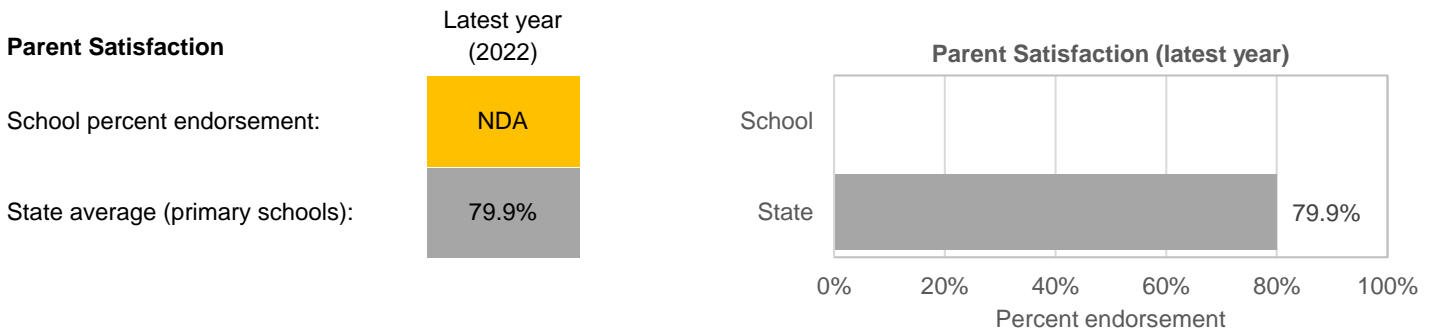
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

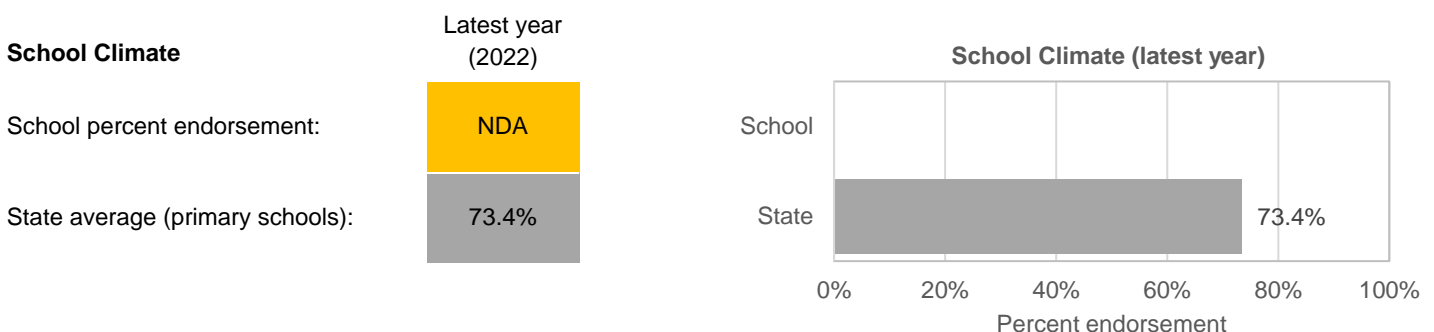


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

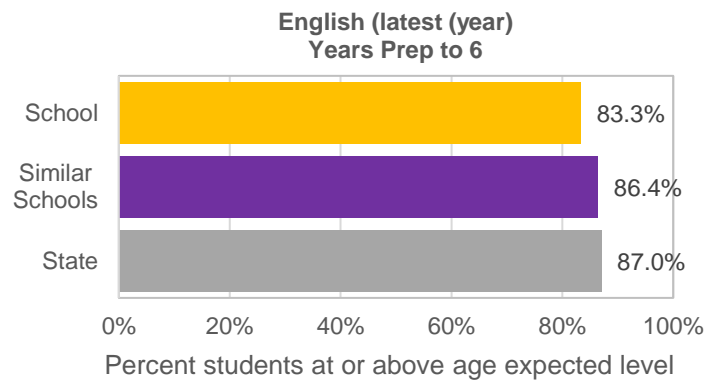
83.3%

Similar Schools average:

86.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

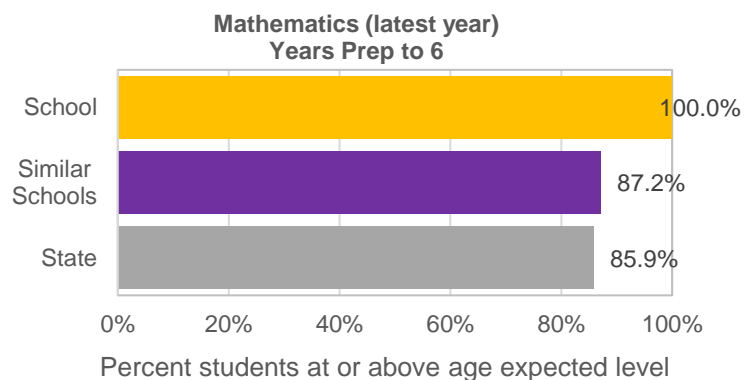
100.0%

Similar Schools average:

87.2%

State average:

85.9%



NOTE: Slightly under similar and state averages in English and slightly above in Mathematics. Also note we didn't have any students sit the NAPLAN tests in 2022 (No year 3 or 5 students)

LEARNING (continued)

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.

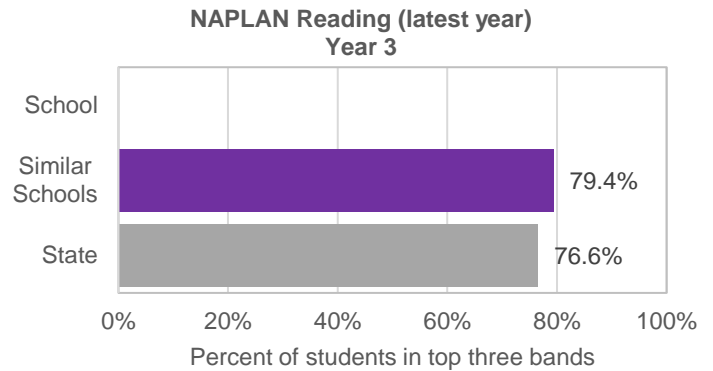
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

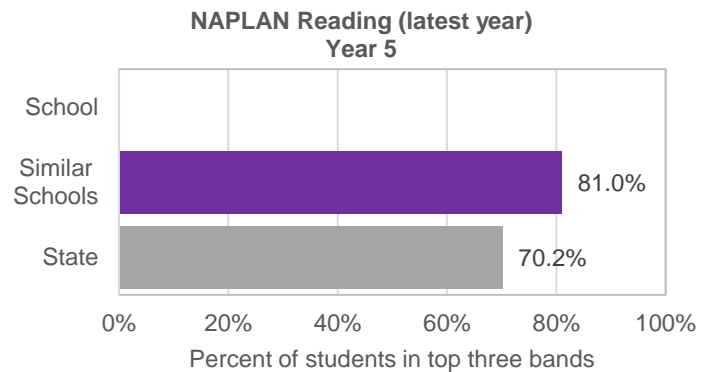
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	79.4%	77.2%
State average:	76.6%	76.6%



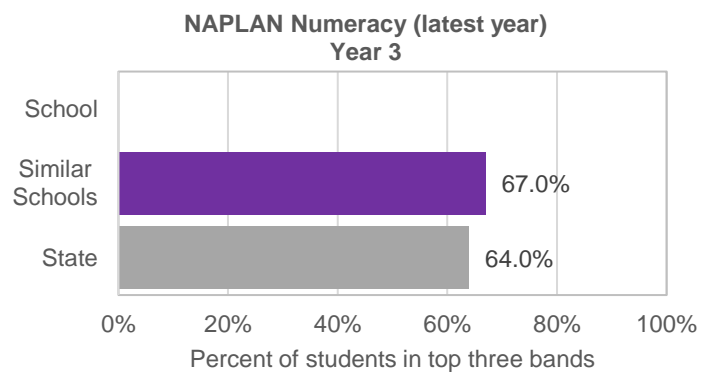
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	81.0%	75.7%
State average:	70.2%	69.5%



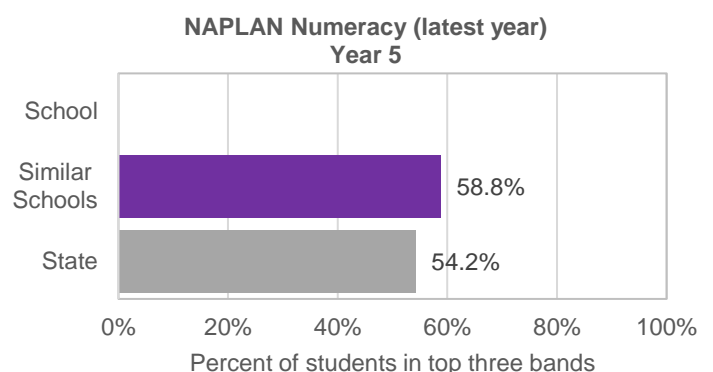
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	67.0%	69.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	58.8%	61.4%
State average:	54.2%	58.8%



WELLBEING

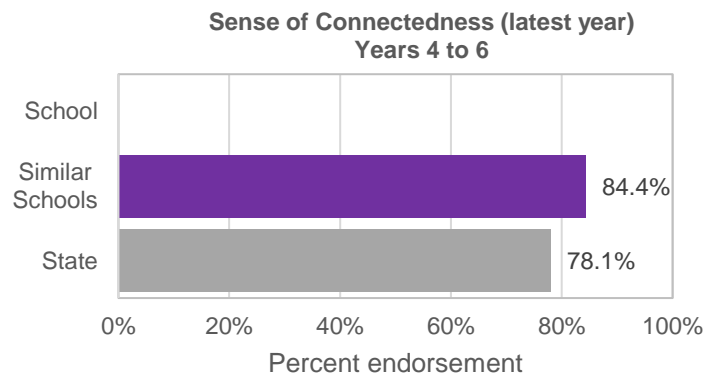
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	84.4%	83.3%
State average:	78.1%	79.5%

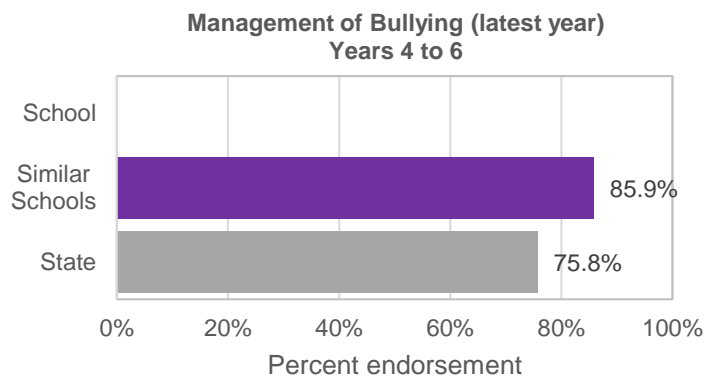


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	85.9%	86.2%
State average:	75.8%	78.3%



NOTE: We do our own small schools' attitudes to school survey where students and parents are surveyed every year. That data is available on request.

ENGAGEMENT

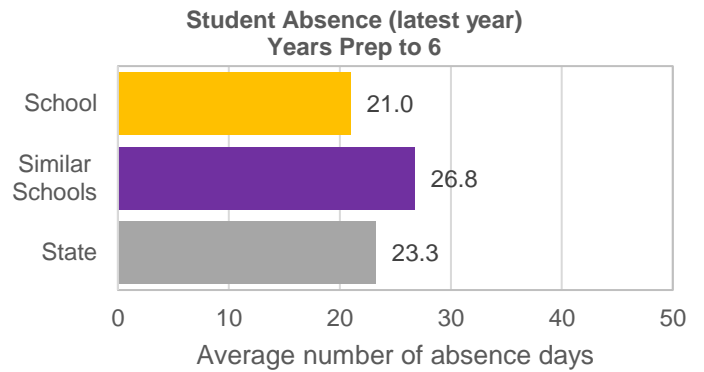
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.0	9.7
Similar Schools average:	26.8	18.0
State average:	23.3	17.0



NOTE: Although I thought we had a high year for absences in 2022 we still managed to come in under similar schools and the state average.

Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDA	NDP	NDP	NDA	NDP	NDA	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$288,435
Government Provided DET Grants	\$290,571
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$2,342
Locally Raised Funds	\$0
Capital Grants	\$0
Total Operating Revenue	\$581,348

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$186,517
Adjustments	\$0
Books & Publications	\$8,489
Camps/Excursions/Activities	\$7,545
Communication Costs	\$2,875
Consumables	\$17,479
Miscellaneous Expense ³	\$1,766
Professional Development	\$152
Equipment/Maintenance/Hire	\$6,662
Property Services	\$72,949
Salaries & Allowances ⁴	\$17,253
Support Services	\$550
Trading & Fundraising	\$0
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$6,417
Total Operating Expenditure	\$328,655
Net Operating Surplus/-Deficit	\$252,693
Asset Acquisitions	\$29

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$187,266
Official Account	\$3,849
Other Accounts	\$0
Total Funds Available	\$191,116

Financial Commitments	Actual
Operating Reserve	\$11,815
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$52,250
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$127,051
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$191,116

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.