



ANNUAL REPORT 2013

GLENVALE SCHOOL

Registered Number: 1998



2013 ANNUAL REPORT

TO

THE GLENVALE SCHOOL COMMUNITY

Cover picture:

The last Year 12 students at Ballarat Campus

Contents

From the Principal	5
Glenvale Education Inc Board Report	7
School Vision	8
Educational Goals	9
Campus Overviews	11
Curriculum	
Primary	31
Secondary	34
Video Conference Learning	37
Learning Support Program	40
Value Added Programs	
School Activities, General/Academic	42
Administrative/Sporting	43
Cultural/Musical	44
Excursions	45
Incursions	47
Glenvale Education (RTO) VET Program	48
Glenvale Employment Services	51
OHS Report	54
Census Summary	55
Staff	
General	56
CEO/CC Meetings	59
Staff Professional Development	60
Other School Activities	62
VCE Data	63
Surveys	
Student, Parent, Staff	66
Financial	
Income & Expenditure	68

Appendix

School Structure Organisational Chart	70
Primary Curriculum	71
Secondary Curriculum	72
Academic performance	73
Numeracy & Literacy Program	75
Testing	
NAPLAN	76
Learning growth and Testing Averages	78
ACER	80
Educational Testing Graphs	81
VCE Documentation	
VCE & VET Studies	82



From the Principal

A review of the 2013 year, especially in relation to Glenvale School's history, has witnessed advancement, growth and systematic improvement.



Although the student enrolment has remained relatively consistent, the constant changes within the education sector and the internal continuous improvement culture that focuses on targeted teaching and learning, has influenced the direction of Glenvale School.

Growth is an important measure in our school. It is not only the top performing students that are acclaimed, but also the students who make significantly greater gains than the standard expectations. This is what we focus on, build on, and report on, and the 2013 Annual Report reflects this.

I extend my congratulations and heartfelt thanks to each and every stakeholder, from teachers, administrators and aides through to the parents, friends and business sponsors. All are essential to the team that puts the students first at Glenvale.

The 2013 VCE Academic results again showed the Glenvale true colours with consistent results from a non-selective cohort. 11% of all study scores were over 40. The two perfect scores of 50 in Food Technology and Business are a tribute to the individual students and their teachers. Once again a Year 11 student took out the Premiers Award in VCE Business.

The end of this year signaled the consolidation of some campus locations with the reorganization of the student enrolments at Moe, Ballarat and Lilydale. This was carried out to provide sustainable, educational opportunities and enhance the overall School operations throughout Victoria.

Many school initiatives were commenced and completed, and most noticeably the school goal of Self Directed Learning continued as a major focus with the formal introduction of an Educational Philosophy based around the long standing 'Learning to Learn' motto.

A new Learning Management System has been introduced to facilitate on-line learning, and the planning for increased technology is a work in progress.

An emphasis on early intervention has seen a marked growth in many students with specific needs, and the careful analysis of student results and data has enabled the School to target specific areas to achieve significant gains.

These and many other initiatives give Glenvale the direction for future years based on the original vision to have all students complete their schooling to a recognized certificate level as successful students, confident individuals, and active and informed citizens.

We move forward with the challenge of providing a quality education in a world of changing and increased expectations.

With the coordinated team approach within Glenvale School and the increasing development of a network with other schools, we continue with confidence that this can be achieved in accord with the mandate outlined in the Glenvale's foundational documents.

Doug Burgess

Principal
Glenvale School

Central Administration

The Central Administration team reflects the key organizational areas of Glenvale School.

Led by the Principal, Doug Burgess, the 2013 team included the Secondary Manager Colin Turner, Primary Manager Pauline Fargie, Video Conferencing and Resources Manager Derek Eden, and VET Training Manager Ross Smith. These positions are joined by the Glenvale Education Inc RTO Manager (Priscilla Brown) and the RTO Administration team.



The volume of communications is managed by the School Administration Officer and Secretary to the Principal, Melissa Wright.

The core role of Central Administration is clearly defined in the Glenvale Charter, as that of centrally enrolling all students, maintaining a uniform administration structure, policies and audit system, overseeing the curriculum delivery and the assessment and reporting methods, and controlling and maintaining the financial viability of the school.

Central Administration representatives attend the major functions at campuses and regularly visit to support campus management, staff and students.

Central Administration Offices



Glenvale Education Inc.

Board Report



The Glenvale School Board continues its governance role to oversee all aspects of the School, and ensuring a strategic approach to the School's future by setting major objectives, policy framework and strategies.

The Board also monitors adherence to its legal obligations to the State Government's Registration Bodies and undertakes periodic performance reviews, which includes conforming to the new Australian Curriculum.

The major goals for 2013 which the Board approved, related to "self-directed learning", "writing" and "teamwork". The Board also agreed to adopt new standards which included "student achievement standards", "electronic communications" and "Campus I.T. equipment" and also to produce a "Glenvale Electronic Communication" Policy.

The Board recognizes and pays tribute to the special role of our Principal, who is responsible for the management, day-to-day operations and business of the School extending to each of our 10 Campuses. The Principal oversees the educational purposes and development in the School, including Central Administration and Campus Management and regularly reports to the Board of these matters.

Each Board member is involved in the control and accountability systems and approves the Expenditure and Capital Budgets for all Campuses across Victoria. The School's finances continue to be well and carefully managed with active pursuit of the Government's sources of funding where possible.

It is always important to recognize and express special appreciation to all the Management Staff at the Central Administration Office for their dedication in ensuring the smooth running of the School, including the Glenvale RTO (Tertiary) and the Glenvale Employment Services Divisions.

Much of the wellbeing and success of all our students comes back to the devotion of the Campus CEOs, Campus Coordinators, Staff of Glenvale School and the Parents and Community members, which the Board acknowledges and extends appreciation to all. We also extend recognition to the significant work carried out by the dedicated Canteen Workers and Bus Drivers and the time they take in these important activities.

In conclusion, the Glenvale School Operations continues to work along with associated Schools in other States, with a view to provide our clientele with a first-rate education. The Board's outlook is to consolidate our Campuses where possible, to provide sustainable, educational opportunities and enhance the overall School Operations throughout Victoria.

David Thomas

President
Glenvale Education Inc Board

School Vision

Charter and Vision Statement

The primary purpose of Glenvale School is to provide Brethren parents with the opportunity of having their children undertake their education in surroundings consistent with their faith and way of life.



Glenvale School has established and is committed to maintain an educational structure that will provide for students located diversely throughout Victoria. This involves the provision of a central administration and registered campuses, strategically located to serve the students and maintains the integrity of being 'one school' by:

- centrally enrolling all students;
- maintaining a uniform administration structure, policies and audit system;
- overseeing the curriculum delivery and the assessment and reporting methods
- controlling and maintaining the financial viability of the school.

The programs and teaching at Glenvale School support and promote the principles and practice of Australian democracy including a commitment to elected government, the rule of law, equal rights of all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance.

Mission Statement

Glenvale is a School where students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while maintaining fundamental Christian teachings and beliefs.

The School will maintain government registration, provide operational guidelines, establish curriculum and resources, provide expert teaching and learning opportunities, and assist our professional staff meet special needs and use all available resources effectively.

This mission will ensure that the School's clearly defined goals are realised.



Educational Goals

Glenvale School has three Educational Goals which focus on students becoming

Successful learners

- who have essential skills in literacy and numeracy
- who are creative, resourceful and motivate
- who are able to learn and plan activities independently
- who are on a pathway to achieving their intellectual potential.



Confident individuals

- with self-esteem and the ability to manage emotional and physical wellbeing
- with values including respect for others and the environment
- with responsibility and the ability to embrace opportunities



Active and informed citizens

- that act with moral and ethical integrity
- that understand government and diversity of culture, history and the environment
- that are responsible citizens

Action Plan:

- Develop strong partnerships with parents, the community and business
- engage parents in planning and supporting their child's progress through school
- engage partners from business and community to provide rich learning and citizenship opportunities for students and enhance the capacity of the future workforce
- Support effective transitions from early education to pathways beyond
- work with families to ensure every child has every chance of success at school and later in life
- ensure programs are responsive to middle years developmental needs
- facilitate effective transitions into and through the school years and into further study and/or work
- Improving the quality of teaching and school leadership
- Individual schools have a responsibility to attract, develop and reward high-quality professionals
- targeted professional development that focuses on the tools and skills required to improve student, classroom and/or school performance
- performance review and management processes that focus on improved student, classroom and/or school performance
- Developing quality curriculum and assessment



Students have access to a broad and comprehensive curriculum that details the knowledge, understandings, skills and values to be achieved.

Glenvale School is committed to develop:

- a solid foundation in skills and knowledge on which further learning and adult life can be built
- deep knowledge and skills that will enable an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and critical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise

Learning areas

Disciplines

The curriculum includes a focus on the key learning areas, with breadth and balance across the areas of learning being appropriate to students' phases of development.

Multidisciplinary perspectives

The curriculum integrates multidisciplinary perspectives which both underpin these learning areas and require some specific knowledge and skills intrinsic to these perspectives. Key multidisciplinary perspectives include – ICT, design and creativity, civics and citizenship, environmental sustainability and business.

Assessment

Assessment of student, school and system progress must be rigorous, comprehensive and forward looking. It must also be closely aligned with curriculum, and draw on a combination of the professional judgement of teachers and rigorous testing (including national level testing).

- Assessment **for** learning
- Assessment **as** learning
- Assessment **of** learning

Reporting practices

- systems are implemented to manage and review school administration
- there is the ability to track individual, school and system performance
- reports to students and their parents should make clear what students know and are able to do, how this relates to what is expected of their age group, and what they need to work on next as they further develop their performance
- reports focus on performance and outcomes rather than inputs, and are relevant and timely



The performance of students and the school is not only measured by the academic grades, but the learning of self discipline, management skills, accepting responsibility, and respect.

Each of these is a vital benefit of attending Glenvale School.

Campus Overviews

Each Campus of Glenvale School, while operating under a consistent framework, has individual characteristics, and is flexible to individual requirements of students. The following Reports give a brief overview of the scope of operations at each Campus.

Bairnsdale

The school goals of Self Directed Learning, Writing and Teamwork have been the major focus of the Bairnsdale Campus.

A Learning Resource Centre for Year 11 and 12 students was established for the start of Term 4. This has enabled students to work in a dedicated area in a work style environment.

The profile of writing was increased across the Campus through a variety of initiatives.



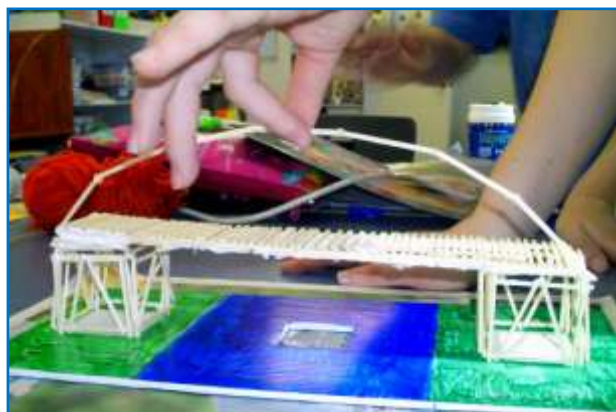
Retiring Staff member Denise Fallon with CC Andy Manicom

Our Primary students participated in a private viewing of the work of author / illustrator Alison Lester and the Secondary students participated in a variety of incursions and excursions ranging from a private audience on Campus with author Robin De Crespigny to visiting the Bairnsdale Advertiser, where students spoke to journalists, web page designers and advertisers.

Students were successful in local writing competitions and a Year 11 student was the State winner of the National Archives category of the National History Challenge.



Teamwork has been evident in House Assemblies, pastoral activities and in charity events such as the Daffodil Day for the Cancer Council. The student council was a very effective and proactive body who introduced a variety of initiatives this year.



A Campus goal for this year was to create an environment where staff and students wanted to attend. This was accomplished by improving both the physical and learning environment.

Various initiatives were introduced to improve, amongst other areas, punctuality and the variety / regularity of incursions as opposed to excursions, to supplement the teaching and learning process.

Students are encouraged to reflect on their learning and were fortunate to attend a 40 minute

session of 10 international guest speakers who spoke of conditions and schooling in the Caribbean, France, Canada, US, and England.



Andy Manicom
Campus Coordinator



Ballarat



2013 has been a very exciting year at our Ballarat and Stawell campuses.

The leadership of primary teachers Cassie Ellis and Vivienne Ratherberger at their respective Campuses has ensured our Years 3 to 6 students have had the very best grounding and an enjoyable learning experience.

Student attitudes towards school was very positive, with students supporting one another across all year levels. In particular, our School Captains Hannah Elford and David Henderson were strong and positive role models during the year. All Year 12, Year 11 and Year 6 students were well organised and played a significant leadership role in setting a positive example.

Secondary students from Stawell remained at that campus on Tuesdays and Thursdays and are to be congratulated for the way they maintained their strong work ethic over the entire year.

Students and staff worked very well together making the school environment very harmonious and conducive to students achieving great academic outcomes.



Our VCE students performed very well, with our Dux Jayden Crick setting a great example of what can be achieved through an unwavering and conscientious focus on always trying to achieve your best. Generally, students also achieved well on Naplan, end of Semester examinations, and the various subject competitions including Maths, Geography and Science.

During the year a Self Directed Learning Room was established which was very well received and utilised by senior students

Students wore their uniform with pride and wore appropriate protection from the sun during Terms 1 and 4.

Students were given the opportunity to participate in a number of extra-curricular activities.



Maths teacher Jean Watson began a school choir which was attended by most students in Ballarat and performed very well at our Awards Day celebration.

At the end of Term 1 all students attended a special activities day at Lake Dewar which was very successful. There was excellent student participation in significant fund raisers including Jump Rope for Heart, and the 'Lap of the Lake' which was donated to the local Sebastopol CFA.



I would like to thank firstly, our staff for all of their wonderful work during the year. Secondly, our students, for their positive attitude towards school and their support for one another. Thirdly, our families for their support.

I would personally like to thank our CEOs Jeremy Henderson and Phil Thomas for the commitment to the schools, and our Central Administration Staff for their hard work, leadership and support.



2014 promises to be a very exciting year with the decision made to close the secondary component of the Ballarat Campus and relocate Ballarat Years 7 to 12 students to the Melton Campus, and Stawell Years 7 to 12 students to the Hamilton Campus.



This led to the retirement of long serving staff Rob Munro, Brian Maloney and Catherine Tweedle who will be sadly missed.

It does though provide greater opportunities for all students and staff at their respective Campuses next year and we are very much looking forward.

Phillip Campbell
Campus Co-ordinator

Bendigo

The focus of 2013 continued to be academic success and personal bests (PBs) for students.

As a staff, our focus continued to be on literacy. This year though, it was extended to include grammar, and in the more senior years linguistics and the way in which language is used.

At this Campus we are all teachers of literacy and so the expectation is that all subject areas are delivered in such a way to ensure the language component is covered and explicitly delivered.



There has recently been some scepticism and trepidation from parents mostly in relation to the new SDL model and how that may affect those students deemed to be 'special needs'. This will certainly be an interesting area for all of us as we approach 2014.

It's been a very busy year particularly in relation to the creation of professional portfolios and how we are perceived as educators. From the on-going commitments of maintaining our

VIT registration, to the writing of Assignments for the SDL models, the last two terms have proven quite tricky for all staff.

VCE students finished the year on a pleasant 'high', hopeful for great results. We remain pleased with their efforts and the work that has been put into their academic growth.

It was great this year that we were able to teach more technical/folio subjects at Campus level, as opposed to via VC including Food Tech, Design & Tech & Visual Communication & Design.





We were also able to provide three staff who taught three different VCE subjects to students at other campuses via VC.

Business results from the 2012 examination period set up our current Year 12 cohort quite well, with 4 out of our 10 Year 12 students achieving a study score of above 40.

The Primary staff worked collegially to achieve some

excellent outcomes and continue to embellish the Primary curriculum with great experiences for our students.

We remain thankful to our CEOs, Directors, and Community members, for their on-going care and support of us as educators.

Mary Baxter
Campus Coordinator



Berwick

The year began on a high note as we revelled in the excellent VCE results achieved by the Year 12 class of 2012. We were absolutely thrilled that we had within our Campus not *one* but two 'OneSchool Awardees: Sally Greenfield who was the overall Gold Award Winner for Year 11 and 12, and Joseph McAlpin, who was awarded a Silver medal in the Year 9 and 10 category.



These Awards are open to all students of Glenvale School, so the bar was set very high by their achievement, and their achievement has remained a goal for consecutive classes to aspire to.



I am delighted to say that our overall academic achievement levels have increased overall, and the NAPLAN results indicate that the Berwick Campus has shown excellent and on-going improvement.

We began the year with five new teachers. In Primary, Ms Samantha Richardson, and in Secondary, Mr Frank Rossi, Mr Tony Evans, Mrs Maggie Edwards, and Mr Shane Stute.

We give thanks to the teachers Mr Tony Evans, Mrs Maggie Edwards, Ms Samantha Richardson, Mrs Shelley Corkell, and Mrs Sally Cleary who are moving on to other challenges. We really appreciate the skills and experience they brought to Berwick Campus, and wish them the very best in the future.

Our school goals this year have been consistently focused on Self Directed Learning, Teamwork, and Writing. Self Directed Learners are characterized by a greater awareness of their responsibility in making learning meaningful, and monitoring themselves. They are curious and willing to try new things, view problems as challenges, desire change, and enjoy learning.



If our students can develop these qualities then they will be well prepared for life in the 21st century. In 2014 Self-directed Learning will be the entire focus of the curriculum.





Many activities have taken place this year. We have been on excursions to Canberra, Herring Island, Cape Woolamai, The Dandenong Ranges, Lego Land at Docklands to name a few. We have attended cluster sports days, been swimming, attended the gym, skipped a lot, swung from tree tops, sung a lot, debated, and raised a lot of money for the SRC.

A huge highlight was the development of the Community Challenge program that was driven by the school captains, Sharon Currie and Joshua Beer. The focus of the program was on Teamwork, and revolved around each class taking on community challenges that they determined as a class team. The SRC initiatives driven by the School Vice Captains, were on-going and raised an enormous amount of money for the school and charities.

Many important events occurred, such as external and internal exams, parent-teacher conferences and parent information days. In this regard we thank the parent body for their support of their daughters and sons in their educational journey, and particular thanks to the members of the community who so willingly give of their time on special occasions.



The highlight of the year was the Presentation Day where we celebrated the successes of the students throughout the year.

We now know that all of our Year 12 students have achieved very pleasing results in their 2013 VCE studies with some very satisfactory ATAR scores, and we are delighted to find out that Sharon Currie, who achieved excellent results in Food and Technology, has had her Food and Technology folio selected for display in the VCAA Top Designs exhibition in 2014.

With those high achievements in mind, we look forward to a productive, settled and highly successful year in 2014.

Dr Norma Ashton-Smith
Campus Coordinator

Hamilton

2013 was another dynamic year at Hamilton Campus. Looking back over the events of the year, it is hard to comprehend how we managed to fit in so many activities.

The year started with a Glenvale-wide School Assembly by video conferencing. Amongst various messages from our Principal, were congratulations to Hamilton's Marcus Young for the Dux Award for Glenvale School, 2012.

Shortly after settling into our new classes and study routines the Primary students became involved in a swimming program for two weeks and undertook an excursion and an incursion related to their Primary focus study on 'Vegecation'.



Two new teachers joined our staff. Mr Mammone soon had our Secondary students sharpening their Mathematic skills under his passionate teaching. Miss James, our dynamic Secondary English teacher, developed a renewed interest in spelling skills with her inclusion of gargantuan words.

Our VCE students undertook an amazing range of subjects by video-conferencing (VC) with our sister campuses. We even needed to install a third VC unit in the Library to cater for our busy

VC timetable. For the first time even Year 10 students were participating in VC classes through studying Business Unit 1 & 2 with a Melton Campus presenter.

Hardly a fortnight passed during the year without some special activities enriching the learning experiences of students. Primary students visited Brambruk, an Aboriginal cultural centre in the Grampians. Year 5/6 students operated a number of small businesses and a bank in Room 2 to learn a vast range of financial skills through the highly popular 'Earn and Learn' unit. Year 9/10 students had Warrnambool artist, Mr John Elphick, as resident for a day.

He demonstrated and instructed them in 'rendering' techniques using pencils and charcoal. Years 9 – 11 travelled to the Victorian Police Museum in Melbourne to practise their forensic science skills, and returned to conduct their own professional investigations into a simulated crime on campus.





Sporting activities for Secondary students included archery and hockey.

Our Student Fundraising Committee (SFC) held several events to raise over \$3000 this year for resources at our campus.

Throughout the year our teachers have been working to provide students with positive learning experiences and outcomes through providing constant

encouragement, challenges and feedback. This was an important part of our campus efforts to develop Self Directed Learning (SDL) skills in all subject areas.

Our students at all levels were shown that they needed to take greater responsibility for their own learning and this in turn required improvement in their time management skills. The goal of a 'can do' culture amongst students, where they work individually or collaboratively to complete set tasks received an added boost when we learnt that in 2014 we would be developing Learning Centres to cater for greater



commitment to an SDL style learning.

Both students and staff became excited about the changes and challenges we are about to face.

To help prepare for this we became involved in weekly sessions of an Essential Skills Program (ESP) in Term Four.

2014 will bring significant changes to how Glenvale tackles education, but 2013



has been a great stepping stone for Hamilton students in coping with changes.

Peter Bakker
Campus Coordinator

Lilydale

In 2013 we have decided to embrace the three goals of the Glenvale School at the Lilydale Campus.

However, we decided to dedicate our energy to goal number three, namely 'Teamwork' as this is where staff and students can benefit most in 2013.

Encouraging all students and staff to get involved in projects that provide the opportunity for them to work together has played major role. The following formed part of our program to achieve this goal:

- 'Biggest Morning Tea' with funds going to The Cancer Council (just under \$6000)
- 'Purple Day' raising funds for the Epilepsy Foundation
- 'Jump rope for heart' raising funds for the Heart foundation
- Primary 'Earn and Learn' Project
- Primary production of 'Annie'
- Academic Cluster Day
- 'Working in teams'



Academic success was again one of the objectives at the campus and Alysha Grimshaw in the VCE VET Business Exam with a score of 43 placing her under the top 8% of students in Victoria.

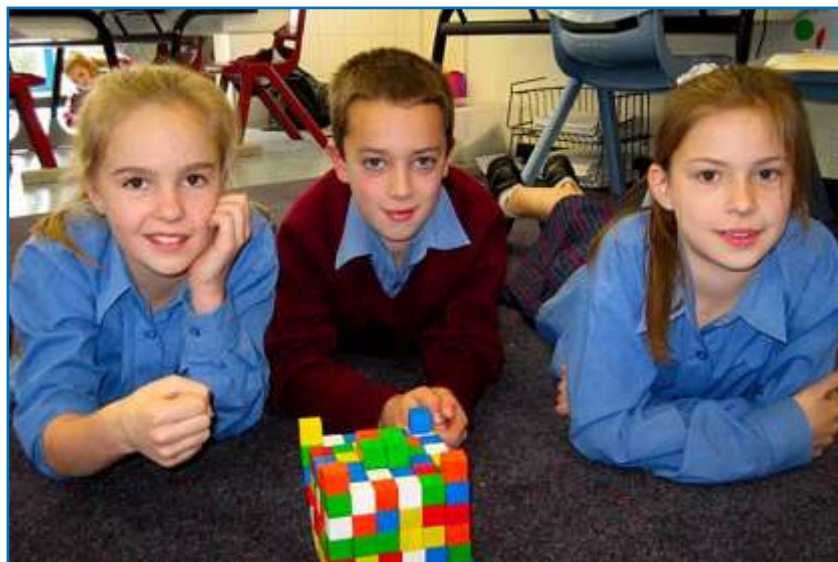
Secondary students excelled in the competitions in which we participated during the year. In the Big Science Competition: 2 x High Distinctions, the Australian Geography Competition: 4 x High Distinctions, the Australian Mathematics Competition: 2 x Distinctions.



Our campus hosted the second Academic Cluster Day which was welcomed and enjoyed by all involved. The staff all got involved again and I was really amazed by the way they worked together to make this event one of the highlights of the year.

This year we invited the author of the Year 12 English book, Robert Hillman 'The Rugmaker of Mazar e' Sharif' as well as Prof Bunsen to show off his skills in Science.

We also had numerous excursions and incursions many of which are mentioned elsewhere in the Annual Report, but include events such as, Multicultural Day, a French lunch, a driver instructor course, a visit to the Old Melbourne Gaol and Victorian Parliament, and a Book Fair and Parade.



There are vast changes taking place at the Lilydale Campus next year. The current Year 10 & 11 students are moving to the Melbourne Campus, and so two members of the Lilydale Campus staff are leaving at the end of 2013. Mr Phil Conboy (Science) and myself (Campus Coordinator).

We wish success for all with these changes, and hope they prove fruitful next year. We should all

thank those on Staff whose roles have changed so much for their sincere input throughout 2013.

I would personally like to thank all the stakeholders in this Campus, namely, Central Admin, CEO's, Directors, parents, grandparents, and community members for their contribution to the wellbeing of our staff, students and resources.

Eugene Olivier
Campus Coordinator

Melbourne

Students and staff, both teaching and non teaching, have enjoyed another successful and enjoyable year at our Campus.

The year has seen staff discussing Self Directed Learning, and has seen them enthusiastically embrace the new SDL approach.

We brought 2 new teachers on board this year.

Mrs Bonello had previously worked at Melton and when the need arose she took over the role of Learning Support coordinator.

Mrs Kelso joined the staff in mid year and has settled into the group.

The Head Boy and Girl did a fantastic job, although the other Year 12 students didn't embrace their PoRs quite as well.

We installed a new Woodwork room, allowing the previous room to become a dedicated music room.



Later in the year the new Learning Centre arrived.

We asked the Head Boy and Girl to select the Home Group Leaders. This became the student body who could select "Star Students" for recognition at assemblies.

As our School Goals included "Teamwork"; we asked each House and Home Group to work as a team to present at assembly.

This included the Primary classes as well as a guest speaker, Paralympian, Richard Colman.



The students continued to raise funds for various charities as well as visiting a local Nursing Home to sing to the residents.

We began the “Glenvale Challenge” – four students, one from each of Years 7 – 10, who commenced work on a ‘Sustainability Project’.

We also began an Extension Program,

where selected students compiled a top quality Campus magazine.

The House system continued, although there is a need to “even things up” in the future with respect to numbers and capacity of students in each House.

John Cooper
Campus Coordinator



Melton



2013 began with an inaugural “All Campus Assembly”, made possible by the successful implementation of Video Conferencing throughout the State.

It proved to be a positive and motivational start to the year, reminding us that we are part of a Statewide Educational facility with similar goals derived from our Ethos and Values Statement.

Many events were held throughout the year with the first major one being the Athletics Day at Geelong. Melton, Ballarat and Hamilton Campuses attended with Mt Gambier Campus also making the trip down to enjoy the atmosphere.



The competition was intense with prizes hotly contested by all participants. Many records were broken and the day was a great success.

The choice of Campus Captains from the Year 12 cohort was made difficult by several excellent applications and interviews. Once established, along with SRC representatives from all year levels, they set about taking up their responsibility to create fundraising initiatives and facility improvements to make the school a responsible and caring environment not only to the students and staff but the wider community as well.

Beneficiaries of funds raised included the RSL, Anti -Cancer Council and the Royal Children’s Hospital.. They were each presented with cheques. The money was raised from days such as ‘Pancake Day, and similar events.



A commemorative assembly was held on Anzac Day to remember the young men who gave their lives to make this country what it is today. This included representation from a WW 2 veteran from the community and a Vietnam veteran from the RSL who was presented with a cheque of \$1166.25 from a fundraising activity. The donation was thankfully received and the RSL explained how it would be used to benefit members disadvantaged by their war experience.

Our senior Year 11 and 12 students visited Canberra on an excursion to the War Memorial and attended some of Question Time in Parliament to discover how our Government operates.



Other highlights included the Primary level “Earn and Learn” day which was the culmination of that particular Primary program. This involved teams of students setting up stalls to sell food and other items. The whole school along with members of the community and the

Primary Administration Manager Mrs. Pauline Fargie were invited to this event. Many attended for a very successful outcome of \$8274.60 to be used for resources in the Primary sector.



We have seen some outstanding achievements gained this year and of note is the ‘Dux of Glenvale’ Award going to one of our students, Jessica Reynolds, who managed the highest ATAR score for Glenvale on record!! Well done Jessica!

We are eagerly anticipating the year ahead with the full implementation of the Self Directed Learning program for which an enormous amount of work has already been accomplished, and a lot yet to be done, including the setting up of infrastructure to facilitate this exciting learning program.

The Ballarat/Melton merger is a very positive move forward and we welcome the students and staff, including the Campus Coordinator to the challenges presented to us in 2014.

The leadership and support gained from this amalgamation will greatly benefit all involved.

David Allpress
CEO Team



Nathalia

2013 saw some administrative changes at our Nathalia Campus. Two new CEOs came on board who were very active and vibrant members of our community. We thank Peter Phillips and Damian Pederick for the direction and willingness to help in the education of our students.

There was also a change at the helm. Veronica Daniel, our secretary, moved to St. Francis' Primary School, Nathalia. Ms Ros Burgess-Clay took on the new role and in no time at all gained the respect and awe of the whole campus community. Her efficiency and professionalism in this role is second to none.

One thing that did not change, however, was our total focus on developing a 'Culture of Respect' and transforming approach to learning. Our that 'things have changed'. concept and are 'working it through'.

Yes, we have experienced and implementing change, the new challenges that us.

Without the total support of aforementioned would they have brought a real campus. This is noticed by community in general.



this into a self directed students now often mention They have wholly adopted this encouraged to see them

change. We are still planning and we will eagerly embrace our future direction presents

our teachers, none of the have been possible. Each day sense of community to the the students and our

I remember speaking to the Campus community at my first information session, nearly three years ago. I told everyone where we were heading and we are nearly there.



But now we need to reach forward to new goals and challenges set for 2014 and beyond.

I must sincerely thank everyone associated with our Campus for allowing us to educate our students in what we might refer to as a 'community of caring'.

I take this opportunity to thank Mr. Colin Turner for all his support during my time at Glenvale. He will be difficult to replace. I know he will succeed as a Principal because he listens and makes people want to buy in.



Now is a time to rest, reflect and reinvigorate.

Bring on 2014 !

Reno Lia
Campus Coordinator

Swan Hill

The first day of the school year began with a 'Whole School Assembly'. This provided an excellent opportunity for all Glenvale students, teachers, parents and CEOs to connect and celebrate the excellent VCE results achieved by the students of 2012 and to announce the worthy winners of the OneSchool Awards for 2012.



The Swan Hill campus was elated to learn that two of our students had been selected as Silver OneSchool Award winners, namely Anna Craig (Year 5/6) and Anita Murray (Year 11/12).

Our Year 11 students had excelled in VCE/VET Business achieving a class average score of 40+ and Anita Murray achieved the highest study score for Food & Technology.



The stage was set for another year of high academic achievement and a focus on all students being supported to achieve their best possible outcomes. In the months to follow our students performed very well in the National Geography, Australian Mathematics and Science competitions and Naplan tests.

Swan Hill Campus continued to be blessed with a very stable staff of hardworking and committed teachers who support the students

and each other to perform at their best.

2013 saw the introduction of a regular 'afterschool' homework program for all students Years 3 to 12. The program was conducted in a large learning space where students and staff have had the opportunity to model independent/self directed learning, as well as to provide support and cross year level tutoring.

The program proved to be extremely popular, with a high percentage of students opting to remain at school for the extra one and a quarter hours of supervised study. The program also provided staff and students with an invaluable insight into how our Learning Centre will operate under the new SDL model which will be embedded into the structure and culture of all OneSchools in 2014.





Our Primary students and staff used their SDL lessons to plan and run two very ambitious programs this year. In Semester 1, the students combined their SDL periods and values program to plan, prepare and stage a grand production called “Character Matters”. This provided an excellent avenue for the development of self directed learning skills, while instilling the important values of honesty, integrity, respect, kindness, acceptance and resilience.

With the start of Semester 2 came the “Earn and Learn” program. The primary team channelled their SDL and Economics time into learning all about producers, consumers, supply, demand and the value of money! They planned a large scale Market Day, which saw all students involved in running small businesses and selling a wide range of goods and services to their fellow students, teachers, parents and community members. This was a very successful event and raised almost four and a half thousand dollars for the school and provided an excellent practical means of learning the principles of Economics!

A highlight of the Secondary campus was our committed and hardworking Year 12 class who led by example and showed their peers that they were serious about their VCE studies and were prepared to put in the hard work to achieve their challenging academic goals. They have been excellent role models throughout their years at the Campus and will be sadly missed.



To enhance the learning opportunities provided at the Campus, all year levels have had their learning enhanced with a range of interesting local and extended excursions, including a two day trip to Canberra for Year’s 11 and 12.

The staff and students continue to be supported by a team of dedicated and hardworking parents and directors who are prepared to make huge personal sacrifices in terms of time and energy to cater for the needs of the campus.

A special thanks go to our two long standing and retiring directors and CEOs Mr Neville McCalman and Mr David Steele who have both made a huge and lasting contribution to the Swan Hill campus.

Jan Monaghan
Campus Coordinator

Curriculum - Primary



Primary Administration

The Primary section of the school is managed Mrs Pauline Fargie, who has extensive administrative and leadership experience.

Curriculum

Glenvale's curriculum is based on the *Australian Curriculum* (English, Mathematics, History, Geography and Science) and *Victorian Essential Learning Standards* (VELS) for all other subject areas.

Australian Curriculum Achievement Standards and VELS standards and progression points are used to define what students should know and be able to do at different stages of learning and to also provide valuable information about student progress which can then form the basis of further teaching, intervention, assessment and reporting.

Primary classes and curriculum are structured on VELS levels.
 Grades 3 & 4 Level 3 Grades 5 & 6 Level 4

Curriculum is organized in two year scope and sequence cycles to support the multi-age class structures, an example of which is presented below.



Primary Curriculum: Scope and Sequence chart Year 2014

HUMANITIES				
	Term 1	Term 2	Term 3	Term 4
Level 3	HISTORY Why did the great journeys of exploration occur?	GEOGRAPHY Natural Features/ Climate and Weather	ECONOMICS Budgeting and Spending	HISTORY Why did the Europeans settle in Australia?
Level 4	HISTORY Who were the people who came to Australia? Why did they come?	GEOGRAPHY Natural Processes that Operate Across Australia	ECONOMICS Earn and Learn	HISTORY Why and how did Australia become a nation?

SCIENCE				
	Term 1	Term 2	Term 3	Term 4
Level 3	BIOLOGICAL Plants in Action	EARTH and SPACE Beneath our Feet	CHEMICAL Material World/ Package it Better	PHYSICAL Heating Up
Level 4	BIOLOGICAL Marvellous Micro-Organisms	EARTH and SPACE Earthquake Explorers	CHEMICAL What's the Matter?	PHYSICAL It's Electrifying/ Essential Energy



Now in its seventh year, primary education within Glenvale School delivers a curriculum which supports continuous learning growth for students.

The quality of primary teaching staff, enhanced by their dedication and commitment, supports sustained and continuous teaching and learning for students.

The ongoing support and commitment of Glenvale Education Inc and individual

Trusts to ensure that classes are adequately and appropriately equipped also supports this success.

Curriculum Development.

Curriculum Development for 2013 followed the Australian Curriculum framework in the following areas.

	Level 3, Grades 3 & 4	Level 4, Grades 5 & 6
English	Language: knowing about the English language Literature: understanding, appreciating, responding to, analysing and creating literature Literacy: expanding the repertoire of English usage.	Language: knowing about the English language Literature: understanding, appreciating, responding to, analysing and creating literature Literacy: expanding the repertoire of English usage.
Mathematics	Content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability and describe what is to be taught and learnt. Proficiency strands : Understanding, Fluency, Problem Solving, and Reasoning describe how content is explored or developed.	Content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability and describe what is to be taught and learnt. Proficiency strands Understanding, Fluency, Problem Solving, and Reasoning describe how content is explored or developed.
History	Historical Knowledge and Understanding Local, state or territory and national history Historical Skills This strand promotes skills used in the process of historical inquiry.	Historical Knowledge and Understanding Local, state or territory and national history Historical Skills This strand promotes skills used in the process of historical inquiry.
Science	Science Understanding: Biological Chemical Earth and Space Physical Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing, Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.	Science Understanding: Biological Chemical Earth and Space Physical Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing, Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.



Curriculum Development for 2013 followed the Victorian Essential Learning Standards (VELS) framework in the following areas.

	Level 3, Grades 3 & 4	Level 4, Grades 5 & 6
Physical, Personal & Social Learning	Health Physical Education Interpersonal Development Personal Learning Civics and Citizenship	Health Physical Education Interpersonal Development Personal Learning Civics and Citizenship
Disciplined Based Learning	The Arts – Visual Economics Geography LOTE	The Arts – Visual Economics Geography LOTE
Interdisciplinary Learning	Communication Design, Creativity and Technology Information and Communication Technology Thinking Processes	Communication Design, Creativity and Technology Information and Communication Technology Thinking Processes

Course Overviews, including weekly time allocations and suitable texts, are present for all subjects to support teachers and to ensure consistency in curriculum across all campuses, and are to be found in the “Primary Curriculum Manual”.

Pauline Fargie



Curriculum - Secondary



Administration

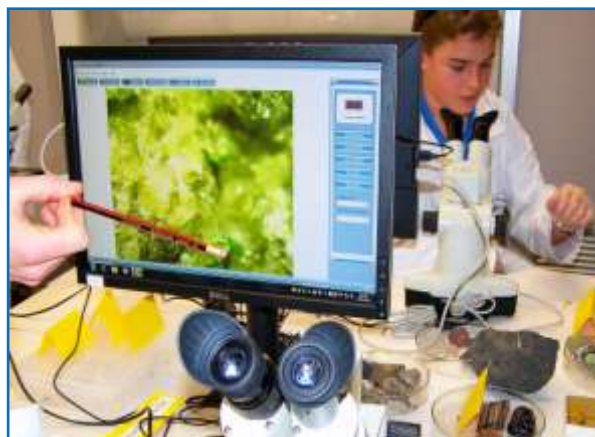
The Secondary section of the school is managed by Mr Colin Turner, who also has extensive administrative and leadership experience.

A core curriculum is maintained at Glenvale through to Year 10 with

an emphasis on balance between English, Mathematics, Humanities, Science, Business and the Arts and Technology. Business is represented by Commerce in Year 9 and VCE/VET Business in Year 10. Some students will pursue Individual Learning Plans (ILP's) in cases where the core curriculum is unlikely to meet their needs. This is planned by the Learning Support committee in consultation with the student, staff and parents.

At Years 11 and 12, a full VCE is the normal expectation with the addition of VET Business units. In recognition of the need for small campuses to pool teaching resources in elective subjects, improved quality video conferencing (VC) is now well established and has led to several multi-campus classrooms.

The weekly VC schedule was remarkable, presenting Business, English, Design and Technology, Economics, Food and Technology, History, Legal Studies, Mathematics and Visual Communication and Design at the Units 3/4 level to Year 11 and 12 students.



All VC students at this level successfully passed their subject and many scored higher than the state average.

These results help to recognise the value of the efforts made by the school community to make the most of this technology and maximise the learning of our senior students.

The Glenvale campuses also operate in clusters for some purposes.

Eastern is comprised of Melbourne, Lilydale, Berwick and Bairnsdale.

Northern includes Bendigo, Nathalia and Swan Hill.

Western takes in Ballarat, Hamilton and Melton. Students and staff also meet regularly for Sports Days.

Various Cluster Academic Days were held where serious planning and consideration was given to academic areas.

No secondary program would be complete without the co-curricular activities.

One of the Glenvale aims for 2013 was *Community Service*.

This report will give details of what was achieved elsewhere, but the concept of going out into the wider community with supportive programs is important for students and for some the experience enlarges their practical skills and their sense of identity and purpose.



Academic Competitions



Entry to external competitions is considered important by the Glenvale School Board as a means of encouraging Glenvale students to embrace their learning and apply the knowledge they have learnt in class to a public and international forum. The competitions are a means of fostering pride in our school as the students go head to head with students from across the Asia

Pacific region and even beyond.

In 2013 Glenvale School students participated in three major external competitions: the National Geographic Channel Australian Geography Competition, the Australian Mathematics competition and the Rio Tinto Big Science competition.

The organisers also provide the school with information on the results of every student that participates and this is a valuable tool that can be used by the classroom teacher to analyse the

strengths and weaknesses of the students in their class.



When combined, these benefits all make participation in the competitions a valuable and worthwhile experience. The School Board values these competitions and meets all costs of the competitions for every student in the school.

The students participated with enthusiasm and the results are something of which the School can be proud.

We were particularly delighted to learn that one of our students from Hamilton Campus was awarded the highest possible award for the Senior Section of the National Geographic Channel Australian Geography Competition, placing him ahead of every other student in Australia and South-East Asia. In a similar fashion, Chelsea Way from Bairnsdale Campus, won the Australian History Challenge, cementing the School's reputation in the area of quality Humanities.

Colin Turner



Student Attainment level

Competition	High Distinction/Distinctions	Credit
Australian Geography	36	41
Australian Mathematics	18	123
Big Science	28	40

Video Conference Learning



Glenvale School continues to develop and implement the virtual classroom throughout its Victorian campuses. Each campus now has two dedicated VC units and some campuses also are using MOVI units.

The table below shows the growth in subjects and presenters since the beginning of its implementation at Glenvale.

Year	Number of Subjects	Number of Presenters	Number of Students	Number of Campuses
2009	6	7	44	8
2010	14	12	111	10
2011	15	12	113	10
2012	18	12	140	10
2013	21	18	103	10

Each campus has a dedicated 2MB by 2MB network connection just for VC use.

This network is provided by Telstra through a range of ways that include Frame Relay, Ethernet or Optic Fibre technology.

The delivery is via a Codian 4520 MCU bridge for multi point conferencing based in Sydney.



Each campus endpoint is serviced by either a Cisco SX20 or Polycom HDX 6000, 7000, 8000 or 9000, paired with a 12X optical zoom camera and a content presentation or document camera.



Calls are usually made at the 768KBPS data rate, but can be varied to allow for each specific situation.

Increased resolution in the picture can be obtained by lowering the data rate.

The school conducted sixty one weekly presentations for twenty one separate classes across Years 11 and 12.

Every Victorian campus received VC lessons delivered from eight different campuses. There were 40 Year 12 students enrolled in single and multiple Unit 3 - 4 VC subjects, and 63 Year 11 students enrolled in single and multiple Unit 1 – 2 VC subjects.



Eleven Year 12 subjects were delivered by Video Conferencing:

Production, Design & Technology
English
Further Maths
Economics
Food & Technology
History
Legal Studies
Maths Methods
Vis. Comm. & Design
Physics
Accounting (Financial Services)

Mike Kaplan
Lyn Doyle
Pasquale Mammone
Ashvin Dass
Sue O'Bryan
Wayne Robb
Mary Baxter
Robert Halse
Sandra Watson
Phil Campbell
John Sheehan



All VC students successfully passed their subject and 41 students scored higher than the state average.

Four students in VC classes scored above 40 and the VC Legal Studies class averaged 36.6. In the majority of VC subjects the Glenvale class median score was greater than the State median score in that subject.

Ten Year 11 subjects were delivered by Video Conferencing:

Production, Design & Technology
General Maths
Economics
Food & Technology
History
Legal Studies
Maths Methods
Vis. Comm. & Design
Physics
Accounting (Financial Services)

Brian Maloney
Jean Watson
Deeanne Coghlan
Sue O'Bryan
Peter Bakker
Peter Hughes
Pasquale Mammone
Sandra Watson
Phil Campbell
John Sheehan



The VC program is steadily gaining acceptance as a normal part of our VCE program. It was great to see the growing list of elective subjects our Year 11 and 12 students had to choose from this year, thanks to the availability of VC.

The feedback received from our students again this year was very positive and we thank the VC presenters who have worked very hard to make this program the success that it is.

Derek Eden
VC Manager



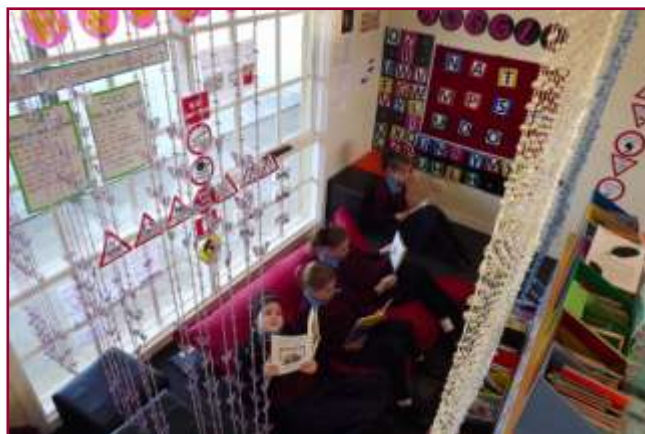
Learning Support Program

Program Outline:

To ensure that each student gains support commensurate to their needs each campus devises a program that best suits the individual needs of their students. A Learning Support Coordinator is appointed within each campus to oversee the program. A Learning Support Manager at Central Office oversees the program.

Framework Guidelines:

- Staff work together using assessment processes to ensure that student special learning needs are identified as the earliest possible time.
- Enrolment processes provide the opportunity for disclosure of already identified needs.
- Most pupils' needs are met within classroom settings through the provision of planned and differentiated learning opportunities. On occasions, withdrawal for specific, focused and short term assistance may be required.
- Students whose needs cannot be met in regular, differentiated classrooms have an Individual Learning Plan developed. The plan has clear and measurable goals.
- Individual campus settings take ownership in meeting the full range of students' needs. Whole campus collaboration, commitment and cooperation is evident.
- Decisions around student learning are a partnership between home and school and are collaborative. The Campus Learning Support Committee is responsible for the development, review and implementation of learning programs and strategies for identified students.
- Learning support initiatives, policies and procedures are regularly monitored for effectiveness. Achievement data informs future planning.



Campus Programs



There are a number of programs used throughout the ten campuses directly related to the needs of individual students and the program objectives.

These included

- Employment of Special Education teachers and Integration Aides
- Additional tutoring – usually by classroom teachers after school
- Purchase of specialised resources
- PD to upgrade staff skills and inform of current research and practices
- Volunteer programs – community members read to and with students individually or in groups

Outcomes:

Teachers report that

- Students generally became more confident and skills improve as they find the material more accessible.
- Results of many students' improve as their confidence and skills levels develop, particularly in assessed work



School Standardised Testing Data indicates

- Improvement in scores of students previously performing in the lower range

Value Added Programs

The School is proud of the programs provided for students.

An Extensive array of activities is undertaken across the School each year. These provide many opportunities for our students to develop and to have new experiences.

The following is a list of many of the 'Value Added' activities and events that took place at various Campuses during the year.

Selection of Activities

General

After School Tutorials
Book Character Day
Day of the Notables
Gardening skills
Life Skills Program
Pre-Driver Education
Self directed learning
Student Leadership
Student led Assemblies
Team Building at the Summit
Tree Planting
Year 11 Business projects

Fundraising

Bandana Day
Biggest Morning Tea
Chocolate Drives
Coin Trail
Crazy Hair Day
Daffodil Day
Earn & Learn
Guide Dogs Victoria
Jump Rope for Heart
Market Day
Multicultural Day
Purple Day – Epilepsy
Righteous Pups
Salvation Army

Over \$100,000+ raised and presented

Academic

ACER testing – numeracy/literacy
After School Tutorials
Annual Spelling Competition
Australian Maths Competition



Big Science Competition
 Coastal Geography
 Compulsory Semester Examinations
 Cross level teaching
 General Knowledge Competition
 History presentations
 Holiday Homework schedule
 Homework Club
 Legal Studies Seminar
 Literacy and Numeracy assistance
 Literacy Week
 LOTE presentations
 Maths Week
 NAPLAN Testing Years 3, 5, 7, and 9
 National Geography Competition
 Physics Prac Day
 Spelling Book Programs
 Student Mentoring
 Tournament of Minds
 Transition Days for VCE entry
 VC Subject Days

Sporting

Athletics Cluster Days
 Basketball
 Before school morning runs
 Cross Country
 Football/Netball Clusters
 Gymnastics program
 Kayaking & Rafting
 Orienteering
 PIT Gym
 Round the Lake- Run
 Swimming programs

Administrative and Parental

Anti Bullying Seminar
 Assembly Programs
 Campus Boards/Trusts
 Cluster Days- Literacy / PD / VC
 Excursion assistants
 Extension of woodwork facilities
 Father's Day
 Grandparents day
 House system / duties / rewards
 Integration Day
 Library Assistants
 Mother's Day
 New facilities and classrooms
 Newsletters and Bulletins
 Orientation Days



P/T Meetings - over 90% attendance
Parent attended Assembly presentations
Reading Support
RTO School based Certificates
School Buses
Security gate and CCTV coverage
Semester Reports
Traffic management for car and bus parking
Tree-planting expeditions
Uniform Shop
VCE Information Sessions – parents

Music and Cultural

Ballard Recitals
Book Week Parade / Play
Debating
Drama - Plays
Instrumental Tuition
Piano student performances
Piano tuition
Picture Story books Day
Primary Choir performances
Primary Singing Lessons
Public Speaking competition
Puppet Theatre
School Choir
School Ensemble
School Orchestra – Nursing Homes and Hospitals
Villains and Heroes Day



A selection of Campus Excursions

Anne Frank Exhibition
Ballarat Geology
Ballarat University
Barmah Forest Centre
Bells Beach
Bendigo Discovery Centre
Bendigo Major League Sports
Botanical Gardens – Melbourne
Bounce
Bunnings
Canberra Excursion
Cape Woollamai
Charlton Driver Education Centre
Coal Creek
Cox's Farms
Cranbourne Botanic Gardens
CSIRO
Dandenong Ranges
DECA - Driver Ed
DEWAR Camp
Docklands
Ecolinc – Bacchus Marsh
Era Nurseries
Eureka Skydeck 88
Food Design Challenge Expo
Great Ocean Road
Hall's Gap Zoo
Hamilton Gallery
Hamilton History Centre
Hampton Beach
Healsville Sanctuary
Herring Island
Holocaust Museum
Immigration Museum
Joy's Warehouse
Ken Harrison Reserve
Keys Please
Kryal Castle
Lake Dewar
Laser Strike
Lego Education Centre
Light Horse Museum
Lilydale Lake Fun Run
Local Magistrates Court
Lygon Street
Mathews Timber
Melbourne Aquarium
Melbourne Art Gallery



Melbourne Docklands
Melbourne Museum
Melbourne Planetarium
Melbourne Zoo
Mercy Place Nursing Home
Metro Traffic Education Centre
Metung Coastal Area
Mission to Mars
Monet Art Exhibition
National Sports Museum
Old Gipps Town
Old Melbourne Gaol
Otway Fly
Parliament House
Police Museum
Polly Woodside
Queen Victorian Market
RAAF Base Sale
RAAF Museum – Point Cook
RACV Traffic Safety
Royal Children's Hospital
Scienceworks
Shipwreck Coast
Shrine of Remembrance
Small Business visits
South Bay Eco Adventure
Sovereign Hill
State Parliament
Supreme Court
Swan Hill Magistrates Court
The Otway Fly
The Summit
Top Designs
Torquay Land and Seascape
Twelve Apostles
VC Days
William Angliss
Woodwork Show
Yarra River Cruise



A selection of Campus Incursions

Ambulance Victoria
Asylum Seeker
Bullying Workshop
Business Recycling
Chess Demonstration
Coast Care
Country Fire Authority
CSIRO – Forensic Science & Nanotech
Dr Wayne Burgione
Flying Doctor Service
Football Skills Clinic
Guide Dogs
Gymnastics - instructor
Keys Please – Driver Education
Mr Andrew Larsdell - Community Worker
Mr Brian Hornsey WW2 Veteran
Mr Darren Chester MP
Mr Daryl Ryan RSL
Mr John Elphic – Artist
Mr John Nelson
Mr Mark Baker RAN
Mr Mohammed Asif
Mr Rex – Magician
Mr Richard Coleman, Paralympian
Mr Robert Hillman – Author
Mr Ryan Cross – Civic Engineer
Ms Allison Lester – Author/Illustrator
Ms Karen Archdekin (teacher from USA)
Ms Lian Dal Toso - Paralympian
Ms Margaret Watt F&T
Ms Robin de Crespigny – Author
Ms Tanita Manton - Swan Hill Hospital
Officer Alan Redshaw – Vic Police
Officer Andrew Downes – Vic Police
Officer Greg Gentry – Vic Police
Professor Bunsen
RAAF Sale
Royal Children's Hospital
Royal Flying Doctor Service
Royal Lifesaving (HPE)
Senator Briget McKenzie
SES
South Bay Echo Adventures
Vietnam Veteran Nurse
Wild Action



Glenvale Education – Registered Training Organisation



Glenvale Education is a Registered Training Organisation (RTO) offering nationally recognised vocational education and training (VET) qualifications. Glenvale Education aims to provide students with quality education and training, pathways to further education, employment and lifelong learning.

All courses focus on practical knowledge and skills that can be applied to the workplace immediately. Programs encompass training and assessment practices which enable

students to gain current and specific industry knowledge and skills.

The focus of training should not only cover the specific training package requirements but should also assist student to develop the personal qualities of independence and initiative which will benefit them in employment and life.



Delivery

Glenvale Education is committed to providing quality training to its students. The significance of industry consultation to develop Training and Assessment Strategies is well recognised.

Training and Assessment Strategies are developed to ensure consistent use of resources to meet the requirements of the relevant endorsed training packages.

Effective consultation with a variety of stakeholders occurs in development of training, in particular with members of relevant industry areas.

Quality materials, facilities and equipment are used to suit the mode of delivery. Trainers and assessors are professionally developed so they possess the required competencies to conduct quality training. Due consideration will be given to the learning style of the student and where necessary additional learner support will be given to students with individual needs.

Assessment

Glenvale Education is committed to providing quality assessment to assess for competency in the units undertaken. Assessment is developed according to the guidelines contained in the relevant Training Package or for accredited courses in the areas of recognition sought.





The RTO ensures that all assessment conducted is:

- Valid - the evidence relates to the unit competency, addresses essential skills and knowledge, dimensions of competency and employability skills.
- Reliable - the assessment tool and process will produce consistent outcomes when applied by a range of assessors in a range of contexts.
- Fair - the assessment will not

disadvantage any person and will take into account the characteristics of the person being assessed.

- Flexible - the assessment tool and process allows for assessment in a range of assessment contexts.

Glenvale Education produces its own training and assessment tools to suit the cohort and context of its students. These tools are validated by assessors and members of industry to ensure that training and assessment reflects current industry practice.

VET in Schools Program

Glenvale School offers VET programs from the Business (BSB07) and Financial Services (FNS10) Training Packages.

What is VET?

VET stands for Vocational Education and Training. It is a national education sector which is designed to up-skill potential or current workers in particular industries.

VET is underpinned by the National Training Framework.



The rewards of VET in the VCE are two-fold:

- Students receive credit towards their VCE, awarded by the VCAA.
- Students receive nationally recognised training, awarded by the Glenvale Education Inc RTO.

Partnership between Glenvale School and Glenvale Education

Glenvale School and Glenvale Education are entities under Glenvale Education Inc. Glenvale School and Glenvale Education are both registered as separate organisations by the Victorian Registration and Qualifications Authority (VRQA).

Glenvale Education is an RTO offering vocational education and training through Glenvale School under the VET in Schools Program. Glenvale Education also offers Certificate IV and Diploma courses from the Business Services and Financial Services package to students after they have graduated from Year 12. The VETiS program forms a strong pathway for students wanting to continue training.



The school program is organised so that delivery and assessment takes place in a secondary school setting in the following subjects:

- VCE VET Business (Units 1&2)
- VCE VET Business (Units 3&4)
- VET Business Operations
- VET Accounting

VCE VET Programs

Some VET in Schools programs are VCE studies. These are fully recognised within the Units 1 to 4 structure of the VCE and can contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies.



VCE VET programs at Glenvale School:

VCE VET Business (Units 1 to 4)

Block credit recognition

Students who undertake a sequence of VET Units that are not included in the list of approved VCE VET programs may still be eligible for credit towards their VCE.

Programs giving block credit recognition at Glenvale School:

- VET Business Operations (AQF level III)
- VET Accounting (AQF level III and IV)

In 2013, Glenvale School and RTO staff worked closely to continue to improve delivery and assessment resources. This year in particular, there was a significant focus on the professional development of teachers to improve skills to develop training material.



Australian Vocational Student Award - Prize winner

Teachers shared their own knowledge and skills across campuses, sharing resources and delivering courses to all campuses using video conference facilities. This sharing of ideas and expertise was invaluable for students and teachers.

Priscilla Brown
RTO Manager

Glenvale Employment Services



Glenvale School is committed to providing education and training which appropriately qualifies students to be competently prepared to enter the workforce and/or pursue further training and education.

To promote this mission, Glenvale, through each Campus of Glenvale School, offers a range of VET subjects, and has undertaken to provide both school based and workplace training under a comprehensive 'School Based Apprenticeship Traineeship' (SBAT) program.

Glenvale Employment Services is now the Group Employer and is responsible to deliver on the job training in accordance with recognised practices and procedures.

Group Employment is an optimum contractual employment and training opportunity where Glenvale Employment Services enters into a traineeship agreement with each student. The student is then placed with appropriate 'Host Employers' to fulfil the on-site workplace training requirements of the program.

The Group Training Model allows, where possible, a minimum of two placement "rotations" to be included in the year long program.



Glenvale Employment Services is the legal employer, and the trainees are placed with Host Employers for varying lengths of time. The length of time depends on the training capacity of the organisation and the skill needs of the trainee.

Glenvale Employment Services aim is to assist our trainees (students) in achieving their own potential of work skills and personal development in preparation for the transition from full time school to full time work and/or further training.

School Based Apprenticeship Program

The School Based Apprenticeship Traineeship Program (SBAT) is supported and promoted by both the Victorian and Australian Governments. Under the program, students are able to undertake the VCE at school, while being in paid part time employment, and complete a nationally recognized Vocational Education and Training (VET) qualification.



During 2013 most Year 11 students completed the SBAT program in the Certificate III in Business. 58 Glenvale School students completed the SBAT in 2013.

Workplacements

As part of the SBAT Program, Year 11 students are required to complete a minimum of 336 hours work placement. In 2013 the students were required to complete three (3) placement blocks of 112 hours during each four (4) month period. (ie. January - April, May - August, and September - December).

In accordance with Skills Victoria SBAT guidelines, Training Officers (or RTO representatives) visited/contacted the students while on work placement and discussed the program with host employers, students and their supervisors.



To further assist Host Employers understanding of the SBAT program where possible, Information sessions were held to coincide with the VECCI (Victorian Employers Chamber of Commerce and Industry - our 'New Apprenticeship Centre') sign up process. These were very well attended and proved beneficial to all those who were able to attend. It is the intention to again run these where possible in 2014.

All Host Employers will again be issued with specially designed guideline booklets at the beginning of 2014, which will further increase their understanding of the program and give them advice as to activities the students can undertake to enhance their learning and experiences.

Business Surveys

To assist us with quality control and continuous improvement, we have a policy of surveying all Host Employers at least once per year. In addition to asking a range of questions on the programs structure, student performance, and administration matters, we also attempt to source ideas and suggestions from the Host Employer perspective, including their requirements for 'Further Training and Education Programs'.

The vast majority of the surveys (more than 70 per cent) were returned, and of these the overwhelming majority are very supportive of the program and believed it was of great value to the students who are participating.





The overall consensus was that the SBAT program was extremely valuable to the students learning and preparation for their transition to employment following the completion of Year 12.

General Comment

Students who undertake a School Based Apprenticeship Traineeship as part of their senior education are more “work ready” and have an

easier more successful transition into full time and part time employment and are more committed to undertaking Post Graduate study. Many students continue training with Glenvale Education (our RTO arm) following the completion of Year 12.

In our regular discussions with employers we are consistently told that they believe the program assists graduating students to become valuable and productive staff members from their first day on the job.



In addition to this they see them as more quickly being able to move into supervisory and middle management roles. This progress is increasingly enhanced when students undertake post secondary training.

Ross Smith
Manager, Glenvale Employment Services



OHS Report



In 2013 we fully implemented the Glenvale OHS Management System in association with our OHS Consultants Qualsafe Management Systems. All campuses continue to be managed by established OHS Teams and engaged in an approved consultation

process with employees and appropriate training and supervision programs.

In addition to this, all school areas were subject to risk assessment and risk management exercises and all 13 campuses were audited either internally or by Qualsafe to ensure compliance with legislation and continuous improvement practices.



The proposed transfer to the National Work Health and Safety (WHS) legislation has not yet taken place in Victoria, so until this occurs we remain under Victorian State OHS legislation.

While our current OHS Management System has been developed with the proposed new National legislation in mind we will continue to ensure we manage any additional requirements in the SBAT/Host Employer area so as to ensure our students safety is paramount.



2013 Australian Schools Census Summary

STUDENTS

Primary	248
Secondary	342
TOTAL	590

STUDENT ATTENDANCE (%)

(reported in National Attendance Census)

Bairnsdale	99.1
Ballarat	99.8
Stawell	100.0
Bendigo	97.1
Berwick	93.2
Moe	95.4
Hamilton	98.2
Lilydale	97.8
Melbourne	96.4
Melton	96.7
Geelong	97.9
Nathalia	98.7
Swan Hill	98.3
TOTAL	97.6



Chelsea Way – Bairnsdale Campus



On Track Destinations

All students who have completed Year 12, and seeking employment, have succeeded in doing so. This is also reported in the VCAA 'On Track' surveys in conjunction with the Victorian State Government.

Staff



Glenvale School aims to create and foster a school community that values staff wellbeing as a fundamental component of the school environment. The school endeavours to support staff by providing a safe work place, professional development opportunities, appropriate management structures, operational practices and strategies.

The interaction between Campuses came to fruition during 2013 with the value of Department Meetings and cross-campus interaction widely recognised.

While there will always be new staff arriving and current staff following new opportunities, including retirement, 2013 saw a reduction in staff movement.

Encouraging and enabling staff in both their professional and personal development is central to staff effectiveness and satisfaction and also to student learning. While the primary responsibility for the welfare of individual staff members remains with the campus management there were many cross campus days with programs geared to the professional development of teachers and administration staff.

Visiting practitioners such as Geoff Campbell, and several others, were welcomed and shared their understanding of curriculum and students.



Students benefit or suffer from the quality of teaching they receive, and 2013 witnessed increasing support for staff to be active in professional life outside of the school in areas such as publishing (History), VCE assessors (Further Maths, Legal Studies and Visual Communication and Design and VET Business) and GAT markers.

The direction of, and support given by the Curriculum leaders deserves special mention. Their input into the development of programs was both unstinting and wide-ranging.

Glenvale values these activities for the enriched experience that is returned to the campuses and students.

Staff Appraisal is an integral part of the professional development of the school. A program of meetings to consider an individual teacher's professional goals and the progress made towards their achievement.



The following principles of appraisal underpin the process:

- We all need to keep learning and developing, to remain current in our field and maintain freshness and enthusiasm.
- Constructive feedback promotes improved performance: it ought to be specific, balanced and timely.
- Honest acknowledgement produces better long term motivation than focus on criticism.
- Every participant assumes that equity and fairness will be observed, within the meeting and across comparable meetings.

The appraisal process highlights the role of the Campus Coordinators to be the primary monitors, advisers, mentors, and role models for all teachers within their own Campus.



Staff Qualifications

All Teachers are required by law to hold Teaching Degrees and/or equivalent Training as approved by the Victorian Institute of Teaching (VIT).

100 % of Teachers hold the required VIT Teaching requirements

14 hold an 'Additional Bachelor Degree'

68 hold an 'Additional Diploma/Graduate Diploma/ Additional Certificate'

19 hold a TAFE VET 'Certificate IV in T & A or above.

19 hold 'Higher Degrees' (eg Masters, Doctorates)



Teaching Staff Full Time equivalent
Total

90.7

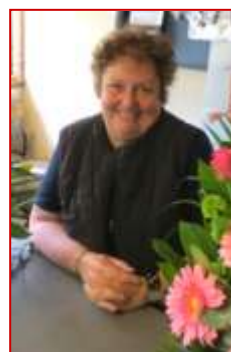
Non Teaching Staff Part Time
Total

32.2



Staff Matters

Retention	78%
Attendance	94%
Unplanned Absence per Staff (av)	6 days
Turnover of Staff per Campus (av)	2.4
PD Internal hrs (av)	43 hrs
PD External hrs (av)	14 hrs



CEO/CC Meetings

This most important series of meetings at Glenvale occurs four times per year when the Campus Coordinators, CEO's and the Central Administration staff gather together.

The focus of these management meetings is on the running of the school, the policies and their implementation, educational issues and their significance to our programs, collaboration and consistency between the campuses, and a clearing house for those questions that inevitably arise in a geographically diverse organization.



These Meetings allow all of the participants the opportunity to develop important exchange relationships amongst themselves. These exchanges are often in the form of understandings, and negotiations that cannot be achieved by other forms of

communication. They develop a trust, which is so important for the smooth running of our Campus system.

This year agenda items ranged from Campus Planning and Management, through curriculum issues that include Teaching, Learning and Assessment, and student



experiences and opportunities. Consultant Speakers were also engaged.

In the latter part of 2013 there was an emphasis on Self Directed Learning and the National Curriculum.

These areas were further developed with the staff in each Campus.

Other discussions covered topics such as Subject Selections, Learning Support, OHS programs, provision and support for ICTs in the school, and standardized testing such as NAPLAN and ACER tests.

Staff Professional Development

Worksafe OHS
Working with Children regulations
Weekly Staff Meetings
VIT Mentor Support Program
Visual Communication briefings
Video Conference Management
VIC Institute of Teaching
VET Teacher Conference
VET Financial Services and Business
VCE Food Tech Conference
VCE English study briefing
VCAA Exam Supervision
VCAA Data Briefings
VATE Conference
VASS Regulations and Procedures
Top Designs PD
Teaching Creatively
Subject Department VC Conferences
Staff Meetings
Self Directed Learning Conference
Science Teacher Conference
School based Apprenticeships
RTO Network
Proactivity Seminar
Post Assessment Validation
Oxford Education Conference
OHS briefings
New staff Orientation days
NAPLAN In-service
Motivating and Engaging Middle Years
Mathematics Teacher Conference
Managing Students with learning difficulties
Managing Challenging Behaviour
Making Maths Come Alive
LOTE Conference
Literacy and Numeracy
Legal Studies Assessment Program
Learning Support
ISV VET Briefings
ISV Administration and Curriculum briefings
In-House PD based on Curriculum
Independent Learning Strategies



ICT in your Classroom
Humanities Conference
HPE National Conference
Home Economics Annual Conference
HODS Meetings
History Teachers Annual Conference
Geography Teachers Conference
Food & Technology
First Aid Course
Extending Students
Enhancing Comprehension and Effectiveness
English Teachers Conference
English National Curriculum
Effective Strategies for Competency
Differentiated Learning
Developing Independent Learners
Design & Technology Conference
Cert IV Training & Assessment
CEO/CC meetings
Building Vocabulary
Building Student Skills
Brain Gym 101
Behaviour Leadership Workshop
Autism Awareness
Australian Curriculum in Primary Schools
Asthma Training
Assessment & Training Workshop
AQTF Guidelines
Anaphylaxis Training
All Staff Day
AFTV Conference
ACHPER Conference
ACER and Learning support



Other School Activities

Parents and Friends

This group within each Campus deserves special recognition for the wonderful efforts made for the furtherance of each Campus. Some carried out building activities, fundraising days and the like, and generally maintained the financial viability of their campus.

Other activities included raising money for charitable concerns. Each Campus developed their own rationales for these efforts, with somewhat of an emphasis going towards Cancer research and the Royal Children's Hospital.



Parent Teacher Meetings

Parent / Teacher Meetings were held twice during the year, coinciding with Interim Reports. Most families were represented, even though almost half of those at each Campus had to travel for at least an hour to attend the occasions. Some of the interviews were conducted by means of Video Conferencing.

Long Tan Awards

The Australian Defence Force Awards were presented at each Campus to encourage Leadership and Teamwork. An address was given at each Campus, usually by a member of the Defence Force or the RSL, to mark the occasion. These Awards have now become a recognised and sought after sign of recognition at each Campus.



Pastoral Systems

Each Campus is able to introduce its own variation on the Pastoral System. As an example, Campuses set specific goals for each Year Level. Amongst those included were Leadership initiatives, Organisation and time management, Bullying and friendships, Driver education and Alcohol awareness.

Some Campuses ran lunch time 'House' activities that were related to a points system, while others concentrated more on Student Representative Bodies.



VCE Results

Glenvale Academic Results 2013



Average study score all VCE students	31.6
Average study score Year 11 students	34.8
Glenvale % of 40+ Study Scores	11%
Total number of schools studying VCE Units 3-4	530
Glenvale median study score placed the School at	123/530
Glenvale 40+ study score placed the School at	96/530
% of Business 3/4 students (all Yr 11s) achieving a Study Score of 40+	30%

Number of Independent Schools studying VCE Units 3-4	136
Glenvale median study score placed the School at	69/136
Glenvale 40+ study score placed the School at	59/136

GAT	2010	2011	2012	2013
Written Comprehension	29	30	29	30
Maths/Science	31	30	30	31
Arts/Humanities	28	29	30	30.5

SUBJECT	2010	2011	2012	2013
English	29	30	30	30
Business	38	35	36	35
Economics		26	24	24
Financial Services	32	VET	VET	VET
Further Maths	31	32	30	31
Maths Methods	29	32	30	27
Product Design & Tech	37	33	38	33
Food & Tech	35	37	35	35
Geography		34	34	35
History	29	30	29	29
Legal Studies	27	33	32	33
Physics	30	-	-	29
Visual Communication	29	32	31	30

Perfect Study Scores

VET Business
Food & Technology

Harriet Chippindall
Jessica Reynolds

Lilydale Campus
Melton Campus

Three subjects above 40

Jessica Reynolds
Georgina Steele

Melton Campus
Swan Hill Campus

Best of Campus

Harland Cox
Jaden Crick
Jared Pilcher
Sharon Currie
Patrick Mead
Alysha Grimshaw
Penelope McAlpin
Jessica Reynolds
Jared Seeley
Georgina Steele

Bairnsdale Campus
Ballarat Campus
Bendigo Campus
Berwick Campus
Hamilton Campus
Lilydale Campus
Melbourne Campus
Melton Campus
Nathalia Campus
Swan Hill Campus

Best of VCE 3/4 Subject

English
Further Maths
Maths Methods
Economics
Food and Technology
Geography
History
=
Legal Studies
Product Design and Tech
Physics
=
=
=
Visual Communication and Design
Business

Jessica Reynolds
Jessica Reynolds
Jared Pilcher
Jaden Crick
Jessica Reynolds
Brandon Arnot
Jaden Crick
David Henderson
Jessica Reynolds
Joshua Beer
Lawson Kelsey
Henry Kidd
Patrick Mead
Jared Pilcher
Jared Seeley
Harriet Chippindall

Melton Campus
Melton Campus
Bendigo Campus
Ballarat Campus
Melton Campus
Ballarat Campus
Ballarat Campus
Ballarat Campus
Melton Campus
Berwick Campus
Bendigo Campus
Berwick Campus
Hamilton Campus
Bendigo Campus
Nathalia Campus
Lilydale Campus



VC Studies

All VC students successfully passed their subject and 41 students scored higher than the state average.

4 VC students scored above 40.

The VC Legal Studies class averaged 37.



Dux of School 2013

2012 Premiers Award for Business

Jessica Reynolds - Melton Campus

2013 Premiers Award for Business

Harriet Chippindall - Yr 11 Lilydale Campus



OneSchool Awards

Gold Award

Year 3 – 4
Year 5 – 6
Year 7 – 8
Year 9 – 10
Year 11 – 12

Ocearn Morren
Kerena Williams
Fletcher Caldwell
Clara Sellars
Lawson Kelsey

Melton Campus
Lilydale Campus
Nathalia Campus
Swan Hill Campus
Bendigo Campus

Silver Award

Year 3 – 4
Year 5 – 6
Year 7 – 8
Year 9 – 10
Year 11 – 12

Breanna Thomas
Breanna Chippindall
Lyndon Campion
Leon Thomas
Samantha Currie

Ballarat Campus
Bairnsdale Campus
Melton Campus
Hamilton Campus
Ballarat Campus

Australian Vocational Student Awards 2012

Announced by the Australian Minister in August 2013

Thomas McAlpin
Marcus Young
Elyse Garrett
Sarah Weeks
Ronnie Earl

Bendigo Campus
Hamilton Campus
Lilydale Campus
Lilydale Campus
Melton Campus

Sarah Shirreff
Heidi Mathews
Tamara Woodman
Janelle Craig
Karyn Steele

Melbourne Campus
Nathalia Campus
Nathalia Campus
Swan Hill Campus
Swan Hill Campus

Selection of Australian Vocational Student Award Prize winners



Surveys – Student, Parent and Teacher satisfaction

Each year, Glenvale School surveys our parents, staff, secondary students and older primary students to gain feedback, responses and suggestions about the campuses and the school over the year.

The surveys seek to gain quality feedback on a range of issues, so that continuous improvement can be focussed and maintained. Common topics addressed are:

- the safety and physical needs of the campus environment
- the academic expectations and standards
- behavioral expectations and standards
- opportunities for involvement and leadership
- welfare and support
- meeting the needs of students, staff, and families



The surveys are campus specific and the responses often reflect the various geographic settings.

Secondary students in particular offer many suggestions for campus improvement with the desire for more sport and music very high on the wish lists.

Co-curricular days and associated excursions that offer themed activities are very popular. Some Campuses run 'Earn & Learn' days that always garner strong support.



As always, senior students commented favourably on the "VC Days" when those who do subjects by video conference met their teachers in person for a day.

Primary students are more likely to list their favourite activities, but are also quick to detail issues with play areas and computers; one noting that the vacant land next door was ideal for a new oval.

Glenvale Surveys consistently show the high rating students put on all questions relating to a sense of safety, security and the lack of threat, especially bullying.

While this does not mean that the school should relax vigilance in this important area, the positive responses are pleasing.

As one would expect, parents take the opportunity to highlight individual concerns but

the overwhelming response is one of appreciation for the provision of facilities, staff expertise and care. Better communication timelines, and additional music were common themes.

Staff surveys also include responses to such items as:

- statements regarding workplace issues
- campus and student management
- professional recognition

One consistent response across the campuses is the relatively high sense of commitment to the school expressed by staff in 2012. This continued into 2013.

Even in campuses that had a change of management and those with a higher percentage of part-time teachers, surveyed responses indicate that staff are focused on working in the best interests of their students.

A significant percentage of staff showed appreciation for HOD Support. Many comments referred to student achievements. Staff often commented that witnessing student success is a highlight of their employment.



Students often suggest improvements for learning prospects, and parents regularly indicate appreciation for the opportunities made available. Many students commented favourably on improved subject choice via Video Conferencing.

All this feedback underscores the centrality of student achievement in the Glenvale School community.

Survey Question samples

A small selection of the questions/statements answered by each targeted group.

Staff

There are clear goals and expectations at my Campus.
My colleagues set a good example to students.
Communication is effective at my Campus.

Students

My Campus gives me opportunities to succeed.
My teachers generally make things we do in class interesting.
My Campus has clear rules and expectations.

Parents

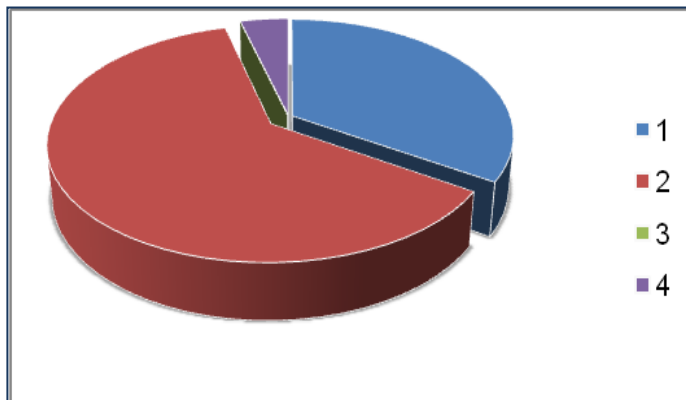
The staff at this Campus are approachable (by parents).
The leadership provided by the Campus Trust has a positive influence.
My child/ren's academic reports are informative in that they clearly indicate achievement levels.

FINANCIAL SUMMARY

Consolidated School Income

Commonwealth & State Grants	1	34.00%
Schools Fees & Private Income	2	61.90%
Commonwealth Capital Grants	3	0.00%
Private Capital Income	4	<u>4.10%</u>
		100.00%

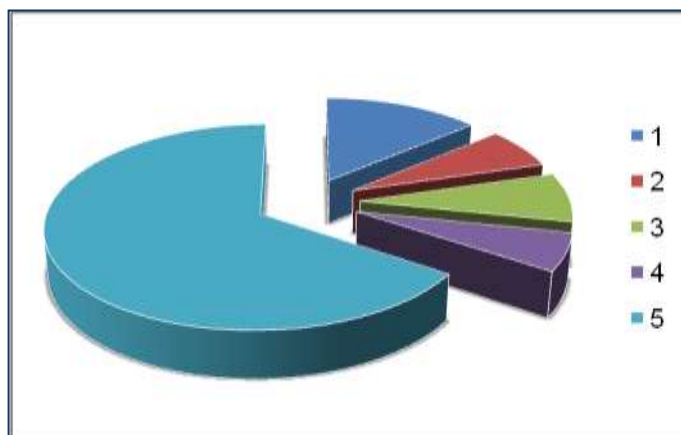
CONSOLIDATED SCHOOL INCOME



Consolidated School Expenditure

Teaching & Administration Expenses	1	13.80%
Buildings & Grounds	2	6.60%
Depreciation & Other Expenses	3	7.90%
Capital Expenditure	4	6.00%
Salary Related Expenses	5	<u>65.70%</u>
		100.00%

CONSOLIDATED SCHOOL EXPENDITURE



Appendix

School Structure Organisational Chart	70
Primary Curriculum	71
Secondary Curriculum	72
Academic performance	73
Numeracy & Literacy Program	75
Testing	
NAPLAN	76
Learning growth and Testing Averages	78
Numeracy and Literacy	80
Educational Testing Graphs	81
VCE Documentation	
VCE & VET Studies	82

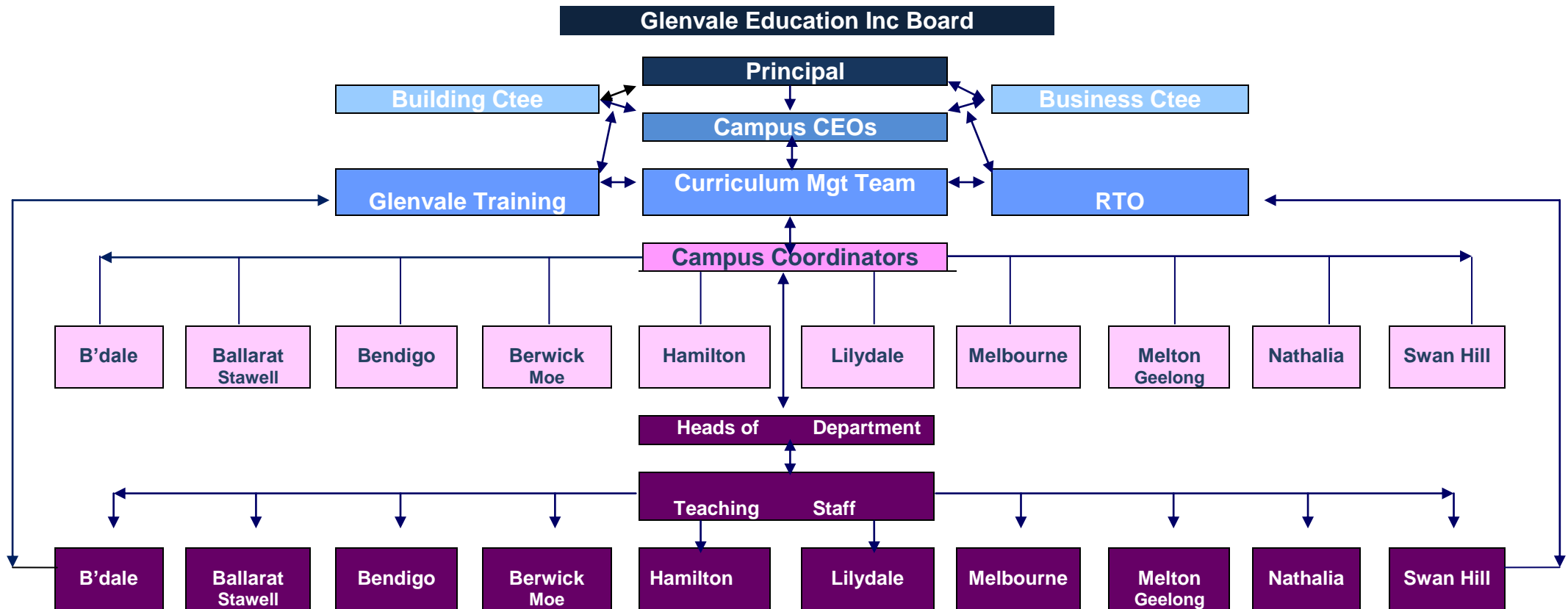


Food & Technology





GLENVALE SCHOOL ORGANISATIONAL CHART



Primary Curriculum

Time Allocation - Program

Years 3 & 4		Years 5 & 6	
SUBJECT	minutes per week	SUBJECT	minutes per week
Literacy	600	Literacy	600
Numeracy	300	Numeracy	300
Humanities	60	Humanities	60
Science	60	Science	60
P.E/Sport/Health.	90	P.E/Sport/Health.	90
Technology	60	Technology	60
LOTE	60	LOTE	60
Civics & Citizenship	60	Civics & Citizenship	60
Arts	60	Arts	60
Self-Directed Learning (S.D.L)	120	Self-Directed Learning (S.D.L)	120

Sample Timetable

Early Morning		R E C E S S	Mid-morning		L U N C H	Afternoon	
Monday	Literacy		Numeracy	LOTE		PE	
Tuesday	Literacy		Numeracy	PE		SDL	
Wednesday	Literacy		Numeracy	Technology		SDL	
Thursday	Literacy		Numeracy	Science		Art	
Friday	Literacy		Numeracy	Humanities		Health/C&C	

Secondary Curriculum

Time Allocation - Subject Program

YEAR 7 & 8			YEAR 9 & 10	
Subject	Pds / Wk		Subject	Pds / Wk
English	5		English	5
Maths	5		Maths	5
Science	4		Science	4
Humanities	3		Humanities	3
Civics and Citizenship	1		Civics and Citizenship	1
Health/Phys Ed	4		Health/Phys Ed	3 - 2
Technology	3		Technology	3
LOTE	2		Commerce	3 - 0
Art/Computers	2		VCE Business Units 1/2	0 - 4
			Art/Graphics/Computers	2
Other School Programs			Other School Programs	
Bible studies T 1-3	1		Bible studies T 1-3	1
SDL T4			SDL T4	
YEAR 11			YEAR 12	
Subject	Pds / Wk		Subject	Pds / Wk
English VCE 1/2	5		English VCE 3-4	5
Mathematics VCE 1/2	5		Mathematics VCE 3-4	5
Business VCE 3/4	5		Financial Services VET	5
Elective 1 VCE 1/2	5		Elective 1 VCE 1/2 or 3/4	5
Elective 2 VCE 1/2	5		Elective 2 VCE 1/2 or 3/4	5
Business Operations VET	2			
Electives D&T, F&T, Geography, History, Legal Studies, Vis Comm, Economics Physics			Electives D&T, F&T, Geography, History, Legal Studies, Vis Comm, Economics	
Work placement. SBA	3 days per Semester + holidays			
Other School Programs			Other School Programs	
Bible studies T 1-3	1		Bible studies	1
T4 SDL			Sport	2
Sport	2		Personal Learning	2

Academic Performance



The Glenvale School Academic Performance Summary provides an overview of how we are performing, and, in NAPLAN, how this performance compares to all other schools.

Our school acknowledges the partnership and support of parents and the community in working together to improve outcomes for our students. By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence at Glenvale school.

Student learning outcomes are Assessed, Measured and Evaluated by a range of assessment tools including:

- a) Standardised testing programs
 - NAPLAN – Years 3, 5, 7, 9
 - ACER – Years 3 to 10. Maths, Comprehension, Vocabulary and Spelling
 - Australian Mathematics Trust Years 7 - 10
 - Big Science Competition – Years 7 - 10
 - Australian National Geographic Competition – Years 7 - 10
- b) Curriculum assessment programs
 - School assessed coursework Years 3 - 12
 - School assessed exams Years 7 - 12
 - VCE Unit 3/4 external exams

Student learning outcomes in 2013 have been measured, graphed (see the following pages) and analysed to assess and inform learning. The key points from our 2013 analysis include:



Primary

Analysis of data for students in their first year of schooling within Glenvale (Year 3)

Analysis of data for Years 4 to 6 shows a steady, continuous improvement, in literacy and numeracy standards. The number of students performing at “below the expected level” continues to decrease and there is an increase in the number of students performing at higher levels.

This movement in the range of results indicates that primary programs are both:

- addressing the specific learning needs of identified students
- supporting the learning of more able students, now working to their potential

Secondary

Glenvale's secondary programs have a range of assessments built into the curriculum. Summative subject assessments are scheduled for all secondary levels at the end of each semester and results are formally reported to parents.

Diagnostic tools are also utilized, including the Progressive Achievement Tests for Comprehension, Reading, Spelling and Maths. The NAPLAN testing at Years 7 and 9 are supported with those results also considered as part of the data from which we draw.

The results of these assessments are compiled and analysed by each Campus as well as the whole school. This allows us to review the Program and Register for each subject and also to identify individual students that may benefit from more personalized learning support.

NAPLAN

Yr 3 Achievement Standard

Students enter Glenvale at Year 3. The data therefore largely reflects the learning that has taken place in the student's previous schools.

Literacy data indicates that the majority of students are working at or above the expected level for their year.



It also highlights that Reading is the strongest area within Year 3 Literacy knowledge.

Writing and Spelling require explicit and focussed instruction to lift achievement levels.

The school is addressing this deficiency through its curriculum, and with intense explicit teaching of basic skills.

Average Learning Growth Year 3 to Year 5

The expected learning growth of a student over the two years from Year 3 to Year 5 is one and a half bands or 75 points. This data therefore indicates that there has been greater than expected growth in the areas.

ACER

A summary of Year 3-10 data is included in this report. Glenvale students in Years 3 – 10 sit the Progressive Achievement Tests (PAT) in Term 4.

Data is analysed and reported according to the Stanine results, blocked in three groups, namely, Stanines 1-3, 4-6, and 7-9 that approximates to Lower Band, Middle Band and Upper Band of skills and understanding.

Numeracy and Literacy Program

In 2013 Glenvale School continued a multi-campus Numeracy and Literacy program that provides support to 92 students in Years 3–11, across 10 campuses. To ensure that each student gains support appropriate to their needs each campus devises programs that best suit the individual needs of their students. Central Administration is responsible for the administration of funds and reporting the ongoing implementation and outcomes to the funding body.

Funding:

Funding was obtained from Independent School Victoria (I.S.V) through the *Australian Government Targeted Programs Literacy, Numeracy and Special Learning Needs Program*. This grant, sought annually, provides a significant amount of funding for our program. Additional funding is provided by the school board and individual campus trusts.



Objectives:

- Improve the literacy and/or numeracy skills of targeted students through the use of independent learning programs and/or specialists and volunteers collaborating with staff to deliver one-on-one literacy support.
- Improve the literacy and/or numeracy skills of targeted students through the use of specialised resources that are meaningful and accessible to the students.
- Promote success and improve the confidence of targeted students in their pursuit of improved literacy and/or numeracy skills, by introducing students to an atmosphere of support, trust and ultimately success.
- Improve the results of targeted students in relation to national and state benchmarks.



Campus programs:

There are a range of programs used throughout the ten campuses directly correlating to the needs of individual students and the program's objectives. These include:

- Employment of Specialist Numeracy and/or Literacy teachers.
- Additional tutoring – usually by classroom teachers after school
- Purchase of specialised resources
- PD to upgrade staff skills and inform of current research and practices
- Volunteer programs – community members read to and with students individually or in groups
- Individual Education Programs.

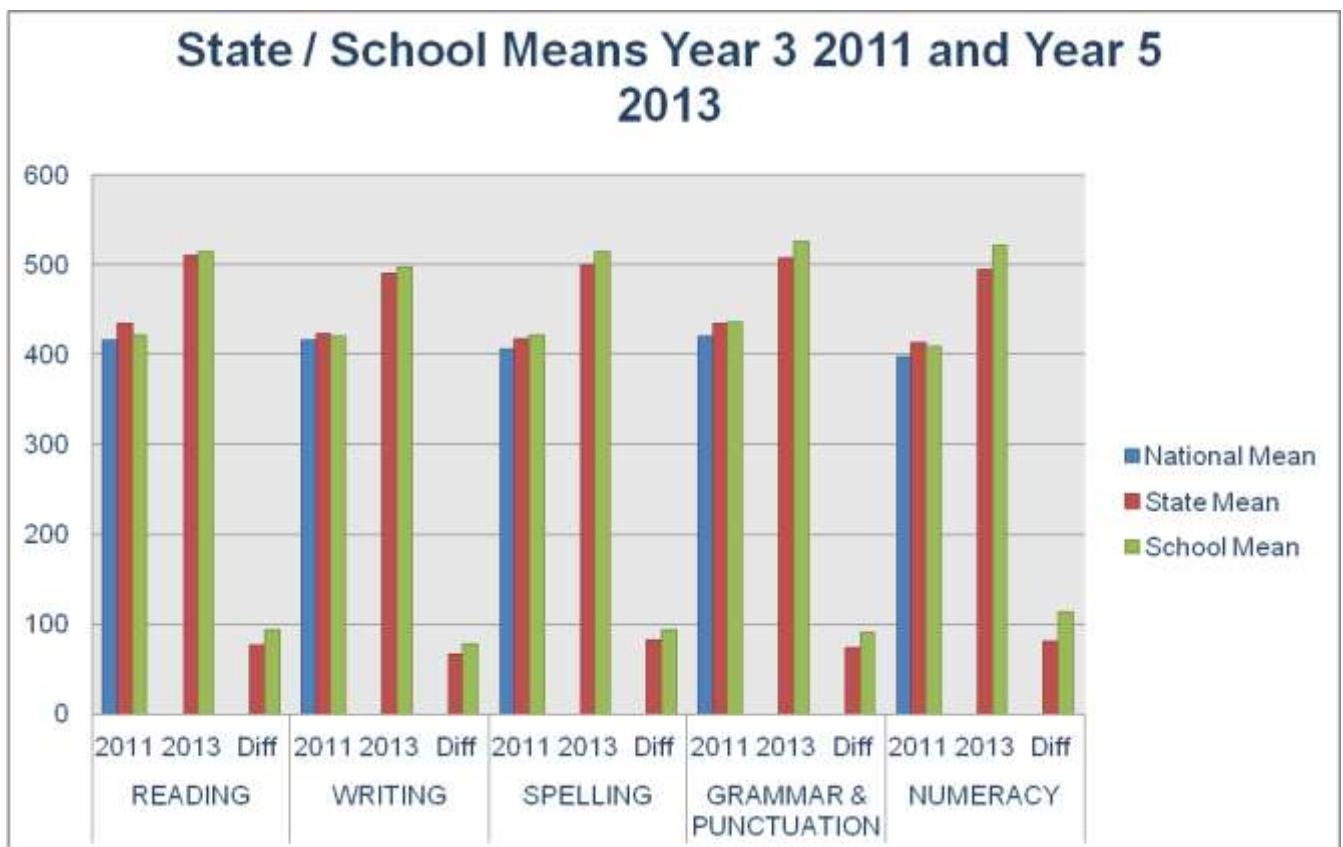
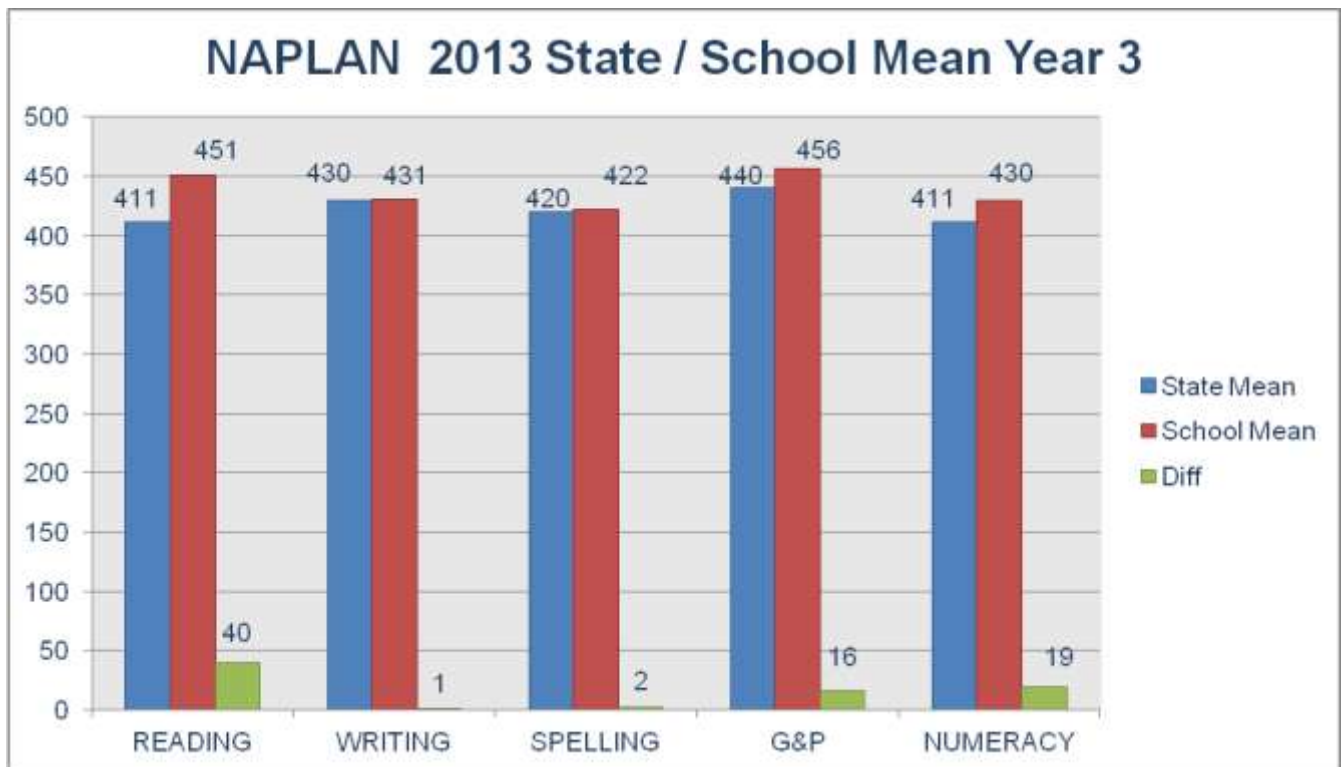


Outcomes:

- Students generally became more confident and skill levels improve as students find the material more accessible
- Many students' results improve, particularly in assessed work, as their confidence and skills levels develop

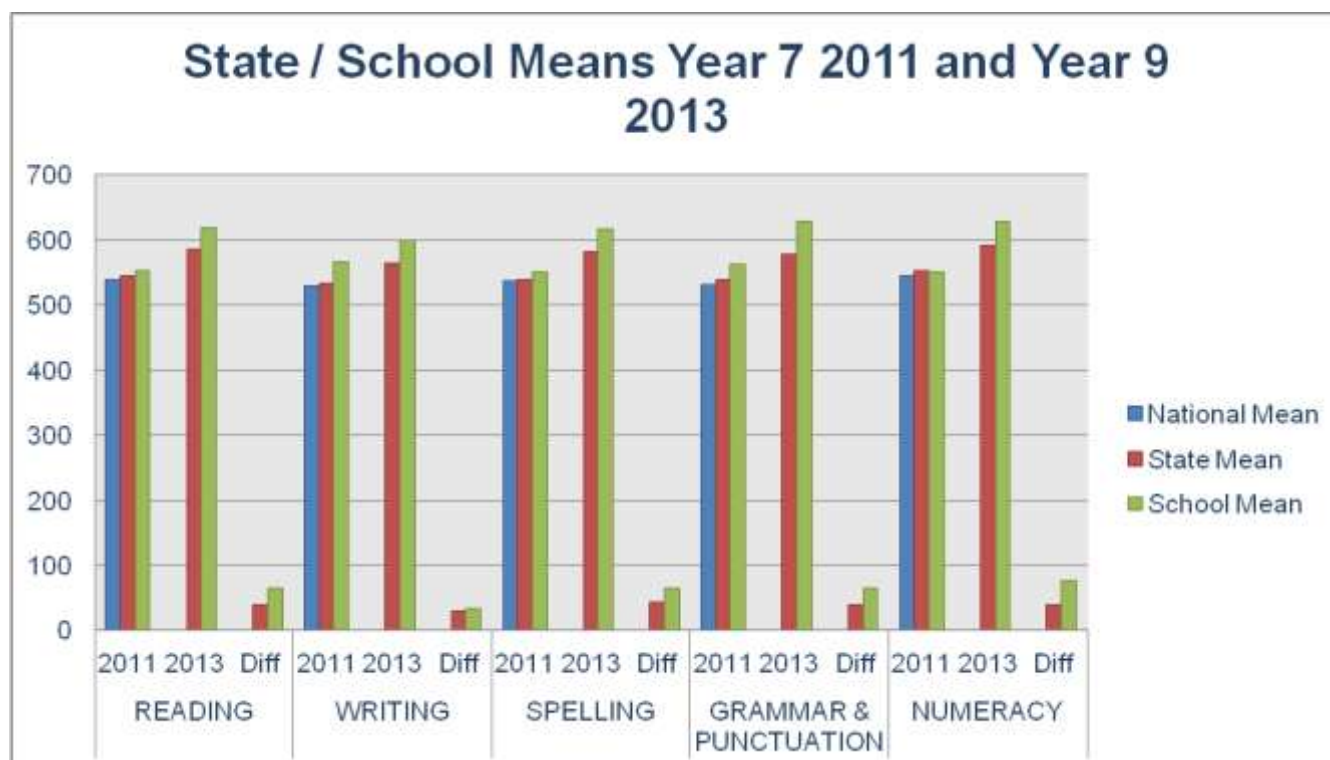
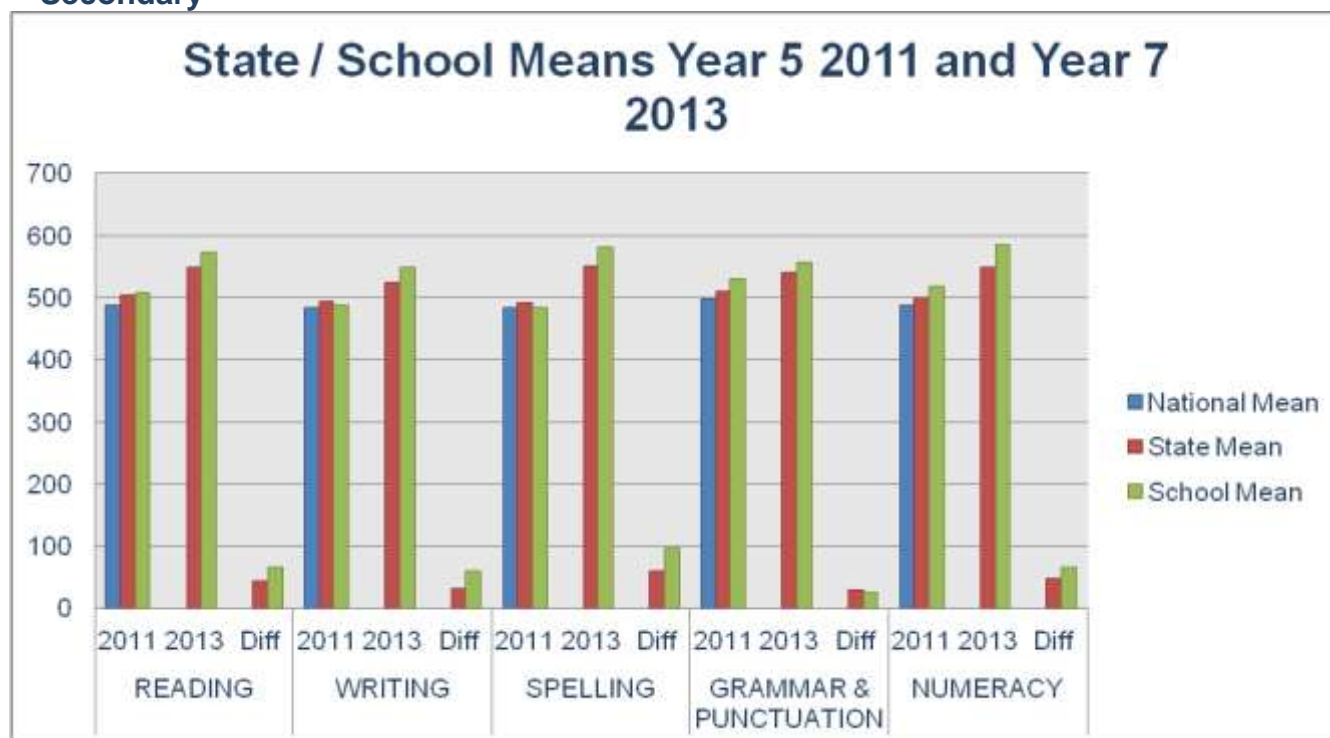
NAPLAN 2013: State / School Means

Primary

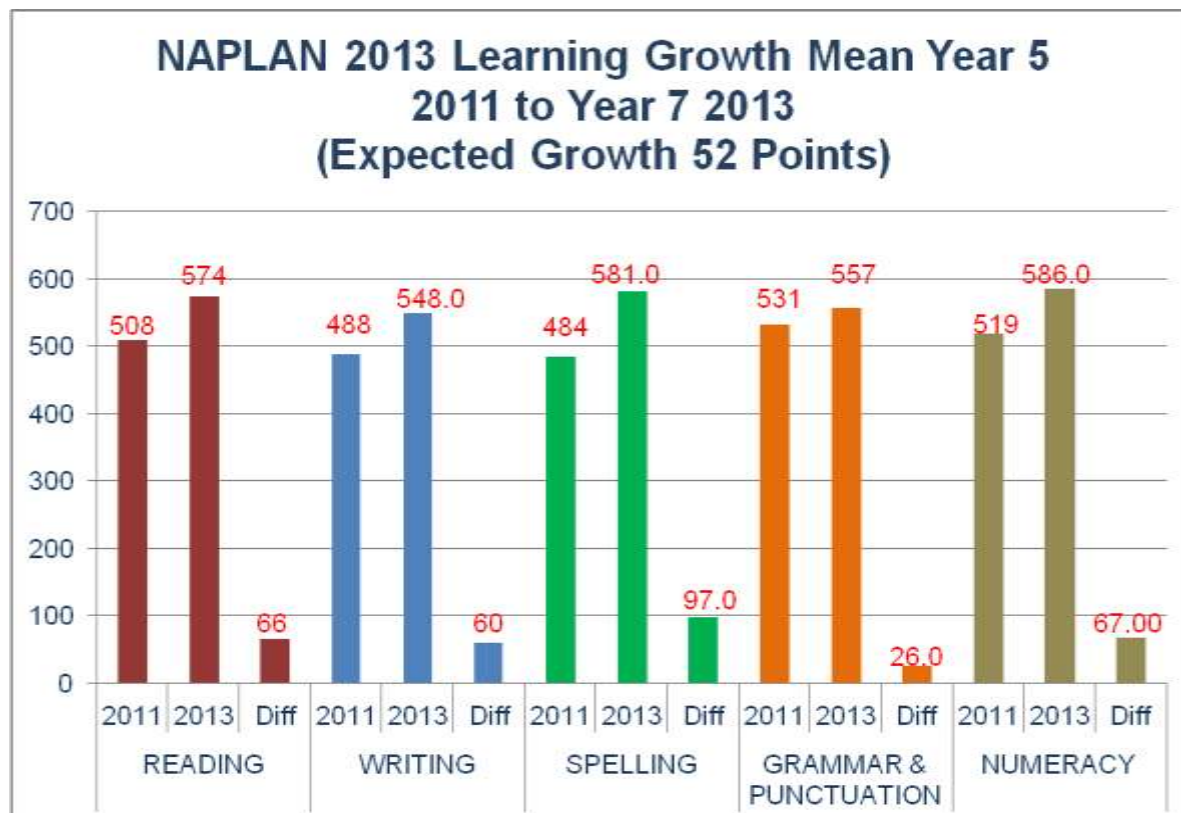
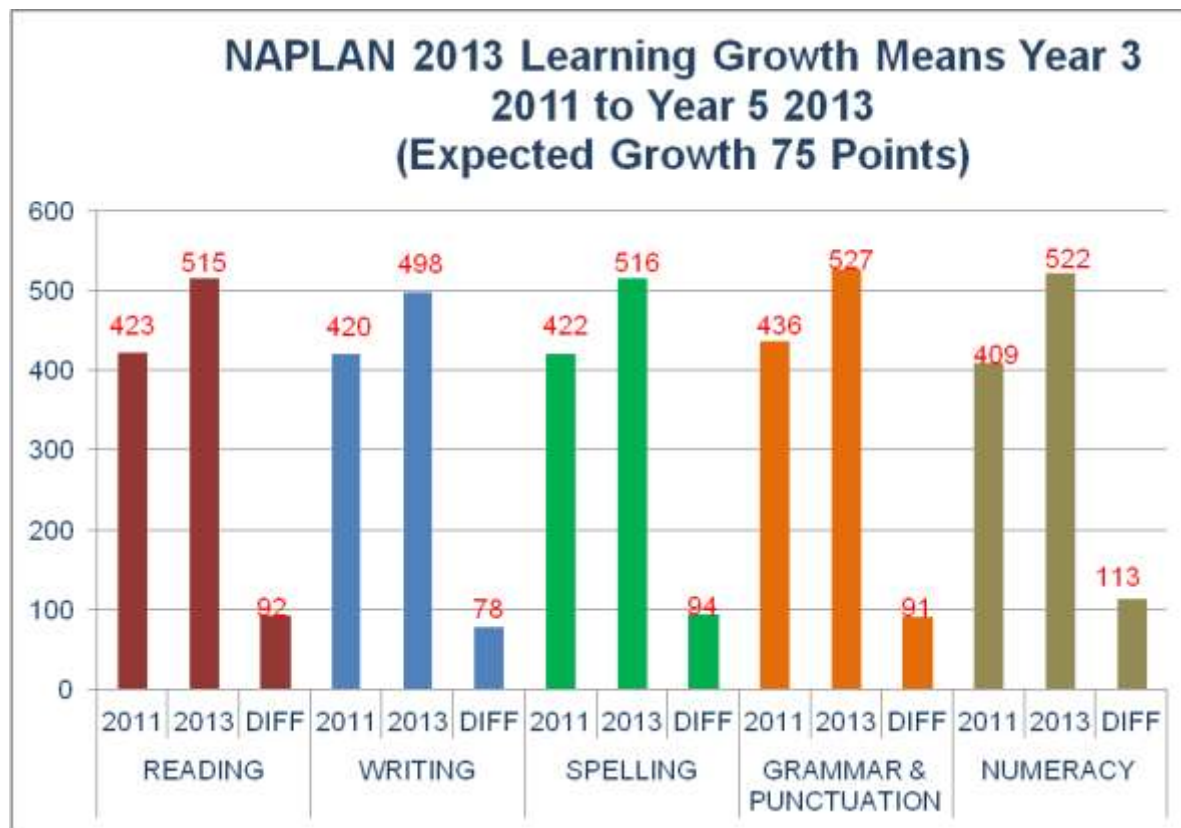


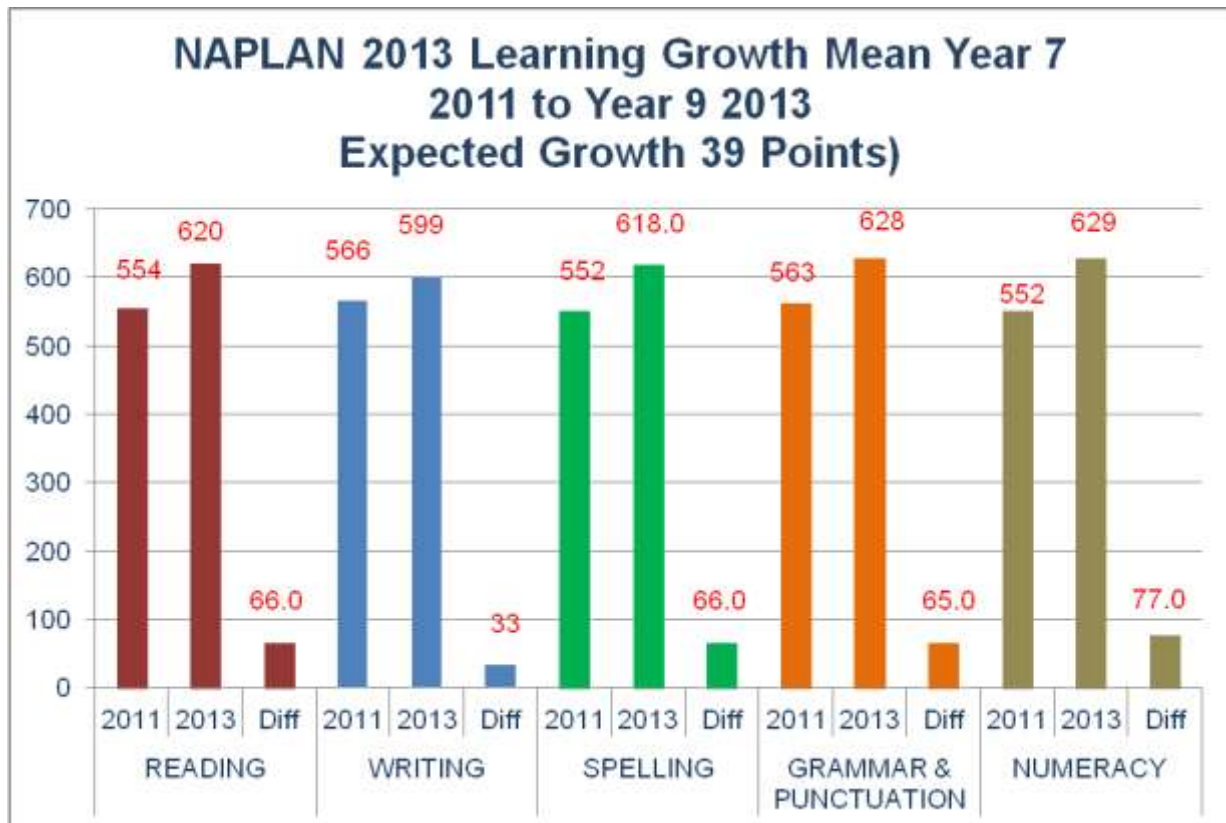
NAPLAN 2013: School/State Means

Secondary

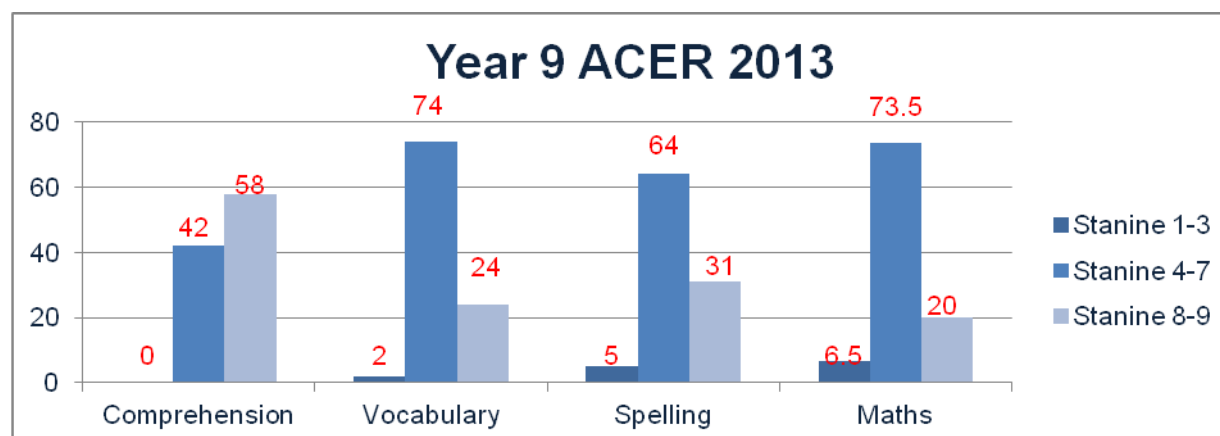
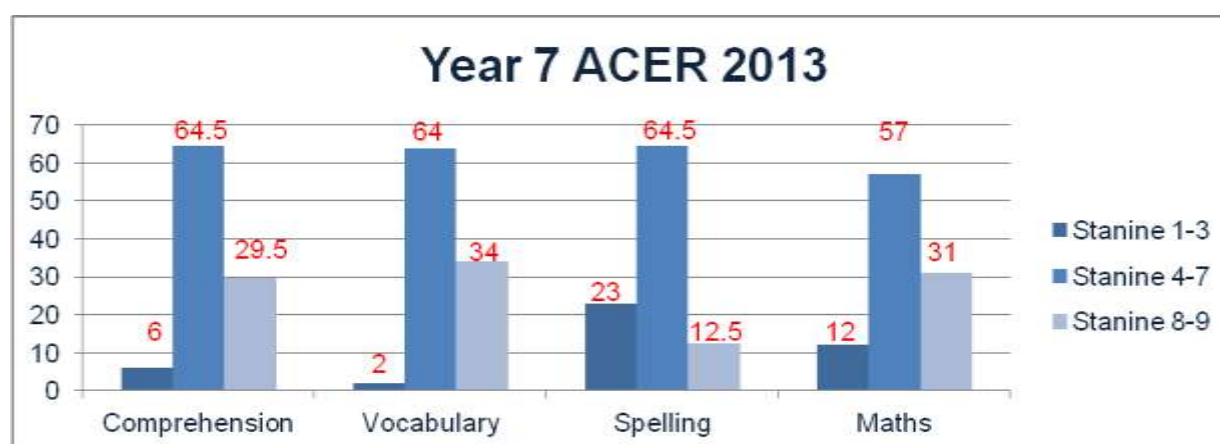
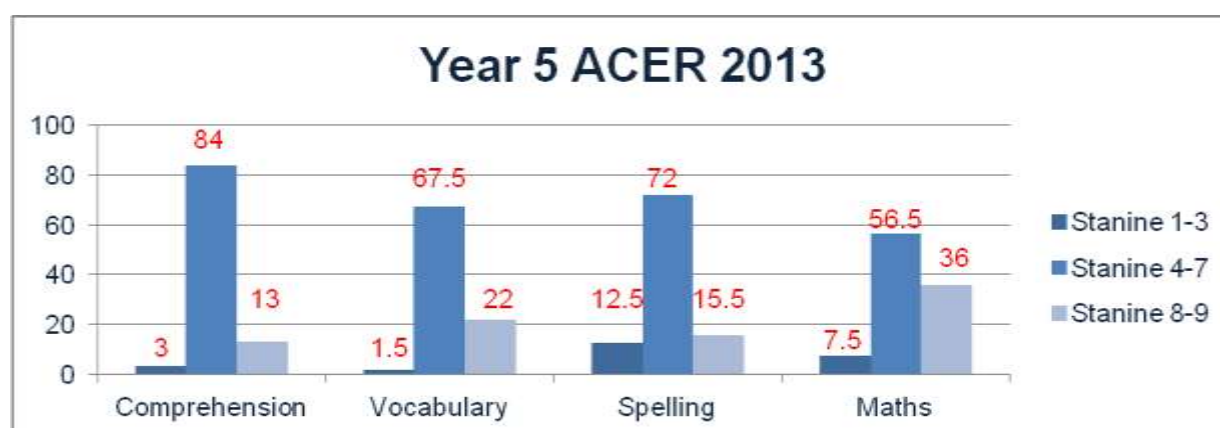
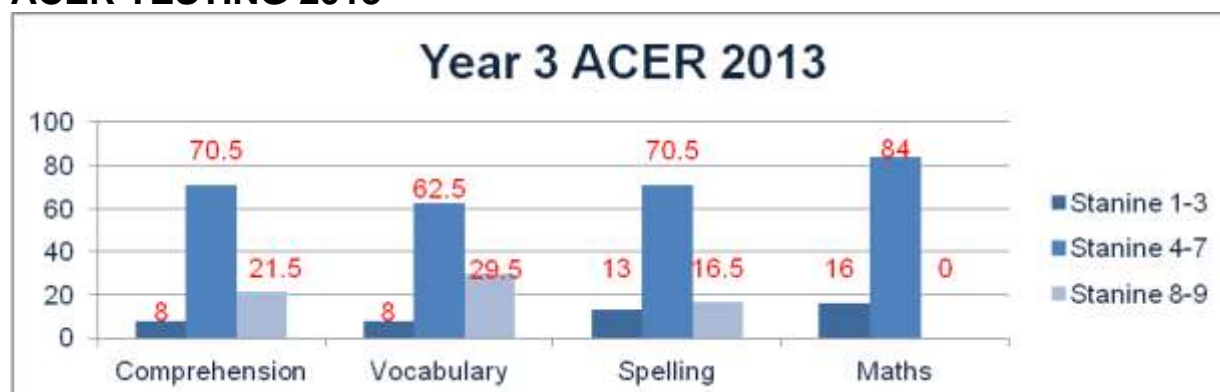


National Standards Testing





ACER TESTING 2013



'Stanine 8-9'
 'Stanine 4-7'
 'Stanine 1-3'

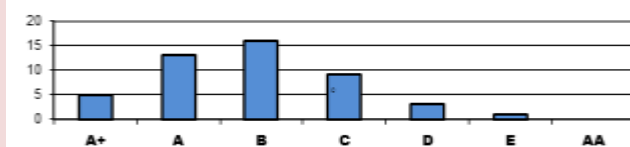
indicates the percentage of high achieving students in that area of testing
 indicates the percentage of students that have achieved the required standard
 indicates the percentage of students requiring some assistance in that area

Sample 'Comparative Grade Report'

Year 9 Semester 2, 2013

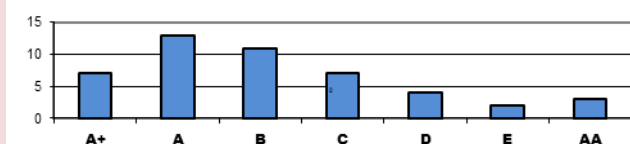
ENGLISH YEAR 9

	A+	A	B	C	D	E	AA
No.	5	13	16	9	3	1	0
%	11	28	34	19	6	2	0



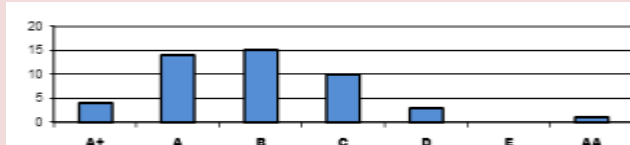
MATHEMATICS YEAR 9

	A+	A	B	C	D	E	AA
No.	7	13	11	7	4	2	3
%	15	28	23	15	9	4	6



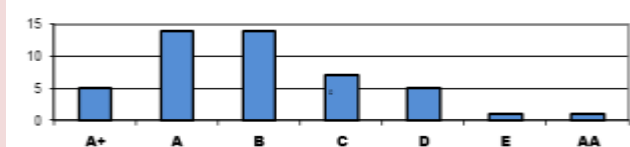
HUMANITIES YEAR 9

	A+	A	B	C	D	E	AA
No.	4	14	15	10	3	0	1
%	9	30	32	21	6	0	2



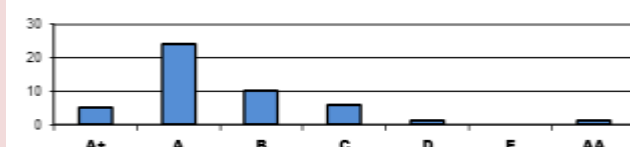
SCIENCE YEAR 9

	A+	A	B	C	D	E	AA
No.	5	14	14	7	5	1	1
%	11	30	30	15	11	2	2



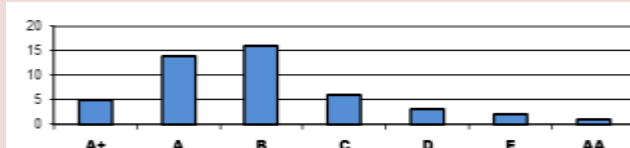
COMMERCE YEAR 9

	A+	A	B	C	D	E	AA
No.	5	24	10	6	1	0	1
%	11	51	21	13	2	0	2



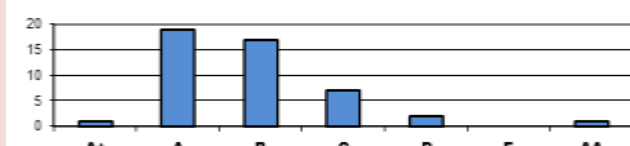
ILLUSTRATIVE DESIGN YEAR 9

	A+	A	B	C	D	E	AA
No.	5	14	16	6	3	2	1
%	11	30	34	13	6	4	2

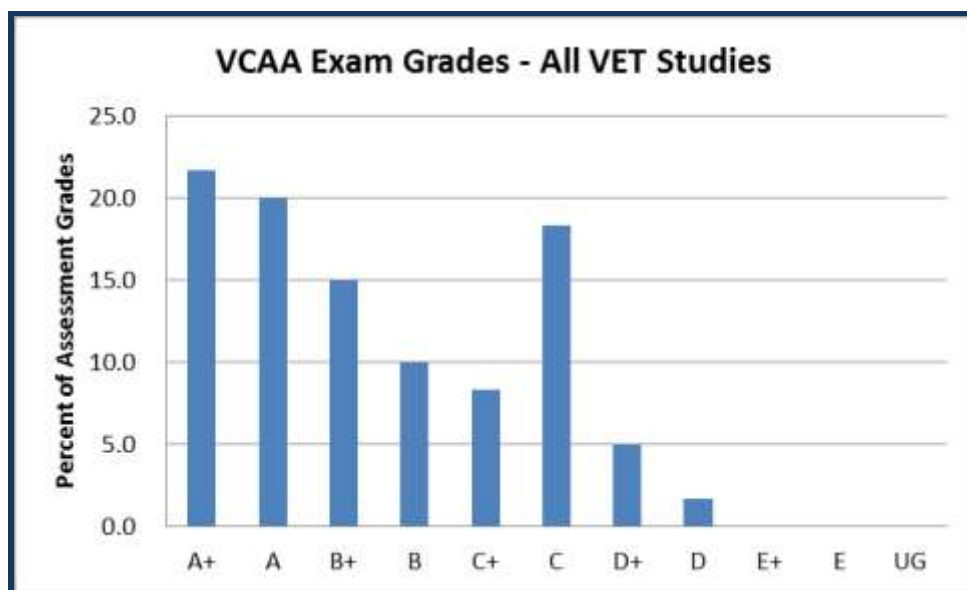
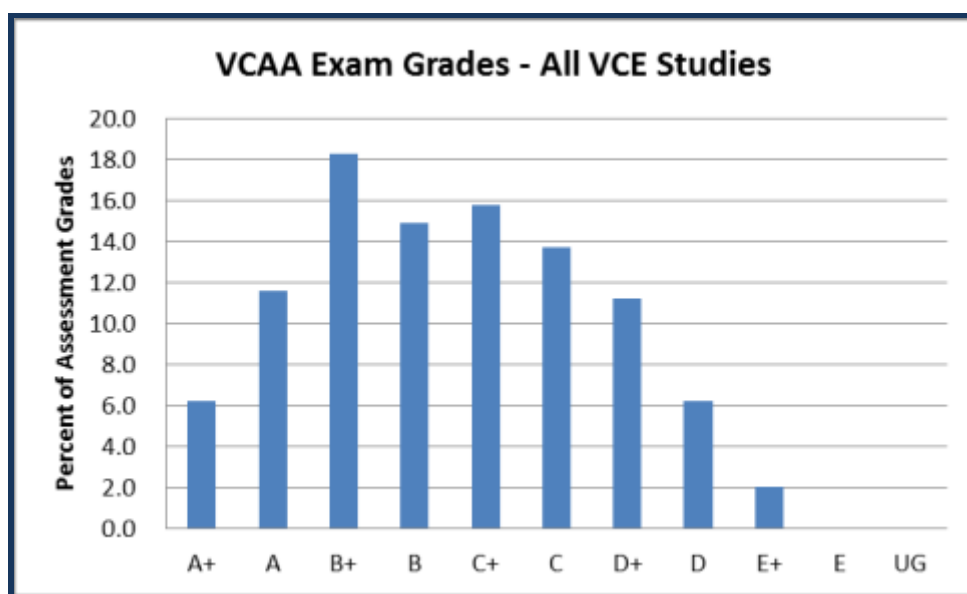


HEALTH / PE YEAR 9

	A+	A	B	C	D	E	AA
No.	1	19	17	7	2	0	1
%	2	40	36	15	4	0	2



VCE Assessment Grades Report 2013



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Thank you to the members of each Campus who supplied photographs for the 2013 Annual Report.