

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 09 March 2024 at 11:01 AM by Anthony Shaw (Principal)

- This 2023 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

To be attested by School Council President

# How to read the Annual Report

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## 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Glen Park is a one teacher rural school on the outskirts of Ballarat with an enrolment of 10 in 2023, the same in 2024. We are in a rural area, surrounded by pastures (cattle and potatoes) and bush. We have part-time staff offering LOTE (Japanese) tutoring (0.2EFT), Music and Art therapy (utilising Welfare funding) We also have access to a MARC Van one day per fortnight. Our priority and focus were on student goal-setting in writing and reading (and maths if possible) with the aim to 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 re-establishing relationships with staff and students.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

We partially met our previous Strategic Plan goals, which were: 1. Embedding formative assessment 2. Student learning goal-setting We have developed a Formative Assessment Implementation Plan and 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. Having developed our 2021-24 Strategic Plan during off-site learning during the worst of the pandemic, our key challenge going forward 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 over the last 4 years has been challenging. We were only recently able to make school visits and engage in relevant face to face professional learning to support our goal in 2023 but they were of limited usefulness. 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, including parents not visiting classrooms, spaced out seating arrangements, use of air purifiers and no cooking. We received a new enrolment 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 during 2023. This was increased to 10 with the arrival (part-time in 2023) of a home schooler. We resumed an enhanced excursions/swimming-gymnastics program to compensate for having no excursions in 2020 and few in 2021. We also started work on a dedicated outdoor learning space which was completed by the end of that year. In 2023, we replaced our outdoor seating, including a shade sail, so children can fully enjoy our open, healthy, rural surroundings for both learning and relaxation. In 2023 we continued with our successful Music therapy program and trialled an Art therapy program which we will incorporate into our program in 2024.

### 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, even if only for half the day and especially during the 2021 lock downs. Student non-attendance while learning at school was not an issue in 2021 but absences increased in 2022 and in 2023. Families took the opportunity to go on holidays after not being able to travel for several years and we also had prolonged absences from some children due to ill health, possibly due to the effects of COVID infections and weakened immune systems. Throughout 2023, we provided students with the opportunity for student voice/input regarding theme-based learning throughout the year. We also adopted a flexible approach to learning, by incorporating more play-based learning opportunities across the school. Additionally, we provided extra learning opportunities to students last year which increased engagement, detailed in the 'Other highlights' section.

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## Other highlights from the school year

Our highlights for 2023 included:

- The full resumption of our Music therapy program and the start of our Art therapy program.
- The full resumption of our excursions program, which included a full and uninterrupted swimming/gymnastics program, Zoo visit (Penguin Parade Phillip Island), various incursions, including three Science incursions by Swinburne scientists, and a trip to Sovereign Hill, Book week dress-up, the resumption of visits by PSTs from Federation University. The completion on our outdoor learning area (decking), new gardens and picnic table, painting our old building and shade sail to support outdoor learning, Arts excursion to see Mary Poppins, a footy clinic with AFL players, end of year concert and the return of Santa Claus after our Christmas lunch.

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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 costly 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 was finally used in 2023 to cover a picnic table we paid for. We converted credit to cash in 2023 to pay for some of the works (painting and garden) We managed significant financial commitments in 2023 including, replacing our PCs and laptops and starting to upgrade our iPads. We also purchased more music equipment for music therapy and added significantly to our graphic novel library. In 2024 we will replace our front fence.

For more detailed information regarding our school please visit our website at [Our Facebook page updated daily: https://www.facebook.com/learningwithliterature/](https://www.facebook.com/learningwithliterature/) Our Official school website: <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 9 students were enrolled at this school in 2023, 4 female and 5 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.

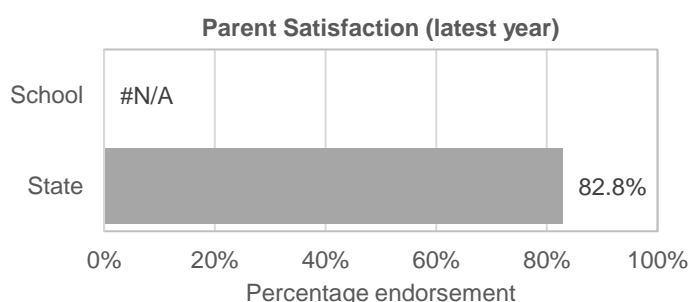
This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	NDA
State average (primary schools):	82.8%



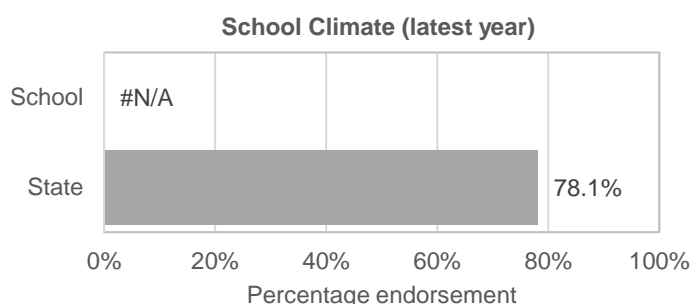
### School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	NDA
State average (primary schools):	78.1%



## 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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

93.3%

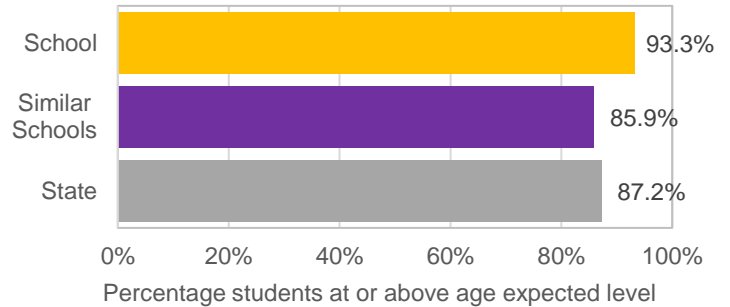
Similar Schools average:

85.9%

State average:

87.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

100.0%

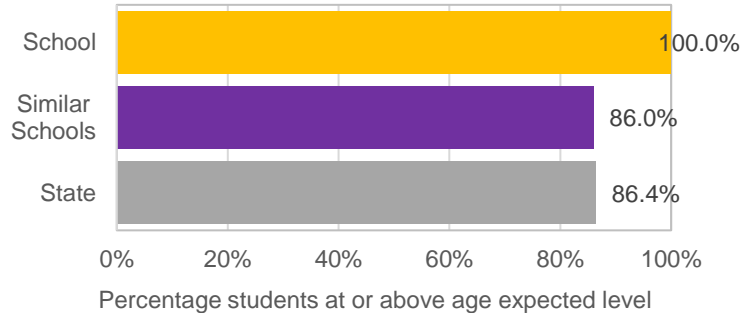
Similar Schools average:

86.0%

State average:

86.4%

#### Mathematics (latest year) Years Prep to 6





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

NDP

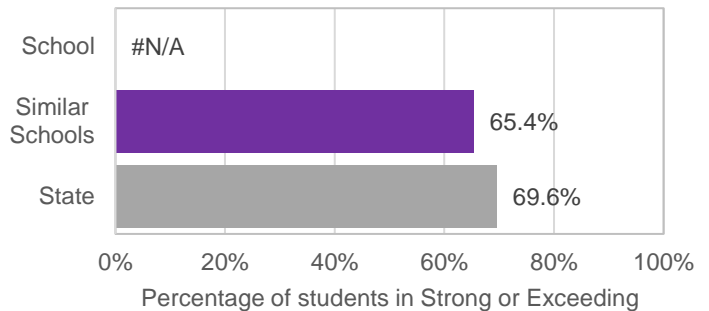
Similar Schools average:

65.4%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

NDP

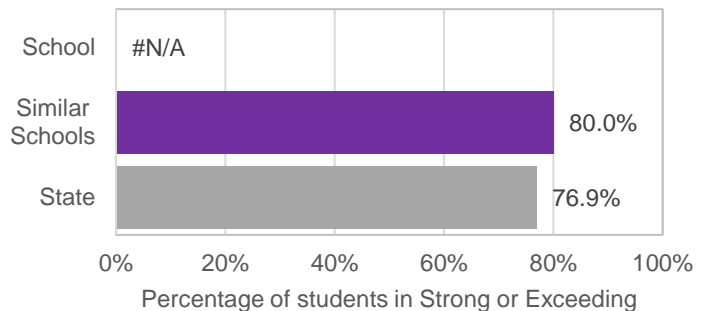
Similar Schools average:

80.0%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

NDP

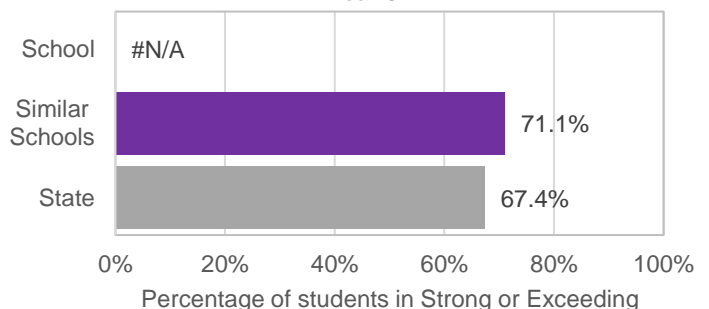
Similar Schools average:

71.1%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

NDP

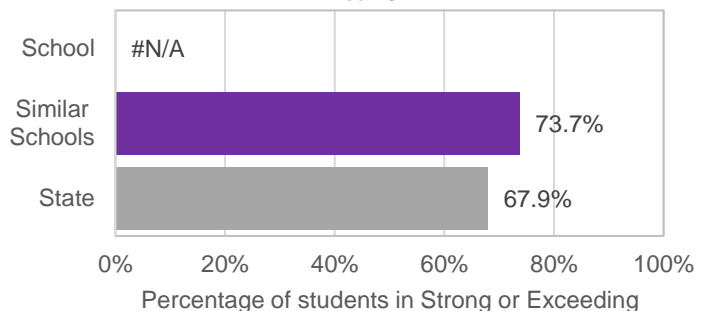
Similar Schools average:

73.7%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5





## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

NDA

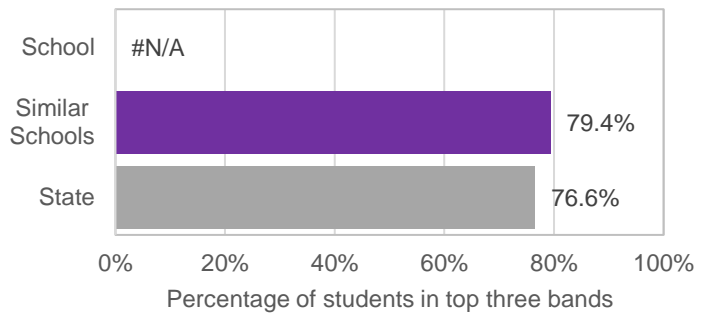
Similar Schools average:

79.4%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

NDA

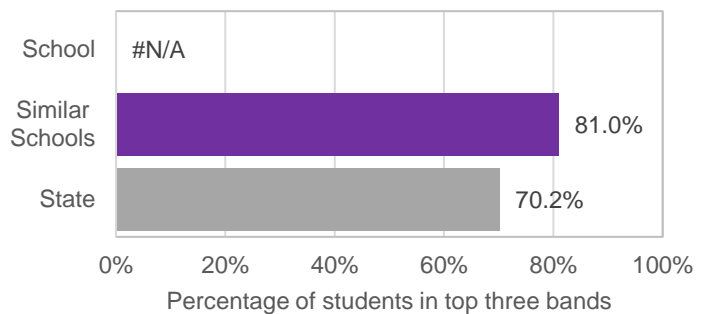
Similar Schools average:

81.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

NDA

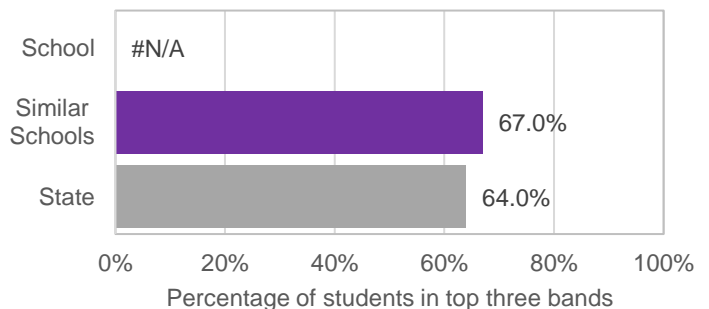
Similar Schools average:

67.0%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

NDA

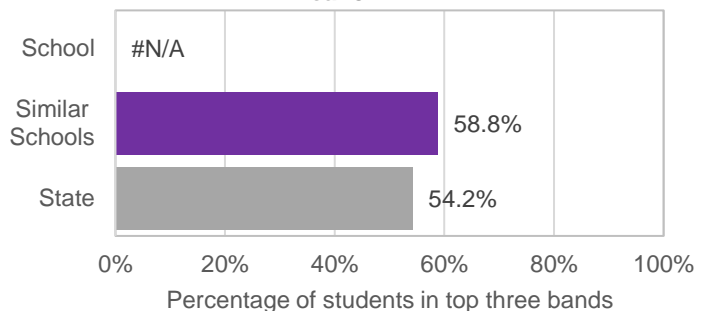
Similar Schools average:

58.8%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

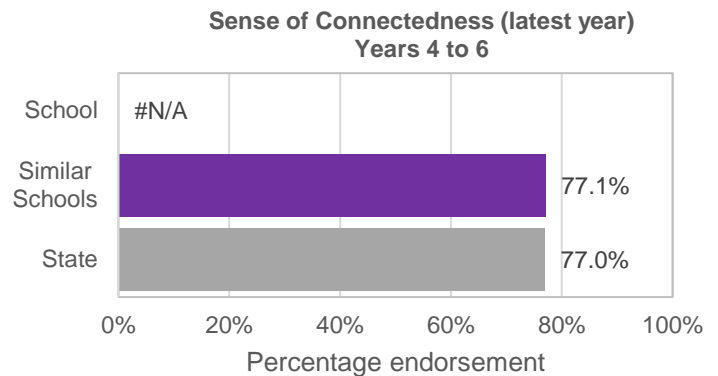
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	NDA	NDA
Similar Schools average:	77.1%	81.6%
State average:	77.0%	78.5%

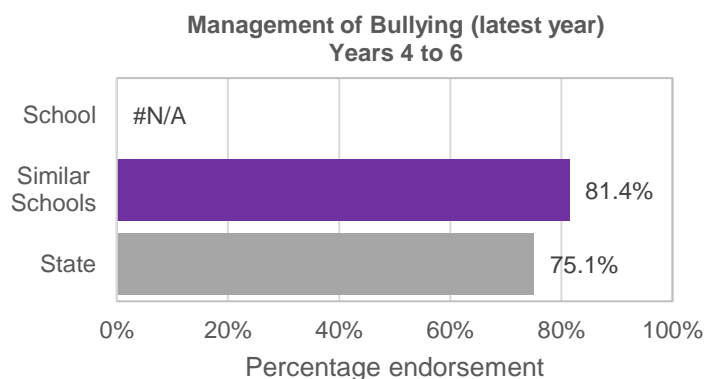


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	NDA	NDA
Similar Schools average:	81.4%	84.9%
State average:	75.1%	76.9%



## ENGAGEMENT

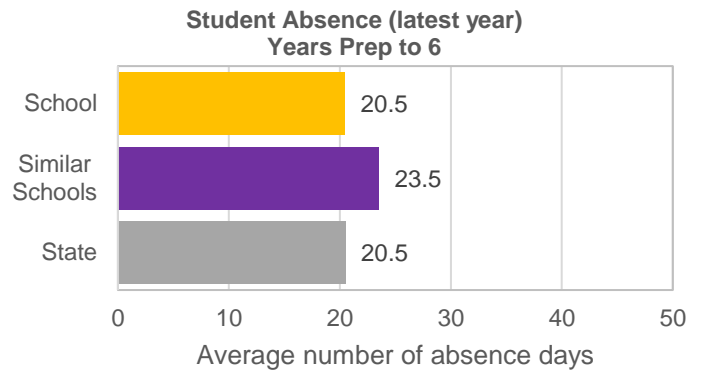
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	20.5	14.2
Similar Schools average:	23.5	19.8
State average:	20.5	18.1



### 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 (2023):	NDP	NDP	NDP	NDP	NDP	NDP	NDA

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$412,970
Government Provided DET Grants	\$85,368
Government Grants Commonwealth	\$0
Government Grants State	\$14,796
Revenue Other	\$3,579
Locally Raised Funds	\$0
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$516,713</b>

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

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$198,946
Adjustments	\$0
Books & Publications	\$10,866
Camps/Excursions/Activities	\$9,662
Communication Costs	\$3,689
Consumables	\$22,272
Miscellaneous Expense <sup>3</sup>	\$1,738
Professional Development	\$1,195
Equipment/Maintenance/Hire	\$21,241
Property Services	\$90,292
Salaries & Allowances <sup>4</sup>	\$39,244
Support Services	\$0
Trading & Fundraising	\$431
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,278
<b>Total Operating Expenditure</b>	<b>\$404,854</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$111,858</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

(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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$72,440
Official Account	\$17,175
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$89,615</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$19,403
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$45,211
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	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$89,615</b>

*All funds received from the Department of Education, 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.*