

# 2020 Annual Report to The School Community



**School Name: Glenferrie Primary School (1508)**



- 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 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 27 April 2021 at 12:25 PM by Susan O'Sullivan (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 30 April 2021 at 09:55 AM by Chris Kendall (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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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

### 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)

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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. 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.

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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 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

Glenferrie Primary School is located in Manningtree Road Hawthorn in the City of Boroondara and serves the inner eastern residential area of Hawthorn and beyond. It was established in 1875. It is close to public transport and situated amidst a wide range of Government, Independent schools and Tertiary Institutions. It had an enrolment of approximately 358 students in 2020, 175 female and 183 male. We had 25 international students enrol at Glenferrie PS. Twenty two percent of students had English as an additional language. . We had 16 classes and 17 class teachers, three integration aids, 3 specialist teachers, two learning specialists and an Assistant Principal and Principal. We had an Art teacher, Physical education teacher and Italian teacher.

We were authorised as an International Baccalaureate school in 2019. Embedding the Program of Inquiry for the Primary Years Program will continue to be central with teachers developing the curriculum to ensure that literacy and numeracy is integrated authentically, and that learning has a real world context. We will continue to promote the pedagogy of metacognition through our inquiry program.

GPS aims to support students to develop into active, compassionate and lifelong learners who display our school values of excellence, confidence, respect and resilience.

To this end, we promote a holistic, challenging, inquiry-based curriculum that is central to the International Baccalaureate Primary Years Program, with meaningful assessment which guides differentiated learning.

Together with our parents, staff and students, we aim to provide a caring, culturally diverse and inclusive community where, through the development of international-mindedness, students belong, contribute and make a difference in their school, neighbourhood and world.

Our school values and aims to:

- Be a welcoming, friendly place where students feel safe and secure
- Promote a positive and supportive working and learning environment for staff and students
- Provide comprehensive and responsive learning programs in a cooperative environment that encourages the active participation of students in the Victorian Curriculum
- Encourage all to reach their potential, to value what they learn and to support each other
- Cater for a wide range of abilities and special needs including an active integration program with a focus on the inclusive curriculum
- Promote the principles of Equal Opportunity, Merit and Equity and Multiculturalism within the life of the school;
- Involve parents in school life
- Encourage a mutually beneficial relationship with the local community. GPS has an increasing number of English as an Additional Language students.

As shown by our teacher judgement of student achievement 97.2% of our students are at or above age expected standards in English. In mathematics 92.8% of student's are at or above age expected standards. Due to COVID 19 the NAPLAN Assessments were not conducted in 2020. Our teachers continued to develop professional learning related to the needs of remote learning. Teachers built their capacity around Google Classroom and Seesaw to provide our students with continued opportunities for learning with the support of their families.

### Framework for Improving Student Outcomes (FISO)

In 2020 due to COVID 19 the school developed suitable remote learning platforms and practices to support each year level. The teaching of curriculum was carefully modified to suit remote learning and to support all family demands. Our Prep students were explicitly supported in their learning through the use of weekly printed packs which were then guided through their learning via recorded instructions. Years 1-4 accessed Seesaw as their main platform and engaged with their teacher on a daily basis via video. All learning tasks were set weekly and the school adopted a flexible approach to meet the needs of all families. Years 5 and 6 students were using Google Classroom effectively which supported student voice and agency as well as improving self-directed learning. Teachers provided regular feedback to students to ensure continuous improvements were being made in their work.

As NAPLAN was not conducted the school used teacher judgements to assess whole school improvement our results indicate whole school continued growth in literacy and numeracy. Some students were identified for support in 2021 and this will be provided via the Tutor Learning Program.  
 In 2021 our focus for improving student outcomes in literacy with a particular focus on reading. The school will employ a literacy consultant to support teacher practice.

**Achievement**

During remote learning all students were provided with online resources and or hard copy of learning tasks as well as ongoing teacher support. All teachers recorded daily messages with instructions and demonstrations for individual lessons, this supported students to remain connected to their classroom. Most students engaged with online learning with the outcome being positive learning growth. Students of Essential Workers were supported with onsite learning by a range of staff.  
 All staff were innovative in their approach to delivering content, providing feedback and conducting assessment in a remote environment. Teachers and students continued to engage in well planned units of work under the Primary Years Program (PYP).  
 Our families were connected to student learning by accessing Seesaw as a platform to share their work including photos and videos of their achievements. As a result of positive feedback from students and families we will continue using online platforms to support student learning.  
 When students returned to onsite learning in Term 4 2020 teachers were pleased with progress students had made during this difficult time. In 2021 a tutor will be employed to work with students who have been identified as requiring additional support.

**Engagement**

During the remote learning period it was very important for all students to still feel connected to the school as well as their peers. Our student leaders created opportunities for students to contribute to a whole school video sharing their optimism and resilience as they entered into remote learning. They also created a video to encourage the school community to stay positive and work together during the extended remote learning period. As well as this the school leaders, with the support of staff, ran an online sports day event where the whole school was able to connect and contribute to their house points as they would if they were at school.  
 In 2020 the Student Attitudes to School survey was not conducted. Attendance data for 2020 indicates 94-97% of students attended school in 2020.  
 It is vital students attend school every day unless unwell. The early years are an important time when the foundations of literacy and numeracy are laid. The research shows days away from school does affect their learning. We do not endorse students having time away on family vacations outside of school holidays.  
 In 2021, teachers will continue to provide engaging curriculum encouraging student voice and agency in their learning. To support student engagement during the transition back to onsite learning our school provided additional support where needed and worked with families make the transition a positive and seamless experience.

**Wellbeing**

In 2020 student and parent surveys were not conducted however the school continued to support the health and well being of students and their families through the provision of both onsite and online teacher support. Our school modified the delivery of health and well being by providing a daily online program plus a weekly specialist program. Weekly WebEx meetings were facilitated for students to connect with their peers and teachers as part of the health and well being program. In the teachers online program there were opportunities for students to connect with their family through cooking, gardening, mindfulness and creative activities.  
 In the return to onsite learning students were supported in their well being through the regular use of circle time activities and games to reconnect with their peers. The Respectful Relationship program also provided students with a range of activities to continue to build their well being and resilience.  
 In 2021, the school will ensure health and well being remains a key component of every day interactions for our students. We will have a focus on developing happy, active and healthy kids who feel connected to their school.

Student leaders will be given the opportunity to write articles about theirs and their peers experiences in their learning which will be published fortnightly to the wider school community.

### **Financial performance and position**

Glenferrie Primary School is an excellent financial position as shown by the balance of \$528,526 in the High Yield at 31st December 2020. These funds have been accumulated over several years through careful financial management of revenue and expenditure. These reserves have supported the school in ongoing teacher professional learning, maintenance and continual upgrading of educational resources. These funds have been allocated to short and long term planned works. The timeline for these commitments will be entirely reliant upon priority of repairs and maintenance. The parent contributions to our Library funds supported the leasing of technology and the access to the e-learning library to support during remote learning. The parent contributions to the Building funds was expended as part of the ongoing replacement of carpeting and general maintenance of our historic buildings. In 2020, School Council reviewed and interviewed 3 Out of School Hours Care programs. OSH Club was successful in securing the contract for the next three years at GPS.

In 2021 the school will engage a literacy consultant to support teachers in their pedagogy and practice.

**For more detailed information regarding our school please visit our website at**  
[www.glenferrie.vic.edu.au](http://www.glenferrie.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 358 students were enrolled at this school in 2020, 175 female and 183 male.

22 percent of students had English as an additional language and 0 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.

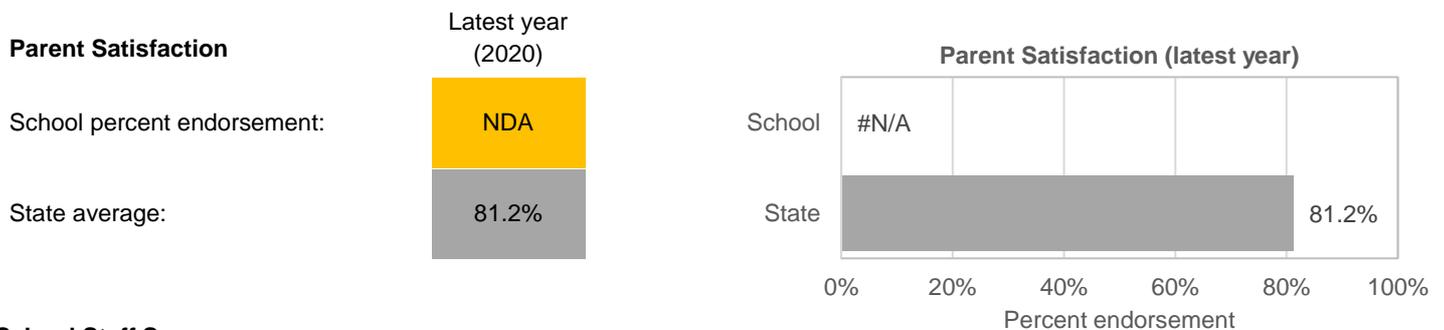
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

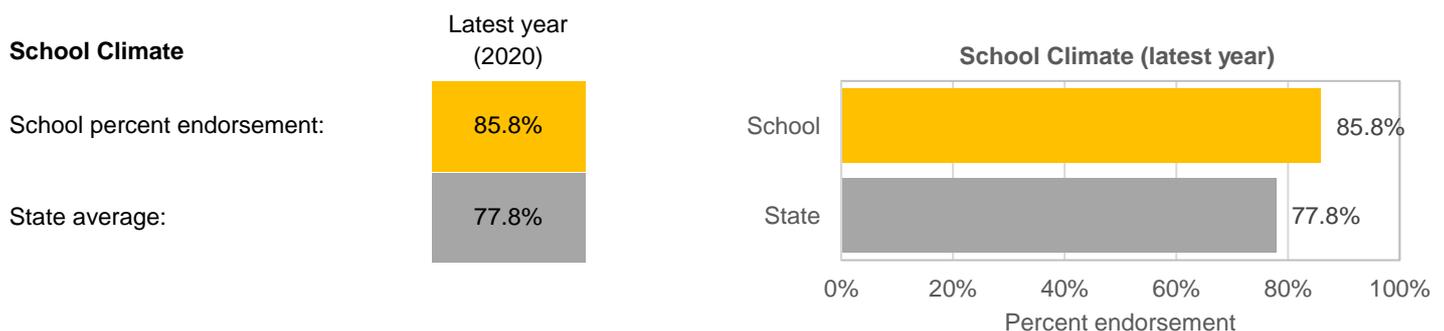


### School Staff Survey

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:

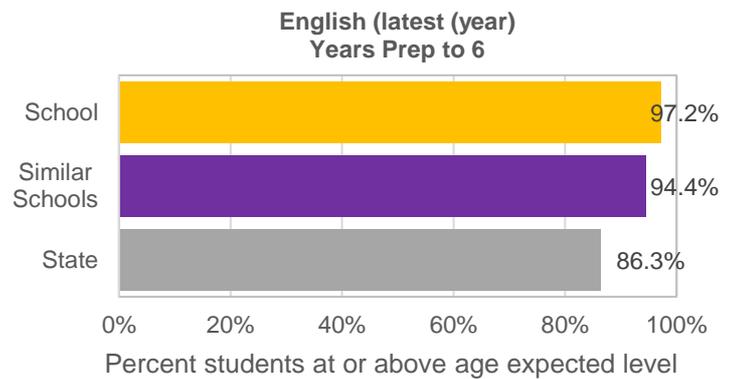
97.2%

Similar Schools average:

94.4%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

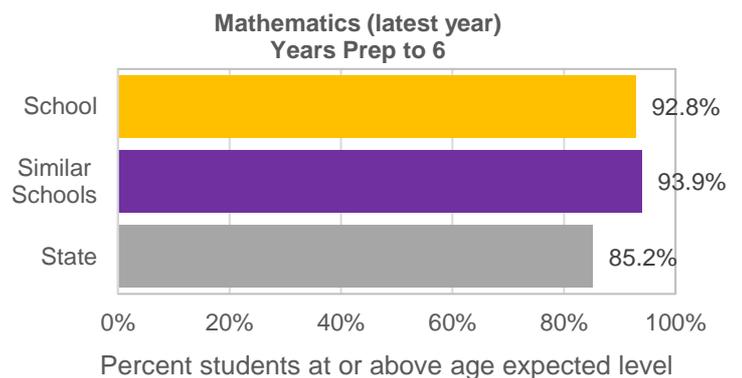
92.8%

Similar Schools average:

93.9%

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

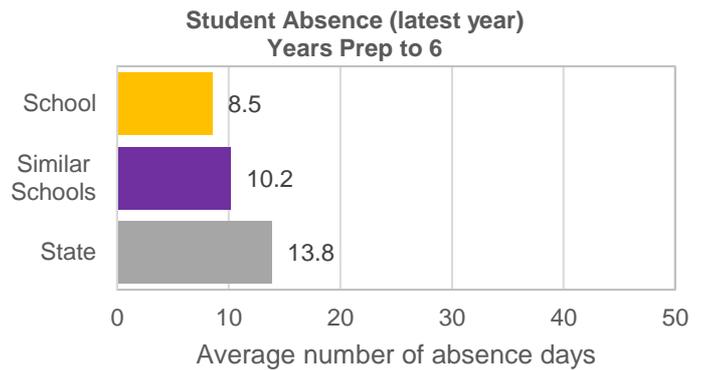
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	8.5	13.1
Similar Schools average:	10.2	12.8
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):	95%	94%	96%	95%	97%	96%	96%

**WELLBEING**

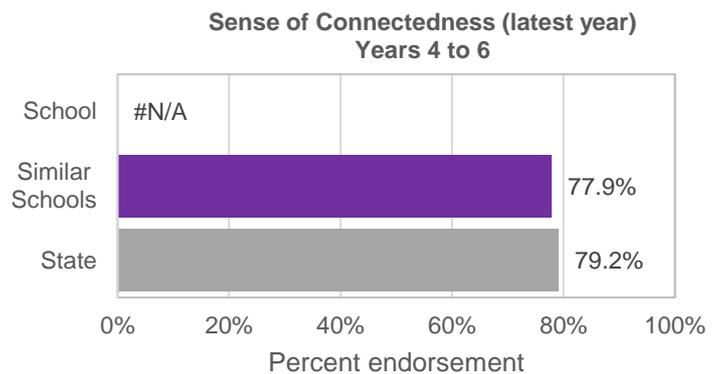
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	86.1%
Similar Schools average:	77.9%	81.3%
State average:	79.2%	81.0%



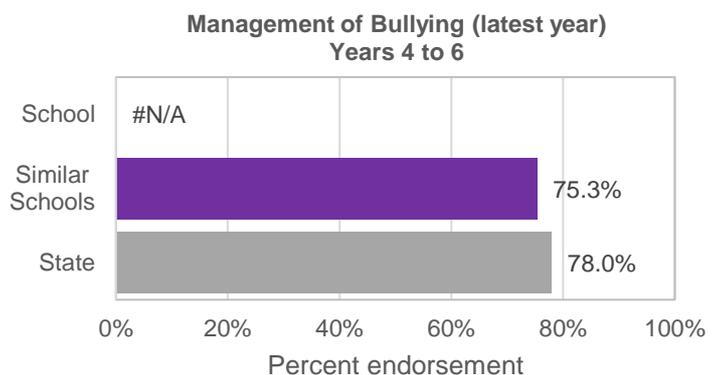
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	84.3%
Similar Schools average:	75.3%	79.6%
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	\$2,502,306
Government Provided DET Grants	\$415,113
Government Grants Commonwealth	\$3,990
Government Grants State	NDA
Revenue Other	\$9,703
Locally Raised Funds	\$296,726
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,227,838</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,588,354
Adjustments	\$240
Books & Publications	\$2,859
Camps/Excursions/Activities	\$57,383
Communication Costs	\$4,561
Consumables	\$54,371
Miscellaneous Expense <sup>3</sup>	\$62,933
Professional Development	\$4,727
Equipment/Maintenance/Hire	\$267,109
Property Services	\$92,766
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$86,401
Trading & Fundraising	\$4,049
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$29,929
<b>Total Operating Expenditure</b>	<b>\$3,255,683</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>NDA</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$528,526
Official Account	\$89,549
Other Accounts	\$9,782
<b>Total Funds Available</b>	<b>\$627,857</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$99,206
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$15,720
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$4,363
Repayable to the Department	\$189,043
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$218,731
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$727,062</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.*