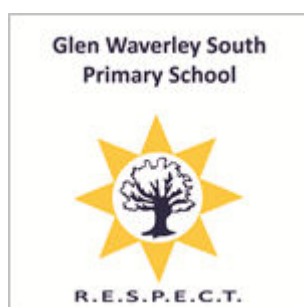


# 2024 Annual Report to the School Community

School Name: Glen Waverley South Primary School (5436)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2025 at 09:31 AM by Con Vellios (Principal)

- As executive officer of the school council, I attest that this 2024 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 25 March 2025 at 09:32 AM by Con Vellios (Principal)

# 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

### 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').

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### Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

#### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Glen Waverley South Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society.

Glen Waverley South Primary School community's vision is underpinned by the value of RESPECT, highlighted through our focus on:

- Relationships
- Excellence
- Support
- Passion
- Engagement
- Choice
- Trust & Honesty

In 2024 the school had the equivalent of 22.56 full time staff: 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 14.1 teaching staff, 0.29 Learning Tutor and 5.13 education support staff.

Glen Waverley South Primary School is located in the eastern suburbs of Melbourne in the City of Monash. The school is surrounded by spacious, well-maintained grounds with an abundance of shaded areas, age-appropriate playground equipment, an oval, and a variety of outdoor courts catering to various sporting activities.

In Term 4 of the 2024 school year, Glen Waverley South Primary School moved into two recently completed major capital works buildings. One of these buildings houses administration offices and specialist learning classrooms, including a new library and food tech space, while the other features eight flexible learning spaces designed to support contemporary teaching and learning practices. These new facilities complement the school's existing state-of-the-art multipurpose facility (gym), which accommodates Physical Education, Visual Arts, and the Out of School Hours program.

Student learning is enhanced through high-quality teaching practices within an engaging and supportive environment. Glen Waverley South Primary School's Learning Community is committed to continuous improvement and the development of student learning, ensuring students are equipped for the future. All members of the school community—students, staff, and parents—embrace a shared vision of lifelong learning and a commitment to best educational practices.

Glen Waverley South Primary School's learning community model is characterised by excellence, and lifelong, self-driven learning. We are proud of our strong community partnerships and are committed to assisting all of our students to embrace learning through a shared culture of personal growth, shared vision and team learning.

Our Student Family Occupation and Education index, which takes into account the educational disadvantage related to socio-economic backgrounds of families, has decreased ever so slightly from 0.2969 in 2023 to 0.2880 in 2024, meaning we were considered to have a low-medium socio-

economic profile in 2024. The proportion of students with English as an Additional Language at GWSPS decreased from 63% in 2023 to 47.9% in 2024. Specialist teachers provide expertise in the areas of Performing and Creative Arts, Languages (Japanese), Physical Education and Sport, and Critical Literacy. In addition to the core curricula, enrichment programs are provided by way of an Instrumental Music Program, Choir, School Musical (biennially), Excursions, Camps, Environmental club, Sports, STEM club and other lunchtime clubs. The school provides high quality, registered programs for Outside School Hours Care, including Before School Care, After School Care (including Pupil-free Days) and Vacation Care.

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

### Learning

Glen Waverley South Primary School is proud of its achievements in student learning.

Teacher assessments against the Victorian Curriculum indicate the percentage of students working at or above expected standards in English is 91.6%, approximately 7% above similar schools, and 5% higher than the state average, whilst in Numeracy it is 94.3%, approximately 9% above similar schools and the state average. Our NAPLAN results show that 82.9% of our Year 3 students were in the strong or exceeding proficiency level in Reading, 14% greater than similar schools and the state average. Our 2-year average in this measure is 86.5%, 17% greater than similar schools and the state average. 86.4% of our Year 5 students were in the strong or exceeding proficiency level in Reading, 13% higher than similar schools and the state average. Our 2-year average in this measure is 83.9%, 8% greater than similar schools and the state average. Our NAPLAN results in Numeracy show that 77.1% of our Year 3 students were in the strong or exceeding proficiency level, which was 14% greater than similar schools and 12% greater than the state average. Our 2-year average in this measure is 81.1%, 15 to 16% greater than similar schools and the state average. 86.7% of our Year 5 students were in the strong or exceeding proficiency level, which was 18% higher than similar schools and 19% greater than the state average. Our 2-year average in this measure is 82%, 14 to 15% greater than similar schools and the state average.

Our 2024 AIP set out that we would closely monitor a range of whole school data sets to inform our learning needs in literacy and numeracy, by doing this the School Improvement Team and curriculum leaders were able to direct targeting Professional Learning to the teaching staff, particularly focussing on differentiation in Numeracy, and the newly updated Mathematics 2.0 curriculum. We were able to continue to strengthen our Professional Learning Communities (PLCs) processes, and focus on improving engagement in our Numeracy sessions through the use of open ended and problem-solving learning tasks. Our results in English can be attributed to our whole school approach to teaching literacy, in particular the work we have done to strengthen our writing moderation processes alongside the inclusion of the Hegarty phonemic awareness program for our Foundation-Level 2 students. Our Numeracy results have improved due to our professional learning around how we teach Numeracy within our Instructional Model, such as allowing time for warm-ups, explicit teaching, independent student work time and reflection. Overall a very pleasing outcome which can be attributed to our continual focus on quality teacher

practice and consistent curriculum delivery across the school, however, there are some areas identified which require more focus moving forward.

## Wellbeing

Our 2024 Attitudes to School – Sense of Connectedness and Management of Bullying data is below the state average, including our 4-year average data, and below 'like' schools as well. Our students were generally feeling safe and comfortable in their learning environment and whilst there was a decrease in the percentage of positive endorsement in their sense of connectedness, students are connected to their learning. Student Leadership continued to be a major focus, with student leaders participating in a leadership conference and provided with a variety of opportunities for student voice. In addition to the core curricula, enrichment programs are provided by way of an Instrumental Music Program, Choir, Excursions, Camps, Sports and lunchtime clubs. In 2025 further emphasis will be placed on student leadership and the promotion of the student leadership roles across the school, including the introduction of the PLAY (Positivity, Leadership and Activated Youth) program.

We continue to work towards ensuring a comprehensive whole school approach to student wellbeing. Our school values of R.E.S.P.E.C.T. – Relationships, Excellence, Support, Passion, Engagement, Choice and Trust and Honesty, the Student Engagement Policy and our whole school behaviour management practices support our positive student relationships and strong peer connectedness. In 2024 we continued to implement and incorporated elements of the DET Respectful Relationships program.

## Engagement

Our student attendance figures are considerably better than 'like' schools and the state average, which indicates a strong engagement to the school from our students. Promotion of the importance of school attendance continued to be highlighted regularly through the school newsletter and in class activities to ensure our attendance results improved further. The school continued to implement a tracking tool through Compass School Manager in 2024, which enabled student absence and achievement data to be comprehensively tracked and analysed and enhanced the personalised learning curriculum. A whole school approach to addressing lateness and student absence continued in 2024. Student absence and lateness data was recorded in student reports, follow up phone calls from classroom teachers were made after 3 consecutive days of unexplained absence and the Assistant Principal followed up 'at risk' students. A whole school approach to nurturing and sustaining student cognitive, emotional and behavioural engagement with schooling remained a focus.

Our school's student Pathways and Transition quality practices included:

- Our Foundation Transition program, which plays an important part in the transition from pre-school to school and is very successful in ensuring students become familiar with the facilities, teachers and other students

- Our transition program for students moving from year level to year level. During Term 4, students participate in activities that prepare them academically, socially and emotionally for the following year level
- Monitoring and sharing student data between year levels within the school
- Expanding the links already established with the local kindergartens and secondary colleges
- All year 6 students participated in the Transition Program.

## Financial performance

Our school maintains a strong and stable financial position, ensuring that all funds received from the Department of Education, as well as those raised through school initiatives, are effectively allocated to enhance educational outcomes and meet operational needs. Every dollar has been either expended or committed for future years in alignment with department policies, School Council approvals, and the intended purposes for which the funding was provided or raised.

Additionally, all ongoing and future fundraising efforts are dedicated to acquiring essential new resources, such as classroom furniture and learning materials, to create an enriched and supportive environment that fosters student success.

# 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 276 students were enrolled at this school in 2024, 116 female and 160 male.

63 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.

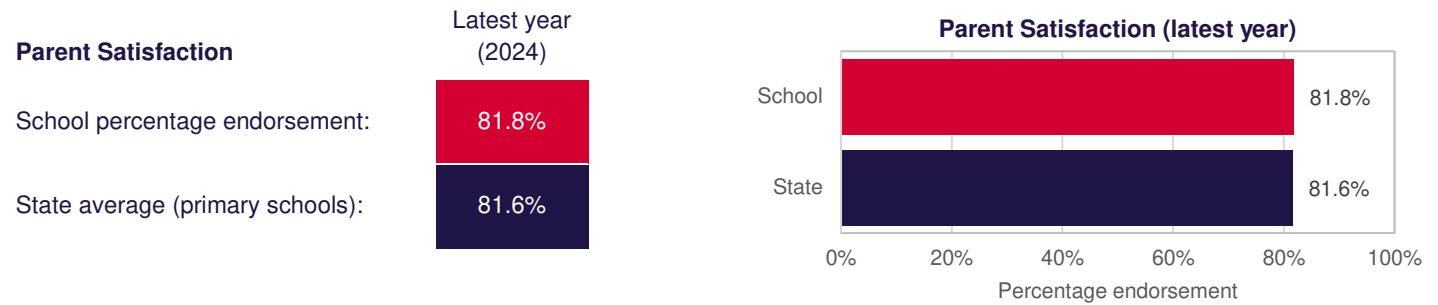
This school's SFOE band value is: **Low - Medium**



Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

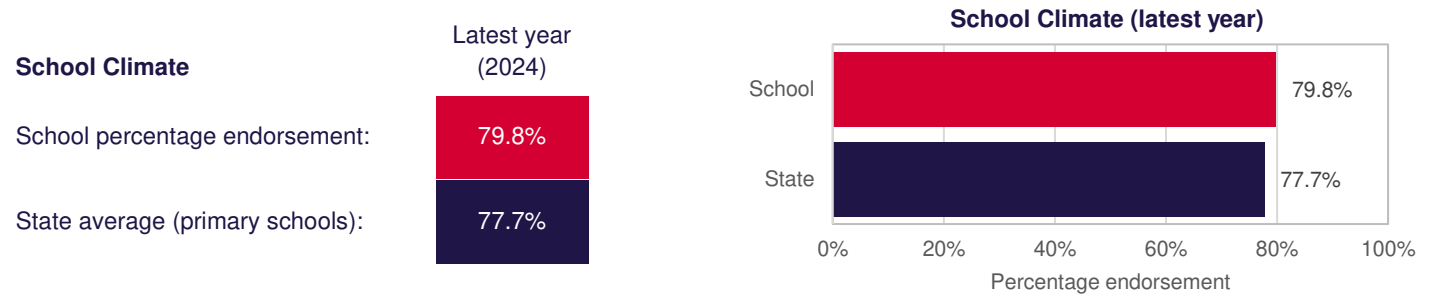


School Staff Survey

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.

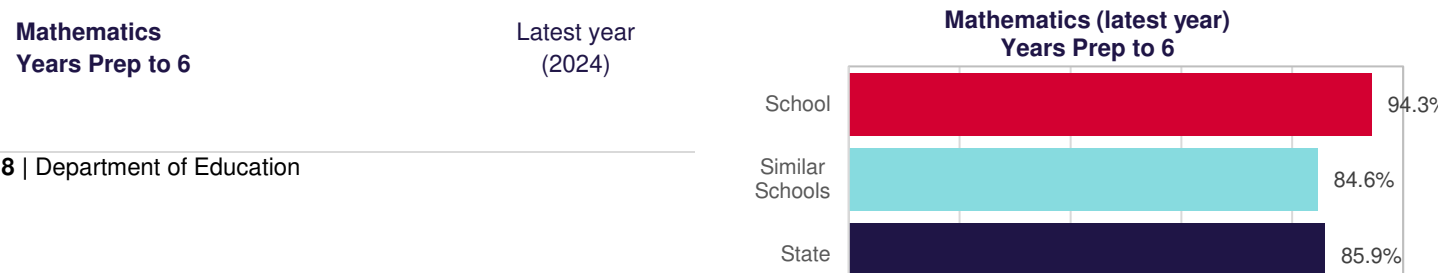
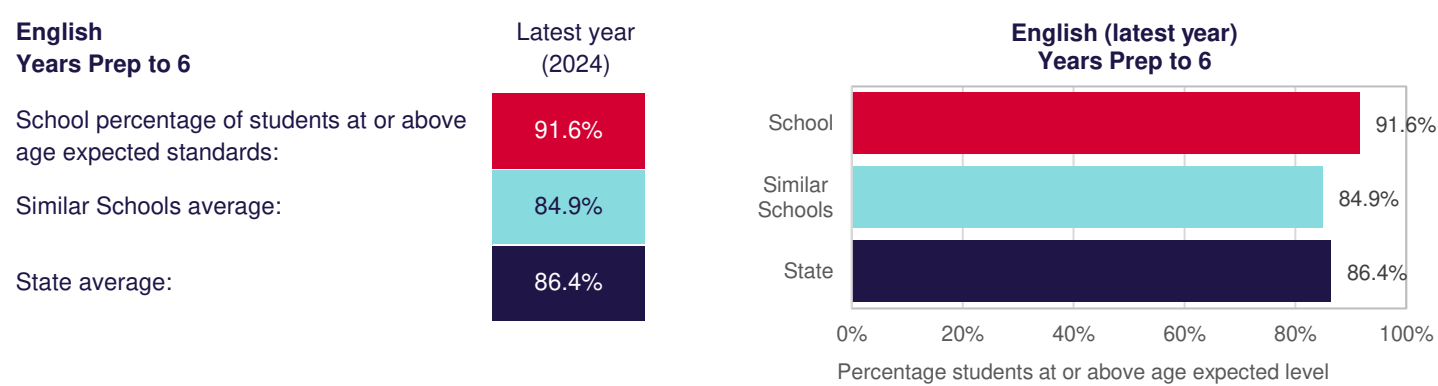


LEARNING

**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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.





School percentage of students at or above  
age expected standards:

94.3%

Similar Schools average:

84.6%

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.

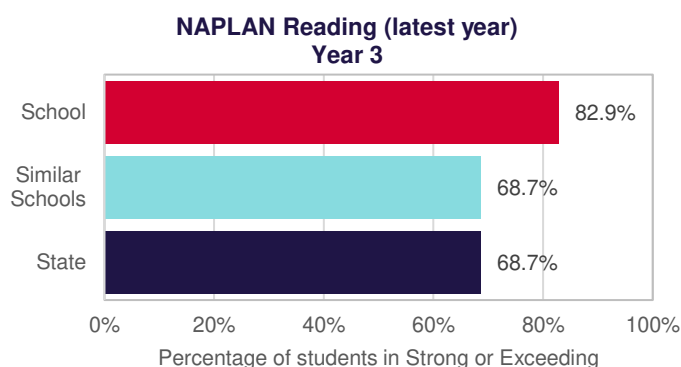
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

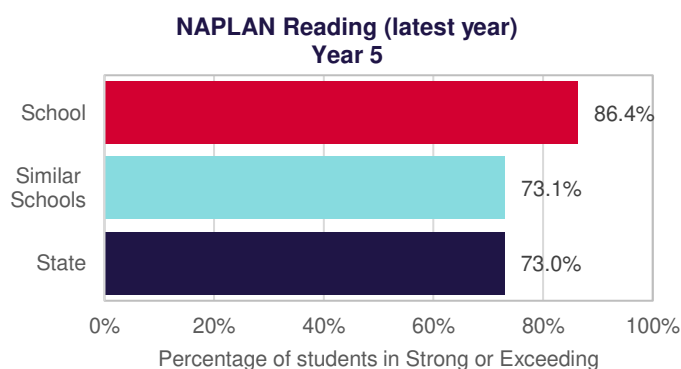
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.9%	86.5%
Similar Schools average:	68.7%	69.8%
State average:	68.7%	69.2%



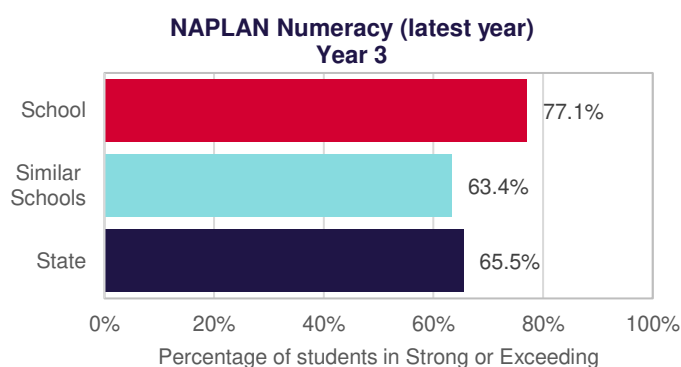
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.4%	83.9%
Similar Schools average:	73.1%	75.5%
State average:	73.0%	75.0%



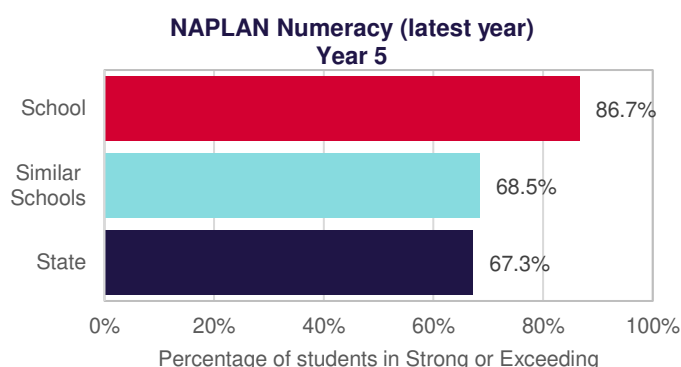
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.1%	81.1%
Similar Schools average:	63.4%	65.2%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.7%	82.0%
Similar Schools average:	68.5%	68.9%
State average:	67.3%	67.6%



## 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 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

92.5%

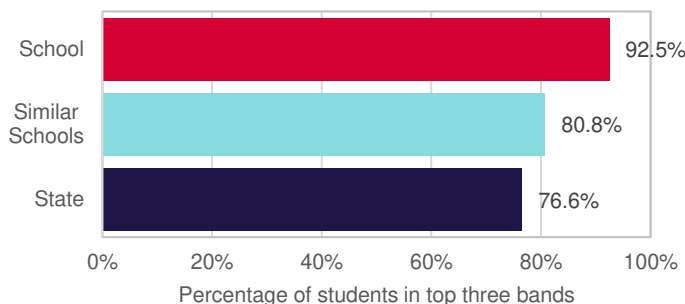
Similar Schools average:

80.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

72.3%

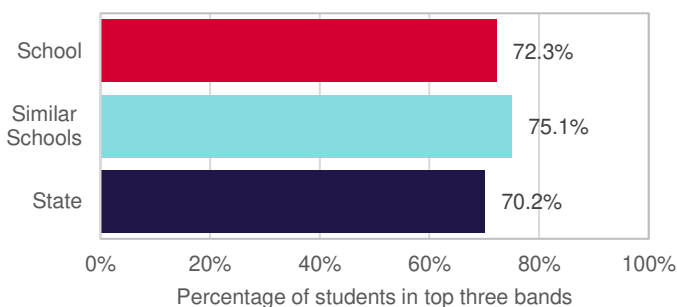
Similar Schools average:

75.1%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

75.6%

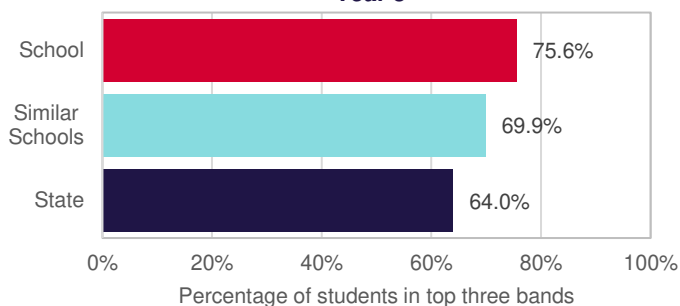
Similar Schools average:

69.9%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

66.0%

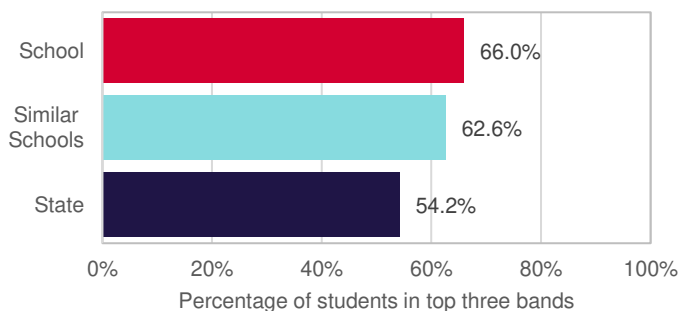
Similar Schools average:

62.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

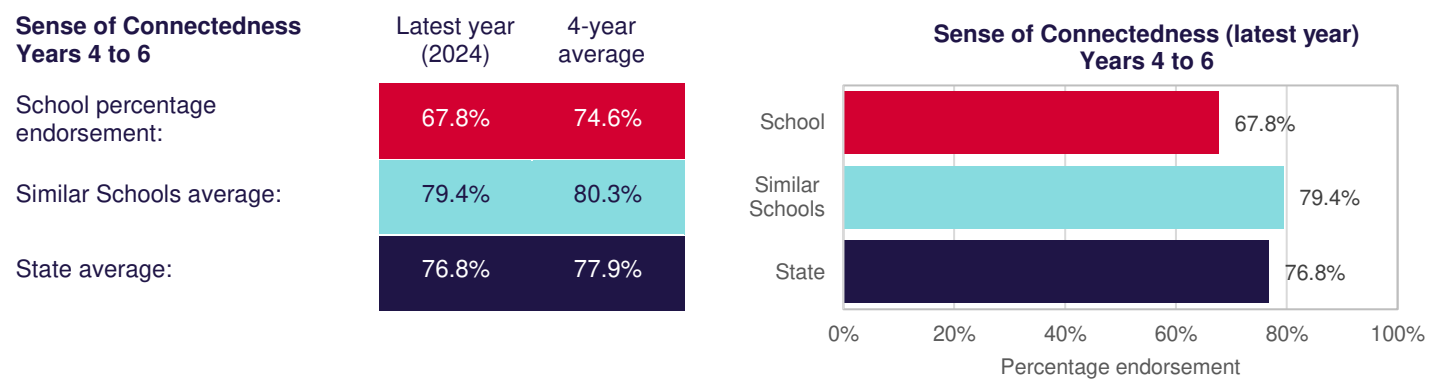


WELLBEING

**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.

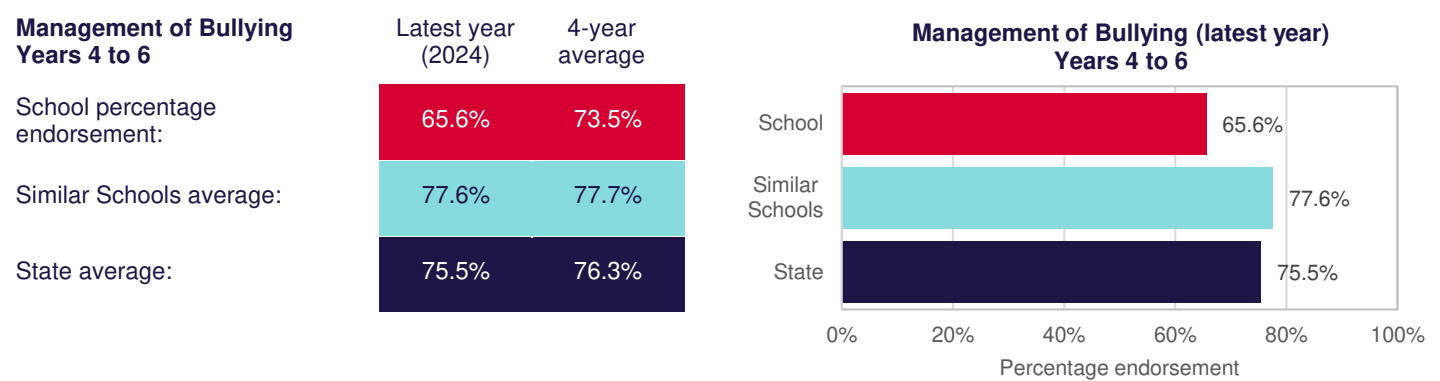
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

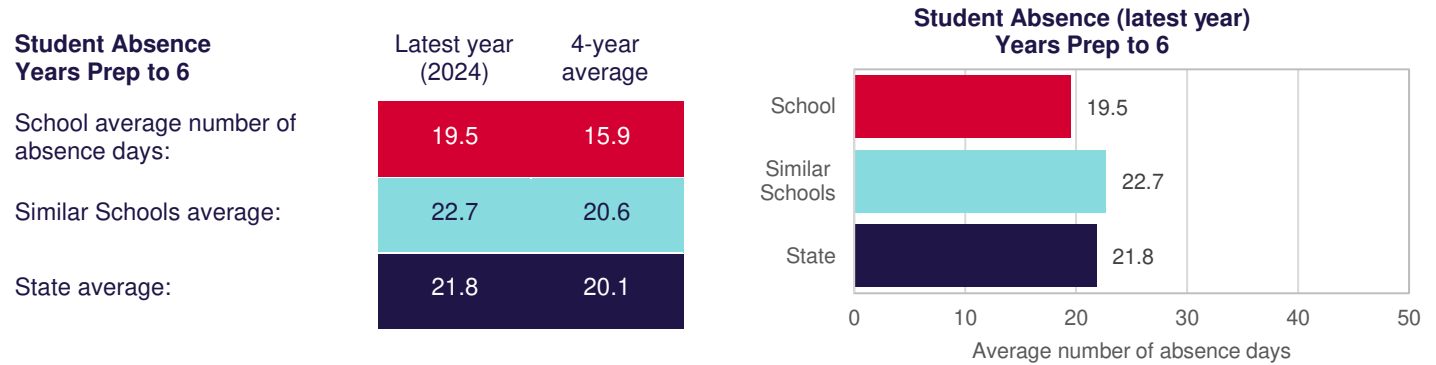


ENGAGEMENT

**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.



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 (2024):	88%	89%	91%	91%	91%	90%	89%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,663,631
Government Provided DET Grants	\$328,734
Government Grants Commonwealth	\$199,956
Government Grants State	\$0
Revenue Other	\$57,134
Locally Raised Funds	\$298,604
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,548,058</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$45,871
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$45,871</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,701,769
Adjustments	\$0
Books & Publications	\$1,844
Camps/Excursions/Activities	\$142,568
Communication Costs	\$5,320
Consumables	\$76,952
Miscellaneous Expense <sup>3</sup>	\$27,074
Professional Development	\$22,467
Equipment/Maintenance/Hire	\$109,487
Property Services	\$75,454
Salaries & Allowances <sup>4</sup>	\$257,562
Support Services	\$106,376
Trading & Fundraising	\$29,254
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$95
Utilities	\$38,727
<b>Total Operating Expenditure</b>	<b>\$3,594,950</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$46,892)</b>
<b>Asset Acquisitions</b>	<b>\$308,963</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 17 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$866,362
Official Account	\$12,724
Other Accounts	\$24,021
<b>Total Funds Available</b>	<b>\$903,107</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$139,466
Other Recurrent Expenditure	\$6,916
Provision Accounts	\$0
Funds Received in Advance	\$201,629
School Based Programs	\$42,015
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$212,200
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$122,800
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$725,027</b>

*All funds received from the Department of Education, 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.*