

2020 Annual Report to The School Community



School Name: Glengarry Primary School (2888)



- 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 2020 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 11 March 2021 at 04:32 PM by Brendan Dawson (Principal)

The 2020 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.

Attested on 27 April 2021 at 05:53 PM by Kylie Imlach (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Glengarry Primary School is a rural school of approximately 170 students, located only a short drive from Traralgon in the Latrobe Valley, Gippsland, Victoria. Our school was established in 1888 and is situated in the middle of the community orientated township of Glengarry. We are proud to be an integral part of the Glengarry and district community with our student population drawn primarily from the township of Glengarry and its surrounding towns.

Members of the Glengarry Primary School community enjoy a rural atmosphere, where building positive relationships with students and their families is highly valued by all. Our motto, 'Partners in Success' emphasizes this commitment to build positive relationships with our families to ensure each child is successful.

The school has also established a close relationship with many local organisations and community groups which positively impacts the sense of connectedness our students feel towards their school and community.

Our vision and values have recently been reviewed and they reflect the aspirations our community has for our students and provides a sense of direction for our school community. We have a strong focus on developing the whole child.

Vision:

At Glengarry Primary School, we are empowered learners and respectful community members who embrace challenge and celebrate growth.

Values:

- Respect – caring for yourself, others and the environment and taking responsibility for your actions
- Resilience – being able to problem solve and progress through challenges
- Collaboration – working effectively to achieve a common goal
- Progress – growing as a person and as a learner
- Joy – finding your own happiness and helping others find theirs

Our school has a strong commitment to Literacy (with a current focus on building students' reading engagement and stamina) and Numeracy, whilst also offering a diversified Victorian curriculum as part of our integrated curriculum units.

Currently, students at Glengarry learn specialist programs in Physical Education, Kitchen Garden and Content Language in Learning – where students learn Indonesian through Visual Arts. From 2021, STEM (Science Technology, Engineering, and Maths) will be added as an additional specialist subject to our curriculum. We have a 1:1 device program for our Year 3-6 students and sets of netbooks and iPads for our Year P-2 students and envisage ICT and Coding being a big focus of this STEM program.

Our students also participate in a range of extra-curricular and sporting events that compliments and adds value to the growth of our students, such as a camping program from Grades 3-6, District, Division and Regional sporting events, regular incursions and excursions that are aligned to student learning. We also have a strong Student Leadership Program and are proud to be part of the Young Leaders in Schools, student leadership program offered by Leaders of Evolution.

More information on our school can be found by visiting our website: <http://gps.vic.edu.au/>

Framework for Improving Student Outcomes (FISO)

Glengarry Primary School continued to focus on delivering on our key improvement strategies throughout 2020 in the key areas of Excellence in Teaching and Learning – Mathematics and Reading and creating a Positive Climate for Learning. Our staff identified many benefits of remote and flexible learning such as increased communication and relationships with our parents, greater confidence and pride in our school, appreciation for the daily work of educators and improved teacher knowledge and capacity with digital technologies. During the periods of remote and flexible learning, we also increased and intensified the spotlight on the mental health and wellbeing of our school community: students, staff and families, ensuring that our key stakeholders remained connected to our school.

Achievement

Our school’s achievement focus throughout our current strategic plan is on improving student outcomes in mathematics and reading.

Mathematics: the remote and flexible learning periods allowed staff the time and opportunity to further develop their content knowledge and increase their use of open ended and challenging tasks. Staff took this opportunity to improve their focused instruction by creating explicit teaching videos to engage and explain key concepts to students. Formative assessment strategies were also strengthened as teachers looked for opportunities to incorporate these strategies during online teaching – both synchronous and asynchronous models.

Reading: The consistency in the implementation of reader’s workshop routines that link to our Instructional Model were noted as a highlight for our school. During the transitions between remote and face-to-face teaching, there were several opportunities to focus on and embed the procedures and expectations needed to ensure a successful reading lesson: independent reading, book choice and access, establishment of classroom libraries and conferences. Our Prep-2 team participated in a successful trial program of the Sounds Write synthetic phonics program with the Latrobe Valley Student Support Services team. There was also a focus on building our reading resources with the refurbishment of our library and purchase of reading materials, including high choice and decodables for the Sounds Write program.

Engagement

Glengarry Primary School took a proactive approach to student engagement during 2020, particularly during the periods of remote and flexible learning. By working closely with our families and ensuring open and honest communication, we were able to identify and invite vulnerable students to school for our on-site supervision program. Our dedicated team of Education Support Staff led our on-site supervision program and ensured that students of essential workers and vulnerable students continued to be engaged during these periods. We also noticed increased benefits in ensuring a smooth transition back to the normal teaching and learning program when all students resumed. In 2020, we followed the DET approach to marking attendance and noticed a significant reduction on the number of students with 20+ absence days and a reduction in the number of average absence days per child. Our wellbeing team will continue to monitor student absences in 2021 and will proactively support individual students and their families on a needs basis so that this positive trend is maintained.

Wellbeing

Our focus on creating and maintaining a Positive Climate for Learning provided many highlights for our school community in 2020: increased student and community knowledge of our revised values, continual establishment of high expectations across many areas of the school, improved behaviour and attendance data tracking and creation of a behaviour expectations matrix. These improvements were also noted in our student and parent opinion survey data, a highlight of which was our continued focus on Managing Bullying: 80% of positive responses (2019) to 88% and a reduction in the student survey factor, I have been bullied at my school this term from 25% in 2019 to 10% in 2020. Creating a school free from bullying will be an ongoing focus for our school community and will link with the Inner Gippsland Area Focus on Managing Bullying, as will be the explicit teaching of our behaviour expectations matrix and increasing student agency with and voice across our classrooms.

Financial performance and position

Glengarry Primary School has made a deliberate decision to again strategically finish the 2020 school year with a surplus. The decision to hold a surplus in 2020 was based on ensuring that sufficient funds are available to cover potentially staffing costs in the event that ongoing staff members return to the school. This information is documented in our workforce plan. Funding has also been used to increase pride and confidence in the school with money spent on improving and maintaining buildings and grounds and will be supported in 2021 by the Minor Capital Works grant that the school successfully achieved. This grant was needed to continue to provide facilities in line with the community's expectation. In 2020, the School Improvement Team led the school through discussions around the strategic spending of the surplus in 2021 and 2022 to improve student outcomes. The decision was made to invest extra time in building the capacity of our teachers to improve their teaching capacity and implement effective teaching and learning programs. In 2021, there will also be a financial commitment to ensure that our middle level leaders have the resources and support to lead change and implement our key improvement strategies.

For more detailed information regarding our school please visit our website at <http://gps.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.

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 166 students were enrolled at this school in 2020, 68 female and 98 male.

NDP 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) which takes into account parents' occupations and education.

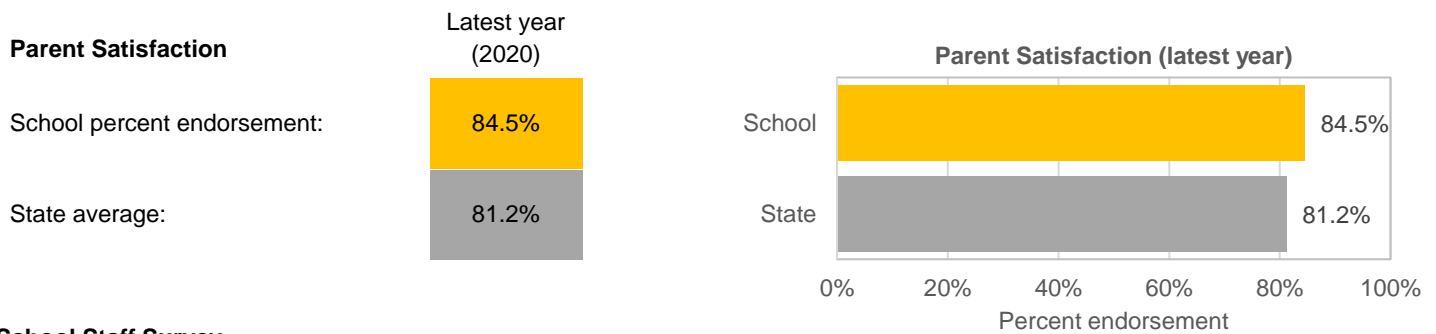
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

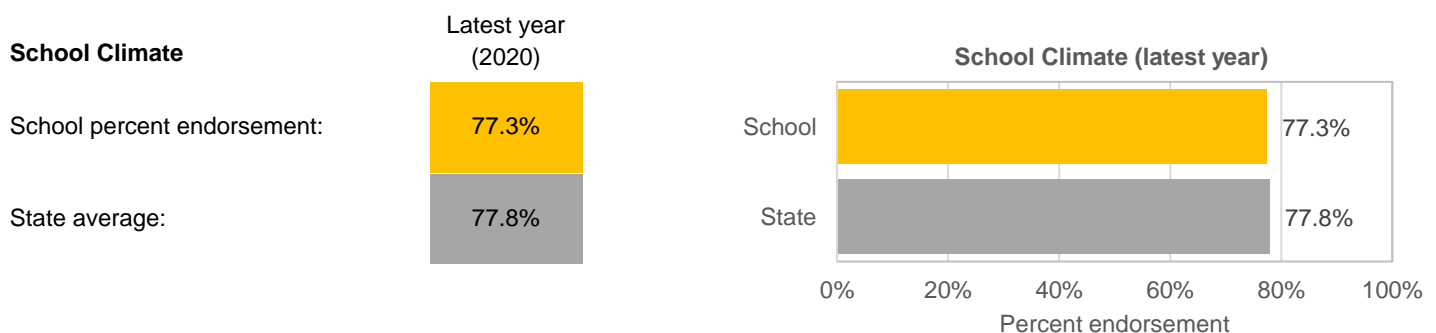


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

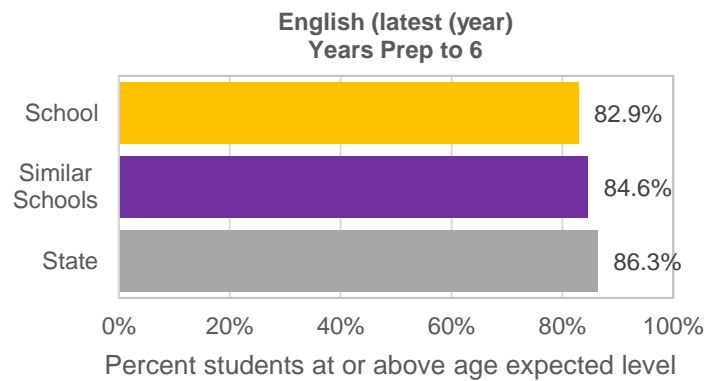
82.9%

Similar Schools average:

84.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

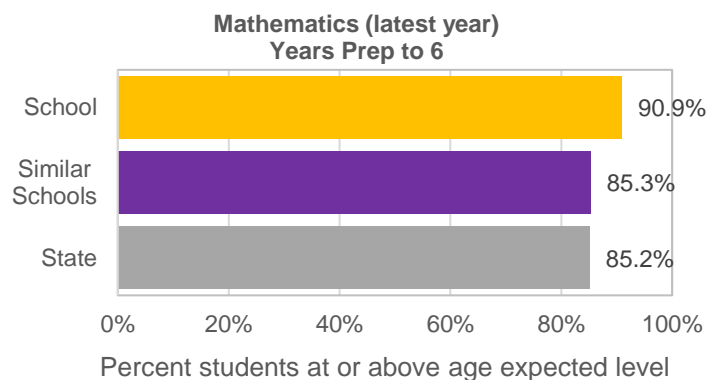
90.9%

Similar Schools average:

85.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

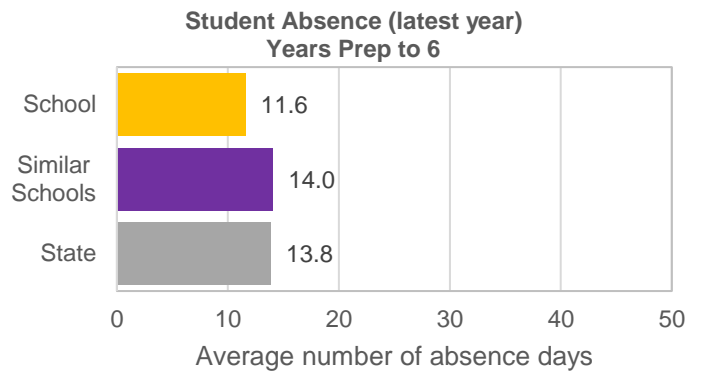
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.6	15.9
Similar Schools average:	14.0	15.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	94%	94%	93%	94%	94%	94%

WELLBEING

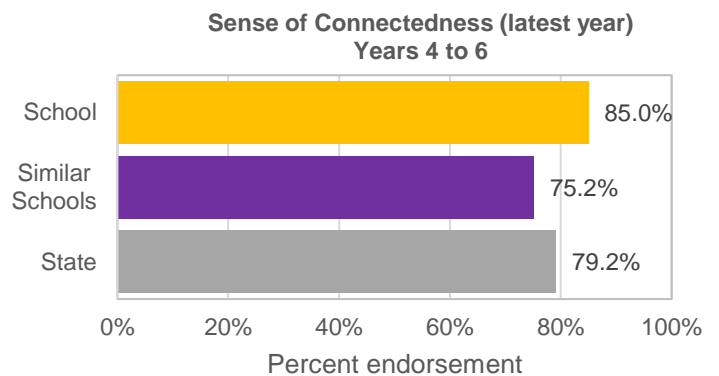
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.0%	79.8%
Similar Schools average:	75.2%	79.0%
State average:	79.2%	81.0%



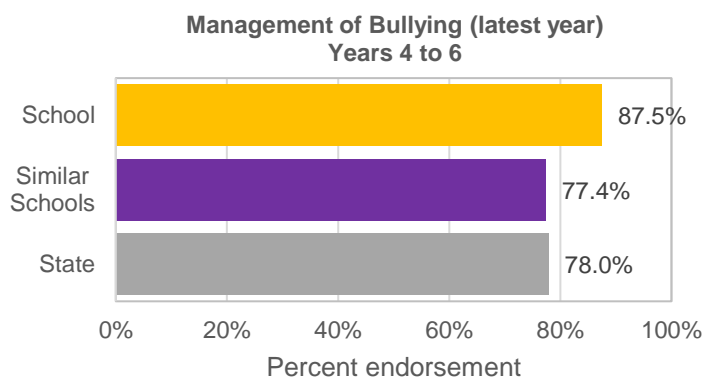
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	87.5%	80.1%
Similar Schools average:	77.4%	80.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,486,315
Government Provided DET Grants	\$302,860
Government Grants Commonwealth	\$13,350
Government Grants State	\$1,628
Revenue Other	\$925
Locally Raised Funds	\$78,259
Capital Grants	NDA
Total Operating Revenue	\$1,883,336

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,125
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$35,125

Expenditure	Actual
Student Resource Package ²	\$1,342,385
Adjustments	NDA
Books & Publications	\$7,722
Camps/Excursions/Activities	\$23,441
Communication Costs	\$5,732
Consumables	\$36,546
Miscellaneous Expense ³	\$9,816
Professional Development	\$7,238
Equipment/Maintenance/Hire	\$26,583
Property Services	\$92,922
Salaries & Allowances ⁴	\$69,614
Support Services	\$17,928
Trading & Fundraising	\$24,534
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$14,512
Total Operating Expenditure	\$1,678,974
Net Operating Surplus/-Deficit	\$204,363
Asset Acquisitions	\$31,774

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$53,438
Official Account	\$5,321
Other Accounts	\$1,352
Total Funds Available	\$60,111

Financial Commitments	Actual
Operating Reserve	\$47,792
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$3,360
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$25,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$76,152

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.