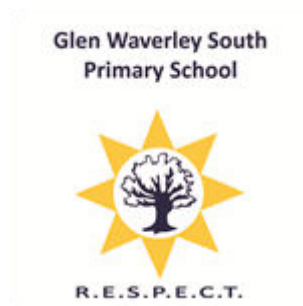


2022 Annual Report to the School Community

School Name: Glen Waverley South Primary School (5436)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 22 March 2023 at 09:10 AM by Con Vellios (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 22 March 2023 at 12:59 PM by Alec Yankos (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

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 2022 the school had the equivalent of 21.78 full time staff: 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 15.44 teaching staff, 0.80 Learning Tutor and 2.54 education support staff. Glen Waverley South Primary School is located in the eastern suburbs of Melbourne in the City of Monash. The buildings are 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 for various sporting activities. Glen Waverley South Primary School provides a supportive learning environment comprised of attractive classrooms, which facilitate 21st century Teaching and Learning, a state of the art multipurpose facility that accommodates Physical Education, Visual Arts and the Out of School Hours program, and a well-resourced library. Student learning is enhanced through quality learning and teaching practices. Glen Waverley South Primary School's Learning Community is committed to the improvement and enhancement of student learning in order to equip students for the future. All members of the school community, students, staff and parents, are open and committed to the shared vision of ongoing learning and continuous development in the provision of best educational practice.

Glen Waverley South Primary School's learning community model, is characterised by:

A culture of:

- Lifelong and self-driven learning;
- Commitment to personal growth, shared vision and team learning;
- Assisting all students to embrace learning;
- Excellence; and,
- Connectedness through strong community partnerships,

Dedicated teachers delivering an exemplary Learning and Teaching program that facilitates:

- Achievement of academic, social, emotional and physical potential;
- A stimulating learning environment where students are highly engaged and motivated;
- Inclusive, innovative and challenging curriculum;
- Curriculum design, which caters for individual learning needs;
- Engaging personalised learning experiences;
- Student goal setting;
- Explicit teaching of literacy and numeracy skills; and,
- Inquiry based learning,

A learning environment that:

- Provides equal opportunities and values diversity;
- Develops knowledge and values;
- Promotes student Leadership opportunities;
- Is positive, safe, supportive & cooperative; and,
- Equips students with skills and knowledge to cope successfully in an ever-changing world (21st century) through;

Supportive programs that include:

- A comprehensive Transition Program;
- An engaging Buddy system;
- Access to our Social Welfare Service; and,
- A values-based wellbeing program.

Specialist teachers provide expertise in the areas of Performing and Creative Arts, Languages (Japanese), Physical Education and Sport, and Reading Intervention. 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, Robotics and Coding 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

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 0.2933 in 2021 to 0.2866 in 2022, meaning we were considered to have a low-medium socio-economic profile in 2022. The proportion of students with English as an Additional Language at GWSPS increased from 44.5% in 2021 to 59% in 2022.

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 94.6%, approximately 8% higher than the state average, whilst in Numeracy it is 95.8%, approximately 8% above similar schools and 10% above the state average.

Our NAPLAN results show that 92.5% of our Year 3 students were in the top 3 bands in Reading, almost 12% greater than similar schools and 16% greater than the state average.

72.3% of our Year 5 students were in the top 3 bands, a little lower than similar schools but higher than the state average.

Our NAPLAN results in Numeracy show that 75.6% of our Year 3 students were in the top 3 bands, which was 6% greater than similar schools and 11% greater than the state average.

66% of our Year 5 students were in the top 3 bands, which was 3.4% higher than similar schools and 12% greater than the state average.

Overall a 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 2022 Attitudes to School – Sense of Connectedness and Management of Bullying data is above the state average, including our 4-year average data, which is above '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 connection to their learning is relatively high.

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 2023 further emphasis will be placed on student leadership and the promotion of the student leadership roles across the school.

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 2022 we continued to implement the Resilience Project Partnership 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 2022, 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 2022. 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

Glen Waverley South Primary School performed well financially in 2022. Our financial position has ensured that the program budgets continue to be well catered for, with an emphasis on continuing to provide a safe and accessible learning environment for our entire school community. The continued good financial management practices adhered to, enable the use of school funds to the optimum benefit of the school community including technological improvements.

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.

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 302 students were enrolled at this school in 2022, 138 female and 164 male.

59 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.

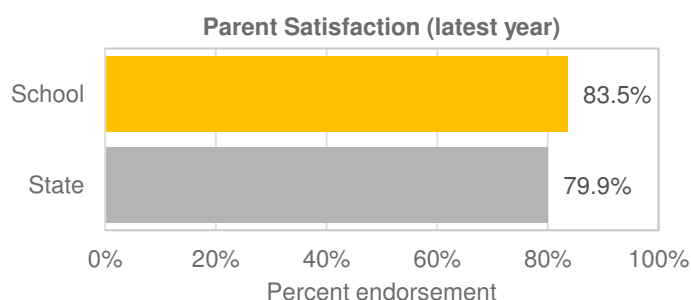
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	83.5%
State average (primary schools):	79.9%



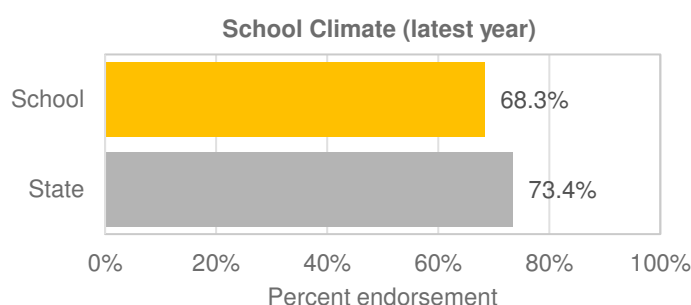
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	68.3%
State average (primary schools):	73.4%



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:

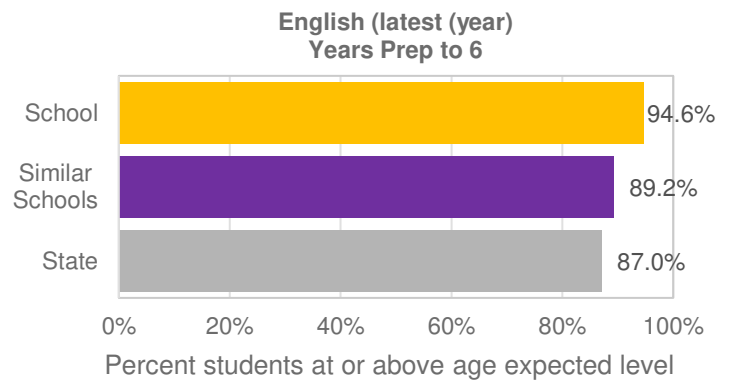
94.6%

Similar Schools average:

89.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

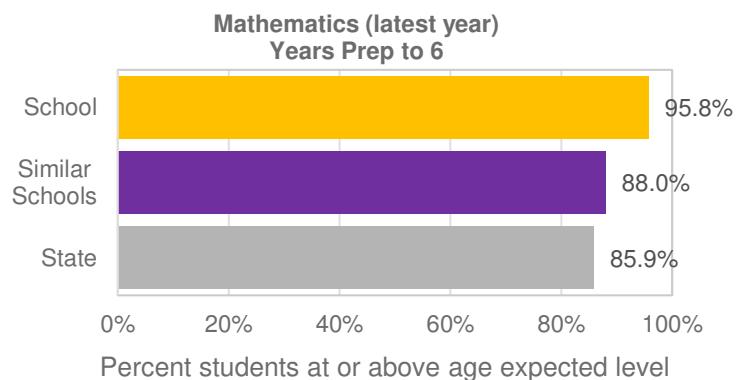
95.8%

Similar Schools average:

88.0%

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.

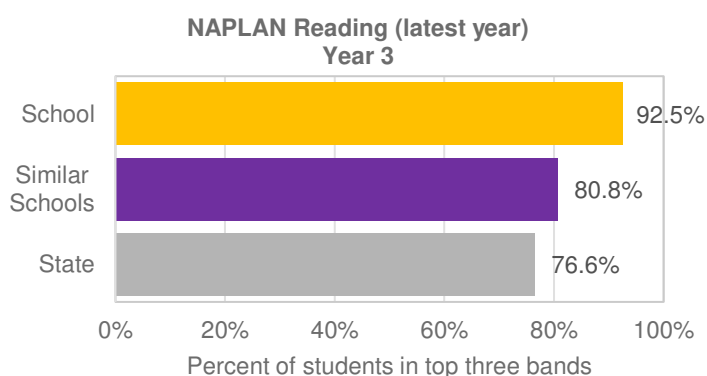
NAPLAN

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.

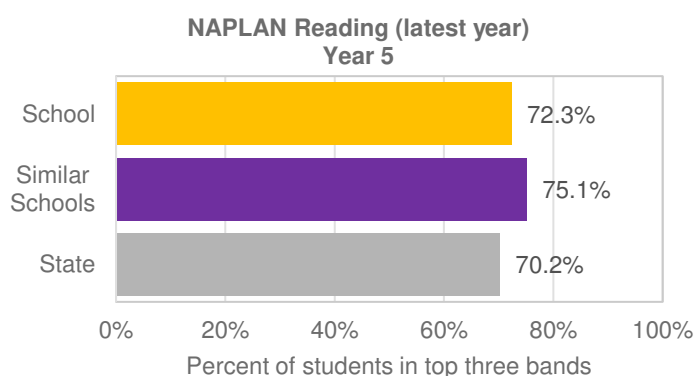
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.5%	90.9%
Similar Schools average:	80.8%	81.9%
State average:	76.6%	76.6%



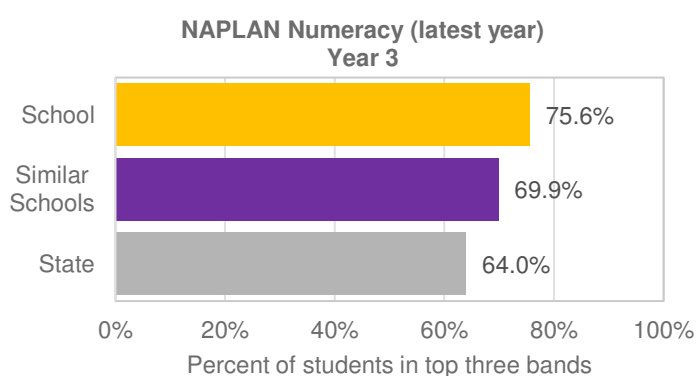
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.3%	78.1%
Similar Schools average:	75.1%	75.3%
State average:	70.2%	69.5%



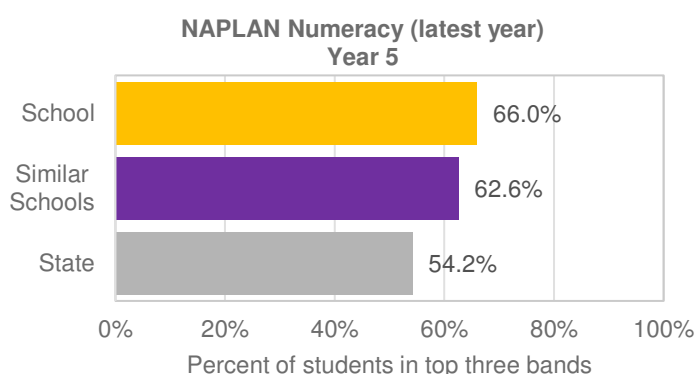
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.6%	82.1%
Similar Schools average:	69.9%	73.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.0%	78.3%
Similar Schools average:	62.6%	67.4%
State average:	54.2%	58.8%



WELLBEING

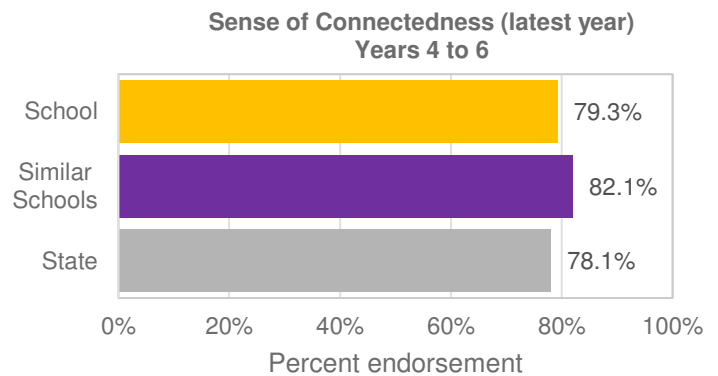
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	79.3%	82.7%
Similar Schools average:	82.1%	83.5%
State average:	78.1%	79.5%

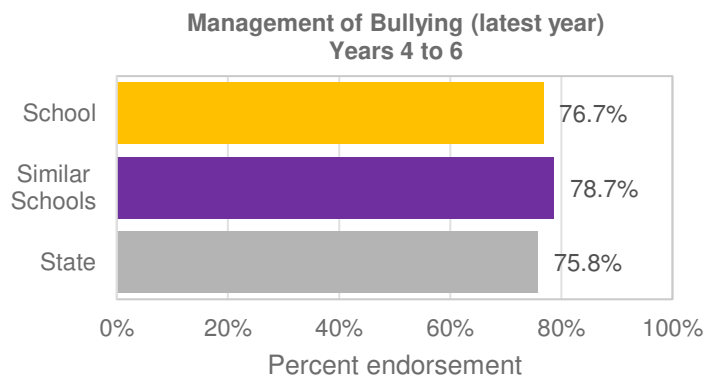


Student Attitudes to School – Management of Bullying

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:	76.7%	81.2%
Similar Schools average:	78.7%	80.9%
State average:	75.8%	78.3%



ENGAGEMENT

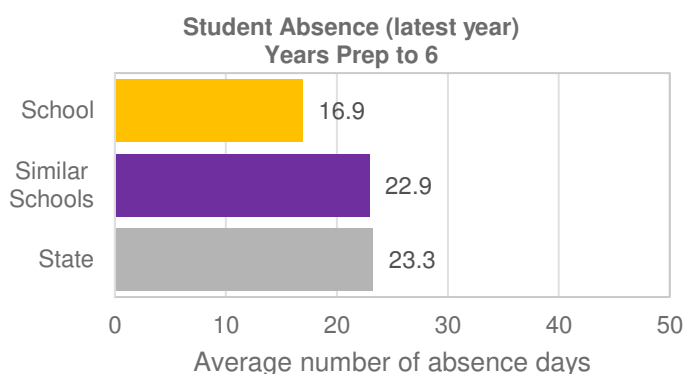
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.9	13.9
Similar Schools average:	22.9	16.7
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):	89%	90%	91%	92%	92%	93%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,587,663
Government Provided DET Grants	\$350,487
Government Grants Commonwealth	\$176,221
Government Grants State	\$0
Revenue Other	\$17,350
Locally Raised Funds	\$391,233
Capital Grants	\$0
Total Operating Revenue	\$3,522,954

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,767
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,767

Expenditure	Actual
Student Resource Package ²	\$2,660,553
Adjustments	\$0
Books & Publications	\$4,165
Camps/Excursions/Activities	\$143,634
Communication Costs	\$8,445
Consumables	\$77,088
Miscellaneous Expense ³	\$21,459
Professional Development	\$7,777
Equipment/Maintenance/Hire	\$51,378
Property Services	\$75,910
Salaries & Allowances ⁴	\$214,575
Support Services	\$21,016
Trading & Fundraising	\$40,946
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,752
Total Operating Expenditure	\$3,360,697
Net Operating Surplus/-Deficit	\$162,257
Asset Acquisitions	\$6,124

- (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

Funds available	Actual
High Yield Investment Account	\$1,149,571
Official Account	\$17,644
Other Accounts	\$13,549
Total Funds Available	\$1,180,764

Financial Commitments	Actual
Operating Reserve	\$109,070
Other Recurrent Expenditure	\$9,634
Provision Accounts	\$0
Funds Received in Advance	\$72,152
School Based Programs	\$10,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$57,147
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$258,404

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.