

2021 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 2021 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 2022 at 12:14 PM by Brendan Dawson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 2022 at 12:58 PM by Kylie Imlach (School Council President)

How to read the Annual Report

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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 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').

About Our School

School context

Glengarry Primary School is a rural school of approximately 160 students, with a teaching FTE of 10.8 and an Education Support Class FTE of 3.7. We are 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 Visual Arts.

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 ensure all Year 6 students have a leadership portfolio.

Framework for Improving Student Outcomes (FISO)

Glengarry Primary School continued to focus on delivering on our key improvement strategies throughout 2021 in the key areas of Excellence in Teaching and Learning – Mathematics and Reading and creating a Positive Climate for Learning. Despite the ongoing challenges of remote learning and the impact of the pandemic on continuity of education, our staff have demonstrated a commitment to ensure our strategic priorities have continued to be a focus of our professional learning. We also continued to prioritize the mental health and wellbeing of our school community:

students, staff and families, ensuring that our key stakeholders remained connected to our school.

Achievement

Excellence for Teaching and Learning – Numeracy

In 2021 our NAPLAN measures for mathematics continued to show sustained improvement. Other assessments correlated strongly with a decrease in students in the bottom bands. This is indicative of our improvement priorities making an impact on student outcomes. Consistent instructional feedback to teachers on their mathematics teaching and learning practices occurred throughout the year and has been a cornerstone of our approach to improving numeracy outcomes. A priority on mathematics in our Professional Learning Communities has continued to build teacher curriculum knowledge, assessment and guided instruction practices. Evidence shows guided groups in mathematics has resulted in high growth for these students. This focus continued during periods of remote learning and will again continue throughout 2022. Building on the strength of these strategies: professional learning and feedback on targeted teaching, differentiation to challenge and extend all students will be the focus as we continue to build teacher capacity.

Excellence for Teaching and Learning – Reading

Two main initiatives were the focus of our work in 2021 in reading – the introduction of the Tutor Learning Initiative and developing consistency in assessing reading.

The TLI was introduced by the Department of Education to support students who hadn't made expected growth in 2020 due to the impact of remote learning. We had 22 students in the program and were able to fund this program for 2 and half days a week. 90% of the students in the program made at or above expected growth.

All teachers participated in Fountas and Pinnell Benchmark Assessment System training, supported by the regional Education Improvement Leader. This developed consistency in administering and marking the assessments. Physical and digital data walls were also established to help whole school data tracking.

Engagement

Glengarry Primary School took a proactive approach to student engagement during 2021, 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 continued to lead 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.

We continue to follow the DET approach to marking attendance and noticed a slight reduction in the number of students with 20+ absence days and a reduction in the number of average absence days per child.

We will continue to utilise our wellbeing team to monitor student absences in 2022 and will proactively support individual students and their families on a needs basis so that this positive trend is maintained.

Wellbeing

Creating and maintaining a positive climate played a big role supporting the wellbeing of students and staff throughout 2021. Explicit teaching of our school values and use of the expectation matrixes meant 88.5% of students reached the target of knowing our values with respect and joy sitting above 90%.

Our managing bullying target saw strong numbers of students feeling safe at school and recognising where to get help.

7/65 students or 10% of students in the student survey data expressed experiencing bullying, maintaining the same percentage as 2020. A strong focus on managing bullying continues in 2022.

Having an advocate at school had high percentages and showed we are 4 students away from the overall target of 100%.

With an increased focus on high expectations, whole school procedures and predictable routines, the effective classroom behaviour target of 68%-80% was reached with an overall percentage of 88%.

2022 will focus on consistency of practice in behaviour management and increasing student voice and agency across all classrooms.

Finance performance and position

Glengarry Primary School has made a deliberate decision to finish the 2021 school year with a surplus. The decision to hold and carry forward a surplus into 2021 was based on ensuring that sufficient funds are available to cover potentially staffing costs if ongoing staff members return to the school. This information is documented in our workforce plan.

In addition to having a surplus, we have also strategically spent additional funding, by investing extra time in building the capacity of our teachers to improve their teaching capacity and implement effective teaching and learning programs. Classroom teachers receive 4 hours of non-face-to-face time each week and specialist teachers 3 hours of non-face-to-face time. This decision was made to ensure that we continue to invest in our teaching staff and their professional development and wellbeing. This financial commitment has again been made for the 2022 school year.

We have also prioritised additional leadership release and time for our middle level leaders. This is possible due to our current enrolment and staffing profile and will be able to continue into 2022.

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 156 students were enrolled at this school in 2021, 65 female and 91 male.

NDP percent of students had English as an additional language and 3 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).

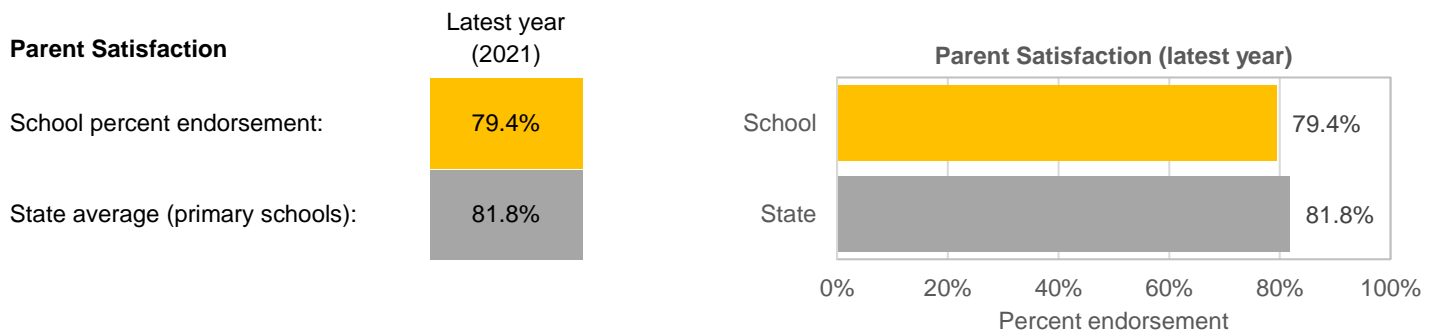
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - 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.

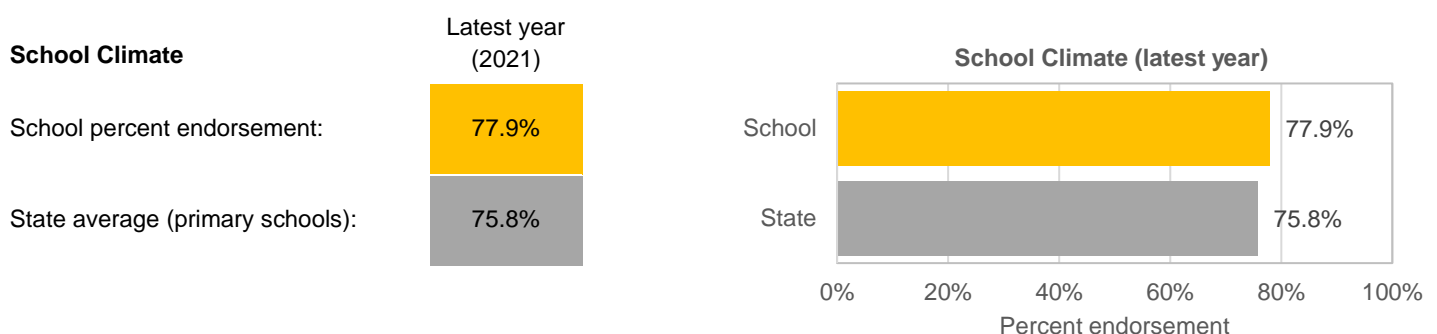


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

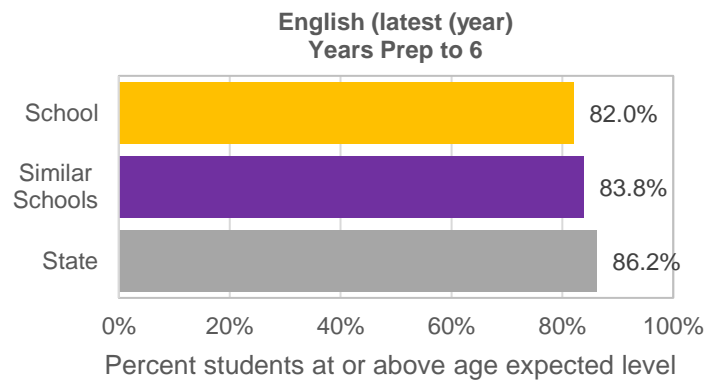
82.0%

Similar Schools average:

83.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

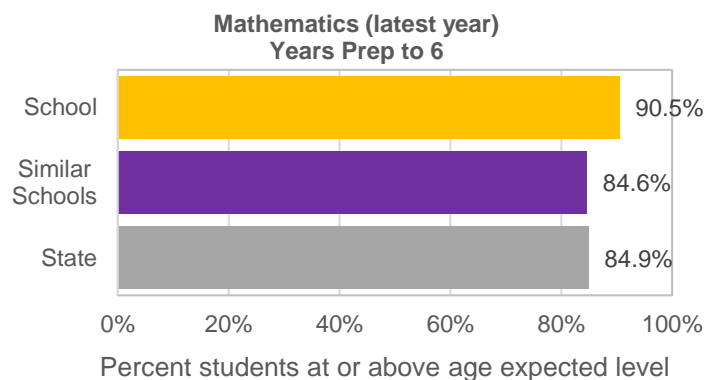
90.5%

Similar Schools average:

84.6%

State average:

84.9%



ACHIEVEMENT (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.

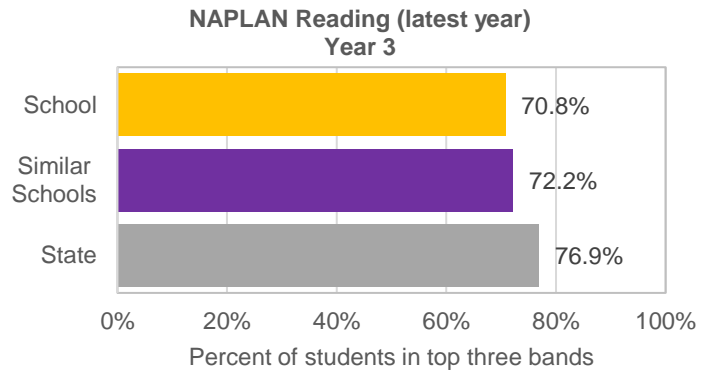
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

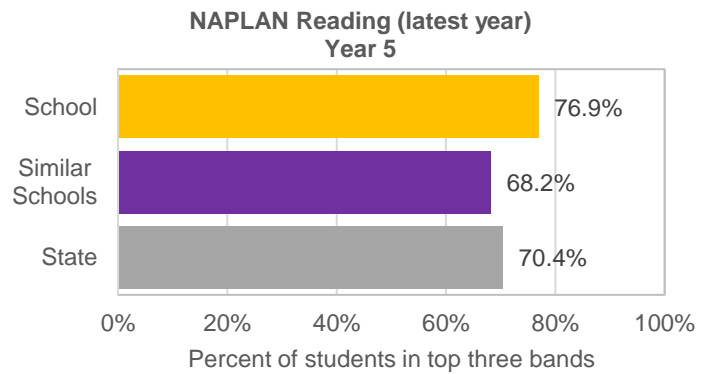
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.8%	71.2%
Similar Schools average:	72.2%	71.9%
State average:	76.9%	76.5%



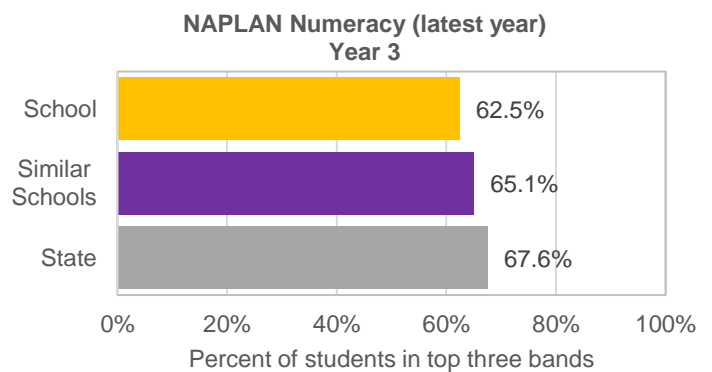
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.9%	60.0%
Similar Schools average:	68.2%	66.2%
State average:	70.4%	67.7%



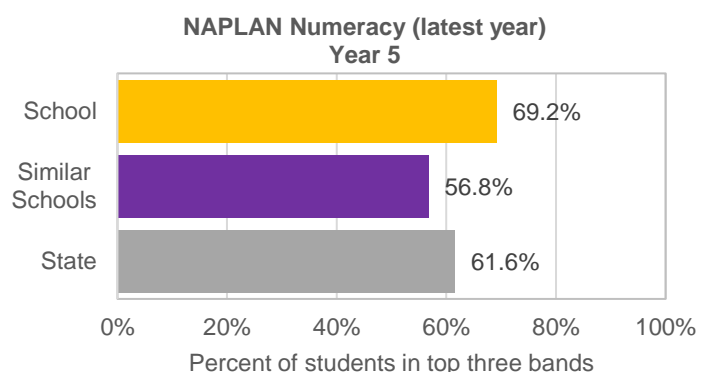
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	56.8%
Similar Schools average:	65.1%	66.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.2%	60.2%
Similar Schools average:	56.8%	55.9%
State average:	61.6%	60.0%



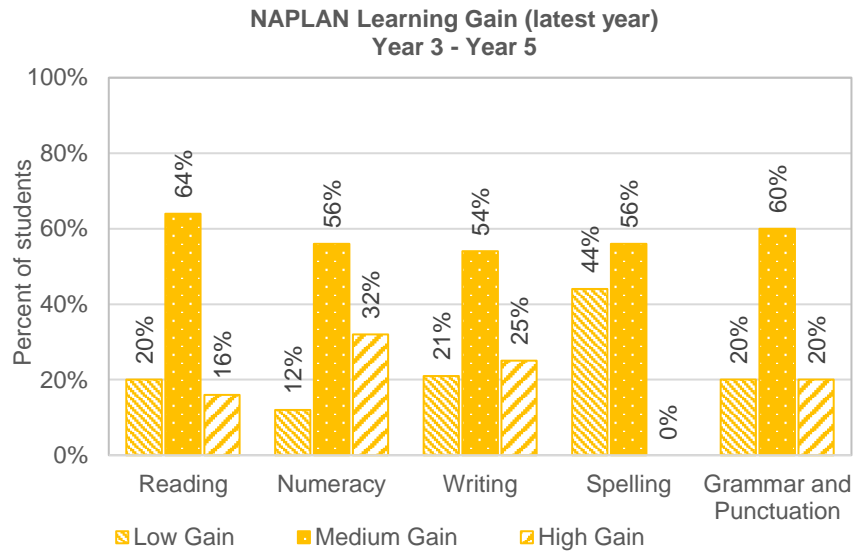
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	64%	16%	22%
Numeracy:	12%	56%	32%	22%
Writing:	21%	54%	25%	16%
Spelling:	44%	56%	0%	20%
Grammar and Punctuation:	20%	60%	20%	18%



ENGAGEMENT

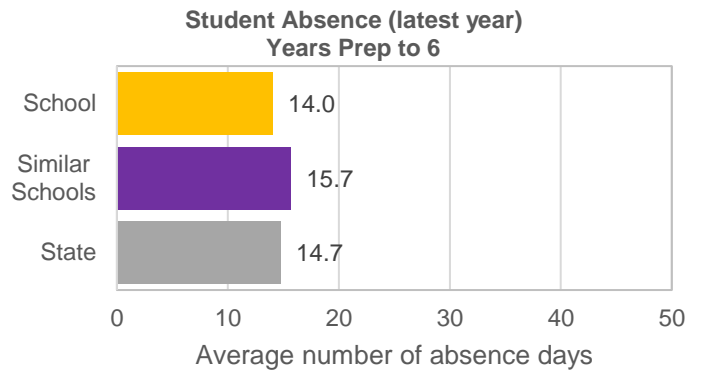
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.0	15.1
Similar Schools average:	15.7	15.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	93%	93%	92%	90%	93%	94%

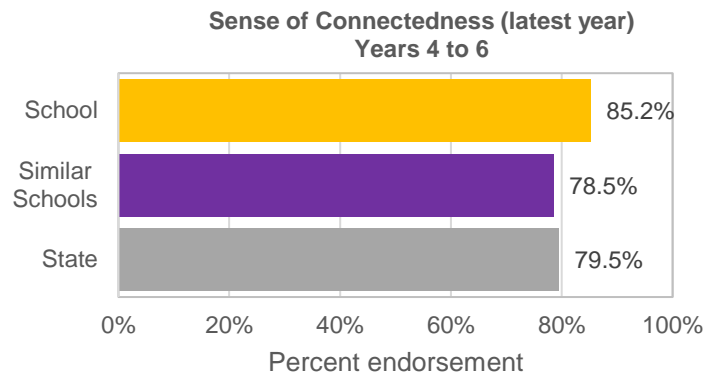
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	85.2%	80.9%
Similar Schools average:	78.5%	78.5%
State average:	79.5%	80.4%

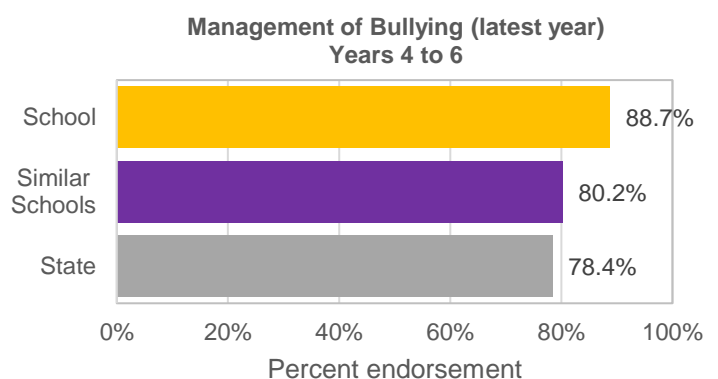


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.7%	81.5%
Similar Schools average:	80.2%	79.9%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,571,229
Government Provided DET Grants	\$306,138
Government Grants Commonwealth	\$9,000
Government Grants State	\$3,869
Revenue Other	\$177
Locally Raised Funds	\$67,792
Capital Grants	\$67,488
Total Operating Revenue	\$2,025,693

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,502
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$45,502

Expenditure	Actual
Student Resource Package ²	\$1,461,682
Adjustments	\$0
Books & Publications	\$9,637
Camps/Excursions/Activities	\$23,198
Communication Costs	\$4,527
Consumables	\$39,643
Miscellaneous Expense ³	\$5,974
Professional Development	\$12,734
Equipment/Maintenance/Hire	\$22,362
Property Services	\$172,068
Salaries & Allowances ⁴	\$60,859
Support Services	\$36,914
Trading & Fundraising	\$18,373
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,404
Total Operating Expenditure	\$1,882,376
Net Operating Surplus/-Deficit	\$75,829
Asset Acquisitions	\$47,917

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$38,711
Official Account	\$2,534
Other Accounts	\$1,499
Total Funds Available	\$42,744

Financial Commitments	Actual
Operating Reserve	\$42,744
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,400
School Based Programs	\$0
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	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$89,144

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.