

# 2021 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 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 06 April 2022 at 10:43 AM by Susan O'Sullivan (Principal)

- This 2021 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 26 April 2022 at 09:27 AM by Maureen Pound (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

Glenferrie Primary School (GPS) is located in the City of Boroondara and serves the inner eastern residential area of Hawthorn. It is close to public transport and situated amidst a wide range of Government, Independent schools and Tertiary Institutions. Established in 1875, GPS supports students to develop into active, compassionate and lifelong learners who display our school values of excellence, confidence, respect and resilience. We aim to:

- be a welcoming and friendly school 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, equity and multiculturalism within the life of the school
- involve parents in school life
- encourage a mutually beneficial relationship with the local community.

In 2021, GPS had an enrolment of 300 students (50.7% female and 49.3% male), this included nine international students. Our staff profile included 15 class teachers, three integration aids, four specialist teachers (art, physical education, performing arts and Italian), a Principal and Assistant Principal. We also had one learning specialist and a teacher working as the Tutor. The tutor program operating for students identified as below benchmark.

GPS is an accredited International Baccalaureate (I.B) school delivering the Primary Years Program. I.B principles ensure that literacy and numeracy are integrated authentically in the curriculum, that learning has a real-world context, and the pedagogy of metacognition is promoted through our inquiry program. As a result, we have a holistic, challenging, inquiry-based curriculum, with meaningful assessment which guides differentiated learning.

Together with our parents, staff and students, GPS provides a caring, culturally diverse and inclusive community where, through the development of international-mindedness, students belong, contribute and make a difference in their school, neighborhood and wider world.

---

### Framework for Improving Student Outcomes (FISO)

GPS delivered on its Key Improvement Strategy for 2021: that all students, prep to year 6, make 12 months or more growth in their literacy and numeracy learning. This was achieved by our staff assessing and understanding student needs and planning purposeful learning tasks, we were delighted that this occurred despite pivoting in and out of remote learning throughout the year. In parallel, some students in Years 1-3 engaged in our tutor learning program, which enabled all students to show strong growth during this disrupted period.

Throughout the COVID-19 lockdowns and periods of remote learning in 2021, GPS and its staff were able to continue building connections with students and their families through daily Webex catch ups and lessons, offering one-on-one support as required. This enabled the school leadership and teaching staff to continually improve teaching practice and ensure support was provided to students and families in a meaningful manner. During this time, GPS teaching staff were supported to build their capability and capacity to teach remotely, and to provide and respond to feedback. The use of technology was embedded in student learning, and this assisted with a strong transitioning from remote learning back to the classroom.

Through remote learning there was a significant increase in student agency and responsibility to ensure they engaged in daily online lessons which also supported students in maintaining social connections with their peers.

---

### Achievement

In 2021, due to COVID-19 lockdowns and periods of remote learning, GPS once again used suitable remote learning platforms and practices to support each year level. The teaching of the 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, students were then guided through their learning via recorded instructions. Years 1-6 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 also engaged through using Google Classroom 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. All students were also supported with daily live online Webex lessons to ensure continuity and community in learning.

As shown by our teacher judgement student achievement data:

- 96.5% of our students are at or above age expected standards in English
- 94.6% of student's are at or above age expected standards in mathematics.

NAPLAN results showed:

- 92% of students are in the top 3 bands for reading in year 3 and 85.4% in the top 3 bands for Year 5
- 90.2% of students are in the top 3 bands for mathematics in Year 3 and 85.4% of year 5 students are in the top 3 bands.

Some students were identified for support in 2021 and this was provided via the Tutor Learning Program. In general, the Tutor Program was successful in achieving student growth in reading for all students. In 2022 our focus for improving student outcomes in literacy and numeracy will continue as well as a focus on student health and wellbeing.

---

## Engagement

In 2021 GPS students switched between face-to-face and remotely learning throughout the year.

Our staff continued their commitment to provide engaging learning opportunities through lens of inquiry. Despite the challenges of 2021 we were able to:

- have dance lessons in term one which concluded with a whole school disco
- take year 3/4 and 5/6 students to their annual camps - both enthusiastically supported by the students!

Our absence data indicates the majority of students attended school either online or onsite during this time. To support students with their transition back to onsite learning, teachers created a supportive and nurturing classroom. The average number of absence days of 11.6 was a slight increase from 2020, largely due to COVID related reasons and extended family holidays.

In 2022 Health and Well-being will be a priority with a focus on school and community engagement. We will have a reset year where the school community will focus on the rebuilding a positive, supportive and strong community.

---

## Wellbeing

The 'student attitudes to school' survey was completed by all students in years 4,5 and 6. The results in 2021 were the best to date and we were particularly pleased with the 89.5% endorsement for the 'Sense of Connectedness', indicating our students have a strong connection to school, despite a challenging year of COVID-19 lockdowns and remote learning. This result was above similar schools and the state average.

In addition, our data showed that:

- 95% of students indicated they felt teachers provided a differentiated learning challenge, which was an acknowledgment to the commitment of GPS staff to provide a comprehensive and uninterrupted program via remote learning
- 98% of students believed teachers had high expectations for success and strong teacher relations, again this

result confirms the efforts and commitment of GPS to support all students and families during 2021.

All classes offered a weekly online social catch up sessions whereby students could see and interact with their peers and teacher and have some fun. Health and well-being will continue to be a priority for the school in 2022.

---

## Finance performance and position

At the start of 2021 GPS was well positioned financially to invest in maintenance activities and COVID-19 lockdown periods provided an opportunity to complete much needed projects such as refurbishment of the heritage listed Shelter Sheds. In parallel, revenue to GPS decreased as our Student Resource Package (based on student enrolments, provided to the school via quarterly cash grants and a credit component for staff salaries) was reduced and we lost several overseas paying students which impacted fees paid to the school. This resulted in a net operating deficit of \$153,386.

Other areas of the GPS budget include:

- An Operating Reserve: The Education Department automatically calculates the amount of operating reserve the school must maintain.
- Funds received by GPS in advance were \$27,317 - this includes parents credit notes, donations, building and library fund.
- Money raised by the GPS Parents and Friends committee is included in Funds for Committees/Shared Arrangements and sits at \$10,434.
- GPS leases laptops, iPads and photocopiers and this is shown under Equipment, Maintenance and Hire. All students in years 3-6 have an individual iPad to use at school and each classroom has an allocation of laptops. However, during remote learning, these devices were unable to be sent home as this was not part of the leasing agreement. The access to these devices for students who worked onsite was invaluable.
- The amount \$139, 468 under Support Serves includes Casual Relief Teachers for absent staff and Technical IT support.
- Under financial commitments, Capital- Buildings/Grounds sits at \$190,000. This funding is committed to projects such as new carpets for four remaining classrooms (part of ongoing maintenance), replacement of gas heaters in the Junior School building, replacement of Optic Fibre as part of network upgrade, exterior painting of the Junior School building and air conditioner replacement as needed across the school.

Overall, GPS remains in a good financial position to maintain our five heritage listed buildings and continue to improve our grounds.

**For more detailed information regarding our school please visit our website at**  
<https://glenferrieps.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 300 students were enrolled at this school in 2021, 149 female and 151 male.

21 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).

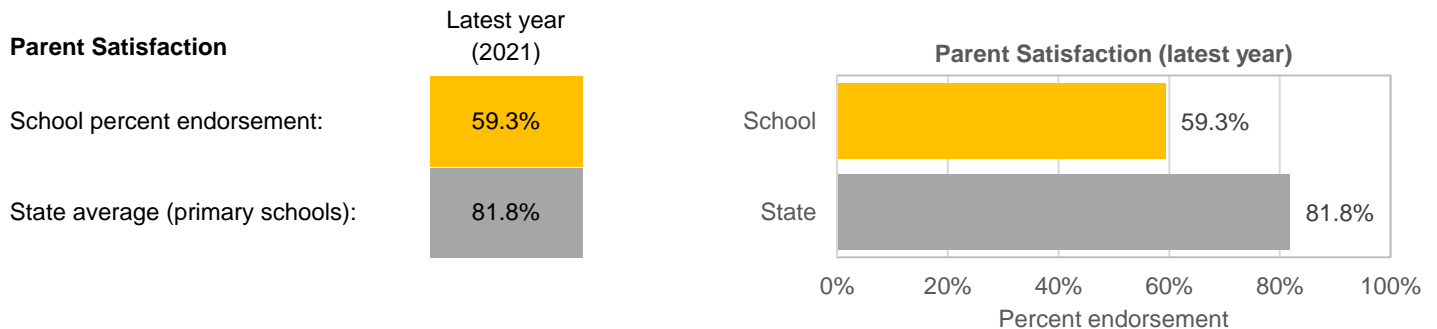
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

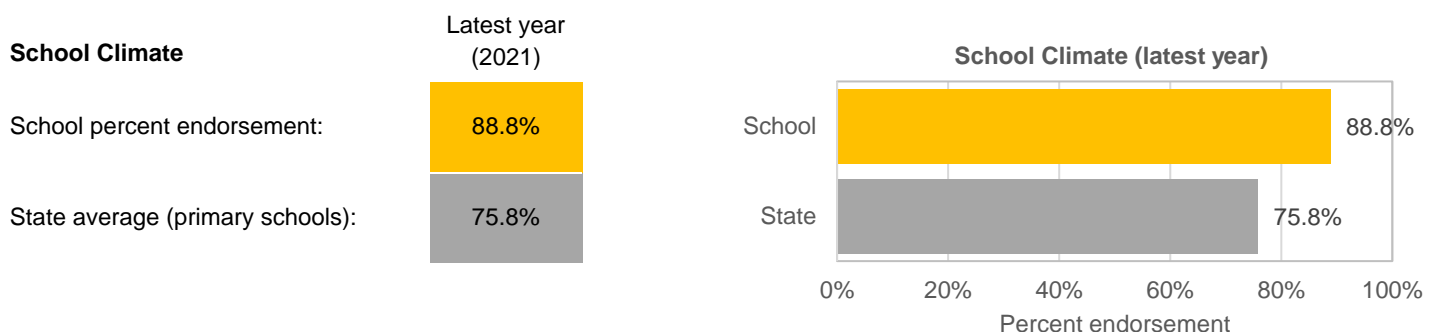


### School Staff Survey

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:

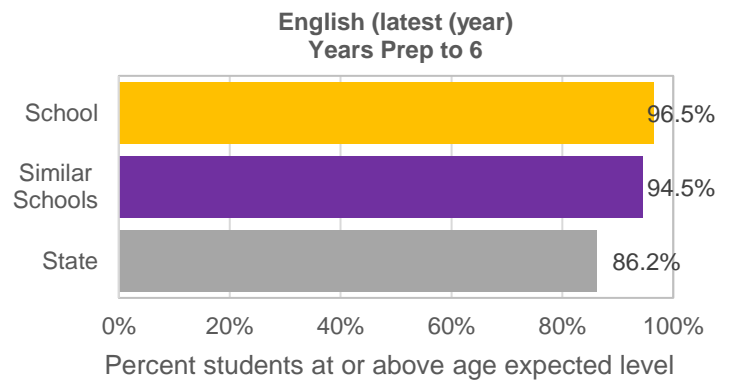
96.5%

Similar Schools average:

94.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

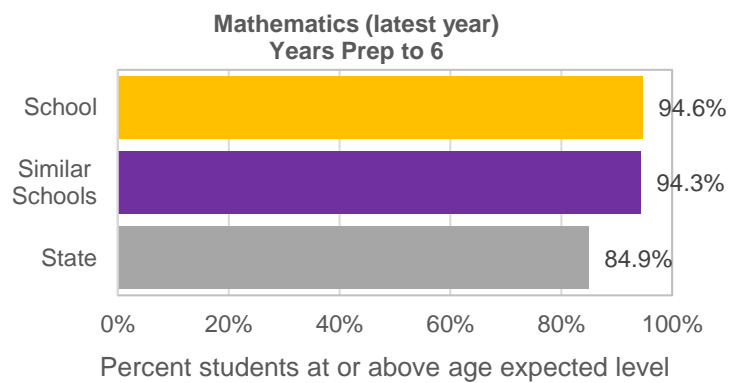
94.6%

Similar Schools average:

94.3%

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.

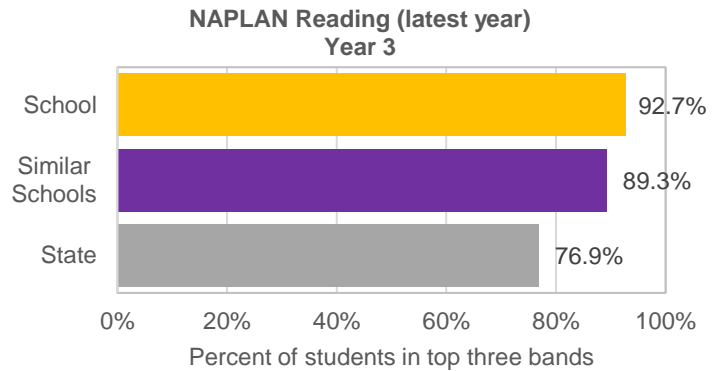
**NAPLAN**

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.

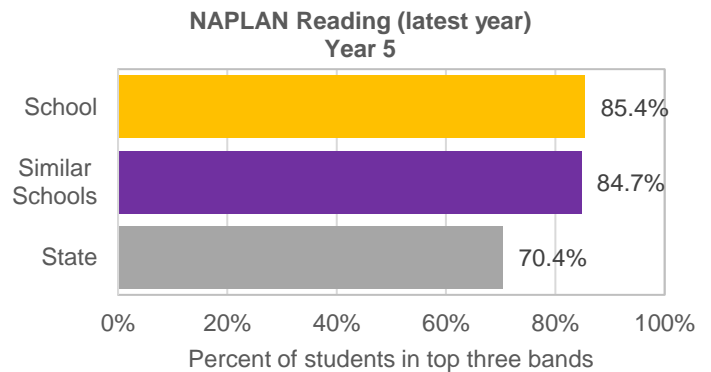
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.7%	84.1%
Similar Schools average:	89.3%	88.7%
State average:	76.9%	76.5%



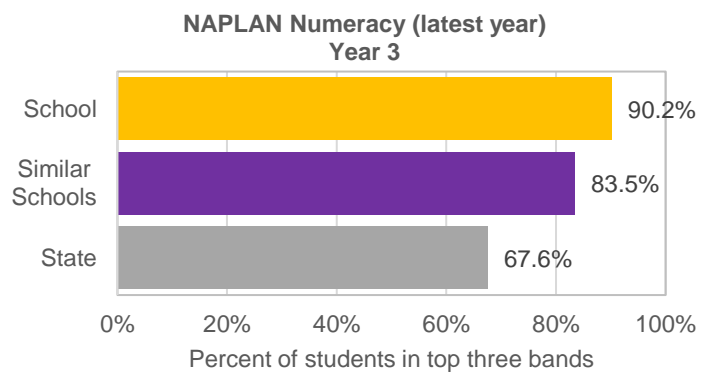
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.4%	86.4%
Similar Schools average:	84.7%	83.0%
State average:	70.4%	67.7%



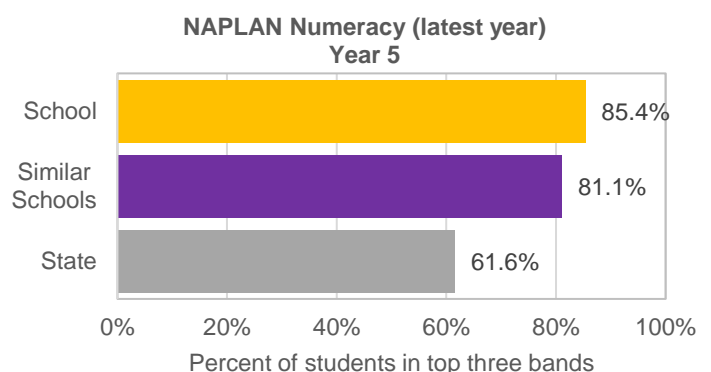
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.2%	85.5%
Similar Schools average:	83.5%	85.0%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.4%	84.2%
Similar Schools average:	81.1%	79.5%
State average:	61.6%	60.0%



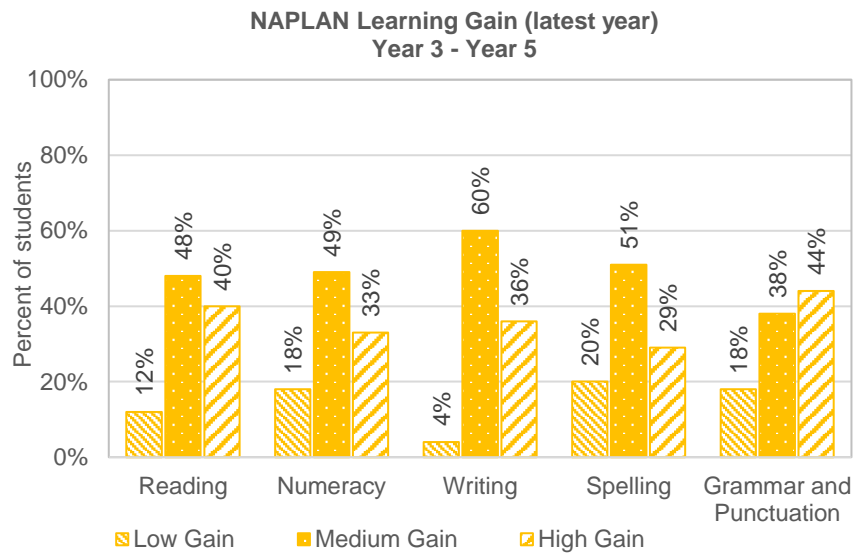
## ACHIEVEMENT (continued)

### 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:	12%	48%	40%	31%
Numeracy:	18%	49%	33%	33%
Writing:	4%	60%	36%	31%
Spelling:	20%	51%	29%	30%
Grammar and Punctuation:	18%	38%	44%	33%



## ENGAGEMENT

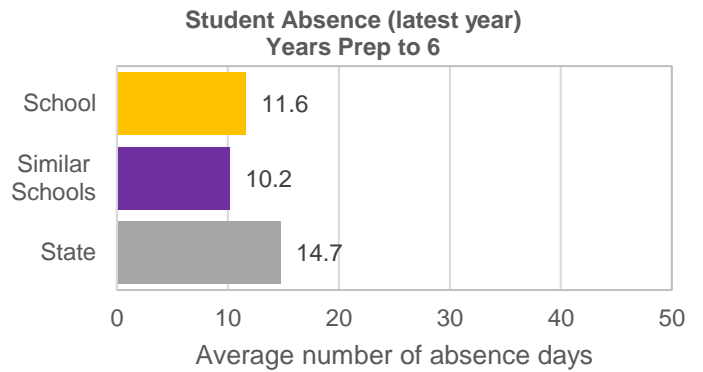
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	11.6	12.7
Similar Schools average:	10.2	11.9
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%	89%	93%	96%	94%	97%	96%

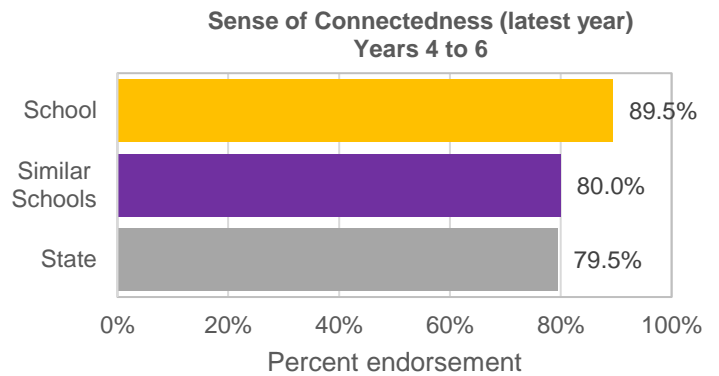
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	89.5%	86.5%
Similar Schools average:	80.0%	80.2%
State average:	79.5%	80.4%

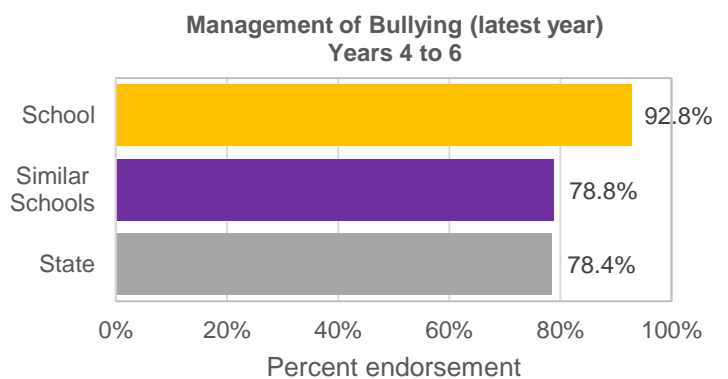


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	92.8%	87.0%
Similar Schools average:	78.8%	78.6%
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	\$2,609,433
Government Provided DET Grants	\$293,276
Government Grants Commonwealth	\$20,731
Government Grants State	\$0
Revenue Other	\$4,607
Locally Raised Funds	\$335,051
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,263,098</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,625,819
Adjustments	\$0
Books & Publications	\$5,615
Camps/Excursions/Activities	\$125,510
Communication Costs	\$3,015
Consumables	\$53,011
Miscellaneous Expense <sup>3</sup>	\$64,295
Professional Development	\$12,078
Equipment/Maintenance/Hire	\$137,179
Property Services	\$214,663
Salaries & Allowances <sup>4</sup>	\$164
Support Services	\$139,468
Trading & Fundraising	\$7,070
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,596
<b>Total Operating Expenditure</b>	<b>\$3,416,484</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$153,386)</b>
<b>Asset Acquisitions</b>	<b>\$0</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 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$406,768
Official Account	\$43,877
Other Accounts	\$22,345
<b>Total Funds Available</b>	<b>\$472,990</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$101,997
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$27,317
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,434
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$190,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$329,748</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.*