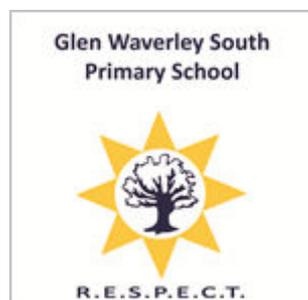


2021 Annual Report to The School Community



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 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 23 March 2022 at 01:06 PM by Con Vellios (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 30 March 2022 at 02:59 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, 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

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 2021 the school had the equivalent of 23.54 full time staff: 1 Principal, 1 Assistant Principal, 0.83 Learning Specialist, 15.35 teaching staff, 0.68 Learning Tutor and 4.68 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 Arts, Languages (Japanese), Physical Education and Sport, Tutor Learning Initiative, Victorian High Ability Program and Reading Intervention. In addition to the core curricula, enrichment programs are provided by way of an Instrumental Music Program, Choir, Rock band, School Musical (biennially), Excursions, Camps, Environmental club, Sports, STEAM 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.

Framework for Improving Student Outcomes (FISO)

Throughout 2021, GWSPS adopted the DET priority goals of 'Learning, Catch up and Extension', 'Happy, Active and Healthy Kids', and 'Connected Schools', as a direct result of the interrupted 2020 school year due to Covid. In relation to Curriculum Planning and Assessment, there was a strong focus on targeted student support in literacy and numeracy, as well as developing data literacy of teachers to inform planning, assessment and the delivery of the curriculum. The English and Assessment curriculum leaders were allocated time, outside teaching commitments, to work with teachers in a coaching role, to drive and develop whole school approaches to the teaching and learning of English curriculum and Data Literacy. As well as this, a Tutor was appointed to support student learning, catch-up and extension. EAL support continued to be provided for identified students. In relation to Health and Wellbeing, we focused on ensuring all students re-engaging in their learning, building staff capacity to collect, analyse, monitor and respond to student engagement data, strengthening in-class relationships through peer and group learning activities, conducting regular check-ins/conferencing with students, building relationships and engaging with families of at-risk students. And, in relation to Building Communities, we focused on strengthening and embedding the school-wide approach to communication with parents/carers/kin, planning for school facilities and grounds works creating a great place to learn, using digital channels of communication to provide regular updates to parents on student learning, strengthening relationships with parents/carers/kin, and ensuring the benefits of digital learning continues to be available to every student.

Achievement

Despite the nation-wide interruptions to student learning due to the pandemic, GWSPS was able to deliver a high-quality remote learning platform that blended online technologies and student wellbeing. Students were able to maintain their studies with the full support of teachers which has led to great results in 2021 and a platform to ensure academic success continues.

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 0.3028 in 2020 to 0.2933 in 2021, meaning we were considered to have a low-medium socio-economic profile in 2020. The proportion of students with English as an Additional Language at GWSPS increased slightly from 60% in 2020 to 63% in 2021.

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 94.5%, approximately 5% higher than similar schools and 8% higher than the state average, whilst in Numeracy it is 93.9%, 6% above similar schools and 9% above the state average.

Our NAPLAN results in 2021 show that the percentage of students in the top 3 bands for Years 3 and 5 Reading and Years 3 and 5 Numeracy, including our respective 4-year averages for these areas are above similar schools and state averages. Data representing learning gain of students from Year 3 to Year 5 shows excellent growth in Reading and Numeracy where the High Gain growth in both of these subject areas is higher than that of similar schools.

These results can be attributed to our continual focus on quality teacher practice and consistent curriculum delivery across the school.

Engagement

Our student attendance figures are better than the previous years' results. The average attendance rate across the school (P-6) in 2021 was 94.4%, compared to last year's 93.6%. The average number of student absences is lower, when compared to the average for similar schools and the average across all state schools, both in 2020 and the average absences over the last 4 years. During much of 2021 teachers marked attendance according to students who engaged with WebEx sessions or checked in via Google Classroom during Remote Learning.

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 2021, 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 2021. 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.

Wellbeing

Our 2021 Attitudes to School – Sense of Connectedness and Management of Bullying data is above 'like' schools and the state average, including our 4-year average data. Our students were feeling very safe and comfortable in their learning environment and were also feeling very 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, lunchtime clubs and a school Rock Band. In 2022 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 2021 we continued to implement the Resilience Project Partnership and incorporated elements of the DET Respectful Relationships program.

Finance performance and position

Glen Waverley South Primary School performed well financially in 2021. 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.

For more detailed information regarding our school please visit our website at
<https://www.gwsps.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 308 students were enrolled at this school in 2021, 145 female and 163 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).

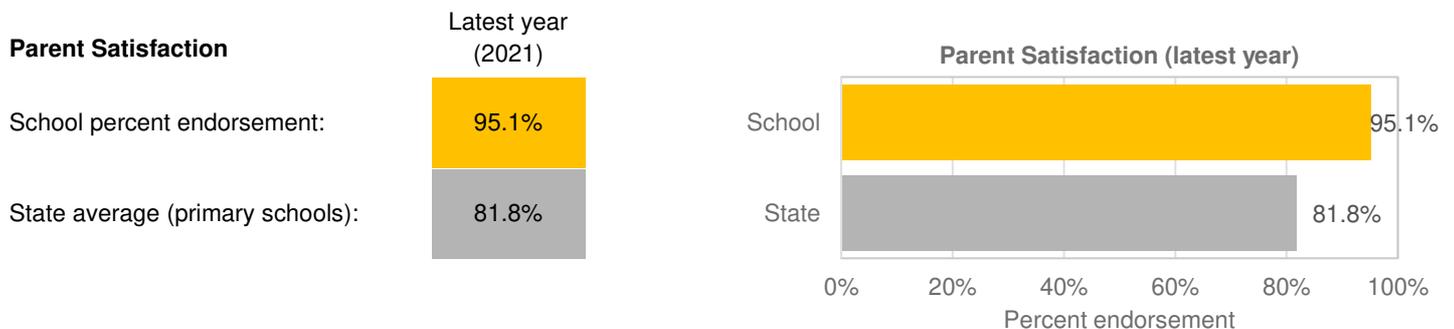
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

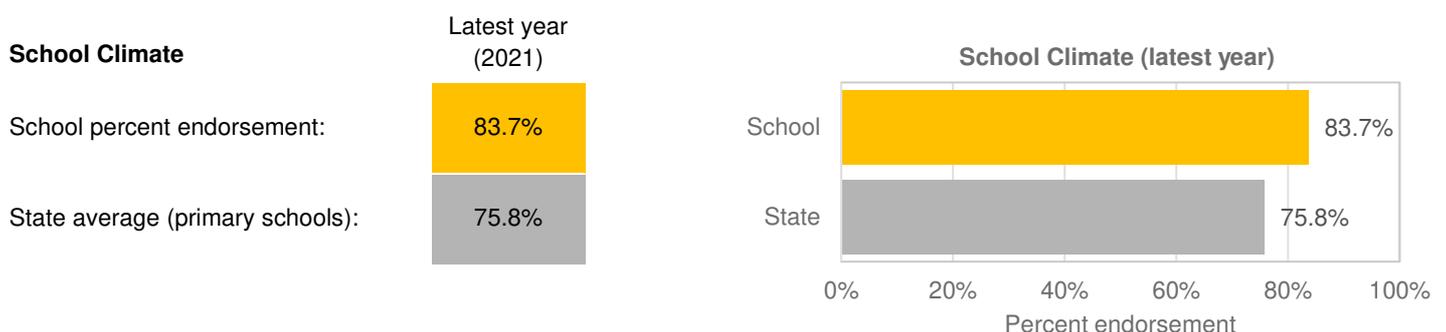


School Staff Survey

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:

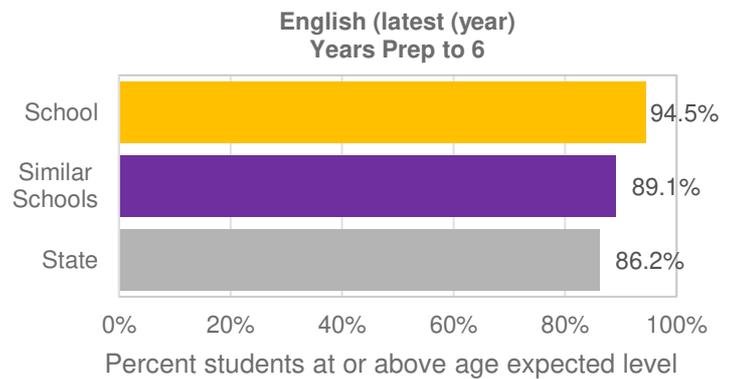
94.5%

Similar Schools average:

89.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

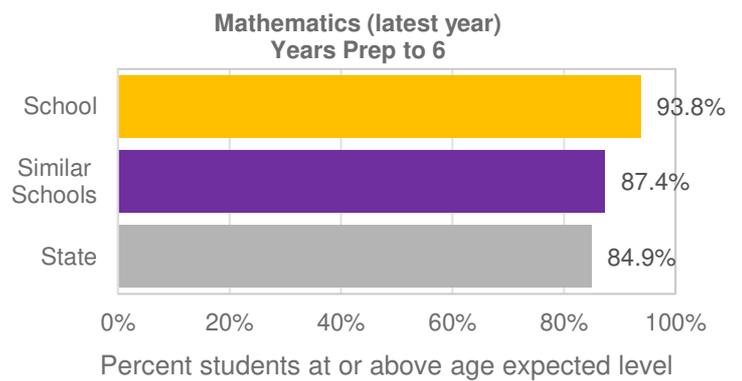
93.8%

Similar Schools average:

87.4%

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.

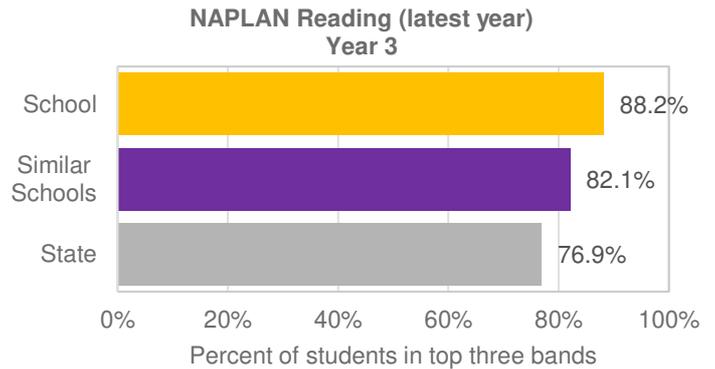
NAPLAN

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.

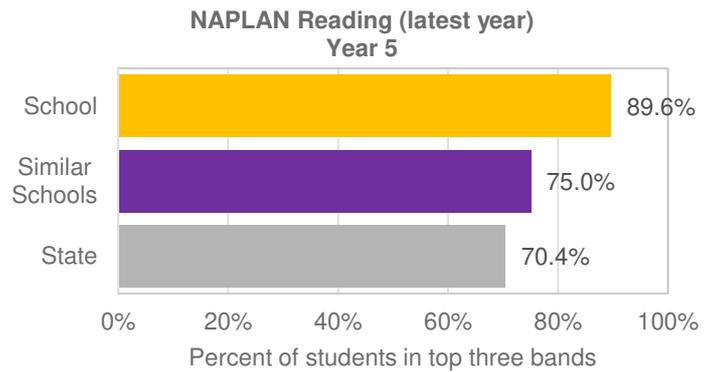
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	89.7%
Similar Schools average:	82.1%	80.8%
State average:	76.9%	76.5%



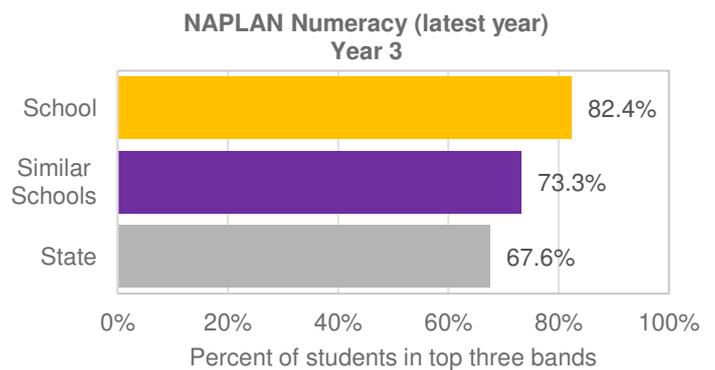
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.6%	78.3%
Similar Schools average:	75.0%	72.1%
State average:	70.4%	67.7%



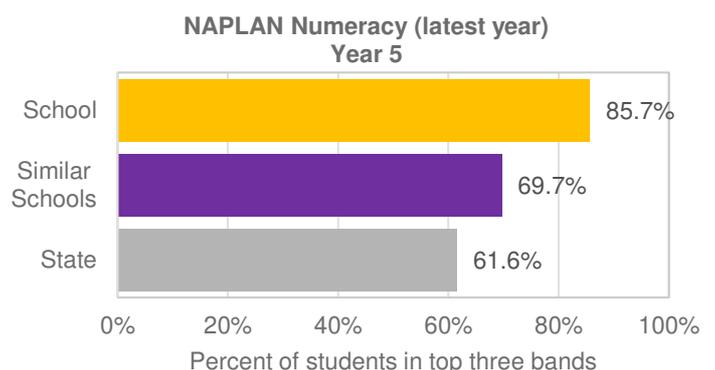
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.4%	82.8%
Similar Schools average:	73.3%	74.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	79.0%
Similar Schools average:	69.7%	67.5%
State average:	61.6%	60.0%



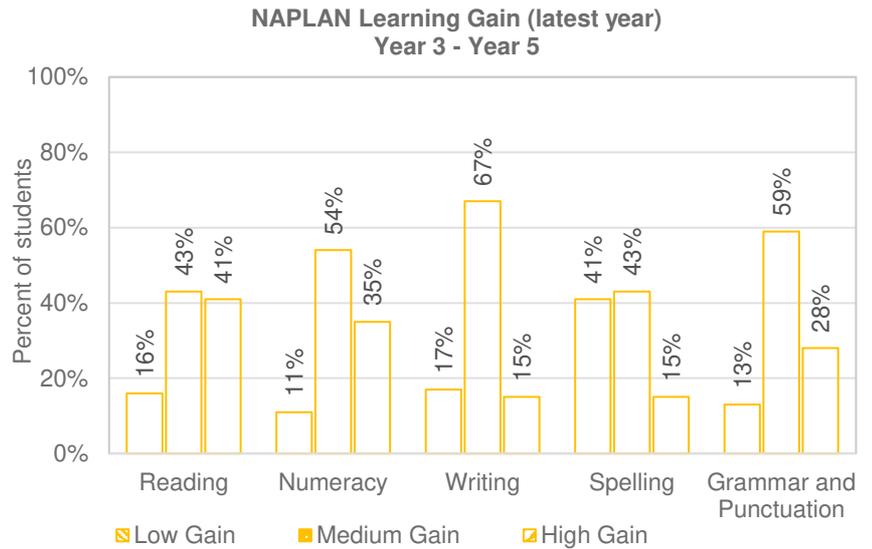
ACHIEVEMENT (continued)

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:	16%	43%	41%	30%
Numeracy:	11%	54%	35%	31%
Writing:	17%	67%	15%	26%
Spelling:	41%	43%	15%	28%
Grammar and Punctuation:	13%	59%	28%	32%



ENGAGEMENT

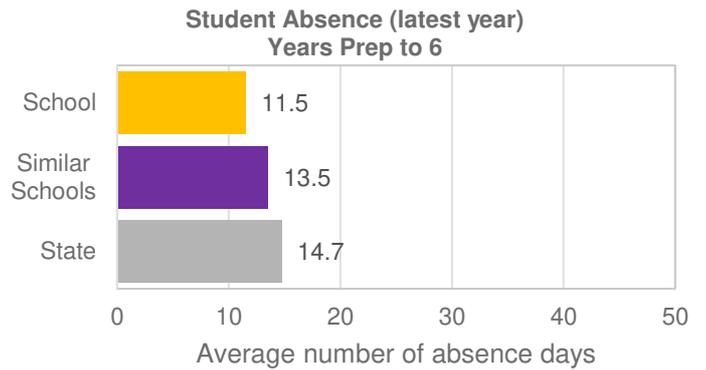
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.5	13.1
Similar Schools average:	13.5	14.8
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):	94%	95%	92%	96%	95%	94%	95%

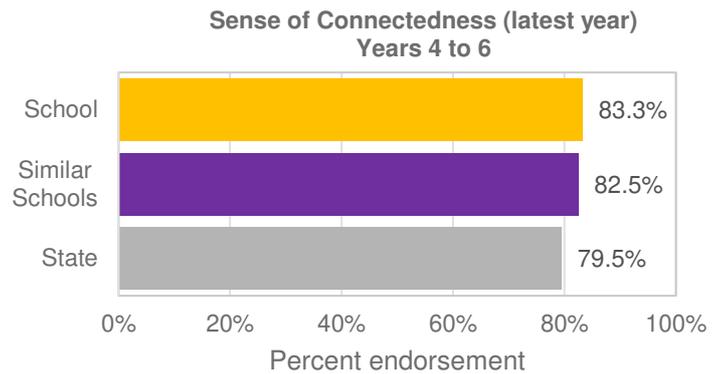
WELLBEING

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 (2021)	4-year average
School percent endorsement:	83.3%	84.1%
Similar Schools average:	82.5%	83.5%
State average:	79.5%	80.4%

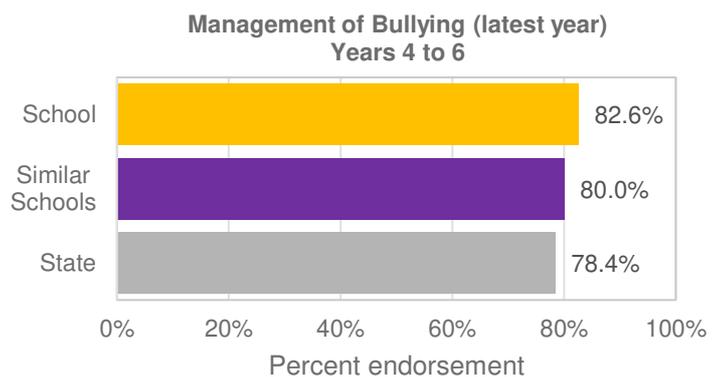


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.6%	85.1%
Similar Schools average:	80.0%	81.4%
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	\$2,496,858
Government Provided DET Grants	\$341,675
Government Grants Commonwealth	\$191,453
Government Grants State	\$0
Revenue Other	\$18,788
Locally Raised Funds	\$274,744
Capital Grants	\$0
Total Operating Revenue	\$3,323,519

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,896
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,896

Expenditure	Actual
Student Resource Package ²	\$2,438,569
Adjustments	\$0
Books & Publications	\$3,752
Camps/Excursions/Activities	\$80,559
Communication Costs	\$11,848
Consumables	\$70,989
Miscellaneous Expense ³	\$21,437
Professional Development	\$7,222
Equipment/Maintenance/Hire	\$43,599
Property Services	\$71,323
Salaries & Allowances ⁴	\$173,098
Support Services	\$11,430
Trading & Fundraising	\$32,334
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,306
Total Operating Expenditure	\$2,995,465
Net Operating Surplus/-Deficit	\$328,054
Asset Acquisitions	\$41,404

- (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

Funds available	Actual
High Yield Investment Account	\$932,516
Official Account	\$27,402
Other Accounts	\$9,229
Total Funds Available	\$969,147

Financial Commitments	Actual
Operating Reserve	\$86,175
Other Recurrent Expenditure	\$5,960
Provision Accounts	\$0
Funds Received in Advance	\$103,918
School Based Programs	\$12,716
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	\$1,664
Maintenance - Buildings/Grounds < 12 months	\$59,862
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$270,295

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.