**2019 Annual Report to**

**The School Community

School Name: Glen Park Primary School (1135)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/%22%20%5Ct%20%22_blank)).
* 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 2019 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*.
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| Attested on 25 April 2020 at 09:36 AM by Anthony Shaw (Principal) |

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| The 2019 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.
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| To be attested by School Council President |

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**About Our School**

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| 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 center of Ballarat. The dominant physical feature of our school is our BER mod 5 building. We have (as of the start of 2020) one full-time teaching principal and we employ a LOTE teacher 0.1 per fortnight. Our student attendance data is excellent.We have a small enrolment which has fluctuated over the last 20 years from 15 to 4 students predominantly from our catchment area. In 2019 we had 8 students. 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) |
| 2019 was the last full year of our current Strategic Plan.In our 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 fully aligned our policies and programs 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 2019 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. Our next strategic plan will have a strong focus on student engagement and well being. |
| Achievement |
| The school met its student achievement goal and targets set in the previous Strategic Plan and is progressing satisfactorily in meeting its current goals. Using teacher assessment against Victorian Curriculum, 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 five-year average (2014-2018) 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. Probe data for grade 5-6 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 2019 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 created 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. We also highlight our school achievements through our Facebook page and website (undergoing a revamp in 2020) |
| Financial performance and position |
| In 2019 we completed some essential maintenance tasks in preparation for the 2019-20 Fire season using the Maintenance Blitz grant we recieve. (More funding from that to be spent in 2020). We have always been fiscally responsible at Glen Park and have always been in surplus. We do not ask for student fees or hold fundraising events. the principal cleans the school and donates the $6000 grant to the school to buy pupil requisites and pay for school excursions.Our equity funding is spent on providing additional one to one support to early years students. in 2019 we replaced our water tank which was a major expense . In 2020 we plan to build onto our playground , build decking and landscape our grounds making them more user friendly for students aand asthetically pleasing.  |
| **For more detailed information regarding our school please visit our website at <http://glenparkps.vic.edu.au/>** |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 7 students were enrolled at this school in 2019, 4 female and 3 male.0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:·         English·         MathematicsFor further details refer to *How to read the Annual Report.* |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| Similar School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.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’. |

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| There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. |

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| Statewide Distribution of Learning Gain (all domains) |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**Similar School Comparison**A similar school comparison rating of ‘Above’ indicates this school records ‘less’ absences than expected, relative to the similar schools group with similar characteristics. A rating of ‘Below’ indicates this school records ‘more’ absences than expected. |

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| Few absences <------> Many absences |

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| Few absences <------> Many absences |

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| Average 2019 attendance rate by year level: |

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| Similar school comparison not available |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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|  |
| --- |
| **Financial Performance and Position** |

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|  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| *Commentary on the financial performance and position is included in the About Our School section at the start of this report* |

 |  |
|  |  |

|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2019 |

 |  |  |  |  |  |

|  |
| --- |
| Financial Position as at 31 December, 2019 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |
| --- |
| **Revenue** |

 |

|  |
| --- |
| **Actual** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $55,545 |
| Official Account | $3,822 |
| **Total Funds Available** | **$59,367** |

 |  |  |
|  |  |  |

|  |
| --- |
| Student Resource Package |

 |

|  |
| --- |
| $213,394 |

 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Government Provided DET Grants | $100,151 |
| Revenue Other | $672 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **Total Operating Revenue** |

 |  |  |  |

|  |
| --- |
| **$314,217** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| **Equity¹** |

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|  |
| --- |
|  |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Equity Total** |

 |  |

|  |
| --- |
| **$5,000** |

 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Expenditure** |

 |  |

|  |
| --- |
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|  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $10,781 |
| School Based Programs | $37,100 |
| Maintenance - Buildings/Grounds < 12 months | $11,486 |
| **Total Financial Commitments** | **$59,367** |

 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| Student Resource Package² |

 |  |

|  |
| --- |
| $146,812 |

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| Books & Publications | $8,289 |
| Communication Costs | $2,510 |
| Consumables | $18,675 |
| Miscellaneous Expense³ | $9,891 |
| Professional Development | $1,173 |
| Property and Equipment Services | $37,454 |
| Salaries & Allowances⁴ | $10,040 |
| Utilities | $3,661 |

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| **Total Operating Expenditure** |

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| **$238,505** |

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| **Net Operating Surplus/-Deficit** |

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| **$75,712** |

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| **Asset Acquisitions** |

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| **$0** |

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| (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 26 February 2020 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. |

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| *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.* |

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| How to read the Annual Report |

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| **What does *School Comparison* referto?**TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.The comparison measure takes into account the school’s socio-economic background of students, the number of non-English speaking students and the size and location of the school.The Similar School Comparisonwill identify if a school’s result is ‘Similar’, ‘Above’, or ‘Below’ relative to the similar schools group with similar characteristics and is available for latest year data only. |

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| **What does ‘*Data not available’* or *'ND'* 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. |

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| **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’). |

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| **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. |

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

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