

2016 Annual Report to the School Community



School Name: Glen Park Primary School

School Number: 1135



Name of School Principal:

Tony Shaw

Name of School Council President:

T. Vandenberg

Date of Endorsement:

24/03/17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training

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 mullock 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)

2016 was our year in review. We developed our new Strategic plan last year for 2017-20. We successfully met all Key Improvement strategies of our last strategic plan.

These included: **strengthen the quality of teaching and student learning through the enhanced use of technology** (Achieved through the whole school introduction of iPads and utilising technologies to enrich curriculum and improve student learning, motivation and engagement. Incorporating greater use of assessment rubrics and the collection of 'Rich Learning Tasks' and starting to standardize student feedback and peer assessment. **Maintain a whole school focus on our new school values: achieving personal best, empathy, individuality and persistence.** (Our learning integrates values in the classroom at home and in the wider community. We promoted our school values in the classroom and wider community. We promoted school attendance and parent participation in student learning at home and school. We have become an eSmart school and have been involved in eSmart training. We promote healthy practices across the school, engage with our community and are considered a valued member of our rural school network.

In our new Strategic Plan: We intend to use of a broad range of internal and external assessment measures and observations best informs student progress and achievement 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 will be to increase our enrolment.

Achievement

The school met its' student achievement goal and targets set in the previous Strategic Plan. Using teacher assessment against AusVELS, one hundred per cent of students received a grade of C or above in English and Mathematics which was well above the median for all Victorian government schools. NAPLAN data for the four-year average (2012-2015) 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. The Student Attitudes to School Survey (ATSS) showed that all factors within Teaching and Learning remained above State Mean and were in the fourth quartile for the life of the Strategic Plan.

Curriculum Framework implemented in 2016

☐ Victorian Early Years Learning and Development Framework
 ☐ AusVELS
 ☐ Victorian Curriculum
 ☒ A Combination of these

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.




For more detailed information regarding our school please visit our website at
www.glenparkps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 7 students were enrolled at this school in 2016, 4 female and 3 male.
There were 0% of EAL (English as an Additional Language) students and < 30% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey





Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.




No Data Available

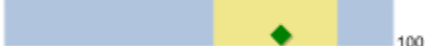
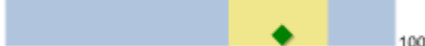

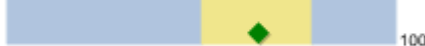
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 




Achievement	Student Outcomes	School Comparison
<p>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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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 year levels:
 Result for this school: Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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 year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>NA</td><td>NA</td><td>79 %</td><td>98 %</td><td>60 %</td><td>NA</td><td>90 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	NA	79 %	98 %	60 %	NA	90 %	<div><div> Lower</div><div> Similar</div></div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	NA	79 %	98 %	60 %	NA	90 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>

How to read the Performance Summary

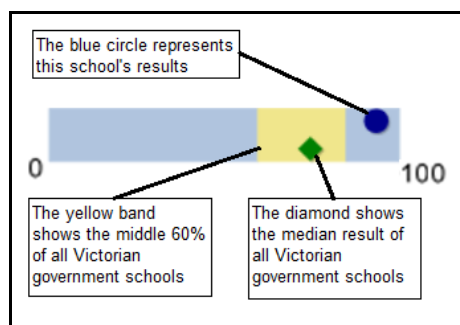
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

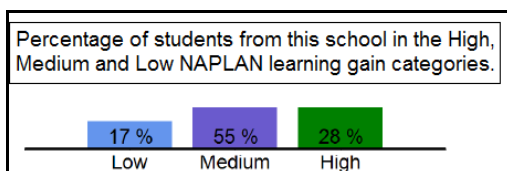
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

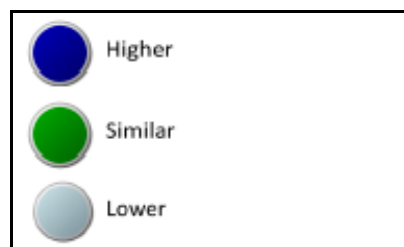
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Our annual financial result is in surplus because we manage our resources carefully. Our salaries and allowances section is larger because we employed a LOTE teacher in 2016 which we haven't been able to do for some time. The only additional funds are the \$5000 in Gonski funding which paid for one to one student support in 2016.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$147,966
Government Provided DET Grants	\$87,730
Revenue Other	\$1,155
Total Operating Revenue	\$236,851

Expenditure	
Student Resource Package	\$141,963
Books & Publications	\$13,706
Communication Costs	\$2,460
Consumables	\$16,677
Miscellaneous Expense	\$22,316
Professional Development	\$1,445
Property and Equipment Services	\$12,153
Salaries & Allowances	\$8,259
Trading & Fundraising	\$73
Utilities	\$3,305

Total Operating Expenditure **\$222,357**

Net Operating Surplus/-Deficit **\$14,494**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$43,637
Official Account	\$5,321
Total Funds Available	\$48,958

Financial Commitments	
Operating Reserve	\$12,520
Asset/Equipment Replacement < 12 months	\$6,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$6,000
School Based Programs	\$15,000
Other recurrent expenditure	\$2,928
Total Financial Commitments	\$42,448

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.