



ANNUAL REPORT 2014

GLENVALE SCHOOL

Registered Number: 1998



2014 ANNUAL REPORT

TO

THE GLENVALE SCHOOL COMMUNITY

Cover picture:

Campus Coordinator and students after the final Assembly at Lilydale Campus

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From the Principal

Every student and teacher can look back on 2014 at Glenvale School with satisfaction that the academic year signified progress.

Refocussing our teaching and learning within the Self Directed framework has provided a clearer dimension to the direction our students are heading in their 21st Century environment.

My personal thanks goes out to each and every individual who has contributed to the Glenvale team spirit, especially our staff who exhibit the daily professionalism that adds to the culture of achievement.

The 2014 VCE Academic results showed an excellent improvement with 14.9% of all study scores above 40, including a perfect score of 50 in Business. Equally as important as the end result, the measurement of every student's annual growth in literacy and numeracy according to their individual potential gives the school its strong sense of purpose.

With the success of the consolidation of campuses, this long term project has continued, and at the end of 2014 we saw the full amalgamation of Ballarat into the Melton Campus. As well, Lilydale and Berwick Campuses merged to greatly enlarge and enhance the student experiences at the newly named Cardinia campus.

The Self Directed Learning pathway has seen the emergence of the ever popular 'Learning Centres', a review of teaching and learning, and an increased sense of 'taking responsibility for one's own learning' by the students. This has included specific Self Directed Learning projects and assignments in the Primary year levels.

An increase in the use of technology has also been a successful focus during 2014 with teachers being supplied with laptops, the Learning Management System being developed, an enhanced new school website and an increase of the intercampus Video Conferencing use.

The close co-operation with other schools in Australia and also globally has enabled Glenvale to broaden its horizons, and allowed the opportunity for best practice expertise to be shared. Students also have the opportunity to feel connected with other like schools under the 'OneSchool' organisation. This is typified in the new global <http://oneschoolglobal.com> website.

We move forward into 2015 with renewed energy to purposefully achieve our short and long term goals, taking students to greater heights as successful students, confident individuals and active and informed citizens.

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 2014 team included the Secondary Manager Mark Stanton, Primary Manager Pauline Fargie, Video Conferencing and Resources Manager Derek Eden, and VET Training Manager Ross Smith. These positions are joined by the Glenvale Education Inc RTO Manager (Priscilla Brown) and the RTO Administration team.



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

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

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

Central Administration Offices



Glenvale Education Inc.

BOARD REPORT



For the Glenvale School Board, 2014 proved to be a year of challenge and development, as well as consolidation. The Board maintained its core governance roles including overseeing all aspects of the School and ensuring a strategic approach to the School's future.

The Board continues to recognise its legal obligation to the State Education's Registration Bodies and regularly reviews its performances, including conforming to the Australian Curriculum.

The major goal for the 2014 year was the 'Self Directed Learning' method of education and to ensure this was operational in all Campuses across Victoria. The results were very positive and a higher emphasis had been placed on setting achievement goals and monitoring results to raise the average success of the students in 2014 and onwards. We were thrilled with our exceptional NAPLAN Scores.

We take this opportunity to thank our Principal for his dedicated role. He is responsible for the day to day operational matters, business management, people leadership, community relations and building project management skills. He has introduced the "School Improvement Plan", a regulatory requirement, that will give a visual type of communication outlining the School's values, ethos, plans and geographically demonstrate the School in action.

The Board is involved in the control of finances for the School across all Campuses, including preparation, management and oversight of the Expenditure and Capital Budgets. The School finances continue to be well and carefully managed with active pursuit of the Government's sources of funding, including Special Needs.

The School's Board acknowledges and expresses special appreciation to all the Management Staff at the Central Administration Office for their devotion in ensuring the steady functioning of the School. This also includes Glenvale Education our RTO Tertiary Provider and the Glenvale Employment Services Divisions.

We also recognise that the success of all our students comes back to the dedication of the Campus CEO's, Campus Coordinators, and all our Staff of Glenvale School who we congratulate for another outstanding year. We also extend special recognition to the Parents and Community members along with the Canteen Workers and Bus Drivers and the time they take in these important activities.

Finally, the Glenvale School Operations continues to coordinate with affiliated Schools in other States, with a view to providing our students with a caring environment, and striving for educational excellence.

David Thomas.

President
Glenvale Education Inc Board

School Vision

Charter and Vision Statement

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



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

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

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



Mission Statement

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

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

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

Educational Goals

Glenvale School has three Educational Goals which focus on students becoming

Successful learners

- who have essential skills in literacy and numeracy
- who are creative, resourceful and motivated
- 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

Strategic Planning

Glenvale School's Strategic plan focuses on the four areas of:

1 Teaching and Learning

The School is committed to the provision of a quality education for every student through best practice teaching and learning, based on the school motto of 'Learning to Learn'. With a focus on Self Directed Learning, teaching and learning encourages the establishment of goals so that high achievement is central to the education experience.



2 Governance and Operations

The Glenvale School Board will make informed and principled decisions and establish viable operational processes to manage and develop the School. The scope includes:

- Leadership and Management
- Campus Alignment
- Communication
- Human Resource
- Compliance
- Finance



3 Infrastructure

The School is committed to providing quality facilities that are inviting and stimulating, appropriate to the teaching and learning opportunities, and the needs of current and future students. The Scope includes:

- Buildings and Grounds
- Facilities
- Transport
- IT Infrastructure



4 Welfare and Community

All stakeholders are encouraged to proactively uphold values and attitudes that are supportive and inclusive. The Scope includes:

- Student Welfare
- Staff Welfare
- Parents and Friends
- Charity
- Business and Industry Partnerships

Learning areas

Disciplines

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

Multidisciplinary perspectives

The curriculum integrates multidisciplinary perspectives which both underpin these learning areas and require some specific knowledge and skills intrinsic to these perspectives.

Key multidisciplinary perspectives include – ICT, design and creativity, civics and citizenship, environmental sustainability and business.

Assessment

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

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

Reporting practices

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

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

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



Campus Overviews

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

Bairnsdale

The Glenvale goal of Self Directed Learning has been the major focus of the Bairnsdale Campus in 2014. Students have had access to two Learning Resource Centres which have both been effectively utilised by students and staff.

The cohesive staff unit and positive working relationships between students and staff has enabled the successful implementation of assignments. The LRC's are effective working environments for learning.



Students have benefited from a variety of initiatives this year such as the resiliency program, which included a visit from a local councillor who gave a presentation on disability awareness.

Students have been encouraged to work as members of different teams to achieve success and share leadership roles and experiences.

Various House assemblies focussing on a variety of themes

has enabled students to develop their public speaking skills and teamwork across different age groups.

The Bairnsdale Campus celebrates the success of student achievements regularly at assemblies and invites guests to receive funds raised for charity or present awards and certificates.





The Campus Council enables all students to have a voice, and some recommendations to improve the school environment have been successfully implemented. Various fundraising events have enabled the purchase of new chairs in the assembly hall, basketball hoops and a new lectern banner.

Student achievement is recognised, and good practice amongst staff has been shared in staff meetings. Student's growth in the PAT / Naplan tests is analysed and used as an indicator for student support or extension.

The Year 11 and 12 students worked collaboratively with a designated mentor throughout the year and have attended various workshops to assist in their VCE studies.

The Campus has well attended choirs in the Secondary and Primary School and offers piano lessons to interested students.

The Bairnsdale Campus accepts its responsibility to be compliant to all directives from central administration and staff have been present at all meetings they are required to attend.



The Bairnsdale Campus successfully convened the Netball / Football day based at Sale.

Andy Manicom
Campus Coordinator



Bendigo

The focus at our Campus this Year was on developing Independent learners so they can utilise the newly acquired Learning Centre effectively and on Student Leadership Initiatives and opportunities.

Our Academic focus was to continue to grow our learners in the area of Literacy, including continuing to develop our Campus focus on Spelling, and in



enhancing student writing skills. We have encouraged the ideal of teamwork and this year emphasised the importance of students helping one another to success.

This was the focal emphasis with our VCE cohort who created processes and systems to ensure each member of the class was accountable for their actions or 'inactions'.



The student leadership team included School Captains and class leaders who were representatives from each year level. The school calendar was used to plan a year of activities and fund raising initiatives and these were delegated to each year group. Our Captains regularly ran assemblies and were keen to represent the campus in all formal occasions held. They have been excellent role models and we look forward to the hand-over of leaders in our forthcoming Presentation day in December.

Technological advancements have been encouraging and students have been able to support some of their subject tasks in the Learning Centre with work made available on an LMS for the first time. We are excited at the prospect of this initiative being better developed in 2015.



The Primary Choir was developed this year and we also ran an on-going Year 6 Transition lesson throughout all of Semester Two. This provided both the staff & the students with invaluable information about each other, and reinforced our collegial approach as a Campus in all that we do.

The students have taken on board the SDL initiative very well and have thoroughly enjoyed using the Learning Centre to support their learning. As a Campus, we have been very fortunate to have had very experienced long serving staff support all that we do.

This year we lose one of Glenvale's original staff members in Sandra Watson, who has decided after 30 years in teaching it was time to retire. We thank her for her tireless contributions, not only to this campus, but also to each and every Campus she delivered to via VC as an expert teacher of VCE Visual Communication & Design.



Overall, it has been a very busy year and we look forward to the new challenges 2015 will bring.



As we all know, Glenvale doesn't rest, and change is always just around the corner.

Mary Baxter
Campus Coordinator

Berwick

2014 fulfilled its promise of being a year of change and progress. The school was remodelled in a significant way to accommodate a new “Learning Centre” which quickly became the focus of Independent, Self-Directed Learning for all year levels. The curriculum was adjusted to include one or more “Self Directed Learning” sessions for each class. The possibility of an amalgamation of the Lilydale Campus with the Berwick Campus became a reality throughout the year, and a transition plan was developed for the students and teachers. The plan involved recreational, pastoral and academic activities that took place throughout the latter part of 2014. The Campus also has a new unique name and will be known from now on as the Glenvale School, Cardinia Campus, as the school site exists within the local Cardinia Shire.



The school is currently undergoing a significant building program in order to accommodate the increased number of students who will be enrolled at Cardinia in 2015. The central hub of the new school will be a large “Learning Centre”. Needless to say our school goals will continue to focus on Self Directed Learning, and the infrastructure of the school is certainly being constructed to support this critical new direction in the education of our students. We look forward to the new era of the Cardinia Campus.

In reflection upon the year, we were very pleased to begin 2014 on another high note. Our Year 12 students achieved very pleasing results in their 2013 VCE examinations and the NAPLAN results indicated overall academic improvement again across all year levels at the Berwick Campus. Samantha Currie was honoured to receive the coveted Year 11 /12 One School Silver Medal Award. This was a testimony to her strong leadership capacity, academic results, capacity to fulfil her potential and her excellent management skills.



Sharon Currie similarly achieved excellent results in her studies and was awarded Dux of Glenvale School, Berwick Campus. In addition, Sharon’s Food and Technology folio was one of only eleven VCE Food and Technology folios from the whole of Victoria selected for exhibition at the VCE Season of Excellence “Top Designs,” which was held at the Melbourne Museum. Sharon also was awarded an Australian Vocational Student prize.



We began the year with four new teachers, namely, Mrs Sheree Montgomerie, and Mr Clive Siu in Primary, and Mr David Freeman, and Mr Mark Tatton mainly in Secondary. At the end of Term 1, Mrs Nadya Saab started in Primary, but commenced maternity leave in Term 4. Mrs Stephanie Jansz stepped in as her replacement, and will remain with us as a permanent member of staff.

We thanked Mr Frank Rossi, Mr Geoff Baird and Mr Luigi Spoto for their significant educational contributions. They leave to pursue alternative career opportunities in 2015. We also farewelled Mr Clive Siu who is taking leave to travel and work in the United Kingdom. We really appreciate the skills and experience that each teacher has brought to Glenvale Berwick, and

wish them the very best in the future.

We welcome teachers from the Lilydale Campus who will be joining us in 2015. They are, Mrs Anju Selex, Mrs Kathleen Dullabh, Mrs Anu Kalra and Mr Veer Fowder. Ms Sue Komac will join us as Secretary/Receptionist.



Many activities have taken place this year. Primary Students have been Swimming, have visited the Planetarium, and the Immigration Museum. Year 7 and 8 students have visited Scienceworks. Year 9 and 10 Students have attended the Top Designs exhibition, the Science section of the Melbourne Museum, and the Queen Victoria Market food hall, in addition to a Geography excursion to Point Nepean.



VCE students have attended a Geography excursion to Hanging Rock, an Economics excursion to Parliament and the Queen Victoria Market, a Legal Studies excursion to the County Court.

As part of their Business Innovation assignment the Year 11 Business Class organised an METEC Driving Course for years 9, 10 and 11 students and a Bushwalking Activity.



Students have sung a lot in the school choirs and some students enthusiastically joined the new specialist choir, 'Vocce Inspiratum'.



The SRC initiatives driven by the School Vice captains, Abigail Grace and Anthony Lilley, were on-going and raised a substantial amount of money. We celebrated various occasions such as Pancake Day, Hot Cross Buns, Easter Egg Hunt and Red Clothes Day, the Biggest Morning Tea, and student signature Bag sales to name a few. A highlight again was the Community Challenge program, driven by the school captains, Leonie Fisher and Joseph

McAlpin. The focus of the program was on Teamwork, and revolved around each class taking on community challenges.

There were many external and internal exams, parent-teacher conferences and parent information days. External VCE Exams were held at Maranatha Christian College in Narre Warren and we thank them for allowing us to share their facilities.

We wish to thank to the parent body for the support of their daughters and sons in their educational journey, and particular thanks to the members of the community who so willingly give of their time on so many of our special occasions.

The highlight of the year was the Presentation Day on December 12 when we celebrated the successes of the students throughout the year. We now know that our Year 12 students achieved outstanding results in their 2014 VCE studies and have achieved excellent ATAR scores.

As we close the chapter on the Glenvale School Berwick Campus, we open the new chapter on the Glenvale School, Cardinia Campus and look forward with a positive and enthusiastic attitude.

Dr Norma Ashton-Smith
Campus Coordinator



Hamilton

2014 has been a huge year of change at Hamilton campus. Secondary staff and students have been adjusting to the challenges and opportunities brought about by the adoption of student SDL sessions (Self Directed Learning) held in the Learning Centre.



The Stawell campus became a part of our Hamilton campus school community altering the logistics of secondary classes. While the Stawell primary students remained in Stawell, the secondary students travelled to Hamilton for classes four days a week and joined us via VC on Wednesdays.

Primary and secondary students are increasingly undertaking research, surveys and presentation tasks on computers. Primary students are also making use of the videoconferencing equipment with assemblies, and with other campuses in the Western Cluster. The excitement of learning in such practical ways was very evident when the Year 5 & 6 students concluded two units of their studies by holding two special public events: the Business Enterprise Day and The Inventions Convention.

This year our Secondary students continued to do well in national academic competitions, namely, the Geography, Mathematics, and Rio Tinto Science Competitions. Some students, under the direction of Mrs Walmsley, also became champion gardeners as our



veggie garden gave bounteous produce. Joel Earl and Kristy Grace did a good job as School Captains and provided us excellent 'Reflection' speeches on Presentation Day.



Excursions this year for primary students have included Science Quest in Bendigo, Starlab in Ballarat, and the swimming program at the local pool, local town history walks and a sports afternoon with Mt Gambier Campus in Casterton.



For secondary students, one of the most popular excursions was the “Team Building Day’ held at the Grampians Retreat in Dunkeld. Our Year 11 and 12 students, along with Mr Mammone were treated to the great UBT business training seminar in Sydney and the adventure of the biannual ‘Canberra trip’.

The whole campus participated with the Western Cluster campuses in Ballarat for ‘Run the Lake’ around Lake Wendouree; a cross-country and

team sports day, as well as a Science Day. Stawell Primary students worked extremely hard to put on a magnificent musical play which they performed for their families at the Stawell Public Hall. Their amazing singing abilities impressed everyone when they performed a number of their songs again at the Hamilton end of year presentation ceremony.

During the year we saw a changeover of staff, as we farewelled Mrs Szypowski and Miss McCallum from Primary and Miss James from Secondary levels.



The Hamilton campus was supported by a number of administration staff during the year: Miss Bell, Miss Crick, Miss Morton, Mrs. McWhirter and Mrs Mammone.

During the year we welcomed two very talented new teachers; the dynamic and creative Mrs Toll (Year 5 & 6) and Mrs Minnaar (Secondary English, History, Commerce and Textiles). Mrs Huf taught the Year 3 & 4 class in Term 4.

The end of 2014 will see the departure of three staff members. These are our talented and caring primary teachers from the Stawell campus, Mrs Rathgeber and Mrs. Jende, and thirdly, myself. After 10 years as Campus Coordinator I am also ‘moving on’, having been privileged to have seen this campus double in student numbers and now enjoy the beautiful modern facilities in its rural setting.

Peter Bakker
Campus Coordinator

Lilydale

The Lilydale campus started 2014 as a smaller campus catering for students from Year 3-10 only. We had a total roll of 58 students, 26 students from Year 7-10 and 32 Primary students. Our Year 11 and 12 students moved to Melbourne campus, while some of the staff had to move between campuses.

The campus underwent facility changes as well. Some classrooms were moved around to prepare a fabulous new Learning Centre. The

Learning Centre was essential to complement our annual school goal of developing self-directed learning and learners.



To develop good leadership at the Year 9-10 level, we started the Student Representative Council whose members were elected for the school year. Some of the offices held by the student council this year included the president, vice president, secretary, treasurer, environment, publishing and fundraising. The students thoroughly enjoyed the leadership

positions and met regularly to plan and carry out most of the major events held at Lilydale this year. The teachers acted as mentors for each portfolio.





We held an Electives program for one hour on Thursday afternoons for most of this year. Students were allowed to participate in a range of activities of their choice such as cooking, gardening, fitness, craft, art and music. The students thought it to be the highlight of the week. Our behaviour management system was linked with this program and students had to earn merits to participate.

At Lilydale, we have been lucky to have a number of parent volunteers who contributed to a successful year. Parents at Lilydale were involved in our electives program; they supervised fundraising events, managed school banking, ran the canteen, drove our buses, maintained the library and offered learning support to our students where needed. We are eternally grateful to them.

The school has participated in the History, Science and Mathematics Competitions, as well as the NAPLAN Tests, where our students performed to expectations. The Long Tan leadership award for Year 10, 2014 was awarded to Emmaline Williams.



In Term 4, our students have started preparing for yet another major change, the merge with Berwick Campus! All at Lilydale are very proud of our students for accepting this change. We are proud also for their initiatives in managing the Student Representative Council, for taking pride in their school, and most importantly embracing self-directed learning.

Anu Kalra
Campus Coordinator

Melbourne



Year 2014 has seen many challenges for our teachers and students at Melbourne Campus. Those challenges have been met by enthusiastic staff always working for the good of the students. The teachers have continued to provide a stable environment for the development of the students.

The main challenges of 2014 were the implementation of Self Directed Learning and the

associated Learning Centre with a greater responsibility on the students to “Learn to Learn”.

The merging of Melbourne and Lilydale campuses at the VCE level proved a challenge for the students. The students found the change of campus at their senior years a significant demand. These two factors, combined to make for a challenging year for our Campus management, as students developed their talents among their peers.



Teachers have grown in understanding of their role in the Learning Centre and to “let go” of the control they have been accustomed to in the class room.

Some of our teachers shared their teaching abilities in the Lilydale and Berwick campuses.

We welcomed new teachers both for Secondary and Primary (Grade 5/6) who have fitted in well and have made a valuable contribution to the school and adapted to our learning style.

The students from Primary to VCE had opportunities for fundraising, and

donated to some worthy causes including Jump Rope for Heart, Rapid Relief Team and the Biggest Morning Tea Cancer Council.



Our Athletics Day held at Casey Fields Athletic track was a great day. It was good to see the potential of the students and we look forward to achieving again in 2015.

Many excursions were enjoyed and we are thankful for the support of all those that were prepared to assist in this rewarding activity.

We are thankful for the support of the school from the Central Administration Team, without which we would lack direction and goals at our school.

John Cooper
Campus Coordinator



Melton

2014 has been a very exciting year at our Melton, Geelong and Ballarat campuses.

I congratulate our primary teachers Cassie Ellis, Nathalie McConnell, Louise Goette and Robyn Heinrich at their respective campuses for their great work in ensuing our Year 3 to 6 students have had the very best grounding and an enjoyable learning experience. The Western Cluster of Primary teachers was established this year, and all Primary staff are to be congratulated on the positive way they contributed to its success.



Secondary students from Ballarat moved to the Melton campus from the beginning of the year, with Ballarat teachers, Jean Watson, Andrea Romeo, Wayne Robb and Phillip Campbell joining the staff at Melton.

Student attitudes towards school was very positive with students supporting one another across all year levels. Students and staff are to be congratulated on the way they worked well together to make the school environment very harmonious and conducive to students achieving great

academic outcomes. This contributed greatly to the success of the secondary amalgamation of campuses. In particular, congratulations to our School Captains Stella Cook and Harvey Crick.



Our VCE students performed well, with our Dux, Brandon Colledge, setting a great example of what can be achieved through an unwavering and conscientious focus on always trying to achieve your best.

Generally, students also achieved well on Naplan, the end of semester examinations, and the various subject competitions including Maths, Geography and Science. Our senior students achieved well in their GAT.

During the year a Self Directed Learning facility was established by moving a portable from the Ballarat campus to the Melton campus. The first year of implementation was generally a success, with a lot of experimenting on the most appropriate use of the facility. This puts us in good stead for even greater success in 2015.



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

I would like to thank;

- our staff for all of their wonderful work during the year
- our students for their positive attitude towards school and support for one another
- our families for their support,
- our CEOs Ron McAlpin and Phil Thomas for their commitment to the schools, and
- our central administration staff for their hard work, leadership and support.

2015 promises to be a very exciting year with the decision made to close the Ballarat Campus completely and relocate Ballarat Years 3 to 6 students to the Melton Campus. This will provide greater opportunities for all students and staff at the Melton campus next year and we are very much looking forward to the years ahead.

Phillip Campbell
Campus Co-ordinator



Nathalia

A big thank you to the directors and the Community in general for all their support in 2014. There is a saying that it takes a village to educate a child. I think we are definitely on the right track to support this statement.

We have gone through many changes in the past four years. The resilience of students and staff has enabled them to have a rather smooth transition into the world of self-directed learning. Our learning centre has evolved from just an idea



at first, into a place for effective study and learning.



Our staff work closely together and have the students' best interest at heart. That is all that really matters in educational settings. Our students comment that they have seen a definite change in the culture of our campus. There needs to be a real change in one's behaviour in order for them to work hard to pursue their goals.

This year saw the introduction of committees in which every student from Year 3 to 12 played a part. Our aim was to allow every student a voice and have real input in decision making. The committees were headed by an elected student leader and they met with the other committee leaders on a regular basis. They functioned very well and made real decisions. For instance the environmental committee along with the community committee organised a



'Clean-Up Nathalia' Day. The latter organised the Biggest Morning Tea and events such as Red Nose Day and Jeans For Jeans etc. Our SRC worked with the Parents and Friends to create a major fund raising walkathon and the sports committee reinforced our sport and school uniform policy. I keep telling our students that I do not want us to be like the typical school. We wish for them to experience leadership, make responsible decisions and accept the right decisions.



We say goodbye to Mr Marcel Van Leest and Mrs Dianne Gemmill, and thank them for all their wonderful work in helping to educate our students. We wish them all the very best for the future. Goodbye also to Mr Peter Phillips. It has been a pleasure to work with him. He has been very supportive and a fine leader at the campus. We welcome to the new role of CEO Mr Damian Pederick. He is already chomping at the bit to get involved. I am sure that he will bring a great deal of energy to the role.



We say goodbye to Emmaline, Roy, Tyson and Hudson our 2014 Year 12s. You have experienced a long journey in education and now begin a new phase of life. Everyone at our campus appreciates your contributions and hopes you achieve your dreams.

Reno Lia
Campus Coordinator



Swan Hill

In 2014 the next stage in Glenvale's continuous cycle of improvement and pursuit of 'best practice' has been implemented.

As a whole school we have taken the next big step down the path of Self Directed Learning with the introduction of Learning Centres and timetabled SDL sessions for all students in Years 3 to 12. Despite some initial trepidation from teachers, parents and students,



the concept of SDL has been embraced by all stakeholders and our progress and development in the area has been amazing. As the year progressed our junior students were complaining that they were not being allocated enough time in the Learning Centre! Teachers who were uncertain of the path they were about to tread were enrolling in PD relating to 'flipped classrooms' and 'webinar creation'.

Our Year 12 class of 2013 set the bar very high for our incoming Year 12s by gaining the highest average and median study scores

across all campuses. To support this year's VCE students, we were able to accommodate their diverse range of subject choices, thanks to the ever improving quality of our video-conferencing facilities and teachers across the campuses. I am proud to say our current Year 12 students have satisfied all the requirements of their VCE and can be sure that the discipline and academic growth achieved throughout the past two years will stand them in good stead.

Our strong focus on academic success and willingness to support all students to achieve their personal best outcomes appears to be paying dividends. Our Years 3, 5, 7 and 9 Naplan results revealed very high levels of achievement and sound growth in most areas. Our students again achieved some excellent individual results in the national Geography, Science, Mathematics and Economics competitions. Two thirds of the Year 7 students achieved a distinction in the Australian Maths Competition.





To enrich the learning and personal development experiences of our students we have managed to disperse a range of special activities throughout our educational programs this year including excursions, sports days, literacy and numeracy quizzes, UBT conferences, charity fund raisers, talent quest, Fit2Drive programs, Driver Education and Glenvale's Great Race.

A campus goal for 2014 was to extend leadership opportunities for our senior students.

Leadership positions and job descriptions were created for many senior students and the responsibility for running assemblies and SRC meetings was given to the students. The SRC ran a series of special lunches for students, teachers and parents and raised over \$3000 for new resources and equipment at the campus.

Our Year 11 Business class organised and ran the campus' first ever "Glenvale's Got Talent" Quest. This activity saw the secondary students and staff allocated to teams to prepare original and unique entertainment items for parents and students. Despite initial shyness, students and staff alike surprised their audience with displays of very closely concealed talents!!



We were very fortunate to engage the services of our new graduate teacher, Mrs Chloe Whitfield at the start of 2014. Mrs Whitfield brought with her many new skills and an abundance of enthusiasm. Our Primary staff have worked collaboratively and cooperatively to achieve excellent learning opportunities for our students. The Primary students and staff have again used their SDL time productively to plan and run a very enjoyable version of "Glenvale's Great Race" for parents and friends of the campus.

As 2014 draws to a close, we have the unusual and regrettable task of farewelling three staff members: Mr & Mrs Coghlan and Mrs Roberts. We thank them for their dedication and valued contributions to our campus and wish them every success in their future endeavours.



I would like to thank our dedicated staff, CEOs, directors and parents and our amazing students without whose commitment, co-operation and determination we would not be able to maintain our excellent campus.

Jan Monaghan
Campus Coordinator

Curriculum - Primary



Primary Administration

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

Curriculum

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



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

Primary classes and curriculum are structured on VELS levels.

Grades 3 & 4	Level 3
Grades 5 & 6	Level 4

Curriculum is organized in two year scope and sequence cycles to support the multi-age class structures, an example of which is presented on Page 31.



Primary Curriculum: Scope and Sequence chart Year 2014

HUMANITIES				
	Term 1	Term 2	Term 3	Term 4
Level 3	HISTORY <i>Who lived here first and how do we know?</i>	HISTORY <i>How has our community changed?</i>	HISTORY <i>How and why do people choose to remember significant events of the past?</i>	HISTORY <i>Campus Choice</i>
	GEOGRAPHY <i>The representation of Australia as states and territories and Australia's major natural and human features</i>	GEOGRAPHY <i>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there</i>	GEOGRAPHY <i>How and why are places similar and different? What would it be like to live in a neighbouring country?</i>	GEOGRAPHY <i>Campus Choice</i>
Level 4	HISTORY <i>What do we know about the lives of people in Australia's colonial past and how do we know? How did the Australian colony develop over time and why?</i>	HISTORY <i>What were the significant events and who were the significant people that shaped Australian colonies?</i>	HISTORY	HISTORY <i>Campus Choice</i>
	GEOGRAPHY <i>How do people influence the human characteristics of places and the management of spaces within them?</i>	GEOGRAPHY <i>How do people and environments influence one another?</i>	GEOGRAPHY <i>How does the environment support the lives of people and other living things? Europe and North America</i>	GEOGRAPHY <i>Campus Choice</i>

SCIENCE				
	Term 1	Term 2	Term 3	Term 4
Level 3	BIOLOGICAL <i>Feathers, fur or leaves?</i>	EARTH and SPACE <i>Night and Day</i>	PHYSICAL <i>Heat Energy</i>	CHEMICAL <i>Melting Moments</i>
Level 4	BIOLOGICAL <i>Desert Survivors</i>	EARTH and SPACE <i>Earth's Place in Space</i>	PHYSICAL <i>Light Show</i>	CHEMICAL <i>Solid, Liquid or Gas?</i>

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

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

The ongoing support and commitment of Glenvale Education Inc and individual Trusts to ensure that classes are adequately and appropriately equipped also supports this success.



Curriculum Development.

Curriculum Development for 2014 followed the Australian Curriculum framework in the following areas.

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

Curriculum Development for 2014 followed the Victorian Essential Learning Standards (VELS) framework in the following areas.

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

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

Pauline Fargie

Curriculum - Secondary

Administration



The Secondary area of the school is managed by Mr Mark Stanton, who also has extensive administrative and leadership experience.

A core curriculum is maintained at Glenvale through to Year 10, with an emphasis on balance between English, Mathematics, Humanities, Science, Business, Health and PE, the Arts and Technology. Business Studies are represented within the curriculum 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.



Our curriculum is developed according to the frameworks provided by the Australian Curriculum (English, Maths, Science, History and Geography) and VELS (all other areas).

At Years 11 and 12, most students undertake a full VCE program with the addition of VET Business units. Throughout 2014 we continued to focus on ways to improve the quality of our video conferencing (VC) lessons.

The weekly VC schedule continues to cover a broad range of curriculum areas encompassing English, Mathematics, Business, Product Design and Technology, Economics, Food and Technology, Geography, History, Legal Studies, Physics and Visual Communication and Design at the Units 1 to 4 levels to a large number of Year 11 and



12 students.

Our Year 7-12 student results continue to improve and underline the school's desire to see continual improvement in our academic performance levels.

2014 saw the introduction of Self-Directed Learning throughout the school. Every Campus introduced Learning Centres which are designed as spaces where students go to complete learning activities and undertake their own learning tasks. Over the course of 2014, a great

deal of curriculum development has been undertaken aimed at developing documents called 'Assignments' which map out the learning requirements of students undertaking self-directed learning.





Towards the end of 2014 a great deal of work was undertaken aimed at further improving and enhancing our self-directed learning programs and infrastructure.

2014 also saw the introduction of increased levels of VC interaction amongst staff. More whole school and Secondary School staff meetings were run over VC in 2014 than in any previous

year. The VC Meeting schedule was increased to facilitate increased levels of communication and interaction between staff across all campuses.

During the year we introduced more tracking mechanisms aimed at tracking student academic performance across the year. Several student seminars were rolled out, aimed at improving their understanding of how to improve their academic performance. In order to improve student accountability and motivation, VCE students (particularly the Year 12s) were interviewed on several occasions by the Head of Secondary. This proved to be very successful.

Finally, throughout 2014 a great deal of work went into aligning the practices and operations of Glenvale campuses to bring greater uniformity to the student experience. This approach is partially mirrored by a similar approach at a National level. The end result of all of this work was the development of a whole school Calendar for 2015 incorporating aligned events and interactions, the development of a whole school Secondary timetable for 2015, and the increase in VC interactions for 2015.



Academic Competitions

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



In 2014, Glenvale School students again participated in three major external competitions: the National Geographic 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 any competition costs for every student in the school.



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

Mark Stanton

Student Attainment levels (in percentage form)

Competition	High Distinction/Distinctions	Credit
Australian Geography	22%	17%
Big Science	3%	14%
Australian Mathematics	7%	32%

Video Conference Learning



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



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

Year	Subjects	Presenters	Students	Campuses
2009	6	7	44	8
2010	14	12	111	10
2011	15	12	113	10
2012	18	12	140	10
2013	21	18	103	10
2014	25	15	127	10

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

This network is provided by Telstra through a range of ways that include frame relay, Ethernet or Optic fibre technology. The delivery is via a Codian 4520 MCU bridge for multi point conferencing based in Sydney.

Each campus endpoint is serviced by



either a Cisco SX20, or a Polycom HDX 6000, 7000, 8000 or 9000, and MOVI units paired with a 12X optical zoom camera and a content presentation or document camera.

Calls are usually made at the 768KBPS data rate, but can be varied to allow for each specific situation. Increased resolution in the picture can be obtained by lowering the data rate.



The school conducted sixty three weekly presentations for twenty four separate classes across years nine to twelve.

Every Victorian campus received VC lessons delivered from eight different campuses. There were 62 year 12 students enrolled in single and multiple unit three and four VC subjects and 57 year 11 students enrolled in single and multiple unit one and two subjects.

Eleven Year 12 subjects were delivered by Video Conferencing:

Production, Design & Technology
English
Further Maths
Economics
Food & Technology
History
Legal Studies
Maths Methods
Vis. Comm. & Design
Physics
VET Accounting
Geography

Mike Kaplan
Lyn Doyle
Pasquale Mammone
Ashvin Dass
Sue O'Bryan
Natalie Shephard
Francesco Rossi
Anju Selex
Sandra Watson
Phil Campbell
John Sheehan
Amanda Moran

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

Four students in VC classes scored above 40 while the VC Legal Studies class averaged 37.

In the majority of VC subjects the Glenvale class median score was greater than the state median score in that subject.



Ten Year 11 subjects were delivered by Video Conferencing:

Production, Design & Technology
General Maths
Economics
Food & Technology
History
Legal Studies
Maths Methods
Vis. Comm. & Design
Physics
Geography

Mike Kaplan
Anju Selex
Dee-Anne Coghlan/Ashvin Dass
Sue O'Bryan
Natalie Shephard
Francesco Rossi
Anju Selex
Sandra Watson
Phil Campbell
Peter Bakker



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

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

Derek Eden
VC Manager



Learning Support Program

Program Outline:

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



Framework Guidelines:

- Staff work together using assessment processes to ensure that student special learning needs are identified as the earliest possible time.
- Enrolment processes provide the opportunity for disclosure of already identified needs.
- Most pupils' needs are met within classroom settings through the provision of planned and differentiated learning opportunities. On occasions, withdrawal for specific, focused and short term assistance may be required.
- Students whose needs cannot be met in regular, differentiated classrooms have an Individual Education 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:

- Continued improvement in scores of students previously performing in the lower range



Value Added Programs

The School is proud of the programs provided for students.

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

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

Selection of Activities

General

Book Parade
Breakfast
Charlton Pre-Driver Education
RTO School based Certificates
Community Challenge
Debates
First Aid Training for Year 9 & 10
Healthy Eating
Literacy and Numeracy Week
Newsletters
Student Leadership initiative Presentations



Academic

Academic Cluster Days
ACER testing – numeracy/literacy
After School Tutorials
Australian Maths Competition
Big Science Competition
Compulsory Semester Examinations
Cross level teaching
GAT Preparation Seminars
Holiday Homework schedule
Homework Club
House competitions
Learning Management System (Moodle)
Legal Studies Seminars
Literacy and Numeracy assistance
Literacy Week
Maths Week
NAPLAN Testing Years 3, 5, 7, and 9
National Geography Competition
Primary Cluster assemblies
Progress Interviews
Self Direct Learning introduced across the School
Student Mentoring
Transition Days for VCE entry
Tuesday Homework Club





VC Subject Days
Weekly Homework Email to Parents
RTO School based Certificates

Sporting

Cluster Athletics
Cluster Winter SportsLap of the Lakes
Orienteering
Secondary Cluster Sports Days
Primary Swimming Program



Administrative/Parental

Bullying Program
Cybersafety Program
Home Groups
Increased Physical Education lessons
Open Days
Resiliency Week activities
Staff CPR and Anaphylaxis Training updates
Staff receive lap tops
UBT Team Building and Leadership Seminar
P/T Meetings - over 90% attendance
Reading Support



Campus traffic management



Music/Cultural

Band Performances on Market Day
Choir Performances at Assemblies
Community Open Days
Early Learning Centre book reading
Music Lessons for individual students
Music at Community Open Days
Musical at Aged Care Homes
School Choirs
Secondary Talent Quest
The Great Debate

Achievements of Note

Big Science Competition
National History Challenge Finalist

Moira Shire Council Award
UNSW Economics Awards



A selection of Campus Excursions

Academic Day
Anglesea Recreation Camp
Bannockburn Reserve
Barwon Heads
Bay Play Activities
Bendigo Science Works
Book Week @ Ballarat
BTYC Gymnastics
Bushwalking Activity
Canberra – Old Parliament House
Canberra - War Memorial
Cardinia Reservoir Park
Casterton Sports
Charlton Driver Ed
Chinese Museum
Cliffhanger Indoor Rock Climbing
Collingwood Childrens' Farm
County Court
Cox's Farms
Discovery Centre
Docklands
Eureka Skydeck 88
Fit2Drive Program
Garden Show,
Grampian Retreat
Hanging Rock
HMAS Castlemaine
Holocaust Museum
Immigration Museum
Jump Rope Event
Kayaking – Westerfolds Park
Kerang Library
Lake Dewar YMCA Lodge
Leadership Forum in Sydney
Local Court House
Max Brenner
McDonalds
Melbourne CBD
Melbourne Exhibition building
Melbourne Museum
Melbourne Park Accounting
Melbourne University
METEC Driving Course,
Mitre 10
Mt Macedon Bushwalk
Ocean Grove
Old Melbourne Gaol





Old Parliament House
 Orienteering
 Parliament House Melbourne
 Pioneer Settlement – Swan Hill
 Planetarium
 Point Nepean
 Polly Woodside
 Port Campbell
 Queen Victoria Market
 RAAF Museum
 Rippon Lea
 Run the Lake
 Scienceworks
 Sovereign Hill
 StarLab science
 Swan Hill Animal Nursery
 Top Designs
 Torquay
 Trees Adventure
 Trout Farm
 Vic Market
 Victorian volcanic sites
 War Museum
 Werribee Zoo
 William Angliss Conference Centre
 Yakult Factory
 Yambena
 You Yangs

A selection of Campus Incursions

Academic Day Speakers
Alcohol Awareness - Police Officer
Andrew Downes - Police Officer
Ashleigh Turtur - Fit2Drive
Astronomy Club
Author/Illustrator Workshop
Bill Hosking ANZAC Day Speaker
Bridie Blake – Author
Bullying Workshop
Bushfire Safety - CFA Officer
Cluster Academic
Community Open Day
CrocStars
Darren Chester MP
Disability Awareness Presentation
EHO - Food Tech
Environmental Health Officer
Epilepsy Day – Fund Raising Day
Fizzics - Science Presentation
Frankie Lagana – Long Tan Awards
Indigenous visitation
Jeff McNeill – Local Councillor
Keys Please – Driver Education
Life Saving Association Members
Mrs Annie Thompson
Mrs Chris Allott McPhee
Mrs Karen Milkins-Hendry – AITSL Update
Mrs Selina Samuels
Peter Eatwell 'Air' Presentation
RACV Street Scene
Scholastic Book Fair
Starlab @ Smythesdale
VicRoads Speaker
Warrant Officer Mick Heinrich
Wild Action Live Animals





A selection of Fundraising Activities

Anzac Appeal – Werribee RSL
 Bandana Day - Canteen Australia
 Biggest Morning Tea – Cancer Council
 Bike-A-Thon - Royal Childrens Hospital
 Bike-A-Thon - Alfred Hospital
 Butterfly Badges - Deafness Foundation



Campus Breakfast
 Chocolate Drive
 Colourful Shoes Day
 Crazy Hat Day
 Diabetes Australia
 Easter Egg Hunt
 Epilepsy Foundation
 Hot Cross Buns
 Jeans for Genes Day
 Jump Rope for Heart

Littlest Morning Tea – Cancer Council
 Market Day
 Mother's Day Stall
 Multicultural Day
 Pancake Day
 Rapid Response Fundraiser
 Red Balloon Day - Country Fire Authority
 Run-the-Lake – SES Ballarat
 Souvlaki Lunch
 Special Lunch
 Uniting Care Homeless



Over \$100,000 raised and presented



Glenvale Education – Registered Training Organisation

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

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

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

Delivery

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

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

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

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



Assessment

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

The RTO ensures that all assessment conducted is:

- Valid - the evidence relates to the unit competency, addresses essential skills and knowledge, dimensions of competency and employability skills.
- Reliable - the assessment tool and process will produce consistent outcomes when applied by a range of assessors in a range of contexts.
- Fair - the assessment will not disadvantage any person and will take into account the characteristics of the person being assessed.
- Flexible - the assessment tool and process allows for assessment in a range of assessment contexts.

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



Glenvale Education – Providing VET Services

What is VET?

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

VET is underpinned by the National Training Framework.

About Us

Glenvale Education is an entity under Glenvale Education Inc. In 2014 the Glenvale (VRQA) for the majority of the year. In November 2014, the RTO transferred its registration to the Australian Skills Quality Authority (ASQA).



Glenvale Education offers Certificate IV and Diploma courses from the Business Services and Financial Services package to students after they have graduated from

Year 12. We also receive registrations from mature age students seeking to build up their skills and qualifications in these same areas.

VET in Schools (VETiS) Program

The VETiS program forms a strong pathway for students wanting to continue training. Glenvale Education offers vocational education and training under the VET in Schools Program. In 2014, the RTO auspiced its courses to two schools in the *OneSchool* System:



- Glenvale School (Victoria)
- Agnew School (Queensland)

The rewards of the VET in Schools program are two-fold:

- Students receive credit towards their higher school certification, awarded by the relevant governing body (ie VCAA and QCAA).
- Students receive nationally recognised training, awarded by the Glenvale Education Inc RTO.

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

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

- | | |
|--------------------------------|---------------------------|
| ▪ VCE VET Business (Units 1&2) | Glenvale School |
| ▪ VCE VET Business (Units 3&4) | Glenvale School |
| ▪ VET Business Operations | Glenvale and Agnew School |
| ▪ VET Accounting | Glenvale School |

Scored VET Programs

Some VET in Schools programs qualify as scored studies in Senior Secondary qualifications. In Victoria, the RTO oversees the delivery of the VCE VET Business course undertaken by students at Glenvale School. This course is fully recognised within the Units 1 to 4 structure of the VCE and contributes 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 and 2 – completed at Year 10)
- VCE VET Business (Units 3 and 4 – completed at Year 11)

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 VCE block credit recognition at Glenvale School:

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



In 2014, Glenvale School and RTO staff worked closely to continue to improve delivery and assessment resources. This year in particular, there was a focus on the professional development of teachers to:

- continue to improve skills in the development of high quality training materials
- provide consistent assessment outcomes for students across the State.
- encourage the sharing of knowledge, resources and expertise across campuses, particularly as it related to the use of video conferencing infrastructure.

Mark Stanton
RTO Manager



Glenvale Employment Services



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

To promote this mission, Glenvale, through each Campus of Glenvale School, offers a range of VET subjects, and has undertaken to provide both school based and

workplace training under a comprehensive 'School Based Apprenticeship Traineeship' (SBAT) program.



Glenvale Employment Services is now the



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

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

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

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

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

School Based Apprenticeship Program

The School Based Apprenticeship Traineeship Program (SBAT) is supported and promoted by both the Victorian and Australian Governments. Under the program, students are able to undertake the VCE at school, while being in paid



part time employment, and complete a nationally recognized Vocational Education and Training (VET) qualification.

During 2014 most Year 11 students completed the SBAT program in the Certificate III in Business. 57 Glenvale School students completed the SBAT in 2014.

Workplacements

As part of the SBAT Program, Year 11 students are required to complete a minimum of 336 hours work placement. In 2014 the students were required to complete three (3) placement blocks of 112 hours during each four (4) month period. (ie. January - April, May - August, and September - December).

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

To further assist Host Employers understanding of the SBAT program, information sessions were held to coincide with the VECCI (Victorian Employers Chamber of Commerce and Industry - our 'New Apprenticeship Centre') sign up process. These were very well attended and proved beneficial to all those who were able to attend. It is the intention to again run these where possible in 2015.

All Host Employers will again be issued with specially designed guideline booklets at the beginning of 2015, which will further increase their understanding of the program and give them advice as to activities the students can undertake to enhance their learning and experiences.

Business Surveys

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





including their requirements for 'Further Training and Education Programs'.

The vast majority of the surveys (more than 75 %) were returned, and of these the overwhelming majority are very supportive of the program and believed it was of great value to the students who are participating.



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

General Comment

Students who undertake a School Based Apprenticeship Traineeship as part of their senior education are more "work ready" and have an easier more successful transition into full time and part time employment and are more committed to undertaking Post Graduate study. Many students continue training with Glenvale Education (our RTO arm) and other training organisations, following the completion of Year 12.



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



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



Ross Smith
Manager, Glenvale Employment Services

OHS Report

In 2014 we fully implemented the Glenvale OHS Management System in association with our OHS Consultants Quallsafe Management Systems.



All campuses continue to be managed by established OHS Teams chosen and appointed by Campus staff, and engaged in an approved consultation process with employees and appropriate training and supervision programs.

In addition to this, all school areas were subject to risk assessment and risk

management exercises and all campuses were audited either internally or by Quallsafe to ensure compliance with legislation and continuous improvement practices. The proposed transfer to the National Work Health and Safety (WHS) legislation has not yet taken place in Victoria, so until this occurs we remain under Victorian State OHS legislation.



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



2014 Australian Schools Census Summary

STUDENTS

Primary	221
Secondary	353
TOTAL	574
Student Retention	100%

STUDENT ATTENDANCE (%)

(reported in National Attendance Census)

Bairnsdale	96.85
Ballarat	98.60
Stawell	97.65
Bendigo	96.35
Berwick	94.05
Hamilton	94.25
Lilydale	93.70
Melbourne	97.75
Melton	97.25
Geelong	97.65
Nathalia	95.15
Swan Hill	96.10

TOTAL 96.3



Glenvale School has met all VRQA Requirements.



On Track Destinations

All students who have completed Year 12, and seeking employment, have succeeded in doing so. Many are also studying Business Courses with Glenvale Education RTO. This is also reported in the VCAA 'On Track' surveys in conjunction with the Victorian State Government.

Staff

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



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.



The focus of our professional development for 2014 was quite broad given it married up with several key school initiatives. These included:

- The implementation of the Self Directed Learning framework in 2014 - a great deal of time and effort was spent on educating our staff on how to develop relevant curriculum resources and on how to operate within Self Directed Learning environments. Dr Selina Samuels was invited back to the school to provide further information on the nature of self-directed learning and on elements of how to develop materials for staff. The school also designed its own professional learning program which it rolled out to staff through its VC infrastructure.
- The continued development of our VC structures as they are used for teaching and learning purposes. We invited Ms Cam McPhee to the school to deliver professional development sessions on issues to do with using VC and VC pedagogy and related curriculum development.
- The introduction of a Learning Management System (LMS) - we started work on the development of resources that would be embedded into our Learning Management System (LMS). A whole school session was held with our staff on how to use the LMS.
- The introduction of laptops for staff – it was decided to provide laptops to staff in 2014 to facilitate the use of ICT for teaching and learning purposes. Mr Richard Andrews (from Aurora IT) was invited out to the school to talk with staff on matters relating to IT.



As well as this, other work was done relating to the Learning Styles of individual students. Students at three Campuses were asked to complete a Learning Styles Inventory and this information was then unpacked with the staff at the Campuses.



As previously mentioned, 2014 saw an increase in interaction between schools within the OneSchool network. Several of our teachers have taken part in professional development groups encompassing OneSchool schools from Australia and NZ.

We had teachers participating in groups looking at the Flipped Classroom, alignment of practices in 7-10 English, Science initiatives and Assignment creation.

I would like to thank all of the teachers involved, but I wish to make particular mention of the work done by Alison Dietrich (Nathalia Campus) in the area of flipping her classroom.



Our staff have worked together more closely than ever before. I would like to thank them for the amazing amount of work and efforts that has gone into implementing the SDL framework so successfully into our school. I would particularly like to thank the Heads of Department for their roles in facilitating and leading the widespread changes to our teaching and learning programs.



2014 saw the introduction of new systems used across the Secondary School. Student Surveys were conducted through our new LMS structure, and the entire Subject Selection process was completed most successfully through the LMS.

In 2014 we also introduced a modified Staff Appraisal process. Staff Appraisal is an integral part of the professional development of the school. The new system provides a focussed framework for teachers to consider their development over the course of the year.



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’

70 hold an ‘Additional Diploma/Grad Diploma/Additional Certificate’

20 hold a TAFE VET Certificate IV in Training & Assessment or above.

14 hold ‘Higher Degrees’ (eg Masters, Doctorates)



Teaching Staff	Full Time equivalent	
Total		76.7

Non Teaching Staff	Part Time	
Total		27.9



Staff Matters	
Retention	70%
Attendance	95%
Unplanned Absence per Staff (av)	6 days
Turnover of Staff per Campus (av)	2.7
PD Internal hrs (av)	41 hrs
PD External hrs (av)	10 hrs

Staff ‘Retention’ affected by closure of 2 Campuses



CEO/CC Meetings



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

The focus of these management meetings is extremely broad and includes issues like: the running of the school; the policies of the school 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.

In 2014 the CEO/CC Meetings focussed significantly on one issue: alignment.

Throughout the course of the year we worked on ways to

better align campus practices so that the experience of our students was relatively consistent.

This has led to a range of initiatives for 2015 which are aimed at more aligned operations.

With so many significant developments in 2014, it is obvious that a great deal of meeting time was dedicated to issues like

Self Directed Learning, ICT, the Learning Management System, Curriculum Development, Learning and Assessment, student experiences and opportunities and

reviewing performance relevant to school goals. Student attendance checks were also a matter for discussion, but not concern. See Page 55.



Over the course of 2014, this group also collaboratively developed a School Improvement Plan for 2015 and beyond.

Staff Professional Development



ACER and Learning support
ACHPER Conference
All Staff Day
Anaphylaxis Training
AQTF Guidelines
Assessment & Training Workshop
Asthma Training
Australian Curriculum
Autism Awareness
Behaviour Leadership Workshop
Building Student Skills
CEO/CC meetings
Cert IV Training & Assessment
Design & Technology Conference
Developing Independent Learners
Differentiated Learning
Effective Strategies for Competency
English National Curriculum
English Teachers Conference
Enhancing Comprehension
Extending Students
First Aid Course
Food & Technology
Geography Teachers Conference
History Teachers Annual Conference
HODS Meetings
Home Economics Annual Conference
HPE National Conference
Humanities Conference
ICT in your Classroom
Independent Learning Strategies
In-House PD based on Curriculum
ISV Administration and Curriculum briefings
ISV VET Briefings
Learning Support
Legal Studies Assessment Program
Literacy and Numeracy
LOTE Conference
Making Maths Come Alive
Managing Challenging Behaviour
Managing Students with learning difficulties
Mathematics Teacher Conference
Motivating and Engaging Middle Years
NAPLAN In-service

New staff Orientation days
 OHS briefings
 Post Assessment Validation
 RTO Network
 School based Apprenticeships
 Science Teacher Conference
 Student Directed Learning Conference
 Staff Meetings
 Subject Department VC Conferences
 Teaching Creatively
 Top Designs PD
 VASS Regulations and Procedures
 VATE Conference
 VCAA Data Briefings
 VCAA Exam Supervision
 VCE English study briefing
 VCE Food Tech Conference
 VET Financial Services and Business
 VET Teacher Conference
 VIC Institute of Teaching
 Video Conference Management
 Visual Communication briefings
 VIT Mentor Support Program
 Weekly Staff Meetings
 Working with Children regulations
 Worksafe OHS



Other School Activities

Parents and Friends

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

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



Parent Teacher Meetings

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



Long Tan Awards

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



Pastoral Systems

Each Campus is able to introduce its own variation on the Pastoral System. As an example, Campuses set specific goals for each Year Level. Amongst those included were

Leadership initiatives, Organisation and time management, Bullying and friendships, Driver education and Alcohol awareness.

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



VCE Results

Glenvale Academic Results 2014



Average study score all VCE students	31.5
Average study score Year 11 students	35.4
Glenvale % of 40+ Study Scores	14.9%
Total number of schools studying VCE Units 3-4	532
Glenvale median study score placed the School at	118/532
Glenvale 40+ study score placed the School at	72/532
% of Business 3/4 students (all Yr 11s) achieving a Study Score of 40+	30%

Number of Independent Schools studying VCE Units 3-4	145
Glenvale median study score placed the School at	70/145
Glenvale 40+ study score placed the School at	50/145

GAT	2011	2012	2013	2014
Written Comprehension	30	29	30	30.44
Maths/Science	30	30	31	31.56
Arts/Humanities	29	30	30.5	30.71

SUBJECT	2011	2012	2013	2014
English	30	30	30	29
Business	35	36	35	36
Economics	26	24	24	28
VET Accounting	NA	NA	NA	NA
Further Maths	32	30	31	31
Maths Methods	32	30	27	29
Product Design & Tech	33	38	33	30
Food & Tech	37	35	35	31
Geography	34	34	35	36
History	30	29	29	35
Legal Studies	33	32	33	32
Physics	-	-	29	32
Visual Communication	32	31	30	30

Perfect Study Scores

VET Business

Clara Sellars

Swan Hill Campus

Three subjects above 40

Martin Weeks

Bendigo Campus

Best of Campus

Chelsea Way
Martin Weeks
Joseph McAlpin
Daniel Ohlmeyer
Gemma Weeks
Brandon Colledge
Emmaline Patten
Sarah McCalman

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

ATAR of 90+

Harriet Chippindall
Brandon Colledge
Trudy Fowler
Joseph McAlpin
Harvey McLerie
Gemma Weeks
Martin Weeks

Melbourne Campus
Melton Campus
Melton Campus
Berwick Campus
Melbourne Campus
Melbourne Campus
Bendigo Campus

Best of VCE 3/4 Subject

English

Further Maths

Maths Methods

Economics

Food and Technology

Geography

History

Legal Studies

Product Design and Tech

Physics

Visual Communication & Design

Business

Martin Weeks
Daniel Ohlmeyer (*VC)
Marty Grace (*VC)
= Brandon Colledge (*VC)
= Caleb Thomas (*VC)
= Bonnie McCalman (*VC)
= Marcella Blake
= Joseph McAlpin (*VC)
= Leon Thomas (*VC)
Brandon Colledge
Gemma Weeks
Jacob Earl (*VC)
Martin Weeks (*VC)
= Chelsea Way (*VC)
= Scott Greenfield (*VC)
Clara Sellars

Bendigo Campus
Hamilton Campus
Melton Campus
Melton Campus
Melton Campus
Swan Hill Campus
Melbourne Campus
Berwick Campus
Hamilton Campus
Melton Campus
Melbourne Campus
Melton Campus
Bendigo Campus
Bairnsdale Campus
Berwick Campus
Swan Hill Campus

Dux of School 2014

Martin Weeks

Melton Campus

2014 Premiers Award (Business)

Clara Sellars

Swan Hill Campus





OneSchool Awards

Gold Awards

Joseph McAlpin
Chantelle Salisbury
Emma Grace
Isaac Hocking
Zoe Steele

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

Berwick Campus
Melbourne Campus
Hamilton Campus
Bairnsdale Campus
Swan Hill Campus

Silver Awards

Martin Weeks
Emmaline Williams
Tahlia Williams
Chad Sobey
Riley Chippindall

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

Bendigo Campus
Lilydale Campus
Melton Campus
Swan Hill Campus
Bairnsdale Campus

Australian Vocational Student Awards 2013

Announced by the Australian Minister in August 2014

Lawson Kelsey
Jared Pilcher
Sharon Currie
Heidi Phillips
Joanna McLerie
Samuel Sangster

Bendigo Campus
Bendigo Campus
Berwick Campus
Lilydale Campus
Melbourne Campus
Melbourne Campus

Chester Joyce
Jessica Reynolds
Joel Pederick
Jared Seeley
Michaela Sobey
Georgina Steele

Melton Campus
Melton Campus
Nathalia Campus
Nathalia Campus
Swan Hill Campus
Swan Hill Campus

Selection of Student Award Prize winners



Surveys – Student, Parent and Teacher satisfaction

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



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

- safety and physical needs of the campus environs
- the academic expectations and standards
- behavioural expectations and standards
- opportunities for involvement and leadership
- welfare and supporting the needs of students, staff, and families

The surveys are campus specific and the responses often reflect the various geographic settings, some of which are presented here.

Primary Student Survey

Primary Students in Years 5 & 6 were asked a number of questions about the School. The responses to the questions were enormously positive with students responding overwhelmingly positively to 18 of the 20 questions asked. The following questions had mean answers close to 5 (ie students overwhelmingly strongly agreed):



- My class has clear rules that are easy to understand.
- My teacher corrects class behaviour.
- My teacher expects me to do my best.
- My teacher encourages me to improve the standard of my work.
- My teachers puts a lot of energy into teaching our class.
- My school expects students to act responsibly.
- I feel safe at my school.

Many students commented that their favourite activities included certain classroom activities, sport and excursions.

Secondary Student Survey

Secondary Students (Years 7 to 12) were also asked a number of questions about the school. The responses to the questions were enormously positive with students answering overwhelmingly positively in 18 of the 25 questions asked. The following questions had mean answers close to 5 (ie students overwhelmingly strongly agree):



- My Campus gives me opportunity to succeed.
- My teachers show me how to do things when I am having difficulties.
- My teachers encourage me to improve the standard of my work.
- This Campus has high standards of student behaviour.
- My Campus expects students to act responsibly.
- This Campus has a safe and secure environment.
- My Semester Reports clearly indicate the academic levels I have achieved.

Secondary students commented that their favourite activities included certain classroom activities, excursions, sports, choir and specific Campus fundraising activities. Several favourable comments were also made about the Cluster Days.

Staff Survey

Staff were asked a series of questions relating to their experience at the Campus level. The responses to the questions were again overwhelmingly positive with staff responding positively across all 22 questions. The following questions had mean answers close to 5 (ie staff overwhelmingly strongly agree):

- I can discuss decisions affecting my work.
- I have recognition from my colleagues.
- I feel like a professional at work in the Campus.
- I feel my role is valued in the Campus.
- I feel committed to this Campus.
- The Campus Coordinator is open and understanding.
- The Campus Coordinator reviews performance professionally.
- My Campus encourages a climate conducive to learning.



Many Staff commented that their favourite thing throughout the year included working with the students, watching students grow and learn, working with each other, and working in this environment.

Primary Parent Surveys

Primary parents were asked a series of questions about their attitudes to the school and the success of school programs for their children. The results were overwhelmingly positive with 80% of parents responding with an average response in excess of 4 (ie they either 'Mildly Agree' or 'Strongly Agree' with the question) for every question bar one. The following questions had the most positive responses:

- The Campus has a safe and secure environment
- The Campus is meeting the academic needs of my child/ren
- The Campus cares about my child/ren's behaviour
- The Campus has high academic expectations of my child/ren
- My child/ren receive high quality teaching
- We are satisfied with the education of my child/ren at this Campus



Secondary Parent Survey

Secondary parents were also asked a series of questions about their attitudes to the school and their impressions of the success of school programs in terms of their own child/ren. Well over 80% of Secondary Parents responded with an average response of in excess of 4 (ie they either 'Mildly Agree' or 'Strongly Agree') in all but two questions. The following questions had the most positive responses:

- The Campus has a safe and secure environment
- My child/ren's academic reports are informative in that they clearly indicate achievement levels
- Most of my child/ren's teachers are committed and enthusiastic in their approach to teaching
- The Campus cares about my child/ren's behaviour
- This Campus is meeting the physical needs of my child/ren
- We are satisfied with the education of my child/ren at this Campus

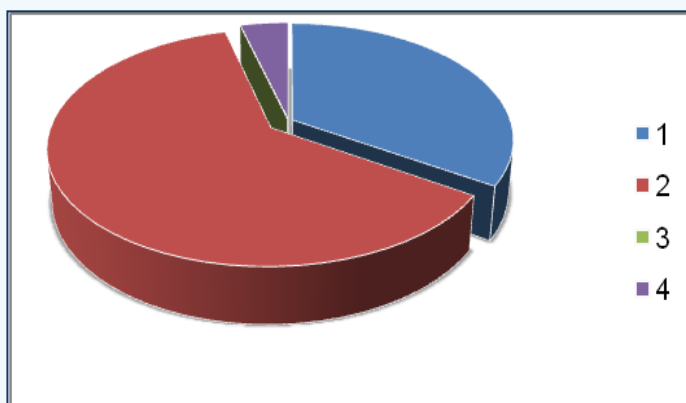


FINANCIAL SUMMARY

Consolidated School Income

Commonwealth & State Grants	1	36.00%
Schools Fees & Private Income	2	60.00%
Commonwealth Capital Grants	3	0.00%
Private Capital Income	4	<u>4.00%</u>
		100.00%

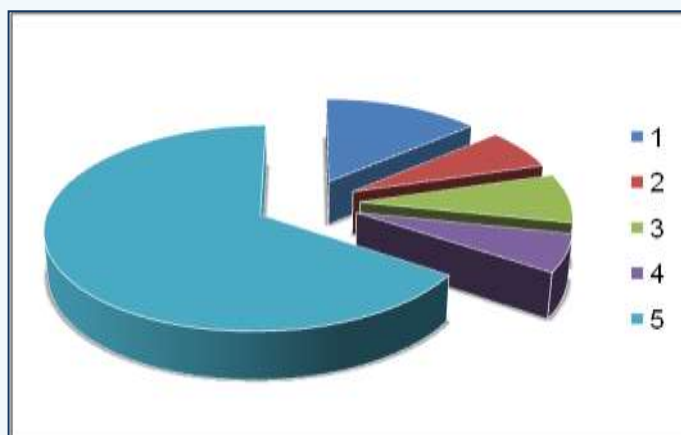
CONSOLIDATED SCHOOL INCOME



Consolidated School Expenditure

Teaching & Administration Expenses	1	14.00%
Buildings & Grounds	2	7.00%
Depreciation & Other Expenses	3	8.00%
Capital Expenditure	4	7.00%
Salary Related Expenses	5	<u>64.00%</u>
		100.00%

CONSOLIDATED SCHOOL EXPENDITURE



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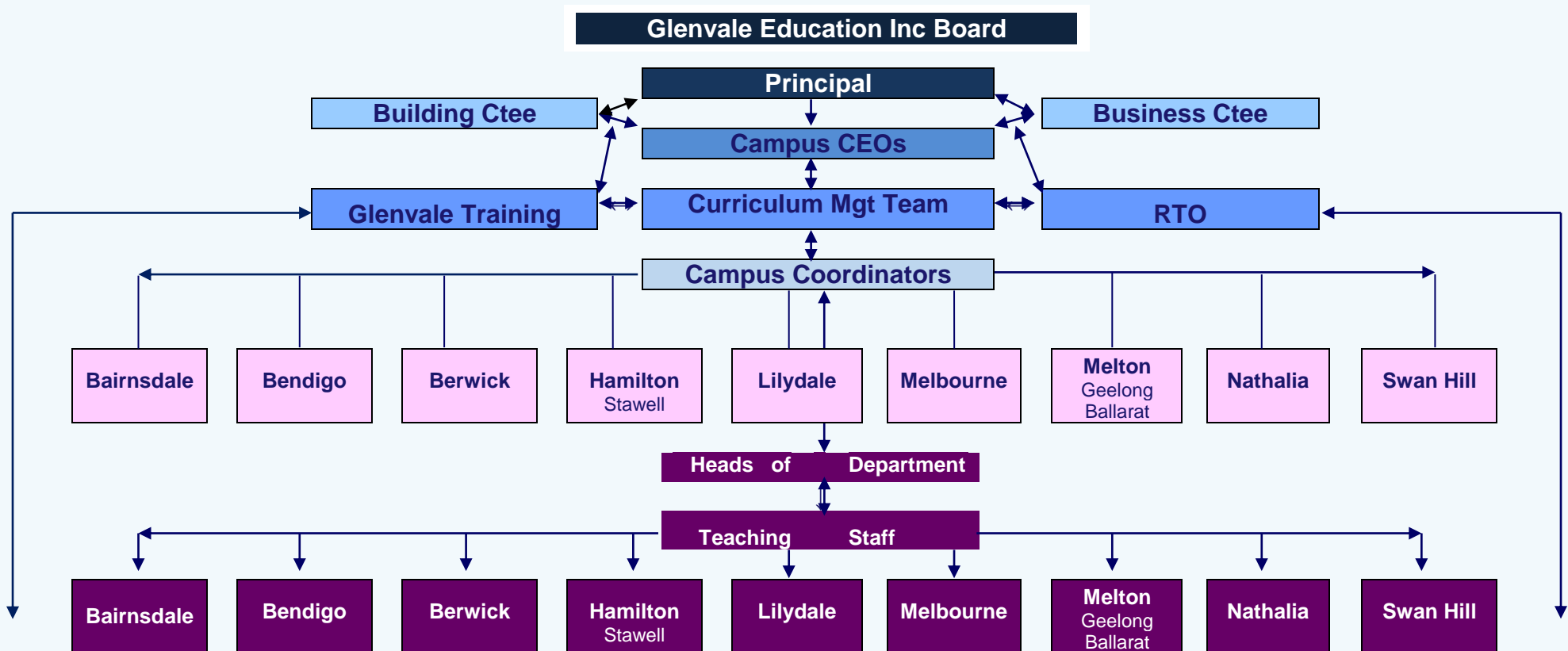


Food & Technology





GLENVALE SCHOOL ORGANISATIONAL CHART 2014



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
History/Geography	75	History/Geography	75
Science	75	Science	75
P.E/Sport/Health.	90	P.E/Sport/Health.	90
Technology	60	Technology	60
LOTE	60	LOTE	60
Arts	60	Arts	60
Self-Directed Learning (S.D.L)	150	Self-Directed Learning (S.D.L)	150

Sample Timetable

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

Secondary Curriculum

Time Allocation - Subject Program

YEAR 7 & 8			YEAR 9 & 10	
Subject	Pds / Wk		Subject	Pds / Wk
English	4+1*		English	4+1*
Maths	4+1*		Maths	4+1*
Science	3+1*		Science	3+1*
Humanities	3+1*		Humanities	3+1*
			Studies of Business Commerce (Yr 9)	2+1*
			VCE Business Units 1/2 (Yr 10)	3+1*
Health/Phys Ed	2		Health/Phys Ed (Yr 9 ONLY)	1
Technology	3		Technology	3
LOTE	2			
Art & Illustrative Design	2		Art & Illustrative Design	2
Sport	2		Sport	2
Learning Centre Period	1*		Learning Centre Period	1
Total Periods Allocation	= 30		Total Periods Allocation	= 30
* = Number of periods dedicated to SDL			* = Number of periods dedicated to SDL	
YEAR 11			YEAR 12	
Subject	Pds / Wk		Subject	Pds / Wk
VCE English 1/2	3+2*		VCE English 3/4	3+2*
Studies of Mathematics	3+2*		Studies of Mathematics	3+2*
VCE General Maths 1/2 OR			VCE Further Maths 3/4 OR	
VCE Maths Methods 1/2			VCE Maths Methods 3/4	
Studies of Business	4+3*		Studies of Business	3+2*
VCE VET Business 3/4 AND			Units of VET Accounting	
VET Business Cert III			Students also study 2 of:	2 x (3+2*)
Students also study 2 of:	2 x (3+2*)		VCE Chemistry 3/4	
VCE Chemistry 1/2			VCE Economics 3/4	
VCE Economics 1/2			VCE Legal Studies 3/4	
VCE Legal Studies 1/2			VCE Prod Design & Tech 3/4	
VCE Prod Design & Tech 1/2			VCE Food And Tech 3/4	
VCE Food And Tech 1/2			VCE Geography 3/4	
VCE Geography 1/2			VCE History 3/4	
VCE History 1/2			VCE Physics 3/4	
VCE Physics 1/2			VCE Vis Comm & Design 3/4	
VCE Vis Comm & Design 1/2			Sport	2
Sport	2		Other Learning Centre Periods	3
Other Learning Centre Periods	1			
Work placement (part of a SBA)	3 days per Semester + holidays			
Total Periods Allocation	30		Total Periods Allocation	30

Academic Performance

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

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

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

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



Student learning outcomes in 2014 have been measured, graphed (see the following pages) and analysed to assess and inform learning.

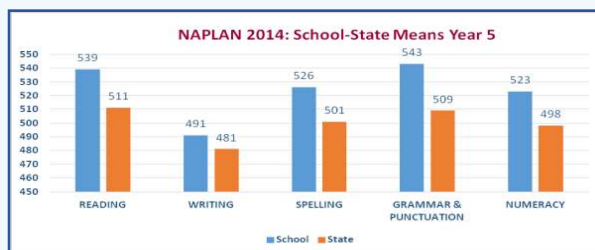
The key points from our 2014 analysis include:



Primary

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

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



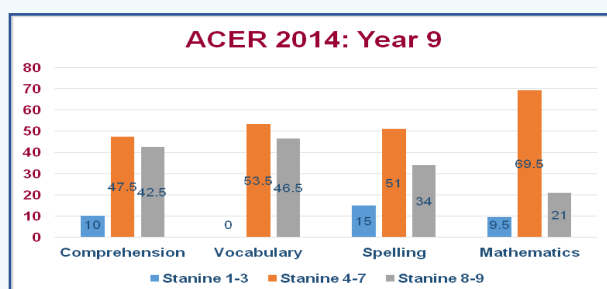
This movement in the range of results indicates that primary programs are both:

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

Secondary

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

Diagnostic tools are also utilized, including the Progressive Achievement Tests for Comprehension, Reading, Vocabulary, Spelling and Maths. The NAPLAN testing at Years 7 and 9 is part of the data set 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.

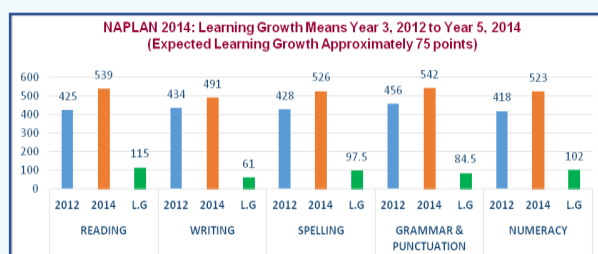
School means in all areas are higher than the State means.

Writing will continue to require explicit and focussed instruction to lift achievement levels.

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

Average Learning Growth Year 3 to Year 5

The expected learning growth of a student over the two years from Year 3 to Year 5 is one and a half bands or 75 points.



School data indicates that there has been greater than expected growth in the areas.

ACER

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

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

Data indicates that our students continue to demonstrate continuous growth in their learning.



Targeted Funding Program

At the end of 2013 the Federal Government announced changes to the way funding to support students with specific learning would be allocated to schools. In response to this change, in 2014, Glenvale School developed a Targeted Funding Program to provide support to 78 students in Years 3 – 12, across 9 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.



Objectives:

- Improve the learning outcomes skills of targeted students through the use of independent education programs and/or specialists and volunteers collaborating with staff to deliver one-on-one support.
- Improve the learning outcomes 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 continuous learning, 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 nine campuses directly correlating to the needs of individual students and the program's objectives. These include:

- Employment of Special Education 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:

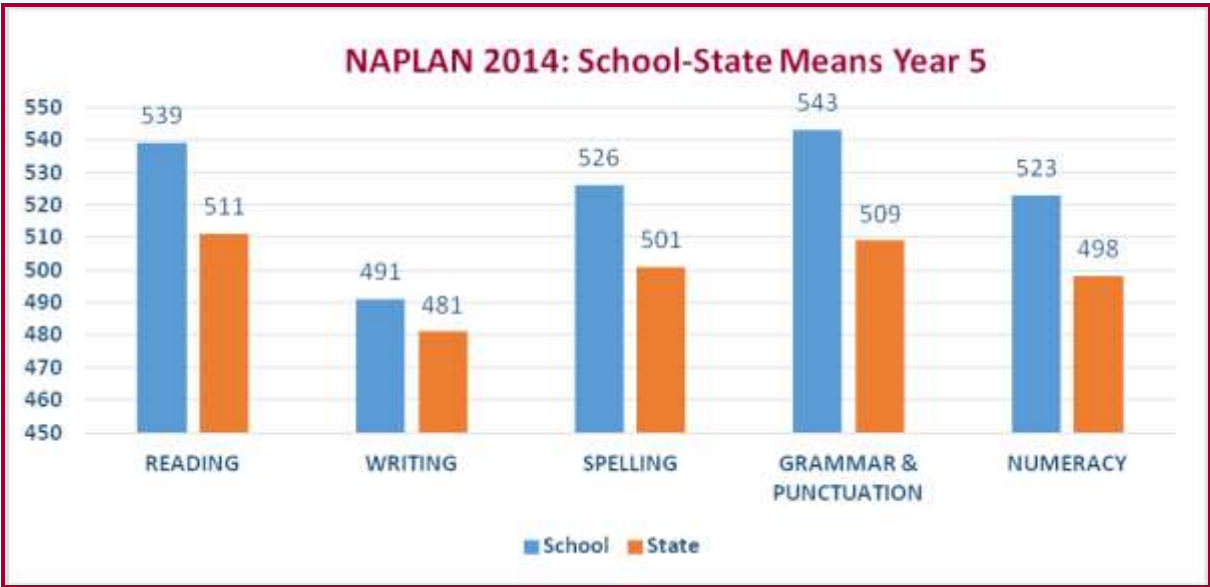
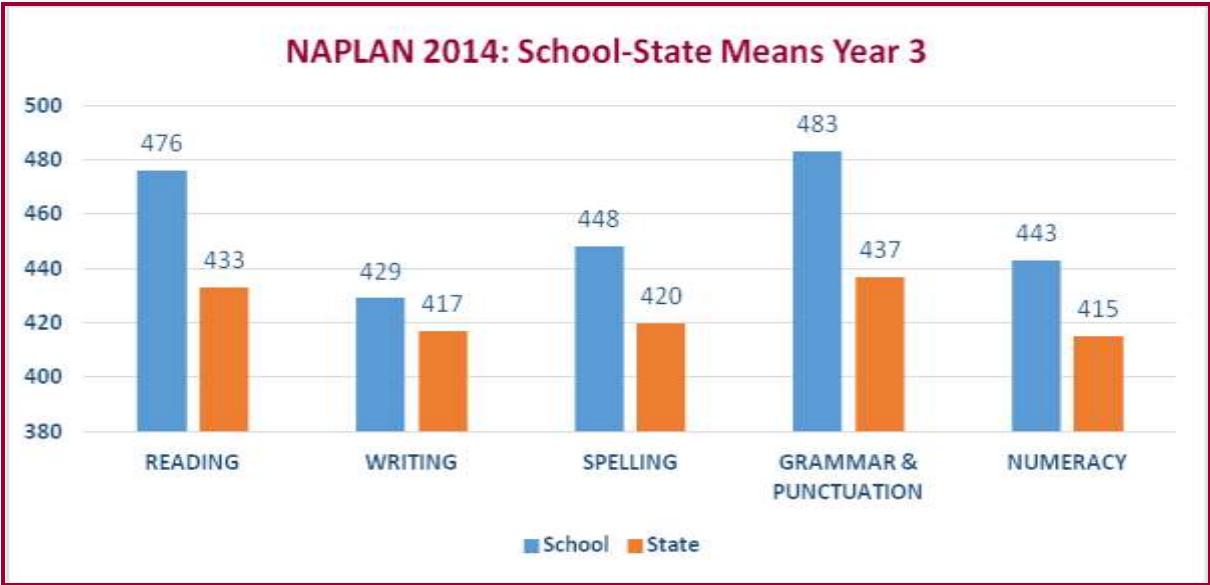
- Students generally became more confident and skill levels improve as students find the material more accessible
- Many students' results improve, particularly in assessed work, as their confidence and skills levels develop



See the new Glenvale website at: www.glenvaleschool.com.au

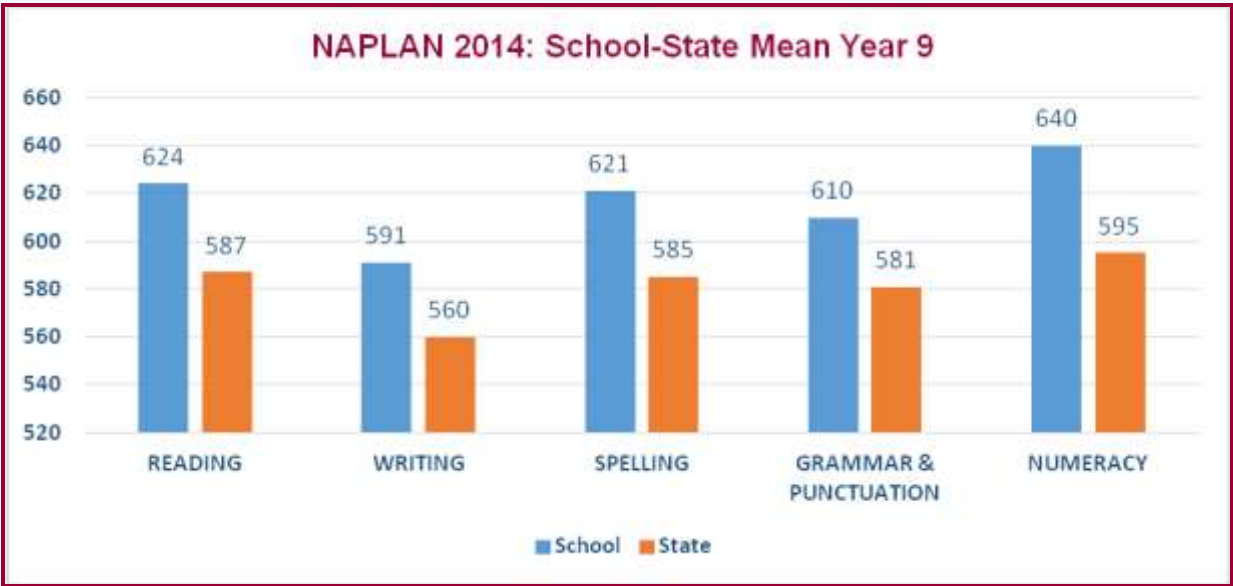
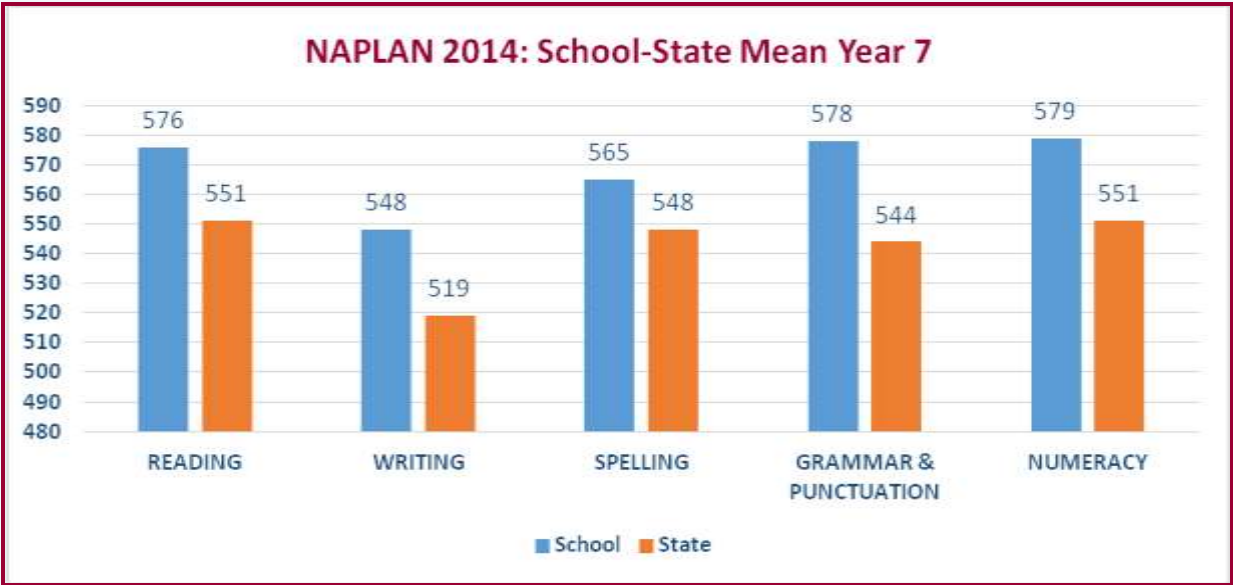
NAPLAN 2014: School/State Means

Primary



NAPLAN 2014: School/State Means

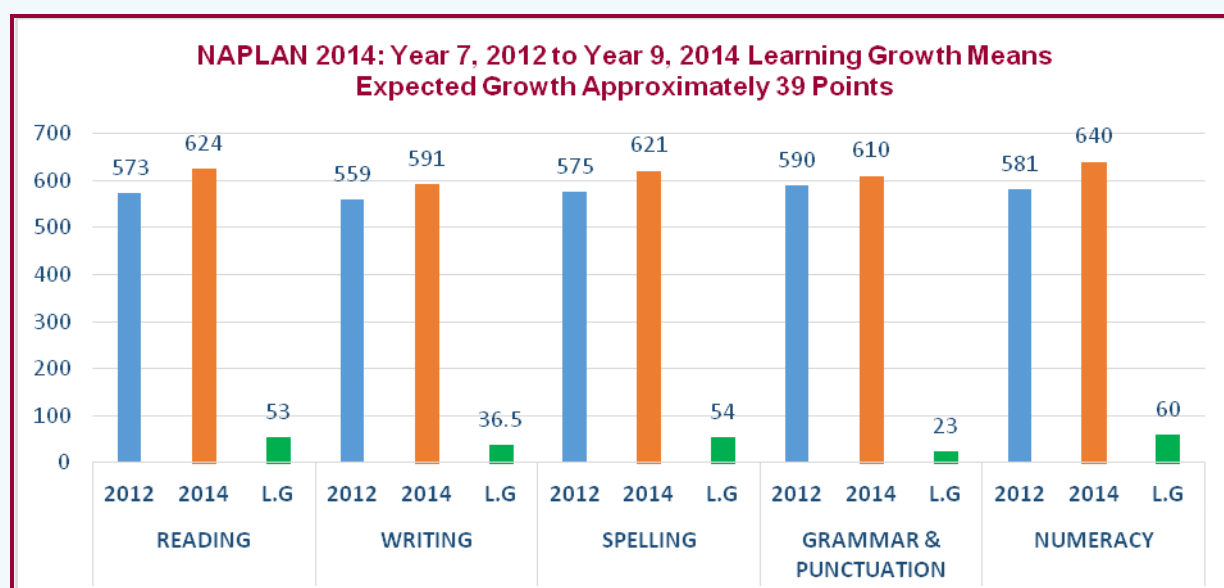
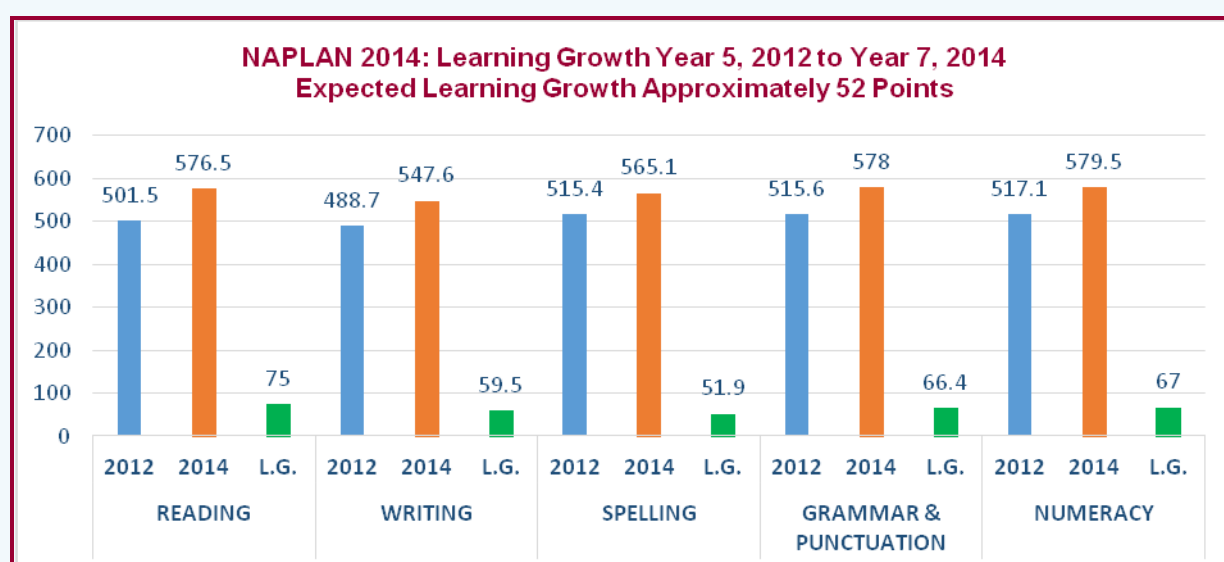
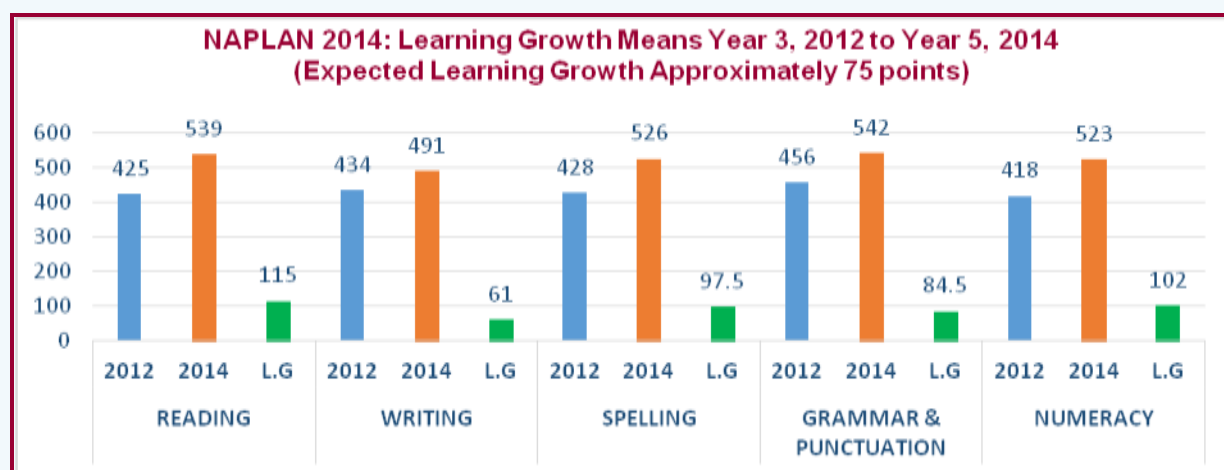
Secondary



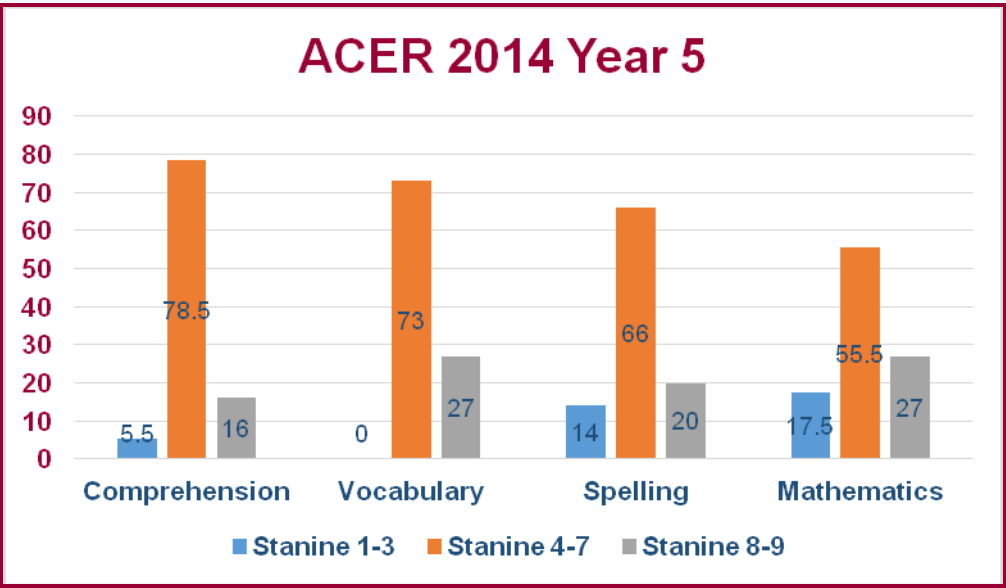
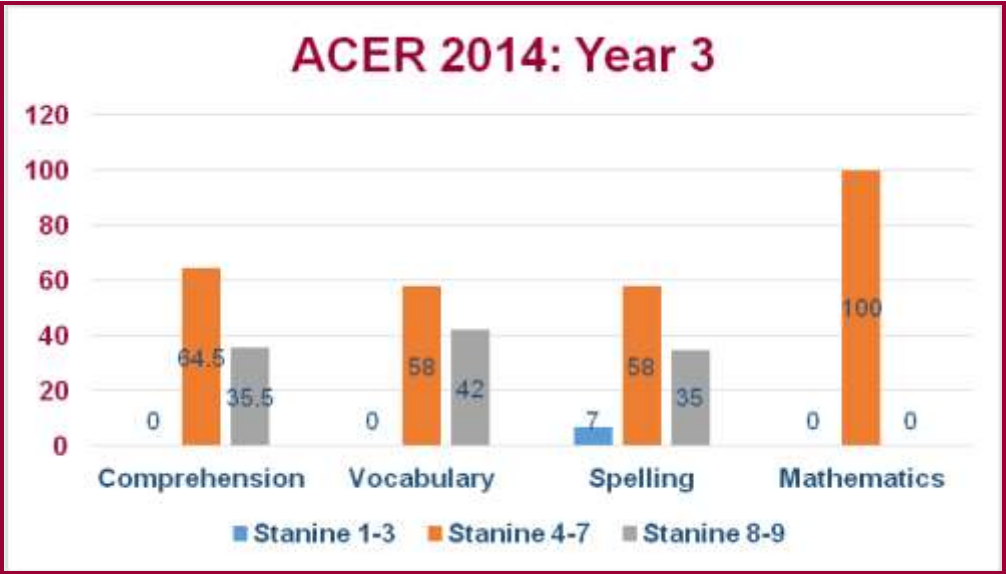
“Literacy Week was a great week” said the group of Primary students from Ballarat Campus.

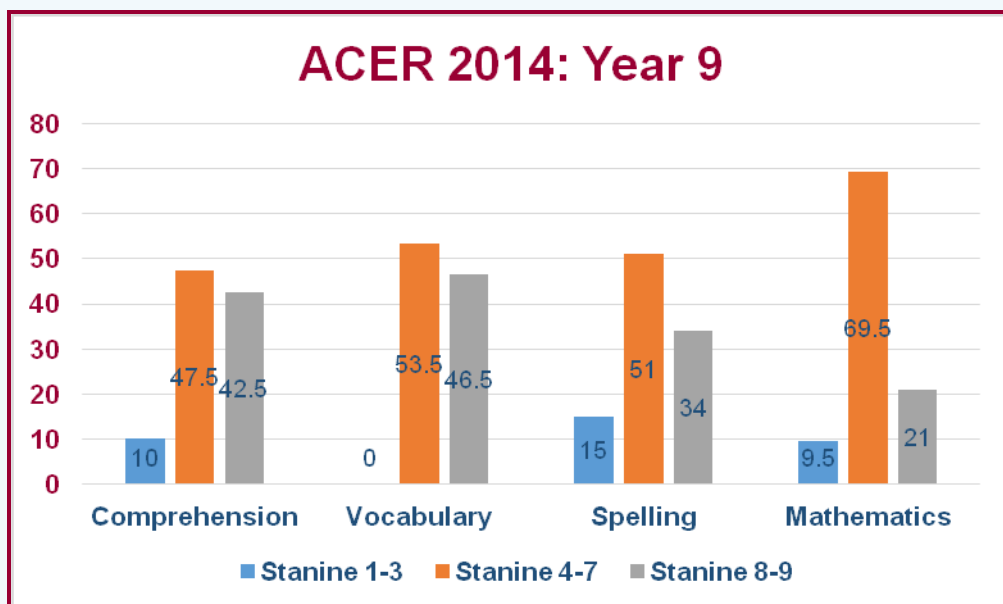
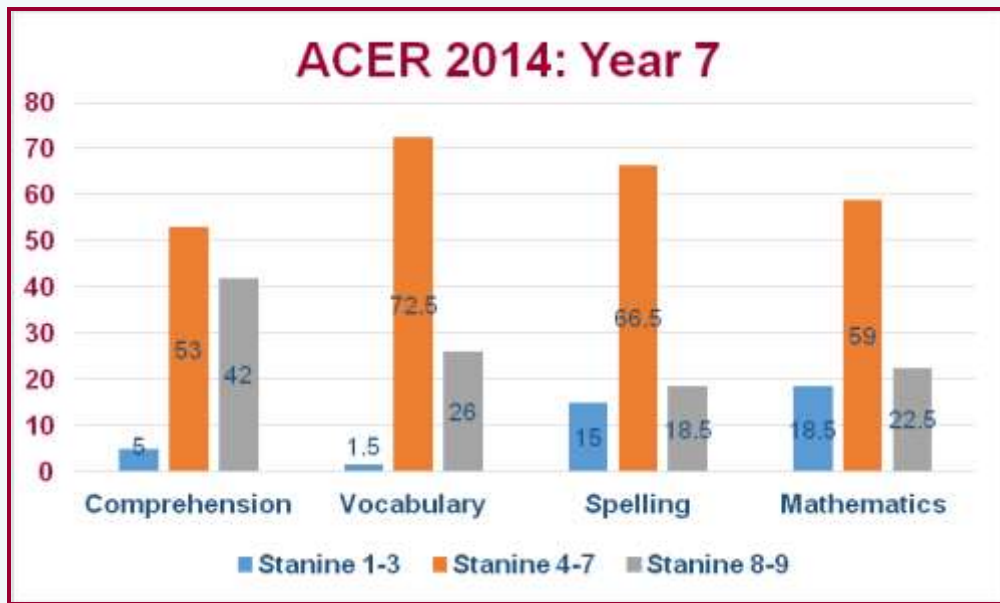


National Standards Testing



ACER TESTING 2014





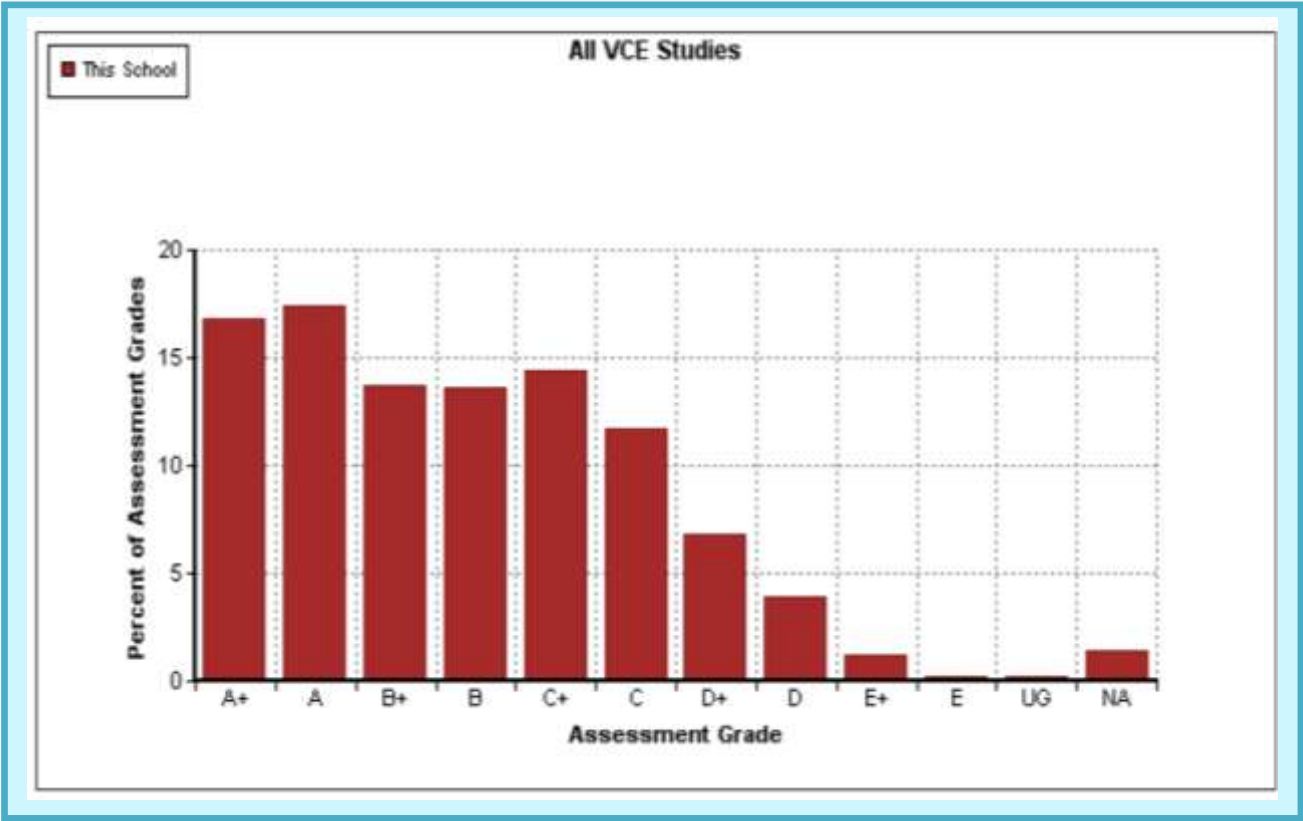
'Stanine 8-9' indicates the percentage of high achieving students in that area of testing
 'Stanine 4-7' indicates the percentage of students that have achieved the required standard
 'Stanine 1-3' indicates the percentage of students requiring some assistance in that area

Sample 'Comparative Grade Report'

Year 9 Semester 7, 2014

ENGLISH YEAR 7									
	A+	A	B	C	D	E	AA	Total	
No.	12	21	17	17	3	1	2	73	
%	17%	29%	23%	23%	4%	1%	3%	100%	
MATHEMATICS YEAR 7									
	A+	A	B	C	D	E	AA	Total	
No.	15	24	13	9	6	3	3	73	
%	21%	33%	18%	12%	8%	4%	4%	100%	
HUMANITIES YEAR 7									
	A+	A	B	C	D	E	AA	Total	
No.	2	13	29	19	8	0	2	73	
%	3%	18%	39%	26%	11%	0%	3%	100%	
SCIENCE YEAR 7									
	A+	A	B	C	D	E	AA	Total	
No.	9	26	22	9	6	1	0	73	
%	12%	37%	30%	12%	8%	1%	0%	100%	
LOTE YEAR 7									
	A+	A	B	C	D	E	AA	Total	
No.	1	8	19	19	17	4	5	73	
%	1%	11%	26%	26%	24%	5%	7%	100%	
ART & DESIGN YEAR 7									
	A+	A	B	C	D	E	AA	Total	
No.	3	13	41	15	0	1	0	73	
%	4%	18%	56%	21%	0%	1%	0%	100%	
HEALTH / PE YEAR 7									
	A+	A	B	C	D	E	AA	Total	
No.	3	17	36	16	1	0	0	73	
%	4%	23%	50%	22%	1%	0%	0%	100%	

ALL VCE STUDIES



Thank you to the members of each Campus who supplied photographs for the 2014 Report.

