



# ANNUAL REPORT

## 2012

### GLENVALE SCHOOL

Registered Number: 1998





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## TO

## THE GLENVALE SCHOOL COMMUNITY

Cover picture:

**The Hon Alex Chernov, AC, QC, Governor of Victoria  
with Melbourne Campus Primary students**

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Primary students from Melton Campus

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## From the Principal

Glenvale School has continued to focus on providing quality educational opportunities so that all students can achieve their full potential.

Education throughout 2012 has been the subject of many reviews and debates including the 'Review of Funding for Schooling', the introduction of National Curriculum, the development of common teacher standards, and the advancement of resources and IT options.

This is all essential to build on international best practice and provide excellent outcomes for students and realise the expectations of parents.

Operating Glenvale School within the frameworks of the legislative requirements, the registration regulations and the expectations of emerging professional standards is a continuing challenge, but one that we as a team are achieving across our 13 locations throughout Victoria.

This Annual Report reveals the breadth of learning that students enjoy ranging from the routine classroom instruction, to the hands-on technology, music and practical experiences; incursions and excursions; community support and workplacement; physical and academic competitions; formal and social interaction; all setting the scene for developing successful learners, confident individuals and active and informed citizens.

The 2012 Senior Academic Results were a tribute to the teachers and students, which from a non-selective cohort with almost a 100% retention rate, the school achieved 10.9% of study scores above 40. Again, one Year 11 student took out the Premiers Award in VCE/VET Business.

Students actively participated in the Australian Maths Competition, the Rio Tinto Science Competition and the National Geographic Geography Competition.

These academic assessments encourage students to plot their successes against students from other schools and it also assists the school with formative assessment data to influence our curriculum and teaching practices.

Capital improvements always prove to be a major step forward and the newly completed multi purpose hall at Bendigo is certainly an excellent example.

Many other school initiatives were successfully continued including the School Based Apprentice (SBA) program for all Year 11 students, the extension of the school goal of independent learning, the intense intercampus teaching and learning via Videoconferencing and the cluster professional development and sporting days.



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While our Governments are trying to determine the impact of the Gonski report, at the school we must press on and plan, implement, assess and review the success of our own operations that puts the student at the centre of the educational world.

I take the pleasure to thank every teacher, administrator, student and parent as we move forward in a partnership following our motto of Learning to Learn.

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 2012 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



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## **Glenvale Education Inc.**

### **Board Report**

The Glenvale School Board has continued in 2012 to support and expand the plan of action in Education which involves input from all concerned.



The School Board continues to work closely with the Government's Registration bodies. We uphold the legal requirements, and the Government's priorities which are moving toward a unification in Curriculum across Australia.

There has been a strong emphasis in the development and upgrading of IT Facilities for Years 7 to 12. A new VC "Bridge" was introduced to help stabilize the VC System and this resulted in a high level of reliability across all Campuses. We now have the 10 Campus locations and 3 Annexes throughout Victoria, linked together with VC. An increase in the range of subjects is now available to our Students. Each Board Member is committed to uphold the unifying of the School, providing professional direction on Employment, and assisting in decision making processes.

The Board of Directors gives special recognition to the arduous work of the Principal of Glenvale School, and the Management Staff at the Central Administration Office, for their dedication in ensuring the smooth operation of the School. The Board endorsed the Goals in 2012 for Glenvale, including "Independent Learning", "Literacy" and "Community Services", which have been activated by the Team at Central Administration across all Campuses.

Each Board Member carries the responsibility for the School Finances, which are being well and carefully managed. Active pursuit continues for sources of Government Funding. The Australian and State Government contributions are gratefully acknowledged.

There has been an emphasis on OH&S in Schools, and quality auditing in Glenvale has helped to meet the Government requirements.

The Board extends appreciation to all Campus CEOs, Campus Coordinators, Staff of Glenvale School and the Parents and Community members who have devoted their time and energy to maintain the wellbeing and success of all Students. We also recognize the important work carried out by the untiring Canteen Workers, along with the P & F Committees at all Campuses. Together, they enable successful and regular contributions to financial areas.

Glenvale School Operations continues to have contact with affiliated Schools across Australia, resulting in sharing experiences and training for the New Australian National Curriculum.

Glenvale School remains committed to providing its clientele with an excellent education, and 2012 has seen some top academic results and initiatives from all involved.

### **David Thomas**

President  
Glenvale Education Inc. Board

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## 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 will provide the opportunity for students to complete primary and secondary schooling and gain recognised certificate qualifications, flowing through to the areas of business activity, family and community life. The emphasis at the school will be to develop the essential principle of 'learning to learn'.

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 / 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; and
- 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.

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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.

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## 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 ongoing focus for the Bairnsdale Campus has been teamwork and accountability.

Students have been given various opportunities to work collectively throughout the year.

In House assemblies students have successfully participated in the Tournament of Minds and the Campus Council organised a Jump Rope for Heart event which raised \$10,647.40 for the Heart Foundation.

All students have been encouraged to become self-directed learners with an increase in independence as an expectation in the more senior years.

The Year 11 and 12 students worked collaboratively with a designated mentor throughout the year and the introduction of a 'Holiday Homework' schedule gave students, staff and parents the opportunity to plan and monitor work to be completed between Terms 3 and 4.



One of our Year 10 students received an 'Honourable Mention' in the National History Challenge and was awarded "Young Historian" in the Victorian Community History Awards.







A variety of guest speakers have attended the campus to speak at assemblies, the most notable being Mr Tim Bull (Member for Gippsland East) Mr Darren Chester (Federal Member for Gippsland) and the Roulettes (Royal Australian Air Force).

The primary students attended singing lessons in Term 4 with a peripatetic music teacher. Piano lessons were made available in Term 4 to interested students.

The behavioural management policy of A B C continued to develop and evolve this year and strategies to assist teachers connect with disconnected students were discussed at a cluster PD day, hosted at the Bairnsdale campus.

The Bairnsdale campus has stringently adhered to all directives from Central Administration.

Staff and pupils have fully participated in cluster events with Berwick, Lilydale, and Melbourne Campuses. Our Campus successfully convened the Netball / Football day based at Sale.

*Andy Manicom  
Campus Coordinator*



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## Ballarat



What a year 2012 has been. There have been many highlights with students again striving to achieve their full potential.

Our students were once again given the opportunity to study in a variety of subject areas particularly at Year 11 and 12 with the further development of the VC system.

Our Academic results once again were a standout in 2011/12, with Chloe Ford just missing Dux of

Year 12 with outstanding results across all subjects. Other students performed very well with Reuben Crick receiving Silver in the OneSchool Awards for Grades 3/4.

Our SRC once again performed well raising money for the school.

Even after a slow start the 'Run the Lake' was held again in Term 3 with the students raising an amazing amount of \$55,000. It was wonderful to watch the students continually run, walk and ride around the Lake.

A total of 2454km was the combined total covered by all students, and the funds raised were put towards a synthetic Basketball Court.



Before



After

All students again participated in the Westpac Maths, Rio Tinto Science, and the National Geographic Geography competitions. Our students received a number of High Distinctions.

The 'Spelling Bee' competition was again a success with all students participating well. Our NAPLAN and ACER results were pleasing and showed that the Staff has been working well to help the students improve in these areas.





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Whole school activities have again been popular this year.

Beginning with excursions for all students to Lake Dewar, where students were able to test their skills in a variety of activities.



Sports days were held and we were able to run an extremely successful Athletics day with Hamilton, Melton and Mount Gambier Campuses.

Students will continue to be encouraged and provided with even more challenges in the coming year.



Our Cluster has worked well together, not only in sports days but also in Cluster Meetings.

The Meetings this year have enabled us to address a number of issues facing the Campuses and has given us a good insight into tackling them.

Jean Watson gave us an excellent presentation on extending our students' self directed learning, and how to achieve even further gains.

It has been a great year I would like to thank all staff, students, parents and community members who have supported our Campus this year, and especially your support for me as Acting CC this past Term.

*Wayne Robb*  
Acting Campus Coordinator



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## Bendigo

Academic Excellence continues to be the focus at this Campus, coupled with the reality that different students learn in different ways.

And there's no better way to showcase this with the presentation of several awards at the commencement of the Academic Year.

Three of our Year 12 students received 'Dux' Awards in a number of VCE subjects and Troy Pilcher was duly recognised as a OneSchool Award recipient.



Watching the new Multi-Purpose hall go up steadily was an important part of this year and we are all looking forward to celebrating our Presentation day in the new complex. The building and associated infrastructure is an amazing reflection on the commitment and support the Community show towards this Campus.

Staff and students can't wait to take out the Basketballs and throw a few hoops and our Primary students are very keen for the return of their play equipment, their own yard and return of their portable, all of which were temporarily 'unavailable' during the re-build.

One key component to our educational focus has been the recognition and the facilitation that despite our small class sizes, to maximise the learning opportunities for all students we need to deliver our content using a variety of means.

Consistency in staff particularly in our Secondary school continues to be a bonus. Staff changes in the Primary prove challenging. However we were fortunate to employ an enthusiastic young graduate teacher in our Year 3/4 class and the return of Mrs Gentry in our Year 5/6 class completed our staffing in the Primary.





The SRC continued to work diligently and offer opportunities for students to excel as leaders and facilitators of a variety of events with the focus being 'our community'. Fund-raising initiatives this year focused on the Anti-Cancer Council- "Biggest Morning Tea", visits to Old people's Homes within the local area, and the Children's ward at the Bendigo Hospital to name a few.

Teaching via VC continues to grow with 3 teachers delivering to several Campuses this year in the areas of VCE Math Methods, Visual Communication and Design and Legal Studies.

The Campus has committed to ensuring this technology works well to ensure the cohesive and professional delivery from our staff to other Campuses. It also enables our own students to receive quality teaching from colleagues from other Campuses.



The School Band grows every year and Primary students are now fully embedded as active participants. They are keen to learn and be part of this amazing group that cannot function without the amazing volunteer work undertaken by community members like Sharon Stead and Stelle Scott.

Overall, a busy year with focuses on Academic Goal setting, Community Awareness and setting up for the ideals of Independent Learning leading up to the VCE years.

*Mary Baxter*  
Campus Coordinator





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## Berwick

The year began on a high note for Berwick with excellent Unit 4 VCE results in 2011 Business Studies by our then Year 11 students. The bar was set very high, and their achievement has remained a goal for consecutive classes.

The NAPLAN results were similarly positive and indicate that the Berwick Campus has shown the greatest rate of improvement in Literacy and numeracy within Glenvale School.

Our school goals in 2012 have been consistently focused on Self Directed Learning and the way in which students can develop and implement independent learning strategies. Room 6 has now been earmarked as a designated SDL room.



To maintain focus on SDL, a regular feature in staff meetings was a 5 minute segment called “Learning Windows” where teachers rostered to report upon curriculum initiatives and progress in SDL. Students were also encouraged to choose a subject of their choice and as a class, make a 5 minute presentation each Thursday at the school Assembly. This was to encourage them to think independently and to gain confidence in Public Speaking. The Campus

Coordinator drew attention to SDL strategies each week at assembly, and the Daily Bulletin featured SDL ideas and hints.

The activities of the SRC this year was extraordinary. A great deal of money was raised through fundraising activities such as sales of Hot Cross Buns, St Patricks Day dress ups, Anzac Day Badges, Wedges Day, Mothers Day Stall, Butterfly Badges, Red Nose Day, Cafe SRC, Bandana Day, the Campus personalized Tea Towel, and the Lap-a-thon.

The school now has a new facade through the new fence and landscaped reflection garden designed by Year 10 student, Joseph McAlpin, as a Product Design and Technology project and funded by money raised from the SRC lap-a-thon.

Competitions were entered this year, with success. Entries in the Westpac Maths Competition resulted in 10 awards, the Rio Tinto Science competition attracted 6 awards, the National Geographic Geography Competition saw 5 awards, and entries in the Home Economics Victoria Food Design Challenge produced 7 winners.



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The Campus submitted the names of two students as candidates for the Glenvale One-School awards. A new initiative in 2012 was the development of an academic extension program run through student support under the guidance of Mrs Megan Moore.

Students were invited to participate voluntarily in learning projects beyond the formal curriculum and the enthusiasm generated through the program, and the increase in academic motivation has been extraordinary.



In conjunction with this, the primary teachers initiated an Independent Learning Project (ILP) as part of their coursework, and students produced work outcomes of a very high standard. Special activities days were implemented throughout the year.

The Community Open Day was a great success and was designed to provide an opportunity for the community to come and observe, and participate in all of the activities of a normal school day. Ancient Civilisations Day saw all Humanities students in Year 7 and 8 researching and presenting independent projects that focused on an area of personal interest for them. Mentored by their teacher, Ms Reale, the students demonstrated an amazing capacity to bring to life one ancient civilisation.

The primary students enjoyed a Special Cultural picnic in the reserve next to the school, and in Health and PE students cooked food over an open fire behind the school. Many other activities have taken place. Students have attended cluster sports and academic days, been swimming, attended the gym, been on bike-at-thons, achieved the many outdoor and indoor challenges at The Summit, walked through the Melbourne Museum, been inspired by Top Designs, visited the Law Courts and the old Melbourne Gaol throughout the year.

Teachers have hosted and attended Staff Cluster Days and attended external professional learning seminars and conferences throughout the year. At the end of the year we farewelled Caroline Townsend who is taking maternity leave, Mr Ross and Mr Seigerman, who are both retiring from teaching.



Our highlight of the school calendar was the Annual Presentation Day. We were entertained by excellent musical performances from choirs and bands, and we celebrated the academic success of our students.

We look forward to new challenges and achievements in 2013.



*Norma Ashton-Smith*  
Campus Coordinator



## Hamilton

Many of the highlights, challenges and achievements of this year were presented at our end of year 'Presentation' ceremony.

As a school community we marvelled at the highly competent, positive, and sometimes humorous 'Reflection Speeches' presented by our Year 6 and Year 12 graduates.

They shared their learning and personal development experiences of the year and reminded everyone of the wonderful opportunities all our students have to succeed if they will take on the challenge and responsibility for their own learning.



The importance of our school motto, 'Learning to Learn', was emphasised.

They also shared how they had overcome various difficulties and learnt the value of cooperation with classmates and teachers to target their learning goals.

On behalf of all students they expressed a genuine appreciation for their teachers, parents, the office ladies, school Board members and the many community members who had

supported and encouraged them throughout the year as well as provided the beautiful learning facility that we enjoy here at Hamilton campus.

Other items and mentions in the 'Presentation' gave everyone a snapshot of the various learning experiences that went on in yet another busy schooling year.

The up tempo items of school band and piano students, the Moyston and Ballarat sports days, the excursions and incursions were just some of the things that enriched our lives.



We were also reminded of the diverse range of abilities of our students during the many academic and non-academic certificates that were presented.



Again we had great success in the National Geography Competition this year with 6 High Distinctions being achieved. We are especially proud of Marcus Young who became the overall 'Champion of Australia'.

As a campus we have been working towards the goal of students becoming more independent and responsible for their learning.

The students are being encouraged to see that while their teachers may provide learning challenges and opportunities, students determine whether they are learning to their potential and preparing to do their best in school and life.

At Hamilton Campus, undertaking VCE involves taking at least some classes by video conferencing.



This year our 'Fabulous Five' (our Year 11 and 12 students) have demonstrated self discipline and good organisational skills with this mode of learning and produced some excellent results thanks to their efforts and those of presenting teachers

The end of 2012 meant farewelling three valued teachers: Mr Allinson, Mrs. Steer and Miss Lynch.

*Peter Bakker  
Campus Coordinator*





## Lilydale

At the Lilydale Campus we have embraced the three goals of Glenvale School for 2012.

We decided to dedicate our energy to all three goals but as the first two are long term goals, and measured over a medium to long term period of time (2 – 5 years), we thought of using one goal to measure the success we had at the campus in 2012.

The only goal that gives us the opportunity to do just that is School Goal 3, namely, Community Service. We achieved this by encouraging all students to get involved in community service projects that provide the opportunity to be contributors to the wider community.



We encouraged the students and gave them the opportunity to get involved in community service projects.

Three events need particular mention. Firstly, the 'Bike-a-thon' for the Royal Children's Hospital which raised \$31,572.



Secondly, we also supported the 'Biggest Morning Tea' where the proceeds went to the Cancer Council, and thirdly, the 'Keep the Creek Clean' program where the students planted over 200 trees and raised a considerable sum for the local CFA.

Academic success was again one of the objectives at the Campus and Elyse Garrett excelled in the VCE VET Business Exam ('11) with

a perfect score of 50 and was placed first in Victoria. She was also the recipient of the Premiers Award in the subject. Sarah Weeks was placed third with a score of 48.

Elyse Garrett and Sarah Weeks were both awarded the Australian Vocational Students Prize which consisted of a Certificate and a cheque for \$2000 each.





Secondary students excelled in the competitions we participated in throughout the year. Our Campus had a number of High Distinctions in the 'Big Science Competition', the Australian Geography Competition, and the Australian Mathematics Competition.

Our campus hosted the first ever Academic Cluster Day which was welcomed and enjoyed by all involved. The staff worked together to make this event one of the highlights of the year.

We also had numerous excursions and incursions. The secondary school visited the RAAF Museum, the Immigration Museum and Science Works to mention a few. The primary school also visited the Melbourne Museum, Werribee Zoo and Science Works.

At the Athletics Day in Ringwood, students from both the secondary as well as the primary area excelled. Four primary students and three secondary students walked away with new records to their names. The secondary girls did exceptionally well and three girls from our campus became age group champions.



This has been an interesting and challenging year not only for me but also the two new CEO's. We are now looking forward to an exciting new year.



Much of the new primary area has been built, but a lot of work has to be done before the school year starts!

I would like to thank all the stakeholders in this Campus, 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



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## Melbourne

2012 has been a year of consolidation at Melbourne Campus.

Our two CEOs began with a years experience and have done a wonderful job.

They have been involved in student issues, giving support to teaching staff and ensuring the school ran as smoothly as possible.

The staff group is stable with a new part time Technology teacher, a full time Legal Studies/Humanities/Business teacher and a new Teacher Aide.

We also appointed a new Grade 3/4 teacher, whose enthusiasm and dedication has already paid dividends with improved student outcomes.



All have assimilated well with the existing staff and one of the highlights of the year was the much improved staff relations and team spirit.



A new Campus Secretary was appointed midyear and has settled in extremely well.

The student body was ably led by our Year 12s who were great role models.

We had very few discipline issues and were able to concentrate on rewarding students for their great attitude and achievements.





A concerted effort was made to set goals for the students and to encourage academic progress and our new Academic Results Competition has provided renewed focus on academic achievement.

We took Community Service as a school goal and successfully raised many thousands of dollars for various charities as well as conducting student visits to a nearby Aged Care Facility.



Our campus continued to enjoy many sports days, excursions and incursions with one highlight being the visit to the campus by the Governor of Victoria.

Self Directed Learning was well received by the teachers and students and will continue to be a focus next year.

*John Cooper*  
Campus Coordinator

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## Melton

Recently I was given the privilege of becoming Campus Coordinator at Glenvale Melton/Geelong.

I have embraced this with sincere passion and dedication and commitment to improve teaching and learning at Melton/Geelong Campuses.

Over the last decade, we have increased our knowledge about how effective schools create the conditions that support high-quality instruction and learning.

There are many different ways that teachers can vary their approach and still be highly effective in the classroom.



All teachers use their professional judgement to adapt their practice to the specific context they work in and to the particular cohort of students they teach.

We are developing everyday to improve student outcomes and let each student reach their full potential.

The teachers at Glenvale Melton/Geelong are involved in Professional Practice each week and it's becoming common for teachers to be visiting other teacher's classes.



This will establish professional working between teachers to enhance student learning and outcomes.

The staff at Glenvale are loyal

and devoted to the teaching and learning of your students and I would like to acknowledge the staff and their dedication.



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As teachers, parents and community we are developing a culture of 'Respect, Integrity and Responsibility', and in doing so we have had a significant change in the culture of Glenvale Melton/Geelong.

I would like thank both CEO's and the community for their support in striving to change the culture at our Campus.

2012 saw the introduction of three CEO's



and Board of Directors, and I would like to take time to thank each of them for the support and effort that they have given to Glenvale Melton/Geelong.

A school cannot exist without the help of several important people. I would like to thank the P&F, Canteen staff and volunteers for their continuing work to support our school.

We have had a busy year and I am looking forward to working at Glenvale in 2013.

*Angela Ward*  
Campus Coordinator





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## Nathalia



At the start of 2012 we looked at our school goal of Self Directed Learning and decided to work it practically.

Our Learning Centre was developed which allowed us to experience open area learning in the context of Self Directed Learning.

We had some timetabled classes from Year 3 to Year 11 and 12 in the centre, which enabled the students to begin to self direct and mentor each other.

In 2013 we have Self Directed Learning timetabled for each year level. This is something we aim to develop even further.

Quiet reading was introduced at the beginning of Term 2. This requires students to read a novel for 15 minutes after lunch on three days of the week. It is a very pleasant quiet time where staff and students can enjoy reading. It also enables classes to start on a quiet note.

Our commitment to community service was again high on our agenda:

- Many of our students contributed to the seemingly never ending task of sand bagging and cooking food for all the volunteers during the March floods
- Our orchestra played at the Nathalia Hospital Fair and the Biggest Morning Tea
- Our primary students sang at Barwo, the local aged care facility
- Our secondary students participated in Meals on Wheels one Monday per month
- Our students assisted at various functions run by organisations in the town



During Term 3 we had students participate in a biathlon which included a canoe leg in the Broken Creek in Nathalia and a run leg around the creek running track.

This was enjoyed by all and the whole activity reinforced the importance of being able to work together as a team.



Mrs Rosina Gemmill and Mrs Kerry Frizzell, both of whom have been long time staff at the Nathalia Campus are leaving Glenvale at the end of this year.

We thank them for all their efforts, time, and energy and care that they have put into our school and wish them both the very best in their new endeavours.

I have really enjoyed working with Andre Buchner as our CEO. Andre is moving on from this position and whilst I am looking forward to working with Peter Phillips who comes into the role, my experience with Andre has been one that I will always cherish.

On reflection, whilst 2012 was a year in which our campus was presented with some challenges, I am very pleased with how our students and staff handled 2012 and I eagerly look forward to 2013.



*Reno Lia*  
Campus Coordinator





## Swan Hill



A culture of high academic expectations and outcomes is firmly entrenched at the Swan Hill Campus.

We pride ourselves on encouraging and supporting all students to achieve their personal best in all areas of the curriculum and extra curriculum activities.

The campus is fortunate to have a stable, experienced and

committed team of teachers whose primary focus is the learning needs of their students.

January 2012 saw the arrival of two new staff members who were prepared to travel halfway round the world to join the staff at the Swan Hill. Mr and Mrs Coghlan made their way from South Africa to take up the positions of Science, Technology and Sports Teacher and English, Humanities and Sports Teacher. They have adjusted very well and are keen to continue with us in 2013. There will be no changes to staff at the end of 2012.

The focus on Self Directed Learning in 2012 saw all staff members researching and implementing new strategies to develop their students' independent learning skills and encourage them to accept responsibility for their own learning. Considerable progress has been made in this direction and the campus is currently developing a new Independent Learning Area suitable for conducting multiple year level learning sessions in 2013.

"Giving to the broader community" was campus goal for 2012.

We hosted our first "Biggest Morning Tea – A Mad Hatters Tea Party" in aid of the Cancer Foundation. Term 4 saw us running a Fun Sports Day and Balloon-Up to raise much needed funds for the Extended Care Unit at our local hospital, which is in need of a patient transport vehicle.





Our primary students and staff have been kept extremely busy and challenged as they have worked their way through a very interesting and full curriculum.

Their classroom learning has been enhanced with numerous field trips and excursions. Their school garden has flourished and they harvested, processed and sold their first crops. They have established a composting system and were very grateful for the gift of “fresh urban worms” from Mr. Colin Turner.

Our curriculum was enriched again this year with some excellent excursions to Lady Northcote Recreation Centre; State Parliament; Court tour and



re-enactment at the Old Melbourne Gaol, Murray River cruise; Swan Hill Magistrates Court; Melbourne Planetarium; Kerang businesses, museum and Library.

Our relatively large Year 12 class have been a pleasure to work with throughout their six years at the campus. Their diverse personalities, interests and strengths have allowed them to enrich our campus and make many valuable contributions.

Most of the group have been very focused during their final year, working extremely hard to achieve their best outcomes.

They have been good role models for their young peers and have left a big hole in our student ranks since they finished in November.

Many thanks to the CEOs, Directors, Parents and community members who support the students and staff at our Campus in so many ways.

I believe it is the excellent partnership between these parties that enables our Campus to provide wonderful learning opportunities for all students.



*Jan Monaghan  
Campus Coordinator*

## Curriculum - Primary

### Primary Administration



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

### Curriculum

Glenvale's curriculum is based on *Victorian Essential Learning Standards* (VELS) and uses VELS support material to inform and support all teaching and learning.



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 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 2012

HUMANITIES				
	Term 1	Term 2	Term 3	Term 4
Level 3	HISTORY <i>Multi-Culturism</i>	GEOGRAPHY <i>Environments</i>	HISTORY <i>Local Area</i>	CAMPUS CHOICE
Level 4	HISTORY <i>Multi-Culturism</i>	GEOGRAPHY <i>Environments</i>	HISTORY <i>Government and Laws</i>	CAMPUS CHOICE

SCIENCE				
	Term 1	Term 2	Term 3	Term 4
Level 3	EARTH & BEYOND <i>Spinning in Space</i>	LIFE and LIVING <i>Ecosystems</i>	NATURAL & PROCESSED MATERIALS <i>Kitchen Chemistry</i>	ENERGY & CHANGE <i>Smooth Moves</i>
Level 4	EARTH & BEYOND <i>Our Place in Space</i>	LIFE and LIVING <i>Ecosystems</i>	NATURAL & PROCESSED MATERIALS <i>Change Detectives</i>	ENERGY & CHANGE <i>Slip, Slide, Surf</i>

Now in its sixth year, primary education within Glenvale School delivers a curriculum which supports continuous learning growth for students. It is particularly pleasing to see significant growth for students who were originally at the lower end of the range.

The high level of retention and the quality of primary teaching staff, enhanced by their dedication and commitment, supports sustained and continuous teaching and learning.

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 2012 followed the Victorian Essential Learning Standards (VELS) framework in the following areas.

	Level 3, Grades 3 & 4	Level 4, Grades 5 & 6
<b>Physical, Personal &amp; Social Learning</b>	Health	Health
	Physical Education Interpersonal Development Personal Learning Civics and Citizenship	Physical Education Interpersonal Development Personal Learning Civics and Citizenship
<b>Disciplined Based Learning</b>	The Arts – Visual	The Arts - Keyboarding The Arts – Visual
	English Humanities	English Humanities – Economics Humanities – Geography Humanities - History
	LOTE	LOTE
	Maths	Maths
	Science	Science
<b>Interdisciplinary Learning</b>	Communication	Communication
	Technology – Food, Textiles & Woodwork Thinking	Technology – Food, Textiles & Woodwork Thinking
<b>Other</b>	Bible Studies	Bible Studies

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*

See Appendix for further detailed information on Assessment



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## Curriculum - Secondary



### Administration

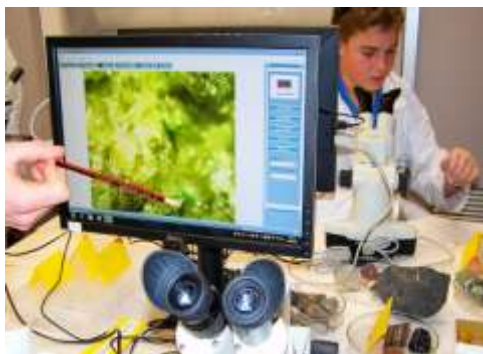
The Secondary section of the school is managed by Mr Colin Turner, who has extensive administrative and leadership experience.

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, 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 83 VC students at this level successfully passed their subject and thirty-six scored higher than the state average. Eight VC students scored above 40.

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 meet regularly for Sports Days but this year the Western Cluster hosted a *Literacy and Numeracy Day* while the Eastern Cluster held an *Academic Day* complete with thinking and skills games and debates.

No secondary program would be complete without the co-curricular activities. One of the Glenvale *School Goals* for 2012 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 all across the Asia Pacific region.

In 2012 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.

*Colin Turner*

### Student Attainment level

Competition	High Distinction	Distinction	Credit
Australian Geography	14	15	41
Australian Mathematics		26	122
Rio Tinto Science	1	7	49

## Video Conference Learning



Glenvale School continues to develop and implement the virtual classroom throughout the Victorian campuses.

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 forty seven weekly presentations for eighteen separate classes across years eleven and twelve.

Every Victorian campus received VC lessons delivered from eight different campuses. There were 83 students enrolled in unit three and four VC subjects and fifty seven students enrolled in unit one and two subjects.





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The subjects were:

Unit 3/4 Product Design and Technology, Economics, English, Financial Services, Food and Technology, History, Legal Studies, Maths Methods, Further Maths, Visual Communication and Design.

Unit 1/2 Product Design and Technology, Economics, English, Food and Technology, History, Legal Studies, Maths Methods, Physics, Visual Communication and Design.

Nine Year 12 subjects were delivered by Video Conferencing:

Design & Technology  
English  
Further Maths  
Economics  
Food & Technology  
History  
Legal Studies  
Maths Methods  
Vis. Comm. & Design

Mike Kaplan  
Annie Thompson  
Pauline Steer  
Rosina Gemmill  
Sue O'Bryan  
Wayne Robb  
Mary Baxter  
Jean Watson  
Sandra Watson

All VC students successfully passed their subject and 36 scored higher than the state average.

8 VC students scored above 40.

The Business class at Swan Hill averaged 40+

26% of all the Business 3/4 students (all Yr 11) achieved a Study Score of 40+.



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 classes.

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 work.

*Derek Eden*

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## 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 range 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





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## 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  
Day of the Notables  
Holiday Homework schedule  
Legal Studies Seminar  
Life Skills Program  
Literacy Week  
Physics Prac Day Bendigo Campus  
Pre-Driver Education - Charlton  
Self directed learning  
Student Leadership Council  
Student run Assemblies  
Talent Quest – Year 11 Business project  
Team Building at the Summit  
Tree Planting



### Academic

Academic Day  
ACER testing – numeracy/literacy  
Annual Spelling Competition  
Australian Maths Competition  
Book Week Parade / Play  
Coastal Geography  
Compulsory Semester Examinations  
Creative thinking narratives  
Cross level teaching  
Discovery Centre Displays  
General Knowledge Competition  
Graduation Day  
Habits of Mind  
History presentations  
Literacy & Numeracy assistance



LOTE presentations  
 Maths Week  
 Museum of Modern Thinking  
 NAPLAN Testing Years 3, 5, 7, and 9  
 National Geography Competition  
 Orientation Days  
 Picture Story books  
 Rio Tinto Science Competition  
 Spelling Book Programs  
 Student Mentoring  
 Study Centre for teaching  
 Tournament of Minds  
 Transition Days for VCE entry  
 VCE Information Sessions – parents



### **Sporting**

Athletics Cluster Days  
 Basketball - Dandenong Stadium  
 Before school morning runs  
 Biathlon  
 Cross Country  
 Football/Netball Cluster  
 Gymnastics program  
 Kayaking & Rafting  
 Orienteering  
 PIT Gym  
 Swimming program  
 The "Cluster Cup"  
 Western Bulldogs football team Clinic



### **Administrative & Parental**

Assembly Programs  
 Campus Boards  
 Cluster Days- Literacy / PD / VC  
 Driver Ed programs  
 Excursion assistants  
 Extension of woodwork facilities  
 Father's Day  
 Grandparents day  
 Heat & Serve scheme for canteens  
 House system / duties & rewards  
 Library Assistants  
 Mother's Day  
 New facilities & classrooms  
 New primary buildings  
 Newsletters & Bulletins  
 P/T Meetings with over 90% attendance  
 Parent attended Assembly presentations  
 Reading Support  
 RTO School based Certificates



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School Buses  
Security gate and CCTV coverage  
Semester Reports  
Tree-planting expeditions  
Uniform Shop  
Upgrade traffic management for car & bus parking

## **Music and Cultural**

Ballard Recitals  
Charlie & The Chocolate Factory  
Piano student performances  
Piano tuition  
Primary Choir performances  
Primary Singing Lessons  
Public Speaking competition  
Puppet Theatre  
School Choir  
School Ensemble  
School Orchestra – Nursing Homes and Hospitals





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## A selection of Campus Excursions

Barry Steggall Park  
Bayplay – Portsea  
Bendigo CBD  
Bendigo Pottery  
Bike-A-Thon  
Billabong Study  
Botanic Gardens – Geelong  
Botanical Gardens – Melbourne  
Bunbartha Observatory  
Canberra Excursion  
CERES Indonesian Culture Excursion  
Charlton Driver Education Centre

Chinatown Tour  
Chinese Museum  
Coal Creek  
CSIRO  
DECA - Driver Ed  
DEWAR Camp  
Docklands  
Ecolinc – Bacchus Marsh  
Food Design Challenge Expo  
Ford Discovery Centre  
Golden Cow / Port of Echuca  
Grampians



Hall's Gap Zoo  
Hamilton History Centre  
Hard Rock Climbing  
Historical Museum Bairnsdale  
Holocaust Museum  
Immigration Museum  
Indigenous Games – Shepparton  
Indoor Rock Climbing  
Kerang Museum & Library  
Lady Northcote Recreation Camp

Lake Dewar  
Lake Mountain  
Lego Education Centre  
Local Magistrates Court  
Lyrebird Park  
MCG Tour  
Melbourne Aquarium  
Melbourne Docklands  
Melbourne Museum  
Melbourne Planetarium



Melton & Sunbury Heritage Trails  
 Metro Traffic Education Centre  
 Mission to Mars  
 Mt Macedon bushwalking  
 Murray River cruise on the "Pyap"  
 Narracan Creek Field Study  
 National Sports Museum  
 National Wool Museum – Geelong  
 Old Melbourne Gaol  
 Parliament House  
 Parliament Sitings at Bendigo & Ballarat  
 Queen Victorian Market

Queenscliff Marine Centre  
 Quilt & Craft Exhibition  
 RAAF Base Sale  
 RAAF Museum – Point Cook  
 Sugarbeet Museum Maffra  
 Red Court Farm  
 Roman Exhibition  
 Rosalinde Park  
 Scienceworks  
 Shepparton Saleyards  
 State Parliament  
 Supreme Court



The Keeping Place – Bairnsdale  
 The Otway Fly  
 The Summit  
 Top Designs  
 Tutankhamen Exhibition  
 VC Days – Melton & Melbourne

VSSEC "Mission to Mars"  
 Werribee Zoo  
 Westerfolds Park  
 William Angliss  
 Woodwork Show  
 Writers workshop



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## A selection of Campus Incursions

Andrew Downs & Greg Gentry – Police  
Ann Thompson – English  
Berwick Shire Mayor  
Chief Petty Officer Michael Davies  
Darren Chester MP  
Jill Pattendon & Norma Heslop



Lois McCalman - Textiles & Embroidery  
Matthew Guy - Minister for Planning  
Michael Pankridge - Author  
Mr David Hodgett - MP  
Mr Ron Shemilt – Time and Task Mgt  
Ray Weston - RSL



Mr Tim Bull MP  
Ambulance Victoria  
Audiologist from Malawi  
Coast Care  
Country Fire Authority  
Cricket  
CSIRO – Forensic Science & Nanotech  
Leukaemia Foundation  
Royal Flying Doctor Service  
RAAF Sale  
SES

East Gippsland Coast care  
Football Academy Coaches  
Grammaticus presentation  
Guide Dogs  
Gymnastics - instructor  
Keys Please – Driver Education  
Law Reform Commission  
Royal Children's Hospital  
Life Saving Victoria - CPR Mini Beasts  
Royal Lifesaving (HPE)  
Snake Man





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## 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 learning and assessment strategies is well recognised.

Learning and assessment strategies are developed to ensure consistent use of resources to meet the requirements of the relevant endorsed training package(s) and/or accredited course(s).



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.

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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 assessment tools to suit the cohort and context of its students.

These tools are validated by assessors and members of industry to ensure that the 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 program 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.



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## 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 offers Certificate IV courses from the Business Services and Financial Services package.

The VETiS program forms a strong pathway for students wanting to continue training post-secondary school.



The program is organised so that delivery and assessment takes place in a traditional classroom setting in the following timetabled classes:

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

### 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)



*Priscilla Brown*  
RTO Manager



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## Glenvale Training



Glenvale Training 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 Training, through each Campus of Glenvale School, offers various VET subjects, and has undertaken to provide both school based and workplace training under a comprehensive 'School Based Apprenticeship' (SBA) program.

Glenvale Training has now become a Group Employer and is responsible to deliver group training in accordance with recognised practices and procedures.

Group Employment is an optimum contractual employment and training opportunity where Glenvale Training enters into an apprentice agreement with each student. The student is then contracted to various 'Host Employers' to fulfil the on-site workplace training requirements of the program.

The Group Training Model allows, where possible, 1 - 2 placement "rotations" to be included in the year long program.

Glenvale Training is the legal employer, and the apprentices 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 apprentice.

Glenvale Training's aim is to assist our apprentices (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.

From 2013 Glenvale Training will be renamed Glenvale Employment Services to better identify its role as an employer of School Based Apprentices.

### **School Based Apprenticeship Program**

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

During 2012 Year 11 students completed the SBA program in the Certificate III in Business. We had a total of 62 students complete the SBA in 2012.



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## Workplacements



As part of the SBA program year 11 students are required to complete a minimum of 336 hours work placement. In 2012 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 SBA guidelines Training Officers (or RTO representatives) visited 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 SBA 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.



We also plan to distribute a new information guide to all Host Employers at the beginning of 2013 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 improvement issues we have a policy of surveying all Host Employers in the second semester of each year.

In addition to asking a range of questions on the programs structure, student performance, and administration matters we also attempted 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 were returned, approximately 75 per cent, and of these the overwhelming majority was very supportive of the program and believed it was of great value to the students who were participating.

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

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## General Comment



Students who undertake a School Based Apprenticeship as part of their senior education are more “work ready” and have an easier more successful transition into full time and part time employment.

In 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.

*Ross Smith  
Manager, Glenvale Training*

## OHS Report

During 2012 we fully implemented the Glenvale OHS Management System in association with the OHS Consulting Firm Quallsafe Management Systems.

All campuses were managed by established OHS Teams and engaged in an approved consultation process and 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 Quallsafe to ensure compliance and continuous improvement.

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 the State OHS legislation.

While our current OHS Management System has been developed with the proposed new legislation in mind we will continue to ensure we manage any additional requirements in the SBA/Host Employer area.





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## 2012 Australian Schools Census Summary

### STUDENTS

Primary	233
Secondary	347
<b>TOTAL</b>	<b>580</b>

### STUDENT ATTENDANCE (%)

(reported in National Attendance Census)

Bairnsdale	94.9
Ballarat	97.1
Stawell	98.8
Bendigo	95.3
Berwick	91.8
Moe	88.7
Hamilton	92.3
Lilydale	98.3
Melbourne	97.8
Melton	91.7
Geelong	97.4
Nathalia	95.1
Swan Hill	95.8
<b>TOTAL</b>	<b>95.0</b>



### 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 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.

While there will always be new staff arriving



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 Peter Dry from the



and current staff following new opportunities, including retirement, 2012 saw a reduction in staff movement and the school celebrated five staff members who completed 10 years service to Glenvale: Yolande Anastasi, Elaine Gribble, Alison Jackel, Amanda Moran and Sandra Watson. Given that 2012 was the eleventh year of the school's operations, this was a wonderful achievement.



Huntingtower School 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 2012 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 GAT markers.



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

**15** hold an 'Additional Bachelor Degree'

**40** hold an 'Additional Diploma/Graduate Diploma'

**33** hold 'Additional Certificates'

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

**14** hold 'Higher Degrees' (eg Masters, Doctorates)



## Teaching Staff Full Time equivalent

<b>Total</b>	<b>88</b>
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## Non Teaching Staff Part Time

<b>Total</b>	<b>32.5</b>
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## Staff Matters

<b>Retention</b>	<b>78%</b>
<b>Attendance</b>	<b>96%</b>

<b>Unplanned Absence per Staff</b> (av)	<b>4 days</b>
<b>Turnover of Staff per Campus</b> (av)	<b>2.0</b>

<b>PD Internal hrs</b> (av)	<b>37 hrs</b>
<b>PD External hrs</b> (av)	<b>10 hrs</b>



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## CEO/CC Meetings

One of the 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, and 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.

During 2012 there was a focus on the School Goals concerning Learning Styles and the National Curriculum, which was 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.

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## Staff Professional Development

ACER & Learning support  
AFTV Conference  
All Staff Day  
Anaphylaxis Training  
AQTF Guidelines  
Asthma Training  
Australian Curriculum in Primary Schools  
Autism Awareness Workshop  
Behaviour Leadership Workshop  
Brain Gym  
CEO/CC meetings  
Cert IV Training & Assessment  
Developing Independent Learners  
Effective Strategies for Competency  
English National Curriculum  
English Teachers Conference  
Enhancing Comprehension and Effectiveness  
Fabulous Fabrics  
First Aid Course  
Food & Technology  
Geography  
German Conference  
History Curriculum Conference  
History Teachers Annual Conference  
HODS Meetings  
Home Economics Annual Conference  
HPE National Conference  
ICT in your Classroom  
Independent Learning Strategies  
In-House PD based on Curriculum  
ISV Administration & Curriculum briefings  
ISV VET Briefings  
Learning Support  
Literacy & Numeracy  
LOTE Conference  
Making Maths Come Alive  
Managing Challenging Behaviour  
Managing Students with learning difficulties  
Mathematics Teacher Conference  
Mathletics Workshop  
Meet the VCE Examiners  
Motivating and Engaging Middle Years  
NAPLAN In-service  
New staff Orientation days  
OH&S briefings  
Post Assessment Validation





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Primary School Day  
RTO Network  
School based Apprenticeships  
Science Teacher Conference  
Small Bus Enterprise  
Staff Meetings  
Subject Department VC Conferences  
Teaching Creatively  
Top Designs PD  
VASS Regulations & Procedures  
VCAA Data Briefings  
VCAA Exam Supervision  
VCDAY  
VCE – Visual Communication briefings  
VCE Design & Technology  
VCE English – VATE  
VCE English study briefing  
VCE Food Tech Conference  
VET Financial Services & Business  
VET Frameworks  
VET Teacher Conference  
VIC Institute of Teaching  
Video Conference Management  
VIT Mentor Support Program  
Weekly Staff Meetings  
Whole Brain Thinking  
Working with Children regulations  
Worksafe OH&S DVD  
Your Day in Court



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## 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.



### 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 around 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. These included 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 2012



Average study score Year 12 VCE students	31.7
Average study score Year 11 students (Business 3/4)	35.7
Glenvale % of 40+ Study Scores	10.9%
Total number of schools studying VCE Units 3/4	526
Glenvale median study score placed the School at	118/526
Glenvale 40+ study score placed the School at	93/526
26% of Business 3/4 students (all Yr 11s) achieved a Study Score of	40+
Number of Independent Schools studying VCE Units 3/4	140
Glenvale median study score placed the School at	70/140
Glenvale 40+ study score placed the School at	60/140

GAT	2009	2010	2011	2012
Written Comprehension	27	29	30	32
Maths/Science	30	31	30	31
Arts/Humanities	30	28	29	30

SUBJECT	2009	2010	2011	2012
English	30	29	30	30
Business	38	38	35	36
Economics			26	24
Financial Services	30	32	VET	VET
Further Maths	32	31	32	30
Maths Methods	31	29	32	30
Design & Tech		37	33	38
Food & Tech	35	35	37	35
Geography			34	34
History		29	30	29
Legal Studies	35	27	33	32
Physics		30		
Visual Communication	32	29	32	31



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**Dux of School****Perfect Study Score (Business)**

Four subjects above Study score of 40  
Food & Tech folio in 'Top Designs'

Marcus Young  
Jessica Reynolds  
Harvey Fysh  
Elyse Garrett,

Hamilton Campus  
Melton Campus  
Berwick Campus  
Lilydale Campus

**Best of Campus**

Braden Way  
Llewellyn Crick  
Tom McAlpin  
Harvey Fysh  
Marcus Young  
Elyse Garrett  
Ryan Blake  
Stephanie Jones  
Laurie Young  
Anita Murray

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  
Visual Design and Comm  
Business

Marcus Young  
Elyse Garrett  
Marcus Young  
David Henderson (Yr11)  
Anita Murray  
Marcus Young  
Marcus Young  
Harvey Fysh  
Harvey Fysh  
Ellie Chippindall  
Jessica Reynolds

Hamilton Campus  
Lilydale Campus  
Hamilton Campus  
Ballarat Campus  
Swan Hill Campus  
Hamilton Campus  
Hamilton Campus  
Berwick Campus  
Berwick Campus  
Lilydale Campus  
Melton Campus

**VC Studies**

All VC students successfully passed their subject and 36 scored higher than the state average.

8 VC students scored above 40.

Swan Hill Campus Business class averaged 40+

**Victorian Premier's Award**

Top student in the State in Business Administration  
Jessie Reynolds      Melton Campus



## OneSchool Awards

### Gold Award

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

Kelisha Attwood  
Anna Craig  
Jannah Chirside  
Chelsea Way  
Sally Greenfield

Melton Campus  
Swan Hill Campus  
Melbourne Campus  
Bairnsdale Campus  
Berwick Campus

### Silver Award

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

Todd Macmillan  
Wayde Buchner  
Mindy McEwen  
Joseph McAlpin  
Anita Murray

Bendigo Campus  
Nathalia Campus  
Bairnsdale Campus  
Berwick Campus  
Swan Hill Campus



## Surveys – Student, Parent & 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 address topics such as:

- the safety and physical needs of the campus environment
- the academic expectations and standards
- behavioral expectations and standards
- opportunities for involvement and leadership by students, staff and management

The surveys are campus specific and the responses often reflect the various geographic settings such as:

- size of various grounds for exercise and sport in our smaller campuses
- need to maintain heating in colder locations
- timing of buses in those several campuses where students routinely travel long distances

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

Excursions received considerable endorsement this year, especially from rural students who appreciated the opportunity to travel to Melbourne for various presentations and activities.

Some 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.

One striking characteristic is the high rating students put on all questions relating to a sense of safety, security and the lack of threat, especially bullying.





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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.

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 2011. This continued into 2012.

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.

Many comments referred to student achievements.

Staff often comment 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.

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



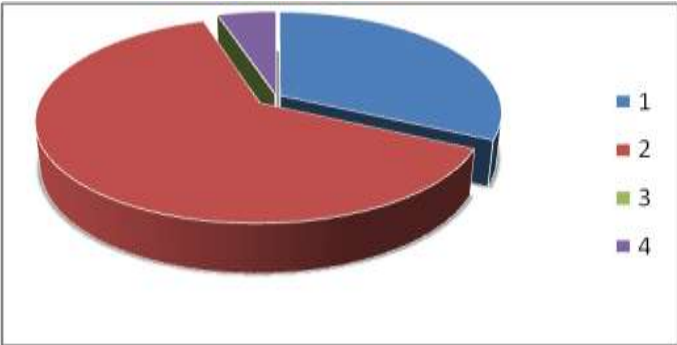
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# FINANCIAL SUMMARY

## Consolidated School Income

Commonwealth & State Grants	1	32.00%
Schools Fees & Private Income	2	63.00%
Commonwealth Capital Grants	3	0.00%
Private Capital Income	4	<u>5.00%</u>
		100.00%

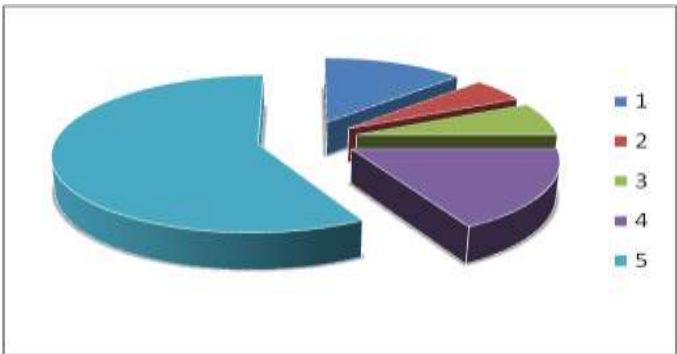
CONSOLIDATED SCHOOL INCOME



## Consolidated School Expenditure

Teaching & Administration Expenses	1	13.00%
Buildings & Grounds	2	5.00%
Depreciation & Other Expenses	3	7.00%
Capital Expenditure	4	17.00%
Salary Related Expenses	5	<u>58.00%</u>
		100.00%

CONSOLIDATED SCHOOL EXPENDITURE



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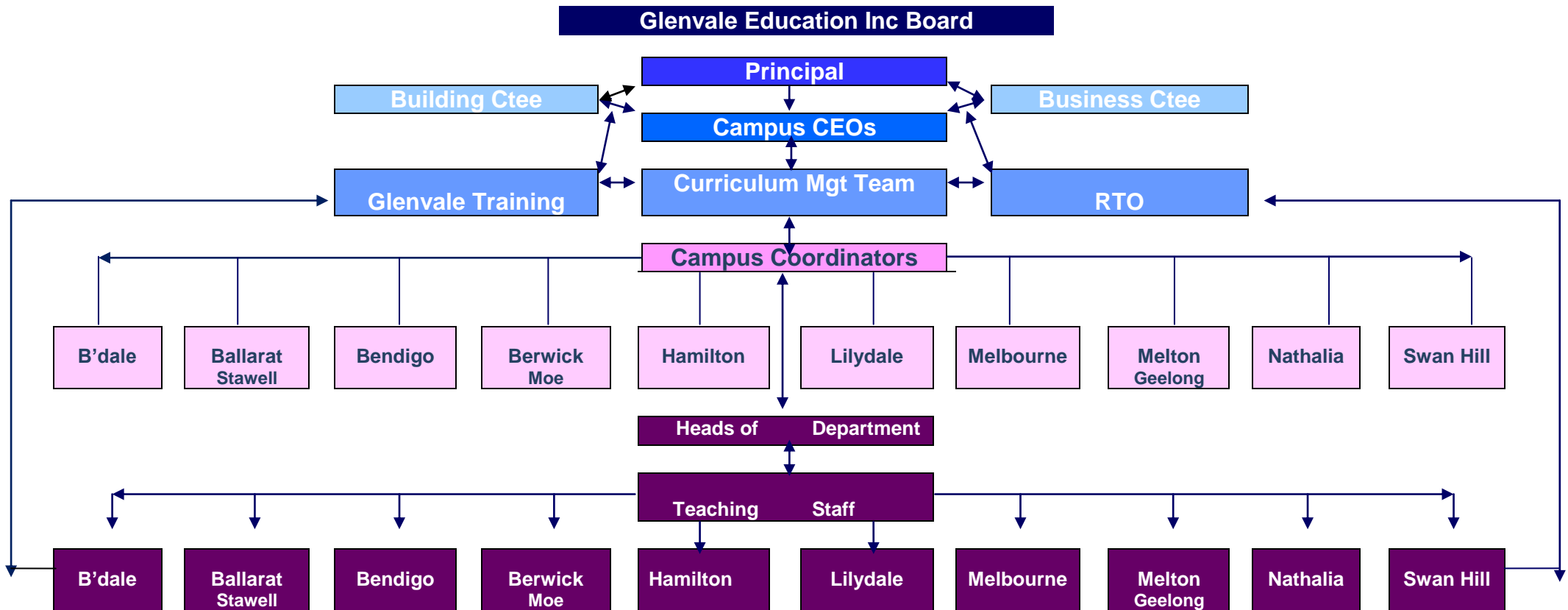
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## GLENVALE SCHOOL ORGANISATIONAL CHART



## 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	90	Humanities	90
Science	90	Science	90
P.E./Sport/Health.	120	P.E./Sport/Health	120
Technology	60	Technology	60
LOTE	60	LOTE	60
Civics & Citizenship	60	Civics & Citizenship	60
Arts	90	Arts	90

### 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		Humanities	
Wednesday	Literacy		Numeracy	Technology		Science	
Thursday	Literacy		Numeracy	Science		Art	
Friday	Literacy		Numeracy	Humanities		Health/C&C	

## Secondary Curriculum

### Time Allocation - Subject Program

YEAR 7 & 8	
Subject	Pds / Wk
English	5
Maths	5
Science	4
Humanities	3
Civics and Citizenship	1
Health/Phys Ed	4
Technology	3
LOTE	2
Art/Computers	2
<b>Other School Programs</b>	
Bible studies	1

YEAR 9 & 10	
Subject	Pds / Wk
English	5
Maths	5
Science	4
Humanities	3
Civics and Citizenship	1
Health/Phys Ed	3 - 2
Technology	3
Commerce	3 - 0
VCE Business Units 1/2	0 - 4
Art/Graphics/Computers	2
<b>Other School Programs</b>	
Bible studies	1

YEAR 11		
Subject		Pds / Wk
English	VCE 1/2	5
Mathematics	VCE 1/2	5
Business	VCE 3/4	5
Elective 1	VCE 1/2	5
Elective 2	VCE 1/2	5
Business Operations	VET	2
Electives D&T, F&T, Geography, History, Legal Studies, Vis Comm, Economics		
Work placement.	SBA	3 days per Semester + holidays
<b>Other School Programs</b>		
Bible studies		1
Sport		2

YEAR 12		
Subject		Pds / Wk
English	VCE 3-4	5
Mathematics	VCE 3-4	5
Financial Services	VET	5
Elective 1	VCE 1/2 or 3/4	5
Elective 2	VCE 1/2 or 3/4	5
Electives D&T, F&T, Geography, History, Legal Studies, Vis Comm, Economics Physics		
<b>Other School Programs</b>		
Bible studies		1
Sport		2
Personal Learning		2



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## 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 3 to 10
  - RIO TINTO Science Competition – Years 3 to 10
  - Australian National Geographic Competition – Years 7 to 10
- b) Curriculum assessment programs
  - School assessed coursework Years 3 to 12
  - School assessed exams Years 7 to 12
  - VCE Unit 3/4 external exams

Student learning outcomes in 2012 have been measured, graphed (see the following pages) and analysed to assess and inform learning.



The key points from our 2012 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” decreases significantly and there is an increase in the number of students performing at higher levels.



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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 Grammar and Punctuation is the strongest area within Year 3 Literacy knowledge.



Reading requires 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 Yr 3 to Yr 5

The expected learning growth of a student over the two years from Yr 3 to Year 5 is one full VELT level.

This data therefore indicates that there has been greater than expected growth in the areas of Spelling and more particularly Mathematics, but Reading still requires extra attention.

The significant improvement in numeracy standards verifies that the programming and intervention strategies put in place to raise the numeracy levels of Year 3 & 4 students is working.

### Testing Averages 2008-2011

The expected VELT level for a Year 5 student at the time of NAPLAN testing is 3.00 - 3.25.

The data indicates that that majority of Year 5 students are working within the expected levels expected levels, over the four year period, though Reading and Writing continue to give some concern.

The data indicates that there is steady improvement in the average achievement levels of students from 2009 to 2012. Spelling, Punctuation and Numeracy data particularly highlights this.

The significant improvement in spelling can be attributed to the introduction of an explicit and focussed spelling program within the school since 2009.





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## ACER

A summary of Year 7-10 data is included in this report. Glenvale students in Years 7 – 10 sit the Progressive Achievement Tests (PAT) both in Term 1 and 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.

Analysis of the data reveals a significant variation of weighting in the Bands across the Secondary campuses with the overall median at the middle and upper of the Middle Band. (Stanines 5-6).

The Year 7 results show a 25% - 55% of middle band results but the trend shows a shift from the lower to the middle band, and from the middle to the upper bands as students' progress to Year 10.



This shift may be partly attributed to the focus on Literacy skills in the lower secondary years which will influence the spelling, reading and comprehension results.

A second contributing influence is the Learning Support structure, common to all campuses, which uses data, such as the ACER results for identifying students at risk and initiating individualised programs to supplement the curriculum.

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## Numeracy and Literacy Program

In 2012 Glenvale School continued a multi-campus Numeracy and Literacy program that provides support to approximately 90 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:

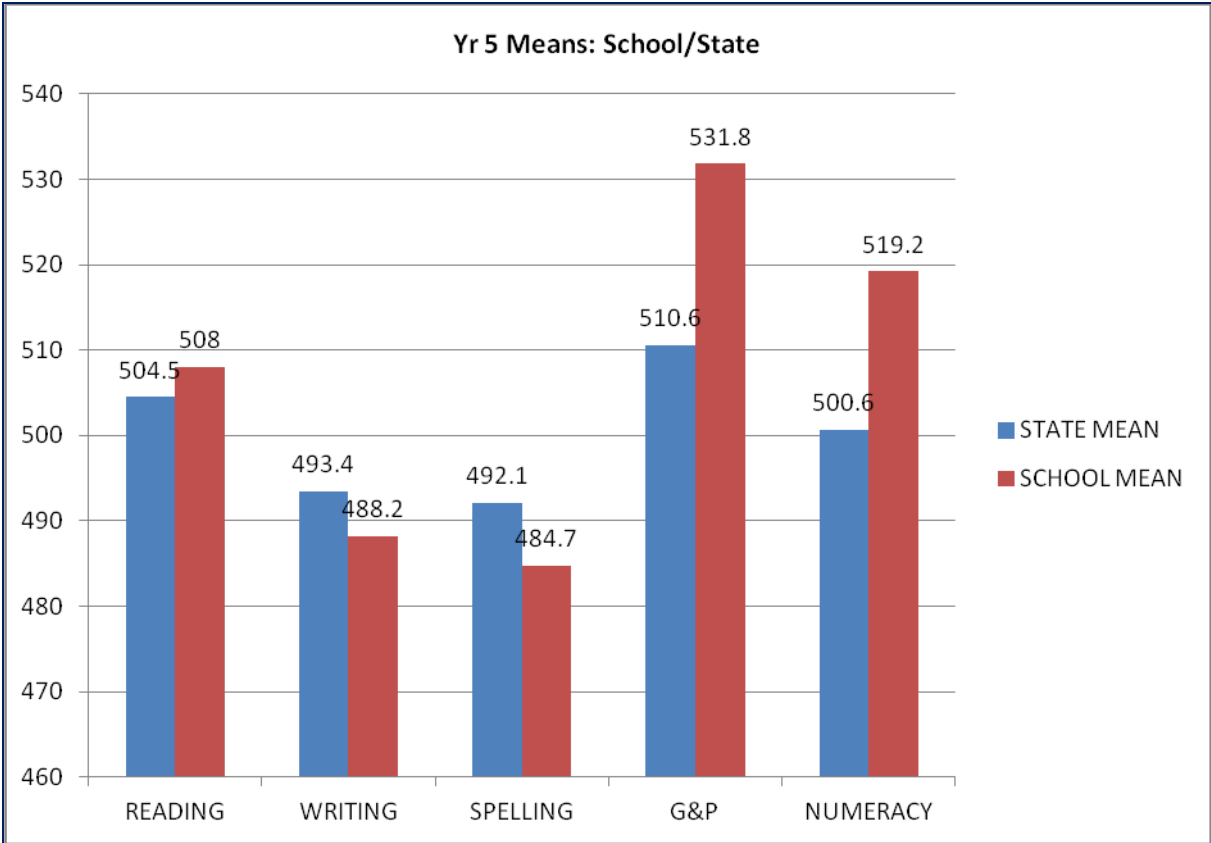
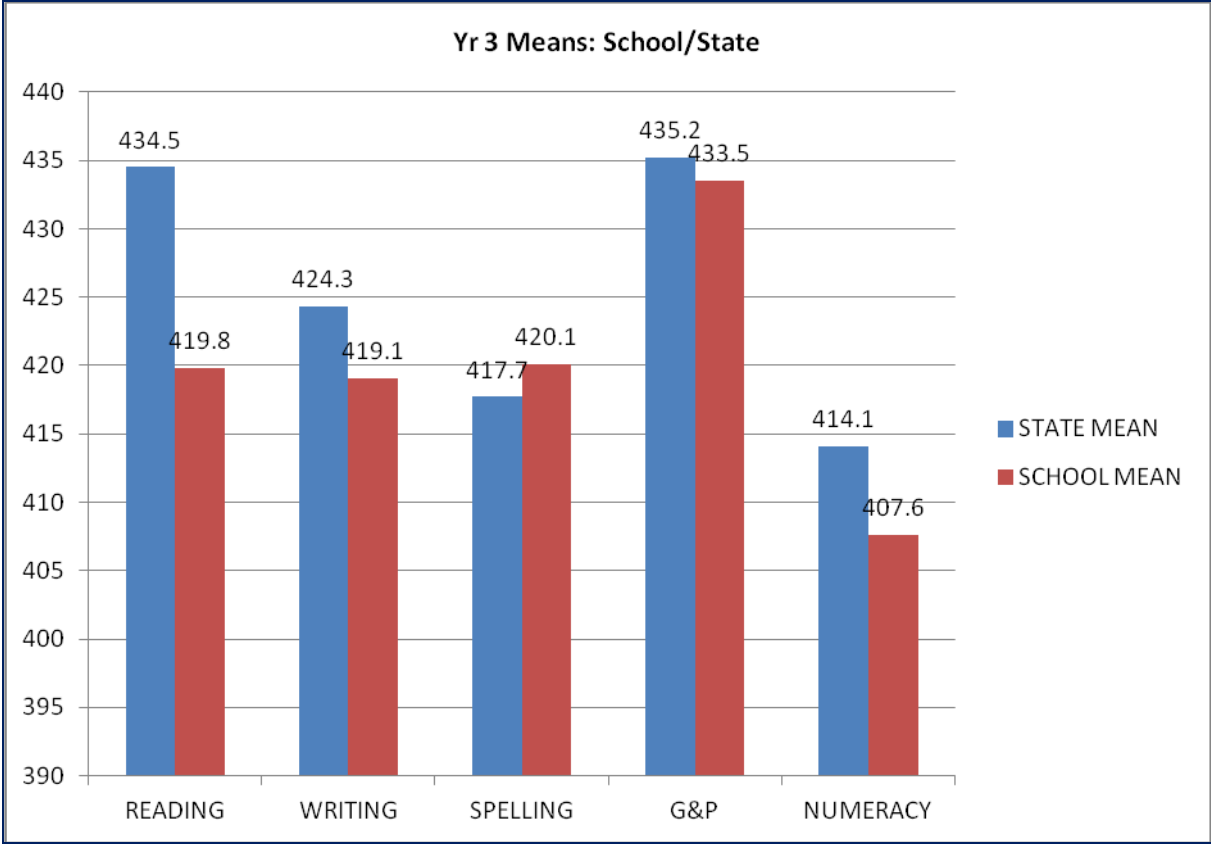
- Employment of Specialist Numeracy and/or Literacy teachers.
- Additional tutoring – usually by classroom teachers after school
- Purchase of specialised resources
- PD to upgrade staff skills and inform of current research and practices
- Volunteer programs – community members read to and with students 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 2011: School/State Means**

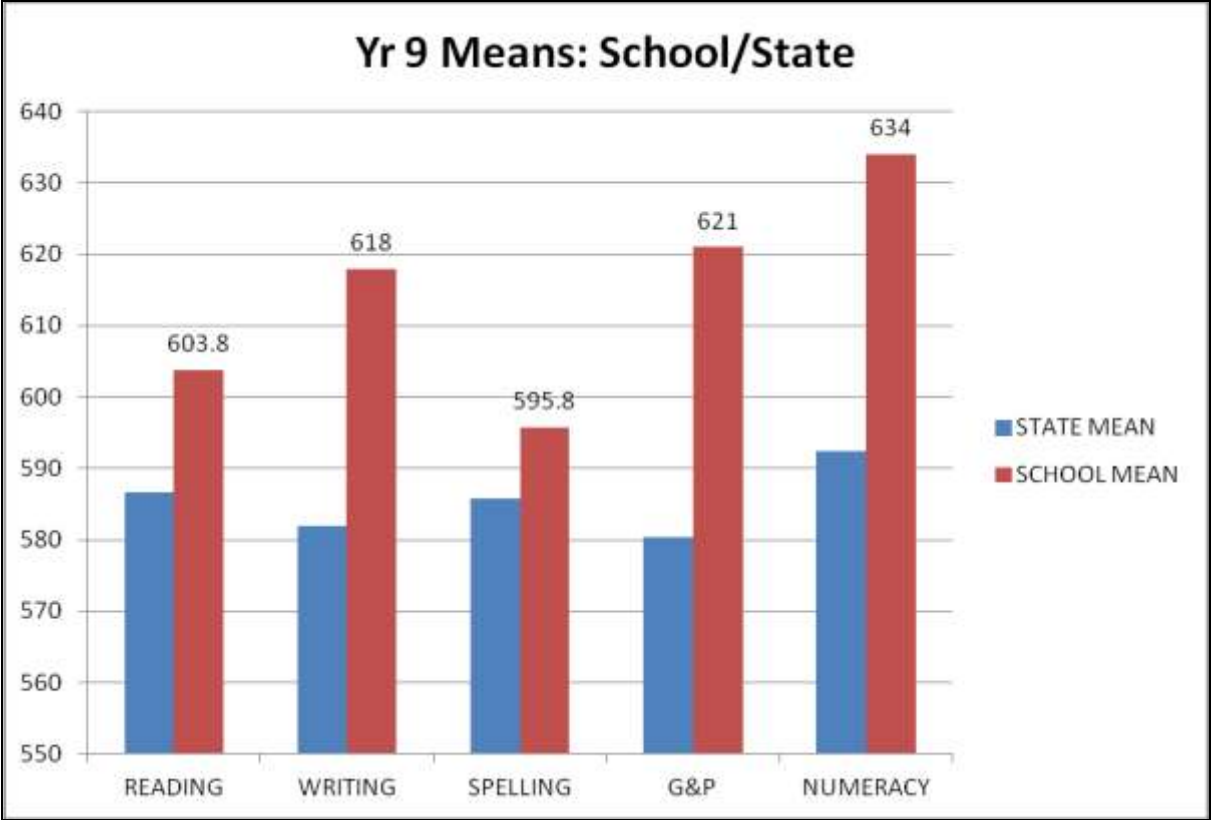
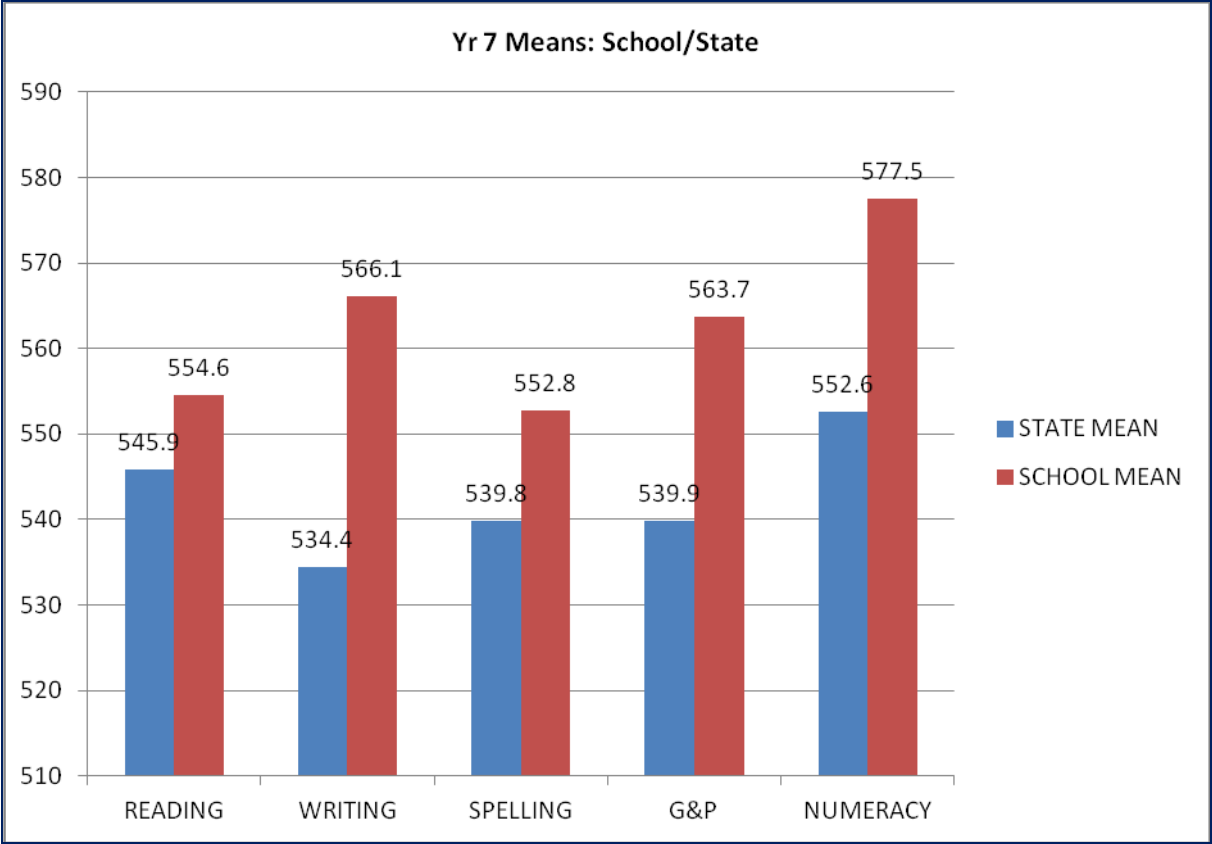
**Primary**



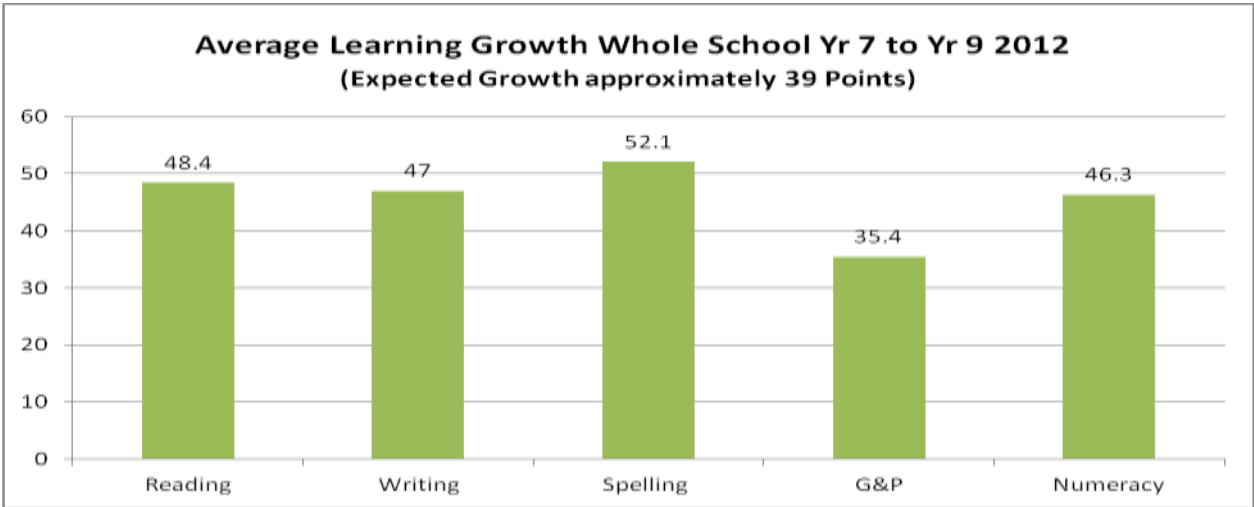
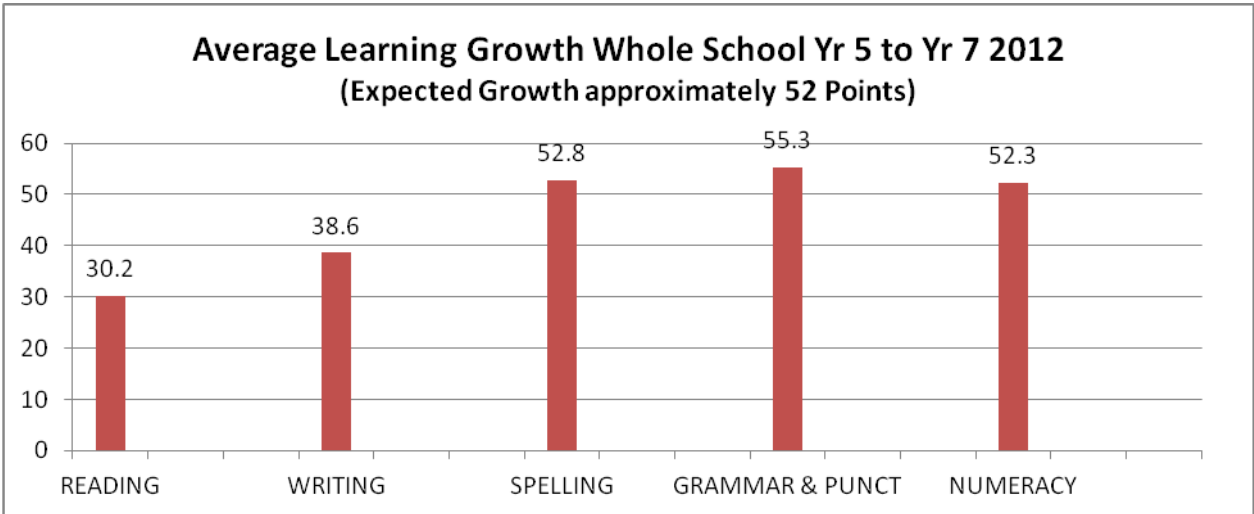
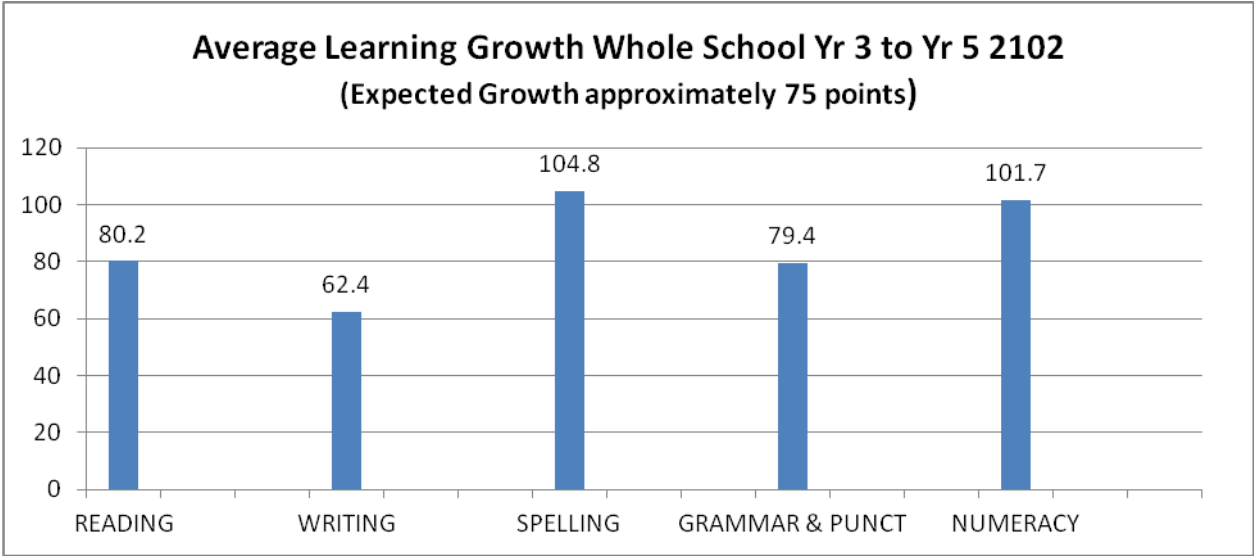


**NAPLAN 2011: School/State Means**

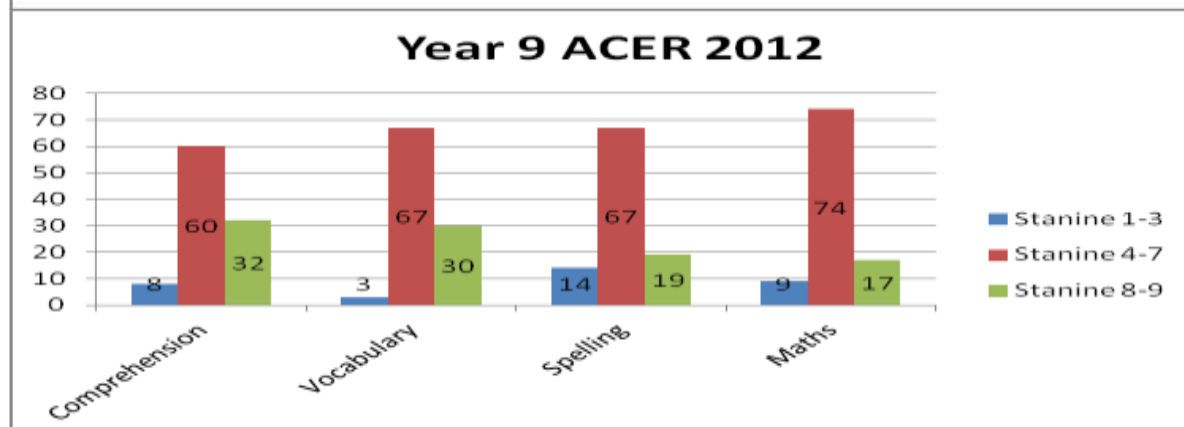
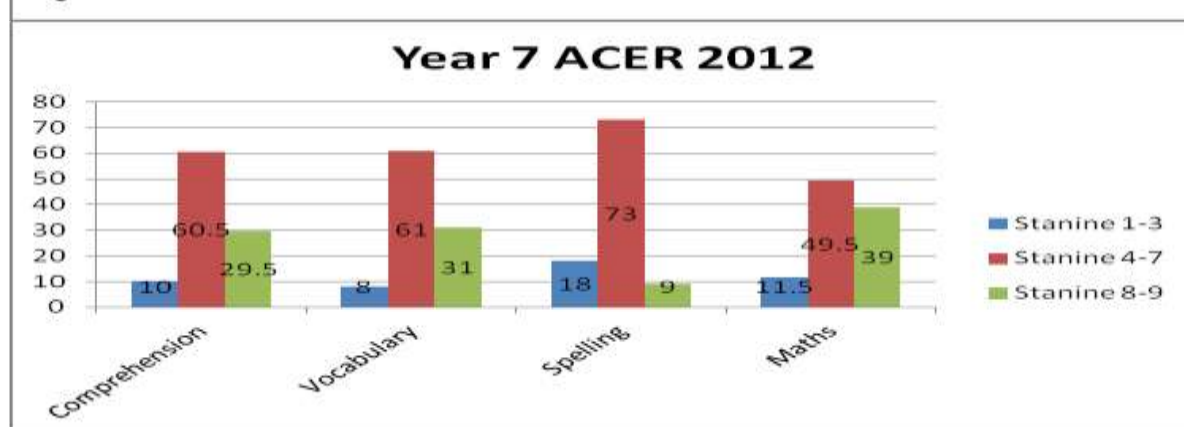
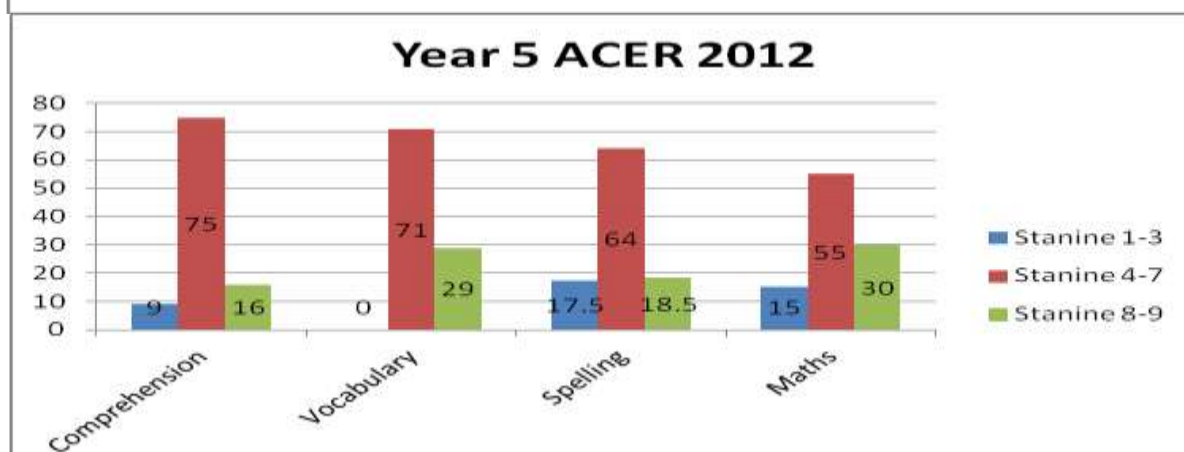
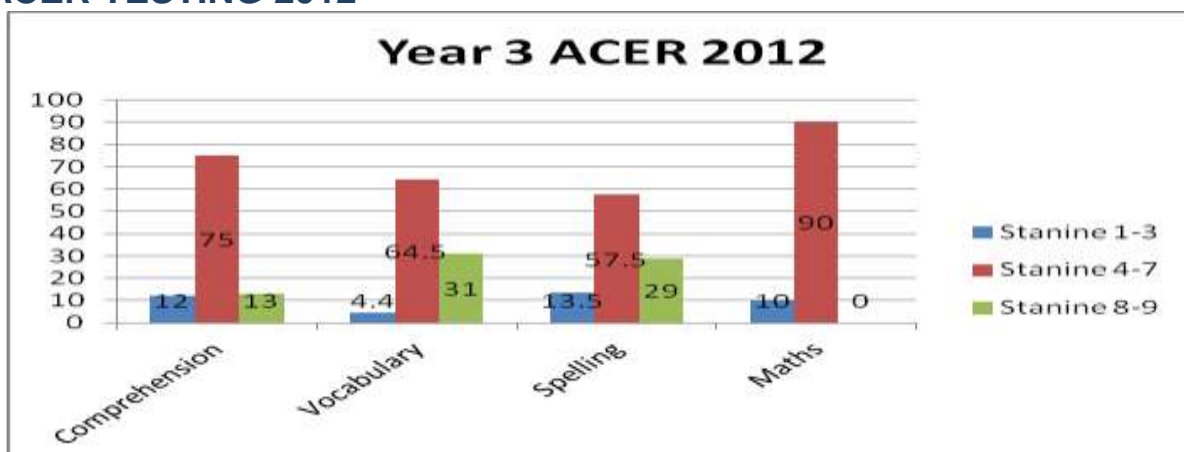
**Secondary**



# National Standards Testing



## ACER TESTING 2012



'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



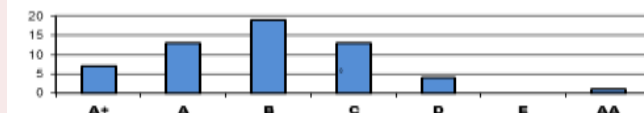
# COMPARATIVE GRADE REPORT

## YEAR 10 SEMESTER 1, 2012

An example – delivered with Semester Reports

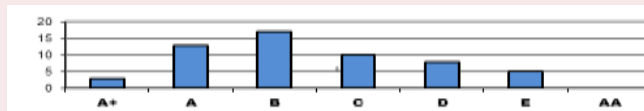
### ENGLISH YEAR 10

	A+	A	B	C	D	E	AA	Total
No.	7	13	19	13	4	0	1	57
%	12%	23%	33%	23%	7%	0%	2%	100%



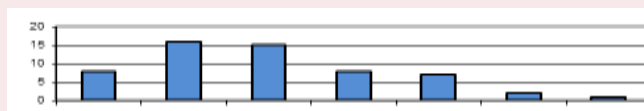
### MATHEMATICS YEAR 10

	A+	A	B	C	D	E	AA	Total
No.	3	13	17	10	8	5	1	57
%	5%	23%	30%	18%	13%	9%	2%	100%



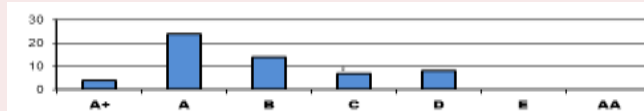
### HUMANITIES YEAR 10

	A+	A	B	C	D	E	AA	Total
No.	8	16	15	8	7	2	1	57
%	14%	28%	26%	14%	12%	4%	2%	100%



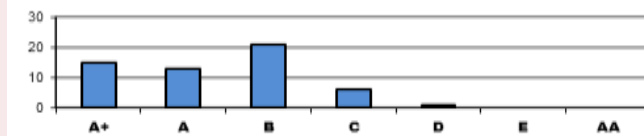
### SCIENCE YEAR 10

	A+	A	B	C	D	E	AA	Total
No.	4	24	14	7	8	0	0	57
%	7%	42%	25%	12%	14%	0%	0%	100%



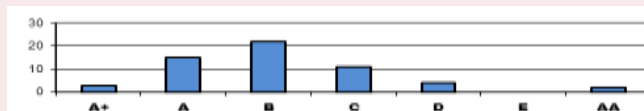
### BUSINESS ADMINISTRATION YEAR 10

	A+	A	B	C	D	E	AA	Total
No.	15	13	21	6	1	0	1	57
%	26%	23%	36%	11%	2%	0%	2%	100%



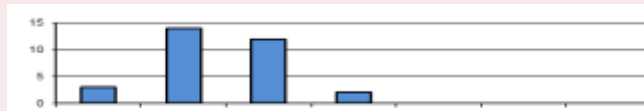
### ILLUSTRATIVE DESIGN YEAR 10

	A+	A	B	C	D	E	AA	Total
No.	3	15	22	11	4	0	2	57
%	5%	26%	39%	19%	7%	0%	4%	100%



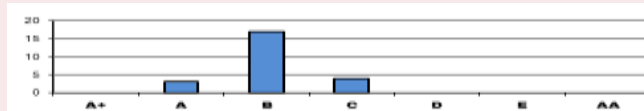
### FOOD TECH YEAR 10

	A+	A	B	C	D	E	AA	Total
No.	3	14	12	2	0	0	0	31
%	10%	45%	39%	6%	0%	0%	0%	100%



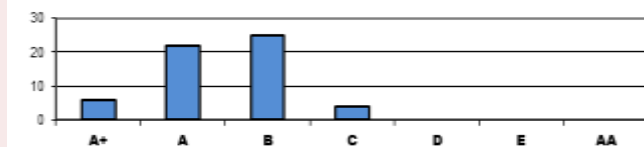
### WOODWORK YEAR 10

	A+	A	B	C	D	E	AA	Total
No.	0	3	17	4	0	0	0	24
%	0%	13%	71%	16%	0%	0%	0%	100%



### HEALTH / PE YEAR 10

	A+	A	B	C	D	E	AA	Total
No.	6	22	25	4	0	0	0	57
%	11%	39%	43%	7%	0%	0%	0%	100%

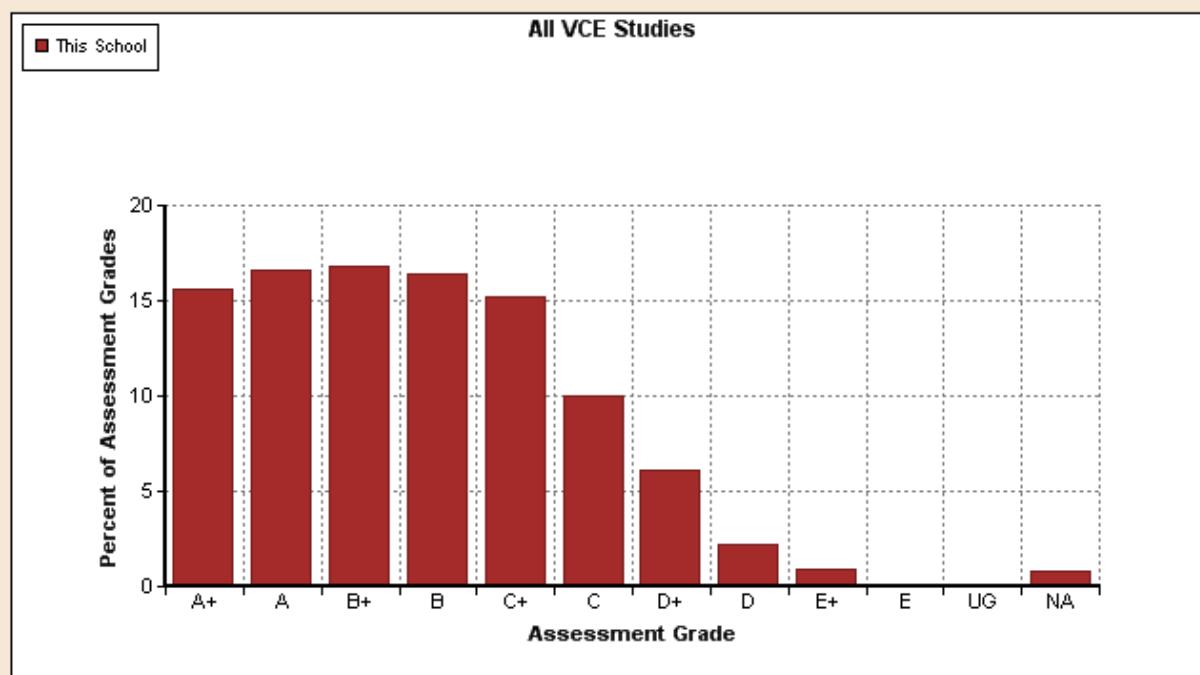


## Assessment Grades Report:

### All VCE Unit 3-4 Studies 2012

#### Report 2

#### Assessment Grades Report: All VCE Studies 2012 GLENVALE SCHOOL Home School Data



#### Number of Assessment Grades: All VCE Studies

School Description	No. Assessments with A+ to UG Grade	No. Assessments with A+ to UG or NA Grade
This School	769	775

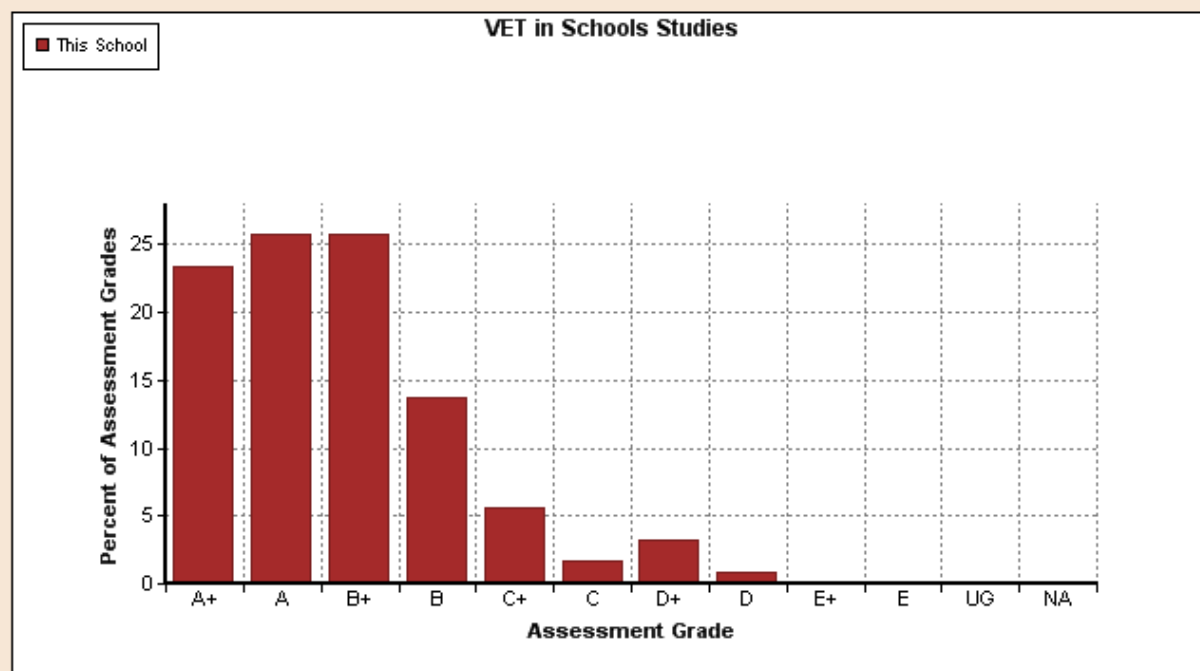
#### Percentage of Assessment Grades: All VCE Studies

(expressed as a percentage of all assessments excluding NA; NA as percentage of all assessments, including NA)

School Description	A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA
This School	15.6	16.6	16.8	16.4	15.2	10.0	6.1	2.2	0.9	0.1	0.0	0.8

## All VET Unit 3-4 Studies 2012

### Report 2 Assessment Grades Report: VET in Schools Studies 2012 GLENVALE SCHOOL Home School Data



#### Number of Assessment Grades: VET in Schools Studies

School Description	No. Assessments with A+ to UG Grade	No. Assessments with A+ to UG or NA Grade
This School	124	124

#### Percentage of Assessment Grades: VET in Schools Studies

(expressed as a percentage of all assessments excluding NA; NA as percentage of all assessments, including NA)

School Description	A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA
This School	23.4	25.8	25.8	13.7	5.6	1.6	3.2	0.8	0.0	0.0	0.0	0.0



VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



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*Thank you to the members of each Campus who supplied photographs for the 2012 Annual Report.*