

# 2022 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 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 24 April 2023 at 05:03 PM by Tanya Gurney (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 27 April 2023 at 05:09 PM by Hannah Hammad (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 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.

---

### 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
- 

### 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)

---

### 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 2022, GPS had an enrolment of 300 students (50.7% female and 49.3% male), this included nine international students. Our staff profile included 11 class teachers, two integration aids, three specialist teachers (art, physical education 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 (PYP). IB 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, neighbourhood and wider world.

---

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

### Learning

In 2022, Glenferrie Primary School transitioned back to on-site learning while still supporting those students and families affected by illness. Teachers used pre-tests to determine all students individual learning needs and post-tests to determine academic growth. A whole school data page was used by all staff to track student learning throughout the year. Our instructional model was well entrenched within the school focussing on having clear learning intentions for our lessons along with success criteria's to assist students and teachers in determining achievements. Individual Education Plans were written and reviewed with teachers meeting with parents to set and monitor ongoing goals for students. The Tutor Learning Initiative continued to support students working towards the expected level in their learning with all these students making growth. All parent meetings were used to celebrate successes and monitor strategies to support student learning.

In Literacy, staff have continued to work collaboratively to assess and plan meaningful lessons targeted to student point of need using PAT and Fountas and Pinnell data to inform their teaching. GPS conducted a Prep-2 parent information session focussing on how literacy is taught at the school to further communicate our vision to parents.

In 2022, 51% of our Year 5 students reached the top 2 bands in NAPLAN for reading, above the state average of 44%. In Writing, 41% of our year 5 students achieved the top 2 bands in NAPLAN, well above the state average of 29%. This was achieved through a more consistent approach to the teaching of reading school wide guided by the Mardi Gorman professional learning accessed by staff. All classes developed classroom libraries, implemented guided reading and focussed on authentic language experiences, ensuring our students were continually exposed to the high impact teaching strategies.

In Numeracy, the school continued to access the latest evidenced based research into teaching to the individual point of need of every child by engaging in regular professional learning provided by our region. Our 2022 teacher judgements show that 97% of our students from Prep to Year 6 in Measurement and Geometry and Statistics and Probability either reached or exceeded the expected level and 96% of our students across all levels did the same in Number and Algebra. The state average across all three areas was

86%. This was achieved through teachers continuing to utilise pre-test data to inform their teaching and planning. Using the High Impact Teaching strategies in the classroom and committing to collaborative planning strongly contributed to the success of our numeracy program in 2022.

Glenferrie Primary School is committed to continuing using these strategies and programs in 2023 to support our students learning even further.

## Wellbeing

The wellbeing of all students at Glenferrie Primary School was a high priority in 2022 after several years of shifting in and out of lockdowns. Respectful relationships has been a consistent school wide approach for student wellbeing and community circles are a regular practice in classrooms to support students in developing strong relationships with their teachers and peers. The use of Compass chronicles has made it easier to see patterns of behaviour and supports teachers in resolving matters in a timely fashion and with support from leadership. Engagement with outside agencies has enabled the school to support students and families with a range of paraprofessionals. The school continues to receive fortnightly contact with their key contact from the department which supports the school with student well-being.

Student attitudes to school data has indicated a positive endorsement from our year 4 to 6 students in 2022 with 98% displaying strong confidence in themselves as learners, well above the state average of 76%. Also, 94% of these students demonstrated outstanding respect for diversity, well above the state average of 79% as well as 93% having a clear sense of connectedness to their school, well above the state average of 78%.

In 2023, the school will continue to utilise these positive programs, outside agencies and further engage in new evidenced based research to support the health and wellbeing of all students at Glenferrie Primary School.

## Engagement

In 2022, as we returned to full time face-to-face teaching, the engagement of our students was another high priority for our school. Our excellent student absences data demonstrates a positive school environment, The Student Attitudes to School Survey was completed by all students in years 4,5 and 6. The results in 2022 were incredibly strong with a 95% endorsement for Stimulated Learning, indicating our students are highly engaged in their learning, this is a result of students being active in their learning journey and our teaching staff planning for real life learning opportunities. This result was well above the state average of 78%.

Another highlight of our school was providing our students with voice and agency in their learning through our IB PYP program, promoting global learners through the lens of inquiry and through our Year 6 leadership program. This strongly contributed to an 88% positive endorsement towards Student Voice and Agency in the attitudes to school survey, very well above the state average of 65%.

In 2023, the school remains committed to engaging our students through our IB PYP approach and leadership programs. In turn this will to continue to promote stimulated learning and student voice and agency and extend our students to becoming successful and globally minded citizens.

---

## Other highlights from the school year

Glenferrie Primary School prides itself on offering our students a number of extra curricular opportunities that focuses on enhancing and developing resilience, independence and an understanding of belonging to the community. This was achieved through activities such as 3/4 and 5/6 camps, incursions and excursions relating to units of inquiry.

As a community the return of events was a major highlight. Our active Parents and Friends committee planned and organised multiple events including the 'Taste of Glenferrie'. This was our most attended event where families cooked and shared food from their cultural backgrounds. This celebrates our schools cultural diversity and is an opportunity to come together. Our P&F committed funds raised by them to the purchase literacy resources (take home readers), outdoor games and a GPS Marquee that will be utilised for school events.

Parents and Friends also committed funds to provide our students with special lunches for our Book day, Footy day and Italian day events.

Glenferrie Primary School is proud of our student involvement in the area of sport. From an intra-school focus our students participate in Senior school House Cross Country, House Athletics and a whole school Footy Day. In conjunction with this our students participate in Year 5/6 Inter-school Sport against other local schools. In 2022 our students won at district level for Volleyball

girl's and mixed teams with both teams progressing to Division Finals and our Mixed team were runners up. For athletics and cross country students have represented our school and competed at district, division and regional levels and for Swimming students have represented and competed at both district and division levels

Throughout 2022 our Buildings and Grounds committee were devoted to beautifying our school grounds. Our Cottage garden, Manningtree Rd garden beds and newly designed garden/play space at the Wattle Rd entrance were all successfully completed projects.

---

## Financial performance

At the start of 2022 GPS was well positioned financially to invest in maintenance activities and this provided an opportunity to complete much needed projects such as creation of the Junior School playground near the Wattle Rd entrance, Cottage Garden as well as the garden beds along Manningtree Rd.

In 2022, revenue to the school decreased, as our Student Resource Package based on student enrolments numbers, was provided to the school via quarterly cash grants and a credit component for staff salaries was reduced and we lost several overseas enrolments and fee paying students which impacted fees paid to the school.

Other areas of the GPS budget include: An Operating Reserve: The Education Department automatically calculates the amount of operating reserve the school must maintain \$99,675.

### **Revenue**

Funds received in advance were \$45,685- includes parent credit notes from previous year, donations, building and library fund.

Funds for Committees/Shared Arrangements consists of Parents and Friends committee has a balance of \$26,866.

### **Expenditure**

Equipment, Maintenance and Hire relates GPS leases laptops, iPads, and photocopiers. All students in years 3-6 have an individual iPad to use at school and each classroom has an allocation of laptops.

**Capital:** Buildings/Grounds has a future allocation of \$190,000 for capital projects. This funding is committed to projects such as the potential replacement of gas heaters in the junior school building, replacement of Optic Fibre as part of network upgrade and air conditioner replacement as needed across the school.

**Maintenance:** Building /Grounds < 12 months - \$139,890 exterior painting of the Junior School building and ongoing maintenance of our buildings and grounds.

Long term Capital Commitments > 12 months \$100,000 in reserve.

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

# 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 258 students were enrolled at this school in 2022, 131 female and 127 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).

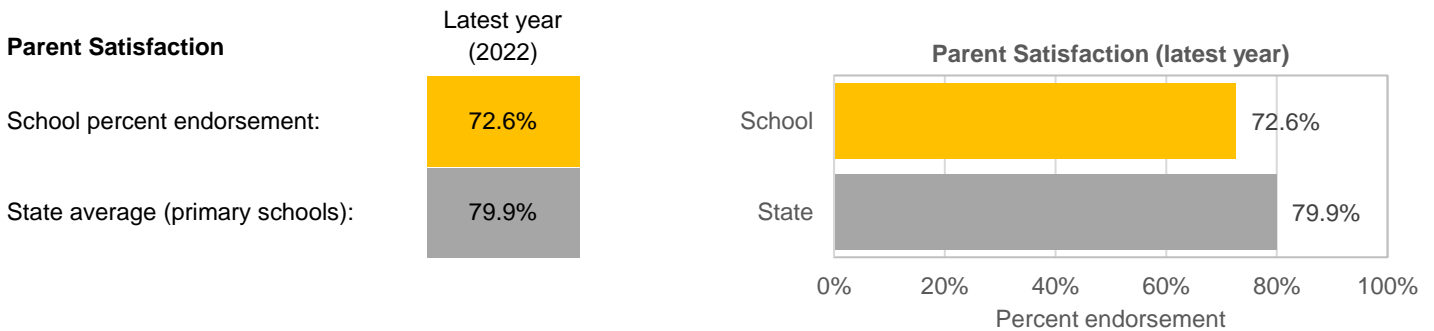
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

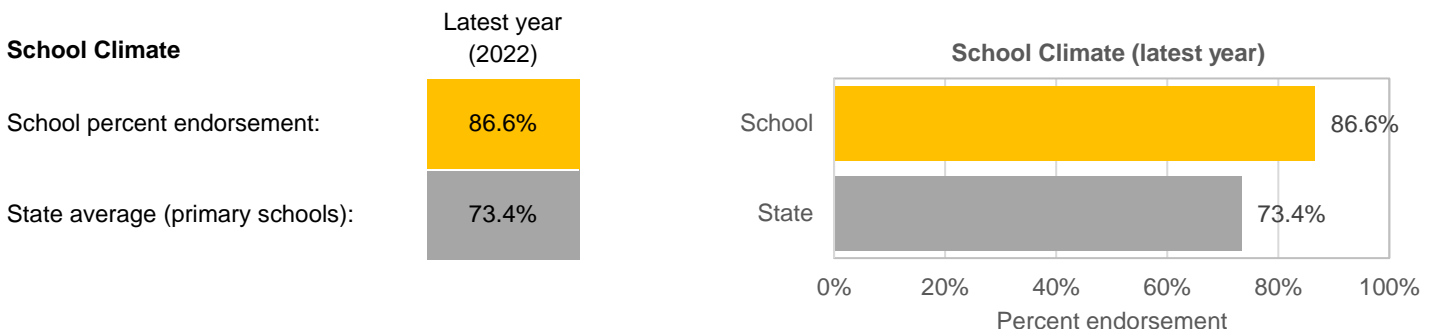


### School Staff Survey

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.



## 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:

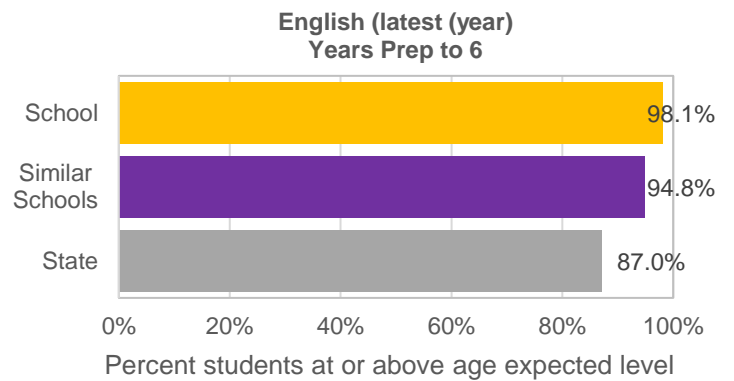
98.1%

Similar Schools average:

94.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

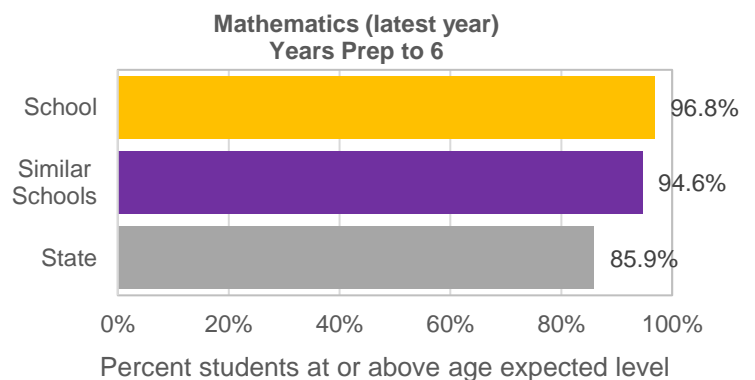
96.8%

Similar Schools average:

94.6%

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.

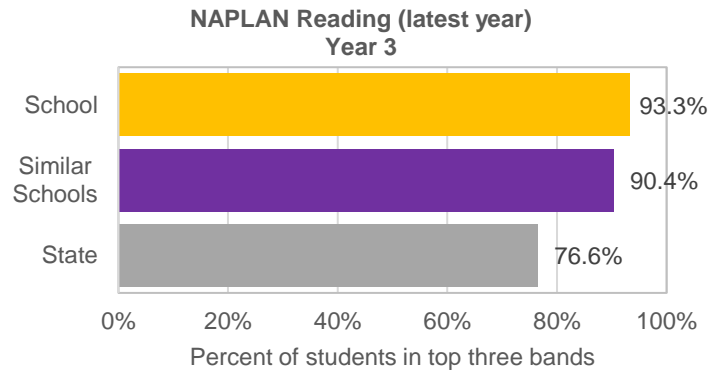
### NAPLAN

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.

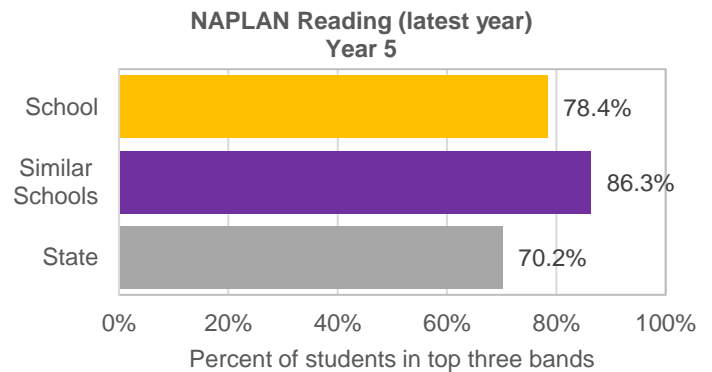
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.3%	87.4%
Similar Schools average:	90.4%	88.9%
State average:	76.6%	76.6%



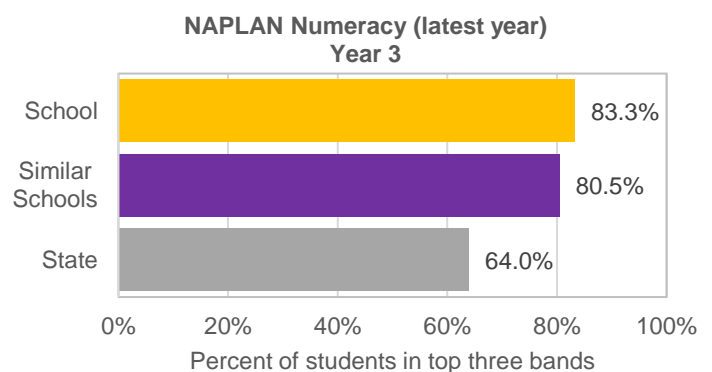
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.4%	84.2%
Similar Schools average:	86.3%	84.8%
State average:	70.2%	69.5%



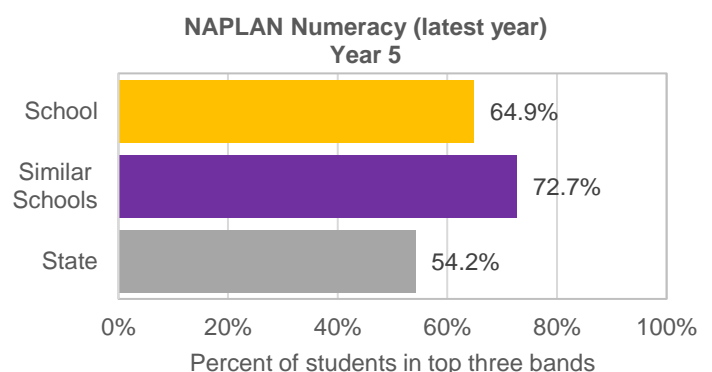
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	86.8%
Similar Schools average:	80.5%	82.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.9%	79.7%
Similar Schools average:	72.7%	76.5%
State average:	54.2%	58.8%



## WELLBEING

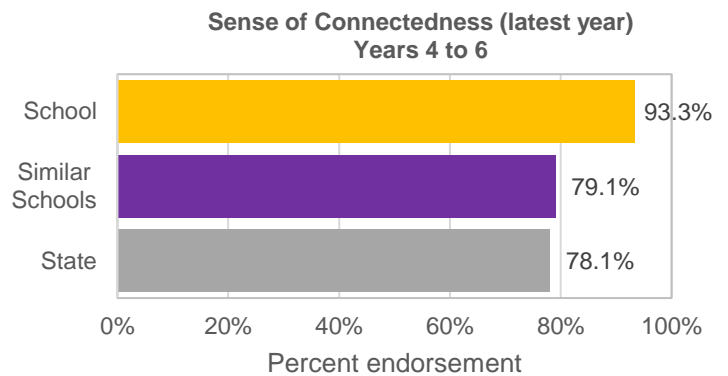
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	93.3%	87.0%
Similar Schools average:	79.1%	79.1%
State average:	78.1%	79.5%

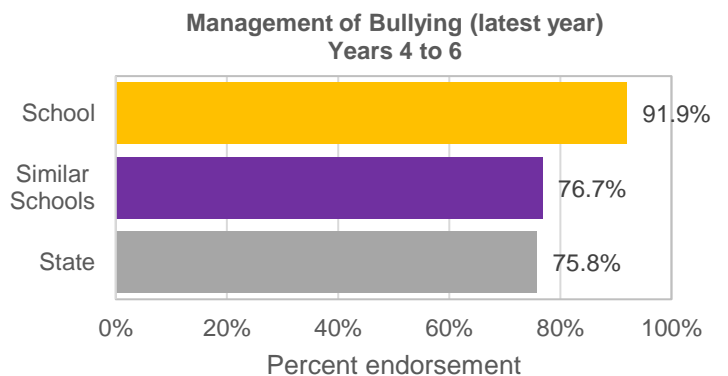


### Student Attitudes to School – Management of Bullying

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:	91.9%	87.0%
Similar Schools average:	76.7%	77.8%
State average:	75.8%	78.3%



## ENGAGEMENT

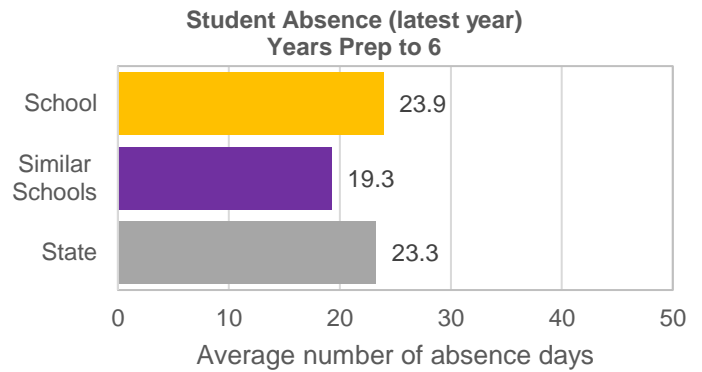
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.9	13.9
Similar Schools average:	19.3	13.3
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):	88%	89%	83%	88%	89%	88%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,217,432
Government Provided DET Grants	\$297,333
Government Grants Commonwealth	\$9,422
Government Grants State	\$0
Revenue Other	\$9,028
Locally Raised Funds	\$388,439
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,921,653</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>	\$2,217,432
Adjustments	\$0
Books & Publications	\$501
Camps/Excursions/Activities	\$122,530
Communication Costs	\$2,658
Consumables	\$64,202
Miscellaneous Expense <sup>3</sup>	\$42,616
Professional Development	\$8,632
Equipment/Maintenance/Hire	\$124,324
Property Services	\$122,198
Salaries & Allowances <sup>4</sup>	\$6
Support Services	\$115,399
Trading & Fundraising	\$12,161
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,888
<b>Total Operating Expenditure</b>	<b>\$2,866,546</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$55,107</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 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	\$398,294
Official Account	\$84,563
Other Accounts	\$44,886
<b>Total Funds Available</b>	<b>\$527,743</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$99,675
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$45,986
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,867
Repayable to the Department	\$25,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$190,000
Maintenance - Buildings/Grounds < 12 months	\$139,890
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
<b>Total Financial Commitments</b>	<b>\$627,418</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.*