

2023 Annual Report to the School Community

School Name: Glen Waverley South Primary School (5436)

Glen Waverley South
Primary School



R.E.S.P.E.C.T.

- 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 06 March 2024 at 12:03 PM by Con Vellios (Principal)

- This 2023 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 2024 at 03:11 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).

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 the school had the equivalent of 23.37 full time staff: 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 14.67 teaching staff, 0.60 Learning Tutor and 5.03 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 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 increased ever so slightly from 0.2866 in 2022 to 0.2969 in 2023, meaning we were considered to have a low-medium socio-economic profile in 2023. The proportion of students with English as an Additional Language at GWSPS increased from 59% in 2022 to 63% in 2023.

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, 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

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 7% higher than the state average, whilst in Numeracy it is 95.6%, approximately 9% above similar schools and the state average. Our NAPLAN results show that 88.9% of our Year 3 students were in the strong or exceeding proficiency level in Reading, almost 15% greater than similar schools and 19% greater than the state average. 81.4% of our Year 5 students were in the strong or exceeding proficiency level in Reading, a little lower than similar schools but higher than the state average. Our NAPLAN results in Numeracy show that 83.6% of our Year 3 students were in the strong or exceeding proficiency level, which was 13% greater than similar schools and 18% greater than the state average. 77.3% of our Year 5 students were in the strong or exceeding proficiency level, which was 3% higher than similar schools and 10% greater than the state average.

Our 2023 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 we able to direct targeting Professional learning to

the teaching staff, particularly focussing on our whole school Numeracy approaches and Writing moderation. We were able to strengthen our whole school instructional model, which we believe has led to an increase in student outcomes.

Our results in English can be attributed to our whole school approach to teaching literacy, particularly the inclusion of Writing workshops, with a focus on spelling & grammar strategies, and an increase in teacher capacity to assess student moderation writing. 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 2023 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. The percentage of positive endorsement for Sense of Confidence and Resilience is on par with the state average, and the percentage of positive endorsement for Peer Relationships is on par with 'like' school and state school averages.

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 2024 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 2023 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 2023, 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 2023. 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 is in a healthy overall financial position and 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.

Our capital project commenced in 2023 and the school will financially contribute as it is able to support the completion of the build. All current fundraising efforts are to contribute to the new resources needed once this is completed, including classroom furniture.

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 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 305 students were enrolled at this school in 2023, 137 female and 168 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).

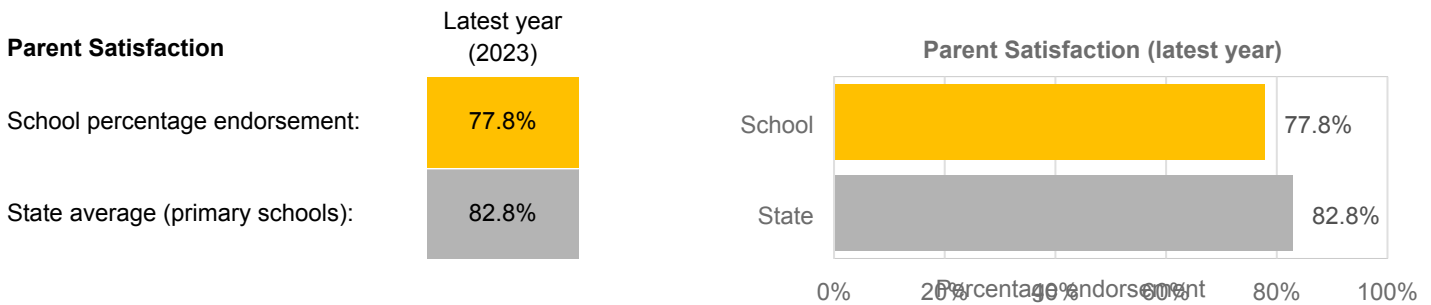
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

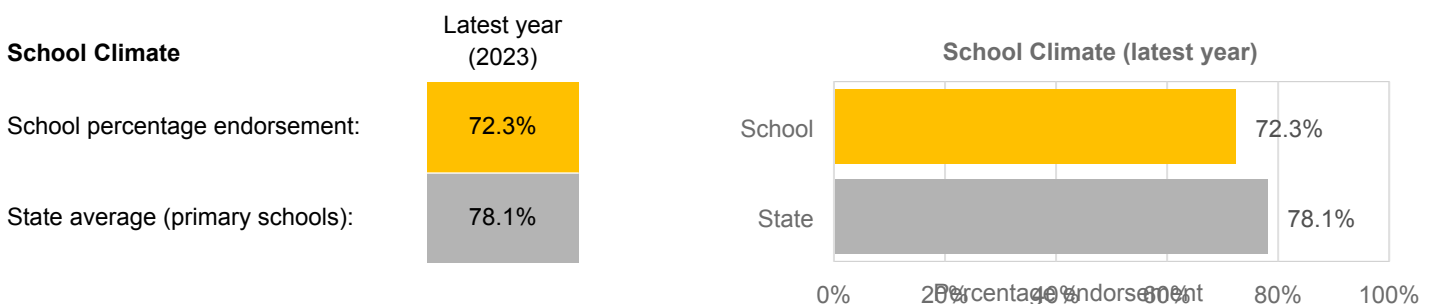


School Staff Survey

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.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

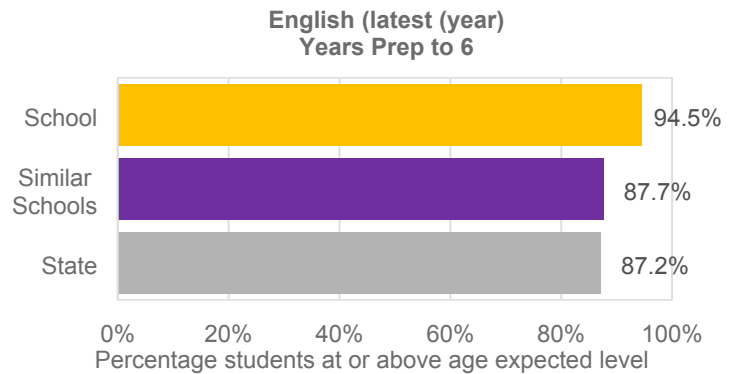
94.5%

Similar Schools average:

87.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

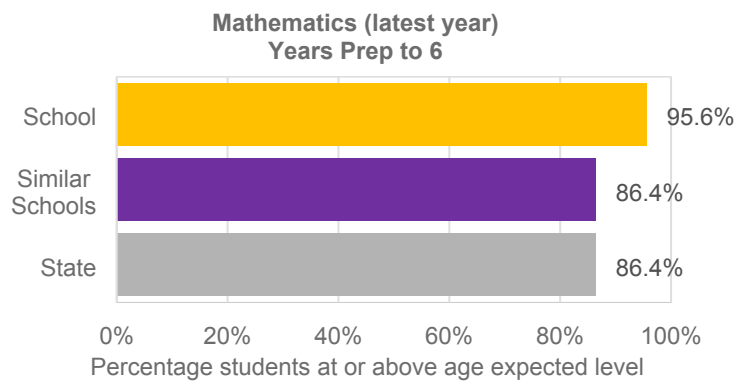
95.6%

Similar Schools average:

86.4%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

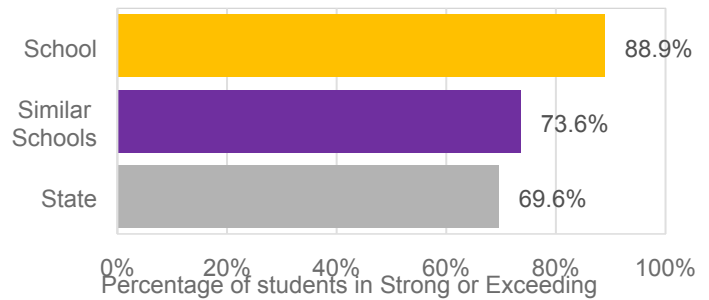
Similar Schools average:

73.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.4%

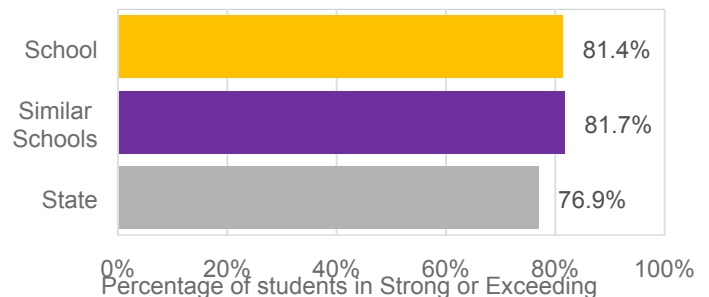
Similar Schools average:

81.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.6%

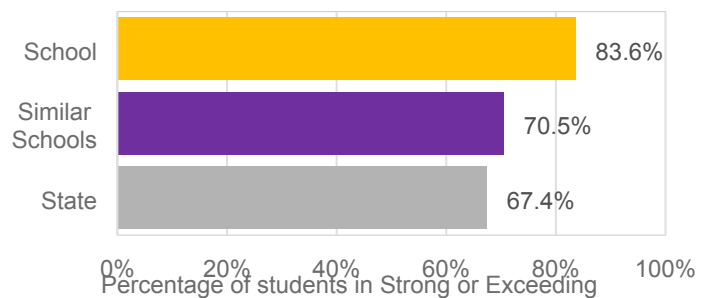
Similar Schools average:

70.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.3%

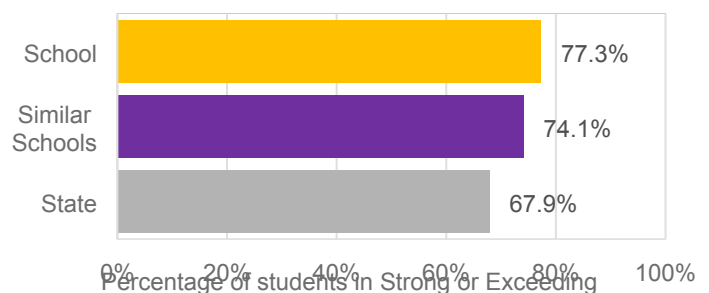
Similar Schools average:

74.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

92.5%

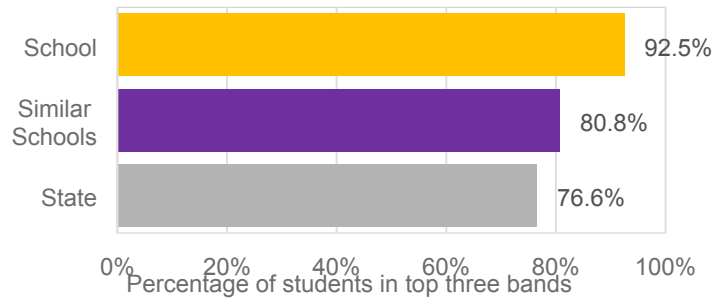
Similar Schools average:

80.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

72.3%

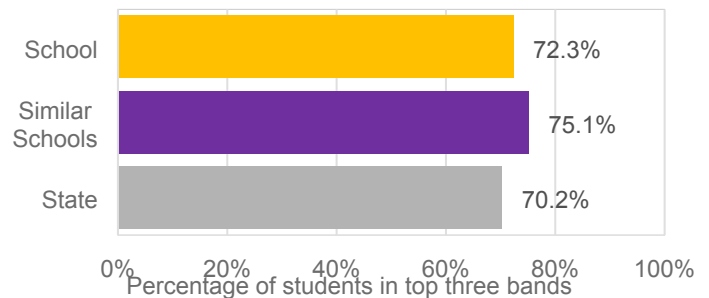
Similar Schools average:

75.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

75.6%

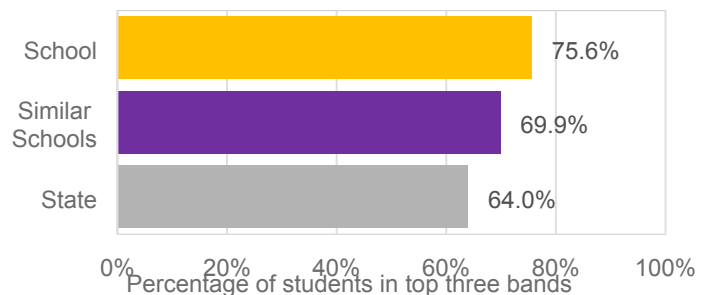
Similar Schools average:

69.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

66.0%

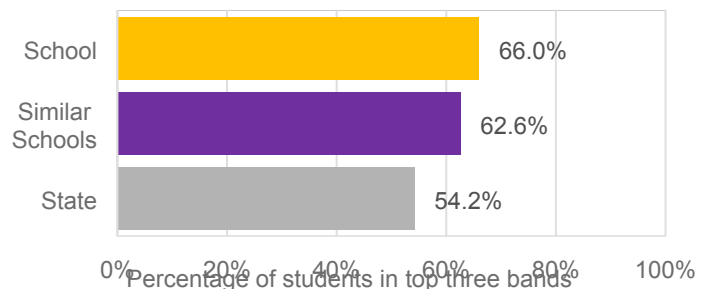
Similar Schools average:

62.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

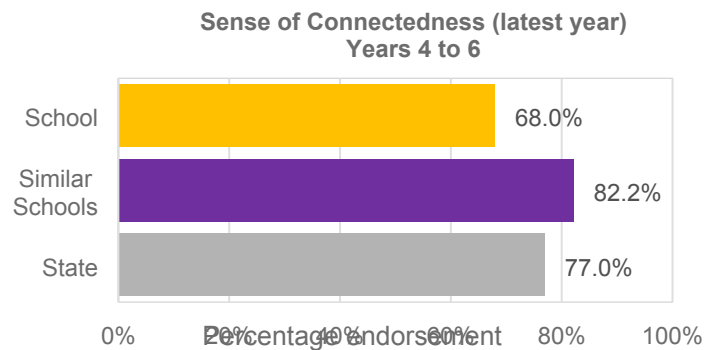
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	68.0%	77.3%
Similar Schools average:	82.2%	82.7%
State average:	77.0%	78.5%

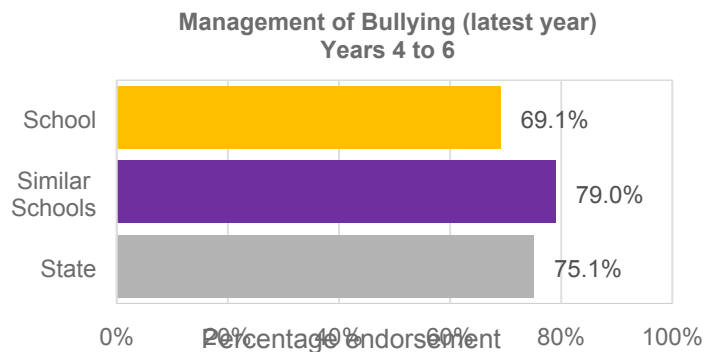


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	69.1%	76.5%
Similar Schools average:	79.0%	79.7%
State average:	75.1%	76.9%



ENGAGEMENT

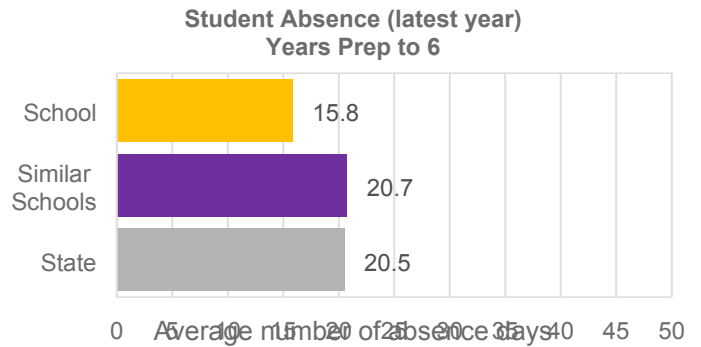
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	15.8	14.2
Similar Schools average:	20.7	18.0
State average:	20.5	18.1



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 (2023):	92%	90%	93%	92%	90%	93%	93%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,742,005
Government Provided DET Grants	\$326,694
Government Grants Commonwealth	\$217,474
Government Grants State	\$0
Revenue Other	\$63,778
Locally Raised Funds	\$271,041
Capital Grants	\$0
Total Operating Revenue	\$3,620,992

Equity ¹	Actual
Equity (Social Disadvantage)	\$38,379
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$38,379

Expenditure	Actual
Student Resource Package ²	\$2,733,436
Adjustments	\$0
Books & Publications	\$3,011
Camps/Excursions/Activities	\$146,432
Communication Costs	\$9,766
Consumables	\$68,662
Miscellaneous Expense ³	\$24,135
Professional Development	\$7,650
Equipment/Maintenance/Hire	\$114,144
Property Services	\$130,622
Salaries & Allowances ⁴	\$250,627
Support Services	\$115,462
Trading & Fundraising	\$27,678
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,237
Total Operating Expenditure	\$3,659,862
Net Operating Surplus/-Deficit	(\$38,870)
Asset Acquisitions	\$0

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,088,937
Official Account	\$28,837
Other Accounts	\$19,398
Total Funds Available	\$1,137,172

Financial Commitments	Actual
Operating Reserve	\$135,722
Other Recurrent Expenditure	\$6,992
Provision Accounts	\$0
Funds Received in Advance	\$98,107
School Based Programs	\$38,553
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$87,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$44,065
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$560,439

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.