

# 2022 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](http://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 of the previous calendar year 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 19 March 2023 at 03:55 PM by Julie Telford (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 March 2023 at 08:02 PM by Kylie Imlach (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## 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, STEM 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 are aligned to student learning. Our Student Leadership Program allows all Year 6 students have a leadership portfolio while year 5 and year 6 students support prep students through a buddy program.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

A key priority of the school has to been to improve numeracy outcomes over the four year period from 2019 to 2022. In this final year of the School Strategic Plan there is growth towards these targets. In 2022 the number of students achieving high growth in numeracy was 28% which better the targeted level of growth of 25%. In comparison to the state, the school achieved a relative growth score of 32%, the state 25%. The percentage of students achieving high or medium growth in numeracy has increased from 63% to 88%. A highlight has been the significant decrease in the percentage of students making low growth. The resourcing of teacher professional learning in numeracy has been a consistent strategy for improving outcomes in numeracy.

A positive result in reading outcomes is that no students in year 3 or year 5 during this period were deemed to be below the National Minimum Standard. The implementation of Sounds Write in P-2 together with a focus on the building teacher curriculum and assessment knowledge in the reading curriculum have been enablers to progress. The school's funding through the Tutor Learning Initiative supported students in year 3 - year 6 who had made low growth to make good gains in reading during 2022. Despite this, the school did not meet the goal to have 50% of students in grades 3 and 5 in the top two bands in NAPLAN reading. However, over the course of the SSP, the average result for the period was 42% which is improvement from the 35% of 2018.

### Wellbeing

Across the 4 years the management of bullying is strong compared with similar schools and the state average. A consistent approach to behaviour management continued to be refined and taught throughout 2022.

The 4-year target to improve respect took a dip in 2022, where it had been on a positive trend in the previous three years.

Student Attitudes Survey for Effective Classroom Behaviour:

- Treat teachers with Respect 68% (2020) & 77% (2021) to 60% (2022)
- Treat each other with Respect 68% (2020) & 77% (2021) to 55% (2022).

Berry Street Education Model training was resourced to address unexpected behaviours seen early in the school year. High expectations are communicated for behaviours. Observations show greater consistency in the use of our school wide behaviour management processes.

## Engagement

While the previous 2 years attendance data met the goal of 12 days or less absence per student, in 2022 the absences were high, with a school average of 21.51 days. It is worth noting that this was still lower than the absence data of similar schools and the state average. Glengarry Primary School's average across 2019-2021 (13.9) was close to the stated goal of 12 days. The outlier result is the 2022 result. While the school continued to use the same attendance approach, the return from Covid lockdowns saw a rise in student absence due to higher rates of illness in students and families taking long awaited holiday opportunities.

The target to have 90% of students responding positively to stimulated learning was almost met with 88% positive endorsement on the Student Attitudes to School Survey. Continued focus on high impact teaching strategies and resourcing of engaging specialist programs supported were key strategies.

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## Other highlights from the school year

A highlight of the year was to hold a school production in term 4 for the first time since 2018. *The Greatest Show* circus theme musical engaged students across all year levels in performance arts. Individual classes strengthened teamwork as they worked together to choreograph their item. The use of the new Gippsland Performing Arts Centre in Traralgon completed the authentic theatre experience for both students and their parent audience.

Students in grade 3 and 4 enjoyed a beach camp while years 5 and 6 enjoyed a camp experience at Sovereign Hill. Year 2 students were privileged with a sleepover during the year. Students refer to these events as highlights of their year.

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## Financial performance

Glengarry Primary School finished the year with a healthy surplus. Government grants resourced upgrade to school grounds with landscaping and shade sails. A change of staffing profile at mid-year created some unexpected surplus with staff stepping into Acting Principal and Principal roles. The National Chaplaincy Funding and State Tutor Learning Funding was well matched to resource these positions in the school and support student wellbeing and learning.

In addition to having a surplus, we have also strategically spent additional funding, by investing extra time in building the capacity of our teachers through coaching. Classroom teachers received 4 hours of non-face-to-face time each week and specialist teachers 3 hours of non-face-to-face time which is above the standard agreement. This decision was made to ensure that we continue to invest in our teaching staff and their professional development and wellbeing. Additional leadership release and time was provided for middle level leaders.

**For more detailed information regarding our school please visit our website at**

**<http://www.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 2.0 (FISO 2.0).

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 159 students were enrolled at this school in 2022, 63 female and 96 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).

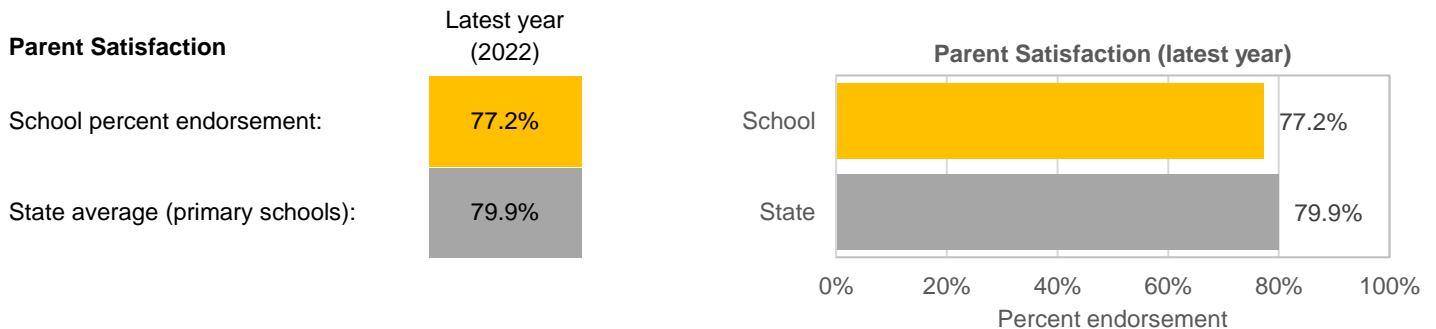
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

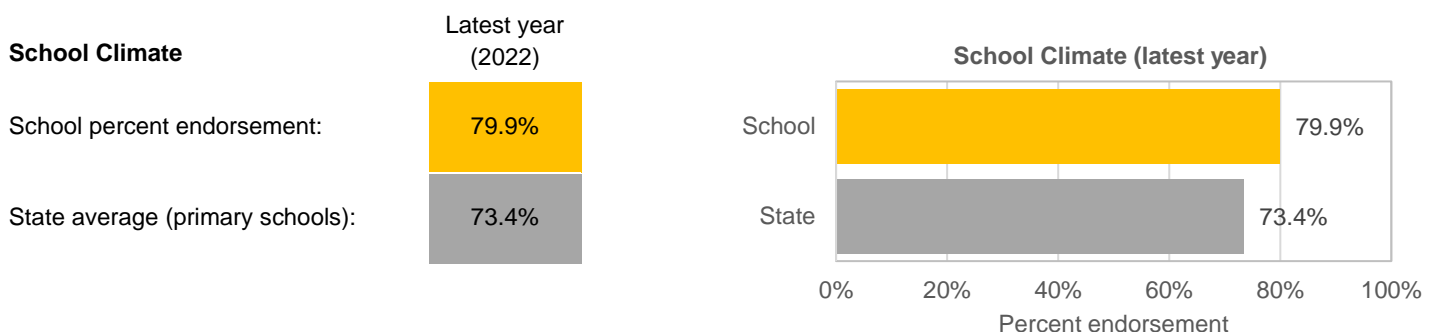


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

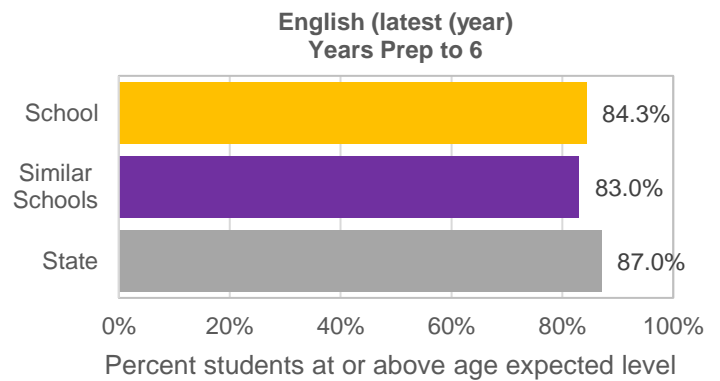
84.3%

Similar Schools average:

83.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

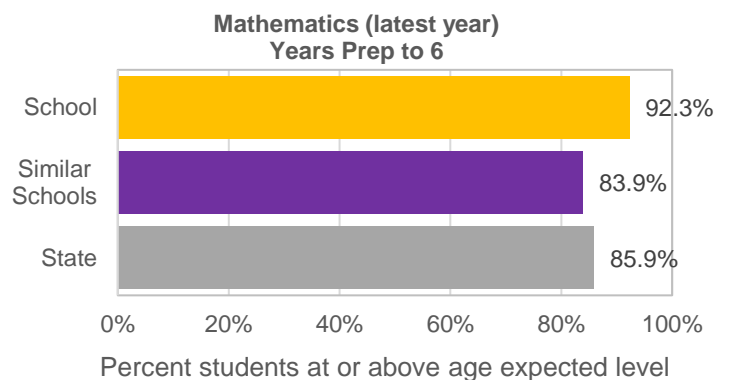
92.3%

Similar Schools average:

83.9%

State average:

85.9%



## LEARNING (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.

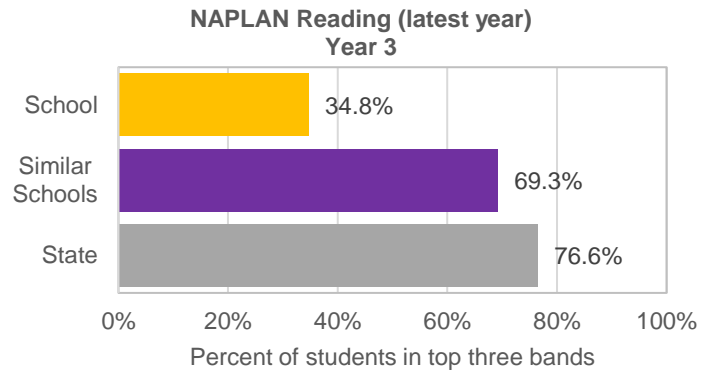
### NAPLAN

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 2019, 2021 and 2022 data.

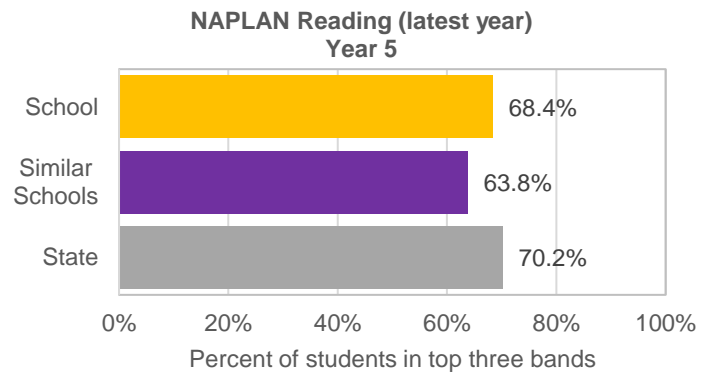
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.8%	60.5%
Similar Schools average:	69.3%	70.7%
State average:	76.6%	76.6%



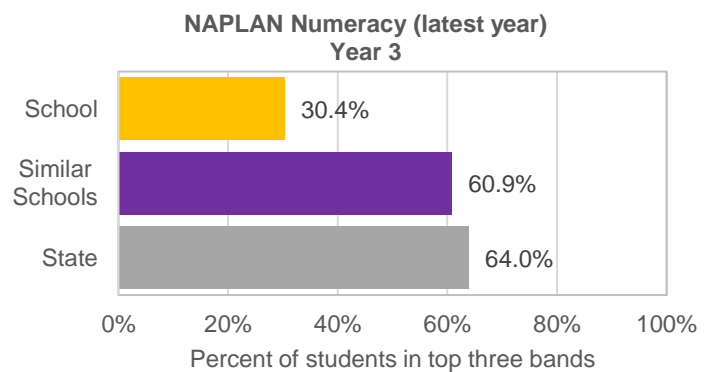
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.4%	67.1%
Similar Schools average:	63.8%	66.0%
State average:	70.2%	69.5%



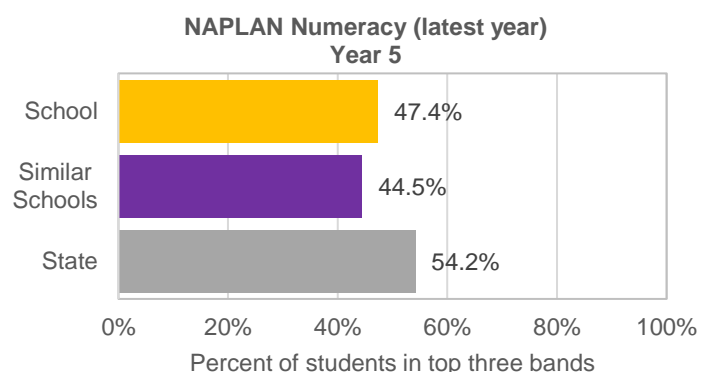
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.4%	49.4%
Similar Schools average:	60.9%	63.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.4%	59.4%
Similar Schools average:	44.5%	52.2%
State average:	54.2%	58.8%





## WELLBEING

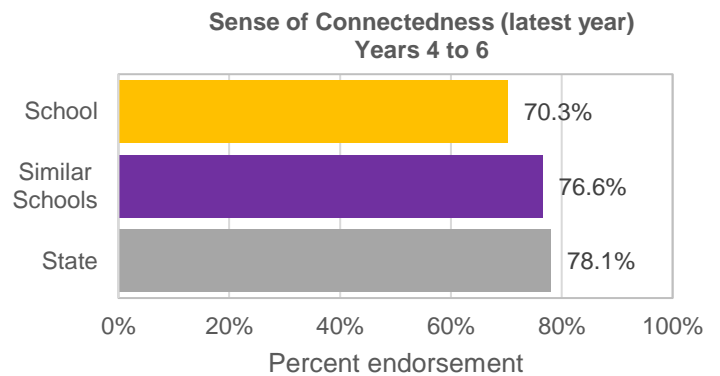
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	70.3%	80.6%
Similar Schools average:	76.6%	77.7%
State average:	78.1%	79.5%

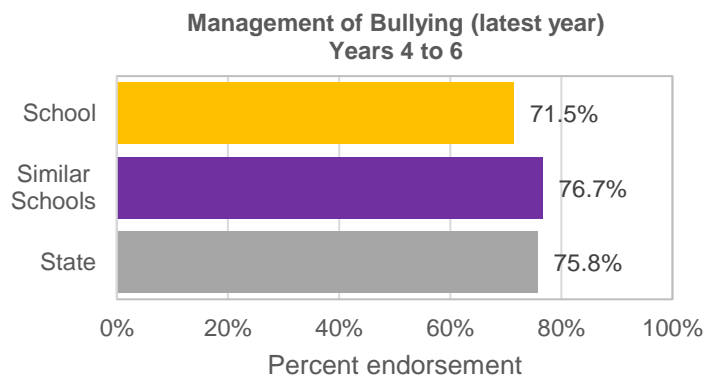


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	71.5%	82.0%
Similar Schools average:	76.7%	78.6%
State average:	75.8%	78.3%



## ENGAGEMENT

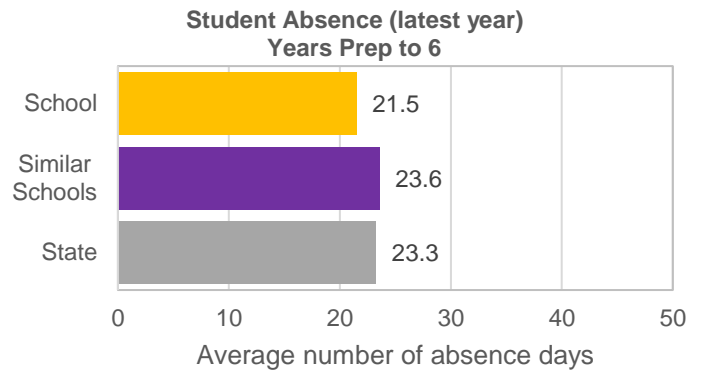
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.5	15.8
Similar Schools average:	23.6	17.3
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	92%	89%	90%	89%	89%	85%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,519,253
Government Provided DET Grants	\$353,421
Government Grants Commonwealth	\$5,800
Government Grants State	\$131,110
Revenue Other	\$6,280
Locally Raised Funds	\$68,219
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,084,082</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$37,553
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$37,553</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,437,521
Adjustments	\$0
Books & Publications	\$4,735
Camps/Excursions/Activities	\$34,987
Communication Costs	\$2,445
Consumables	\$20,737
Miscellaneous Expense <sup>3</sup>	\$4,850
Professional Development	\$16,952
Equipment/Maintenance/Hire	\$3,395
Property Services	\$107,570
Salaries & Allowances <sup>4</sup>	\$133,773
Support Services	\$34,949
Trading & Fundraising	\$14,975
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,719
<b>Total Operating Expenditure</b>	<b>\$1,834,609</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$249,473</b>
<b>Asset Acquisitions</b>	<b>\$39,415</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$124,660
Official Account	\$49,524
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$174,184</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$53,460
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,840
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$28,680
Maintenance - Buildings/Grounds < 12 months	\$28,087
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$121,567</b>

*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.*