

2017 Annual Report to the School Community



School Name: Glen Park Primary School

School Number: 1135





About Our School

School Context

Glen Park is a one-teacher rural school situated on the outskirts of Ballarat. It has been providing quality state school education since 1870.

Glen Park sits on one-acre of land surrounded by pastures, native bush land and old gold mining mulloch heaps. Although a small rural school we are only a 15-minute drive from the centre of Ballarat. The dominant physical feature of our school is our BER mod 5 building. We have one full-time teaching principal and we employ a LOTE teacher 0.1 per fortnight. Poor attendance issues at Glen Park will be addressed through the adoption of more flexible teaching hours which should show an improvement in our data in 2017. We have a small enrolment which has fluctuated over the last 20 years from 15 to 4 students predominantly from our catchment area. According to the Student Family Occupation index, our over-all Socio-economic profile is 'high' which has not always been the case. We have a teaching principal who has been at Glen Park since 1997. At Glen Park our aim is for every child to thrive in our learning environment and to support this, our school promotes the following values:

- Achieving personal best
- Empathy
- Individuality and Persistence

Framework for Improving Student Outcomes (FISO)

2017 was the first full year of our new Strategic Plan

In our new Strategic Plan we intend to use of a broad range of internal and external assessment measures and observations to better inform us of student progress and achievement and to influence future learning. We also intend to fully align with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes. Our main goal for 2017 was to increase our enrolment and to ensure continued enrolment growth in the long term from our catchment area. We have undertaken quality professional learning to support our new goals and created 'I can' statements across the school for English and Mathematics. We examined the manner in which FISO and the continua for school improvement can be incorporated into all curriculum planning, implementation and assessment. We are currently working toward ensuring Formative assessment practices are embedded across the school.

Achievement

The school met its' student achievement goal and targets set in the previous Strategic Plan and is progressing satisfactorily in meeting its new goals. Using teacher assessment against AusVELS, one hundred per cent of students received a grade of C or above in English and Mathematics. It is puzzling that the *Teacher Judgement of student achievement* shows Glen Park below the median for Government schools.

NAPLAN data for the four-year average (2012-2016) indicated that one hundred per cent of students achieved in the top three bands in Reading and Numeracy and that student learning gain in Reading was above the state median and threshold standard. On Demand data indicated all students to be well above state mean in Numeracy and Literacy. Due to our size data such as, The Student Attitudes to School Survey (ATSS) is not available to us.

Engagement

Our goal in student engagement is to provide a stimulating learning environment where students have increased levels of challenge, exposure to stimulating learning and cultural experiences, improved cognitive engagement, independence and high expectations for their continued improvement. We will focus on progressive learning practices that increase student motivation, engagement and connectedness and have the capacity to improve learning outcomes. *In 2017 and beyond we will be:* revising the student engagement strategy ensuring that that it remains focused on building positive teaching and learning relationships and promoting the school values and providing greater opportunities for self-guided learning and negotiated learning with the inclusion of positive feedback, constructive criticism and higher-order thinking.

Wellbeing



Student wellbeing was important at Glen Park and treating students as equal partners in their learning supports an engaged and enthusiastic cohort of students. Glen Park maintained a whole-school focus on the new school values; achieving personal best, empathy, individuality and persistence, and made a conscientious effort to develop approaches to learning which integrated the values in the classroom, at home and in the community. We have fostered a school learning community, which valued the interaction between, and contribution from students, teachers and parents. The 'open door' policy enabled parents and interested community members to participate in school programs and events. In 2018 we will create a 'Street Library' for the use of the local community which will also showcase our school resources and commitment to state school education at a local small school level.

For more detailed information regarding our school please visit our website at
<http://glenparkps.vic.edu.au/>
Or on Facebook: <https://www.facebook.com/learningwithliterature/>



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 3 students were enrolled at this school in 2017, 3 female and 0 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 40 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	<p>No Data Available</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1037 1010"> <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>97 %</td> <td>NA</td> <td>96 %</td> <td>94 %</td> <td>96 %</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	97 %	NA	96 %	94 %	96 %	NA	NA	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
97 %	NA	96 %	94 %	96 %	NA	NA										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>No Data Available</p>

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

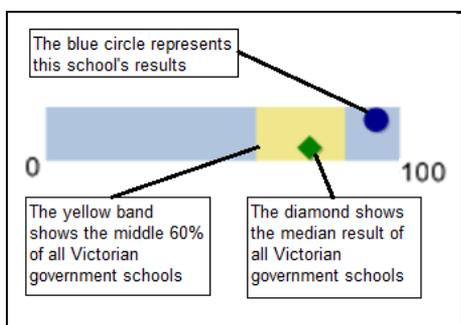
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

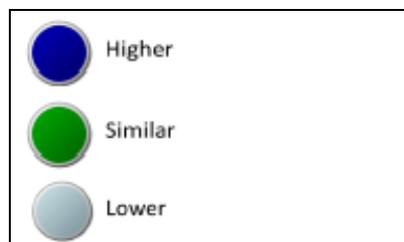


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Our annual financial result is in surplus because we manage our resources carefully. In the last 23 years, we have never been in debt. Our salaries and allowances section is larger because we employed a LOTE teacher in 2017, which we have not been able to do for some time. The only additional funds are the \$5000 in Gonski (Equity) funding, which paid for one to one student support in 2017.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$170,705	High Yield Investment Account	\$18,880
Government Provided DET Grants	\$58,204	Official Account	\$2,582
Revenue Other	\$639	Total Funds Available	\$21,462
Total Operating Revenue	\$229,548		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$145,510	Operating Reserve	\$10,005
Books & Publications	\$11,176	Maintenance - Buildings/Grounds incl SMS<12 months	\$1,457
Communication Costs	\$2,589	School Based Programs	\$10,000
Consumables	\$13,290	Total Financial Commitments	\$21,462
Miscellaneous Expense ³	\$18,599		
Professional Development	\$1,611		
Property and Equipment Services	\$12,559		
Salaries & Allowances ⁴	\$6,093		
Utilities	\$3,168		
Adjustments	\$36		
Total Operating Expenditure	\$214,631		
Net Operating Surplus/-Deficit	\$14,917		
Asset Acquisitions	\$16,554		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) 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.