



ANNUAL REPORT

2015



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TO

THE GLENVALE SCHOOL COMMUNITY

Cover picture:

A group of student leaders from Cardinia Campus

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From the Principal

Annual Reports provide an opportunity for reflection over the past year, but in today's environment of rapid social, economic, political and educational change, we have little time for historical reminiscing - except to use the experiences to plan a better future.

Having been associated with such a great educational institution since its inception in 2001, Glenvale School has developed through the establishment and consolidation phases to become a well-respected entity that holds true to its mission to provide quality in education to the community of parents diversely located through Victoria who have chosen this environment in which to educate their children.

The multi campus structure may be unique, but with the multitude of cross campus activities and collaboration with other schools globally under the OneSchool banner, a complete local, national and international dimension is available to students at Glenvale.

The strong cultural values continued through 2015 providing an unchanging focus in the ever changing educational landscape where we are constantly asking the question – are we adequately preparing the coming generation with the skills they will need in the 21st century.

2015 was a year of review. Beginning with the cyclic VRQA review, Glenvale used this opportunity to give consideration to its core processes and compliance with the mandatory registration requirements. It was a pleasure to work with the regulators through to a positive conclusion in October.

Policies and procedures were all reviewed and aligned to provide strength and consistency of operation.

The School Strategic Plan was reviewed, providing the School with a continuous improvement platform to be followed and establish the benchmark for sustainable change.

The academic growth of each student continued as the high priority with the School goals being constantly held at the forefront of students and staff resulting in, once again, NAPLAN and VCE scores that positioned Glenvale amongst the high ranking schools.

The continued focus on Self Directed Learning has continued with additional targeted professional development being made available, curriculum documentation specifically structured, IT firmly imbedded in the teaching / learning process and learning centre spaces being upgraded.

Most importantly, a year cannot pass without an appreciative acknowledgement to the personnel who contribute. Recognising the potential of students drives many administrators, teachers, staff and volunteers to devote more than is expected, developing the culture of innovation, loyalty, dedication and success.

These are the attributes that have bonded the school throughout its short 15-year journey, have laid the road for a progressive future and provide a strong influence for our coming generation.

With thanks to every single person who has contributed.

Doug Burgess

Outgoing Principal

Central Administration

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

Led by the Principal, Doug Burgess, the 2015 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



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 goals of Academic Achievement, Self-Directed Learning and Campus Alignment have been the major focus of the Bairnsdale Campus in 2015.

The Campus operates a senior (Yrs 11&12) and junior (Yrs7-10) Learning Resource Centre, both of which have both been effectively utilised by students and staff.

All VCE students benefit from an extensive academic care provision which includes an Academic Coach (staff member) and Mentor (community member).

The academic care team have met regularly throughout the year to help students balance the workload of the CAP program and their VCE studies.

The campus continues to monitor all students' progress and use data to track progress. The recent online ACER tests were repeated using the paper based tests in spelling to compare results. The ACER and NAPLAN tests are compared and reviewed by staff and used as an indicator for student support or extension.



The House system has continued to be an integral part of Campus based activities, which has been promoted at a regional level with the Cardinia Campus this year.

The very successful Academic Day hosted by the Campus was an excellent example of regional cohesion through House based activities.





Students have benefited from a variety of extra-curricular activities this year such as the Campus band and choir. The senior and junior choirs have performed at local nursing homes for the elderly.

Various workshops and assemblies focussing on a variety of themes have enabled students to develop their public speaking skills and teamwork across different age groups.

At the end of the academic year students were involved in a Creative Challenge incursion which included art, music and storytelling activities.

The Bairnsdale Campus celebrates the success of student achievements regularly at assemblies and invite guest speakers to address various themes.

Dr Wayne Burgoine focussed on resilience and empathy and Mr Bruce Taylor focussed on teamwork.

The Campus Council enables all students to have a voice and various initiatives have been implemented as a result.



Most notably students held a 'working bee' after the examination period in order to clean the campus prior to the start of the early Start Program.



Andy Manicom
Campus Coordinator

Bendigo



One thing is clear at Glenvale- and that is 'change'. The ever evolving cogs of education continue to churn and evolve with every year.

Bendigo Campus continues to embrace the development of educational initiatives which aim to improve both the learning outcomes of our students and the capacity of teachers to explore with a variety of teaching techniques.



The Learning centre has definitely become the 'hub' of the Campus with students using it consistently well. It's a space they like to call their own and treat the room with care and respect.

We continue to strive for excellence in all that we do and have continued to develop our Student leadership teams.

The ever increasing use of VC as a means of delivery has expanded the opportunities for our students and has in a sense further embraced the ideal of 'one school'.



Our students are exposed to different teachers and more students across the whole of Victoria and these experiences are invaluable.



The increasing use and impact of technology in our classrooms has provided us all with new adventures and challenges and the inclusion of two new permanent digital projectors and whiteboards at our Campus has made our transition quite easy.

Having enjoyed many and varied excursions and school activities organised by the student body, and within our Region, has this year been extremely rewarding.

A trip to Canberra with VCE students from several Campuses this year was also very exciting.

I am ever thankful to all our amazing staff for their professionalism and their support each and every day.

We continue to be well supported by a dedicated team of parents who ensure we are all well supported and able to run the programs which enable our students to feel cared for and supported.



Our CA- Matthew McAlpin is always available to all of us and is a committed and hard-working member/volunteer of this Campus who also strives for excellence in all that he does and ensures his team follows suit.

I wish each and every one of our students the successes they both deserve and have earned!

And I encourage each student to always dream big and to work hard to get there.

Mary Baxter
Campus Coordinator



Cardinia

The year of 2015 heralded the beginnings of the Cardinia Campus. An amalgamation of both Lilydale and Berwick campuses, Cardinia began on a very positive note that built upon the foundations established by the transition activities conducted before the end of 2014.

For both cohorts of students it was a time of sometimes happy and sometimes difficult adjustments. Both cohorts of students needed to acknowledge the experiences and traditions of their past schools, but at the same time establish a new culture together as Cardinia Campus students.



The social element of the amalgamation was welcomed by all students. It was a big plus that all students now had a greatly extended social capacity. For the staff, their adaptation to the new environment was also a new experience. Ms Sue Komac (Administration), Mrs Kelly Strover

(Humanities), Mr Veer Fowdar (Legal Studies and Business,) Mrs Anu Kalra (Primary Coordinator), and Mrs Kathleen Dullabh (Primary) came to Cardinia from the previous Lilydale Campus.

Staff changes throughout the year resulted in the appointment of Ms Annalisa Buyks (Visual Arts and VCD). So, we began the year on very positive note.

The whole school was re-designed and expanded to accommodate the doubling of student numbers.

The Food and Technology room was streamlined with 10 new ovens, cooktops, extraction fans and benches. A music room was established. An art room appeared where the two primary room previously existed. The Science room was re-constructed.



A whole primary school arrived in sections and was established with quite remarkable open learning facilities and a small learning centre. The previous large gymnasium was transformed into a very functional learning centre for secondary students. When we arrived back at school after the break, a whole new, very different school awaited us.

As we began the year, student leaders were confirmed and badges presented. Joseph McAlpin was acknowledged as the OneSchool Gold Medal awardee for all of Glenvale school, and Gemma Weeks as the overall Dux of Glenvale School.

There were many excursions, and spectacular co-Curricular and fundraising activities took place during the year.



In the recent past, external exam centres were used for VCE exams, but the numbers of students in 2015 at Cardinia provided justification for external VCE exams to be held within the school. A gruelling Department of Education and Training application and audit process took place to ensure that Cardinia campus complied with VCAA regulations, and we began with the GAT exam in June.

As a region, Cardinia and Bairnsdale Campuses worked together and shared Region Sports and Academic Days. This initiative was highly valued as an opportunity for the school to collaborate with the only

other school in the Eastern region.

As the end of the year approached students were engaged in exams and then an Early Start program. The exams progressed smoothly, with some excellent results, and the Early Start Program gave students a head start in their chosen subjects for 2016.

Several staff members are leaving the Cardinia Campus at the end of 2015. Ms Reale and Mr Freeman are leaving to pursue career paths in other schools.

Mrs Kalra is leaving to take up the Primary Principal



position at Glenvale School.

Dr Ashton-Smith is retiring from teaching. Mr Keith Collins has completed his term as Campus Administrator.

We welcome Mr Rod Greenfield to his term as Campus Administrator. It has been a dynamic year on so many fronts, but the school is now well placed for huge successes in 2016.

Good luck to all!



Dr Norma Ashton-Smith
Campus Coordinator

Hamilton

The year 2015 was filled with learning and growth for all members of the school community. I very quickly learnt of the incredible hospitality and friendly nature of the community and have been overwhelmed by the support and involvement of all, particularly the parents.

The Hamilton and Stawell Campus thrived with the implementation of new initiatives, sometimes introduced by our energetic Yr 12 students, including trialling the running of the school with 'no bell', having homerooms in house groups and utilising the Home



Eco room as the senior common room.

We continue to strive for excellence in all that we do, this is evident with Leon Thomas being announced as the Glenvale DUX for 2015. Our students continue to perform well across all aspects in the curriculum and our teachers aim to engage the students using a variety



of teaching techniques.

Our school participated in a number of excursions, ranging from our Primary students learning to swim (for 4 weeks of the year) to our VCE students travelling to the Northern Grampians for Rock Climbing. Although it takes quite a bit of organising we feel that excursions are an important part of learning and the students enjoy exploring new and varied locations.

As a new member of Glenvale I have been extremely impressed with the high level of academic effort made

by our students and with their incredible manners and the caring and compassionate way they look after each other. The students' manners are something the whole community should be proud of.





The commitment of all the staff to the education and well-being of our students is resolute and evident in all their interactions and in the many extra hours they dedicate, particularly on excursions.

We sadly say goodbye to Miss McMahon who is moving on next year. She has been an invaluable part of the school and will be sorely missed, not only in the Grade 5/6 class, but throughout the school. The new Grade 5/6 teacher is Mrs Karen Finch Huf who is already well known to the students.

I congratulate our Yr 12 graduates Tarryn, Riley, Leon, Roger, Seth and Kilmeny and wish them all the best for their next adventures. I also thank them for their invaluable contribution to the school. Congratulations to our Gr 6 graduates as they move up into Secondary school. Their dedication and enthusiasm for learning during the Early Start Program has been inspirational to observe.

Thank you to all of the parents and friends who donate so much of their time and energy in so many ways to the school. It simply wouldn't function without you and your children would miss out on many opportunities.



Thank you to Mr John Young and his tireless team of directors who keep the wheels turning and almost always say 'yes' and keep me from making too many mistakes.

Thank you so much to all of the staff who have been a great support to me this year, and for their unwavering dedication to the welfare and learning of our students.

Last, but certainly not least, thank you to the students for their time, energy, hard work, support, persistence, inspiration and good humour.

The school would be very dull without you.



*Geoff Parker
Campus Coordinator*

Melbourne

The emphasis in 2015 has been on leadership, and all of our students were involved in a Leadership Day.

Lap tops were rolled out to the VCE students, and by the end of the year to the Year 10s.

Our campus enjoyed a Regional Sports Day, an athletics carnival and cross country.



At Melbourne campus we raised funds for various charities. 'Multicultural day' raised over \$5000 for The Royal Children's Hospital. The 'Biggest Morning Tea', 'Jeans for Genes day', and 'Bang on a Beanie' also raised awareness of various causes.



Students showed a great attitude towards their studies. They now accept the Learning Centre as a place to work and plan their SDL time. Their results in examinations were very good.

Years 7 -10 also sat for the National Geography Competition, the Australian Maths Competition and the Science Competition. One of our students achieved Distinctions in all 3. We also sat NAPLAN and towards the end of the year, ACER. With these results we have identified some areas that require improvement.



Excursions continued to play a big part in our student's education; the seniors visited Canberra and were witness to Question Time.

The senior students also started the Career Advantage Program while the Primary students enjoyed their "Earn & Learn" experience.

Students were challenged in the sporting arena. Our girls were involved with weekly Zumba lessons, and the boys with early morning PT sessions.

The whole campus enjoyed Fitness Friday.

This helped a number of our students complete a full marathon as part of Run the Lake in Ballarat.



Finally there was the ESP. A lot of extra work, but well worth it. Getting our students two weeks into their 2016 studies will pay dividends in the future.

John Cooper
Campus Coordinator

Melton

2015 has been a very fulfilling and productive year at our Melton and Geelong campuses.

I congratulate our primary teachers Cassie Ellis, Ria Sluice, Louise Goette and Robyn Heinrich at their respective campuses for their great work in ensuring our years 3 to 6 students have had the very best grounding and an enjoyable learning experience. Parents can feel very comfortable that the formative years of our students are in the very best of hands.



At the beginning of this year, primary students from Ballarat moved to the Melton campus, with Ballarat primary teacher Cassie Ellis and Education Support Aide Gill McMillian.

This was a very successful process and the Ballarat primary students have adapted very well to the larger campus and extra travel to and from

school.

Student attitudes towards school was very positive with students supporting one another across all year levels.

This was lead extremely well by our school captains, Serena Colledge and Wade Connell, who performed their important roles consistently well all year.





Students and staff are to be congratulated on the way they worked so well together to make the school environment very harmonious and conducive to students achieving great academic outcomes.

Our VCE students performed well, with our DUX, Heidi Lockett-Ford setting a great example of what can be achieved through high level personal organisation and dedication towards doing her very best at every opportunity.

The second year of implementation of Self Directed Learning continued successfully, with a lot of experimenting taking place.



The furniture in the Learning Centre underwent a number of organisational changes during the year as staff and students sought to find the best arrangement.

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, along with our students for their positive attitude towards school and their support for one another.

I would also like to thank our families for their support, as well as our CA Ron McAlpin and his management team for their commitment to the campuses. I must also thank our central administration staff for their hard work, leadership and support.

2016 promises to be a very exciting year with the decision made for the Melbourne and Melton Campuses and Geelong Annex to combine in the near future with a new school being planned that will open sometime during 2017. This expansion and consolidation will provide greater opportunities for all students and staff and promises to be a very exciting time for our school.



Phillip Campbell
Campus Co-ordinator

Nathalia

This year's focus has been to work closely with our regional cluster.

We began the year with a Senior Retreat Day at Echuca. We had guest speakers' talk about how to overcome challenges, what is needed to succeed at VCE level, and one of our new staff members, Mrs. Janet McClelland introduced a valuable session on study skills. Janet came on board this year along with Mrs. Bronwyn Leslie. Both are very experienced English teachers with a wealth of knowledge in their field. Our students were set challenges early in the year to improve their performance in Literacy. The signs are very positive to date.



There was a conscious decision to form a closer relationship with the Bendigo and Swan Hill campuses. As well as Cluster Sports Days, our Year 7 and 8 group had a combined Geography field trip at Mt. Alexander.

The Years 9 and 10 group had a combined day in Melbourne and visited Parliament House and the Melbourne Museum.

Our Primary students presented history speeches over the VC and participated in a combined excursion of "The Zoo Comes to You" and "Look Up in The Sky" – Flying Doctor Service. We also had whole-school regional leadership days, which the students thoroughly enjoyed. Additional events that were held in 2015 were a Fundraising Fete which was open to the general public.



The students and our P&F organised a splendid day, and funds raised went towards the purchase of two Smart Boards for the Primary students.

Bendigo Bank asked our student choirs to entertain at their anniversary celebrations. Both Primary and Secondary choirs presented items to the public.

Technology at our campus took on a different approach, away from the norm.

Students were involved in what we called the “End Product”. They thought of an end product and, from its foundation, created a design brief accordingly.

The course this year was more of an Applied Learning Approach. Real clients had a need and the end product developed from there



Some of the products included the creation of a remote controlled aeroplane, and Soccer goals for the Primary School. There were ‘Activity tables’ for the Primary School, and Luncheons for our Year 11 and 12 students.

They were also involved with Photo Albums for the



community, and a Fun Park created for BMX bikes.

I suppose the real example of Self-Directed Learning was our end of year Presentation Day. Our Year 10 girls organised this function as part of their Folio. What a great day it was and a credit to them.

We wish to acknowledge the departure of two of our respected staff members, Anna Gorey, who will be moving into Primary teaching in Shepparton, and Alison Dietrich who is continuing her career at St. Mary’s, Nathalia.

Both will be missed but go with our blessings.

Reno Lia
Campus Coordinator



Swan Hill

2015 has been another successful and eventful year for the Swan Hill campus. As I look back over the year, it never ceases to amaze me how much a group of enthusiastic students, teachers and Campus Administrators can achieve in less than ten months!!

The school year began on a very bright note with two of our primary students receiving OneSchool Awards for their excellent achievements and efforts.

Year 4 student Zoe Steele won the Gold Award and Year 6 student Chad Sobey the Silver Award.



One of our incoming Year 12 students Clara Sellars received a perfect study score of '50' for VCE VET Business and this boosted the morale of the whole Year 12 class who saw firsthand what hard work and commitment to their studies could potentially yield.



We were fortunate to have a young, enthusiastic graduate teacher join the secondary staff. Miss Rea has been able to renew our students' interest and enthusiasm for Science and Humanities with her passionate approach to teaching.

Our students performed exceptionally well in the National Science and Geography Competitions this year. We had five students receive a Distinction and five receive a High Distinction in the Geography Competition (not bad out of a cohort of 26!!).

Our Year 11 and 12 students (only eight students in total) were able to reap the benefits of VC delivery and were all able to do the elective subjects of their choice.

Thanks to the ever improving quality of our VC equipment, speed and the experience of Glenvale's VC teachers, learning by VC is no longer something students wish to avoid but rather embrace.

For the first time our Year 9s and 10s had the opportunity to study one subject by VC, namely VET Business and Commerce and from all accounts found this to be a positive experience.



With Self Directed Learning firmly entrenched in the culture of the school, it was time to focus on how the quality of 'lessons' and 'study periods' could be improved! Teachers across the curriculum have researched, attended Professional Development programs and experimented with a host of new strategies to improve the learning outcomes of our students. Our English Teacher, Mrs Doyle and our new Science Teacher, Miss Rea were invited to attend two day workshops on Assignment writing. They found these to be very valuable experiences and were able to share their knowledge with their fellow staff members.



Our students were treated to a host of excursions and extra curriculum activities throughout the year. All students in Years 3 to 12 had the opportunity to attend one of Mike Clarke's excellent Leadership Days. Our Year 10 to 12 students attended the UBT 'High Achievers Seminar' in Sydney. Our Year 11 and 12 students visited Canberra on the first multi-campus excursion (joining students from Bendigo, Cardinia, and Melbourne Campuses) to see Parliament in Action, The High Court of Australia and the Australian Institute of Sport. Our Primary and middle year students were all treated to a number of curriculum related excursions to the Melbourne Museum,

Parliament Victoria, the local Police Complex, Lady Northcote and more.

Our campus continues to place great importance on catering for the learning needs of all students and is fortunate to have a dedicated Learning Support Team. This year we have focused on providing targeted support for a number of our students and have been delighted with the excellent improvement shown in their key performance tests.



In keeping with our Whole School goal of State and National alignment a great deal of work has been done behind the scenes this year to achieve this objective. The new initiatives include OneSchool Leadership Days for all School Captains from across Australia and the formation of the OneSchool Student Leadership Team of five students selected from the national cohort. Swan Hill campus was very proud of Justin Scott who was chosen to join this team. Justin has gained a great sense of responsibility and purpose through this leadership opportunity.

As the year draws to a close I would like to take this opportunity to thank all the stakeholders whose combined commitment and hard work continue to enable the Swan Hill campus to provide a very high standard of education and pastoral care for our students. Specials thanks to our great group of students, our dedicated staff, our supportive parents, our parent helpers, directors and our two committed CAs Keith Chirnside and Jon Steele for their direction and support.

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.

Primary Curriculum: Scope and Sequence chart Year 2015

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 2015 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 2015 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 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”.

Primary Curriculum Documentation

is distributed at 3 levels

LEVEL 1:

Responsibility - Head of Primary - Central Admin
Scope and Sequence / Achievement Standards
Yearly overview in Term units
Provides: What, When and Assessments

LEVEL 2:

Responsibility - Cluster Team
Term units with weekly focus
Provides: How, Assessment Tasks

LEVEL 3:

Responsibility - Teacher
Teacher Program
Weekly plan with daily focus
Delivers: What, When, How, Assessment, Differentiation

Pauline Fargie



Curriculum - Secondary



Administration

The Secondary section 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 is represented by Commerce in Year 9 and VCE/VET Business in Year 10.

Some students will pursue Individual Learning Plans (ILP's) in cases where the core curriculum is unlikely to meet their needs. This is planned by the Learning Support committee in consultation with the student, staff and parents.

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



At Years 11 and 12, most students undertake a full VCE program with the addition of VET Business units. 2015 saw a significant increase in the numbers of students conducting VCE classes via our video conferencing (VC) system.

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 be strong and underline the school's desire to see continual improvement in our academic performance levels.





2015 saw continued work on the implementation of the 'Learning To Learn Framework' within the whole school. Significant upgrades occurred to existing Curriculum and to Facilities with the aim to continue to improve the standard of teaching and learning occurring within the school.

We embarked on a project to align our English, Maths, History, Geography and Year 10 Business courses as well as several elements of our operations with our Tasmanian counterparts.

This alignment has seen a great deal of re-development work completed in the last 6 months of the year.

2015 also saw the continued emphasis on increased levels of VC (and other) interaction amongst staff.

More whole school and Secondary School staff meetings were run over VC in 2015 than in any previous years. Business and English Moderation Meetings were held over the course of the year, while all other Faculty areas focussed on improving the consistency of their operations across the whole school.

For the first time we ran VCE Days rather than VC Days. This saw all Years 11 and 12 students come together to meet their teachers, and start both Semesters together as a team.

The Northern Cluster ran a student seminar day in which we emphasised key skills required for success in life and the VCE.



This was such a success, we are now running a whole school seminar in the same vein in 2016. In order to improve student accountability and motivation, VCE students (particularly the Year 12s) were again interviewed on several occasions by the Head of Secondary.

Finally, throughout 2015 a great deal of work went into aligning the practices and operations of Glenvale campuses to bring greater uniformity to the student experience. The end result of all of this work has been a much more uniform experience for every student regardless of Campus.

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 2015, 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 all costs of the competitions for every student in the school.

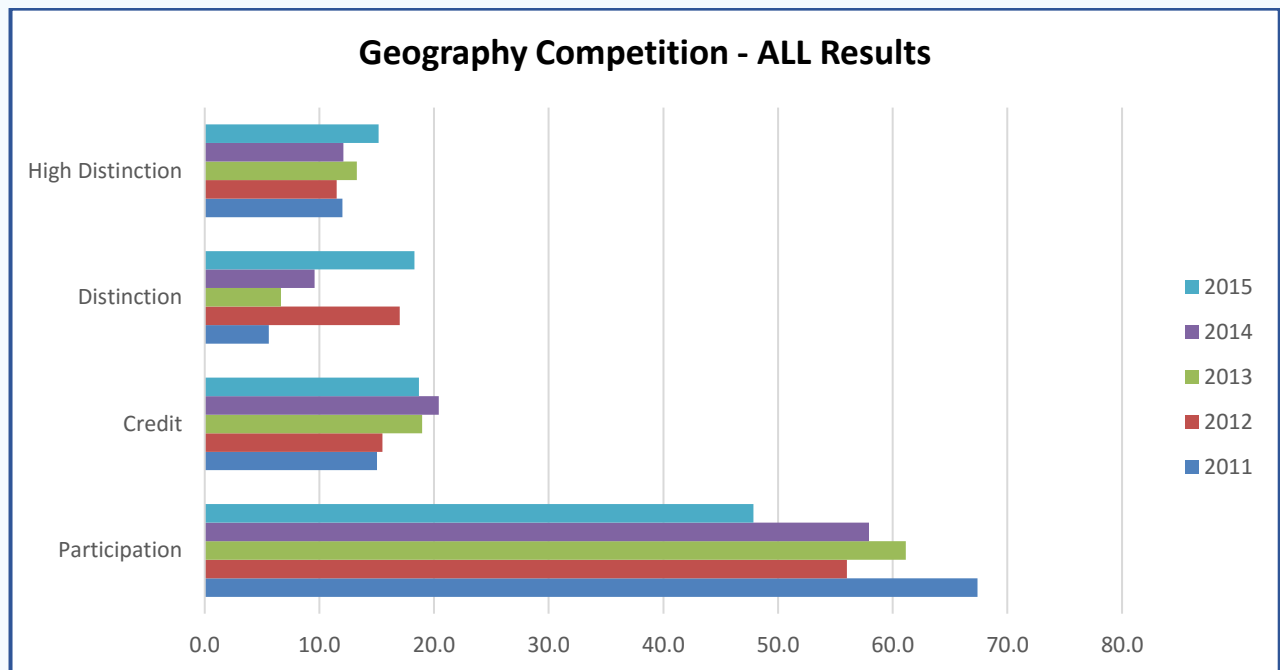
The students participated with enthusiasm and the results are something of which the School can be proud.

Mark Stanton

Student Attainment levels (in percentage form)

Competition	High Distinction/Distinctions		Credit	
	2014	2015	2014	2015
Australian Geography	22.0%	34.2%	17.0%	18.0%
Australian Mathematics	7.0%	7.1%	32.0%	23.1%
Big Science	3.0%	10.2%	14.0%	22.2%

Example Performance Levels over time (Geography Competition)



Video Conference Learning



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

Each campus has two dedicated VC units and some campuses also are using MOVI units.

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 over sixty weekly presentations for separate classes across Years 9 to 12.

Every Victorian Campus received VC lessons delivered from other Campuses.

Many Year 12 subjects were delivered by Video Conferencing:

All VC students successfully passed their subject with many students scoring higher than the state average.

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

Multiple Year 11 subjects were also delivered by Video Conferencing.



The VC program has gained 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



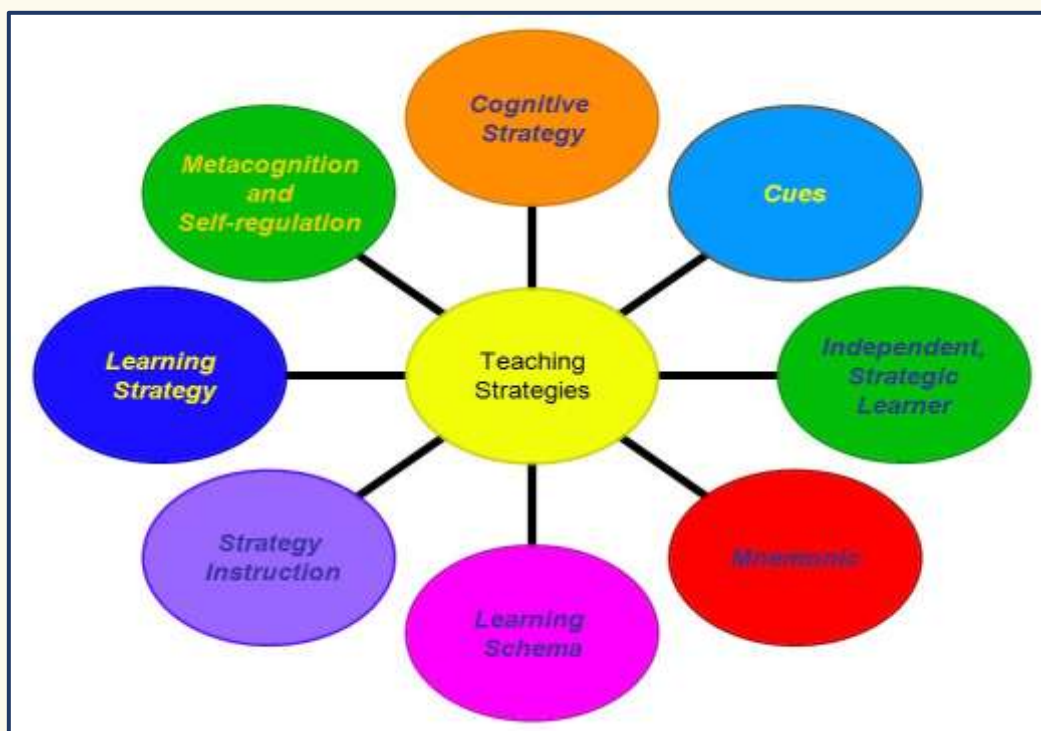
Learning Support Program

The Learning Support Program in 2015 was managed by Mrs Pauline Fargie at Central Administration level.

At the campus level the Learning Support Committee consists of an appointed learning support coordinator, the campus coordinator and a learning support director.

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.



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 2015, Glenvale School developed a Targeted Funding Program to provide support to 81 students in Years 3 – 12, across all 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.

Framework Guidelines

- The Campus Learning Support Committee is responsible for the development, review and implementation of learning programs and strategies for identified students.
- The individual campuses take ownership in meeting the full range of students' needs.
- Staff work together using assessment processes to ensure that students' specific learning needs are identified as the earliest possible time.
- 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 that identifies clear and measurable goals.
- Learning support initiatives, policies and procedures are regularly monitored for effectiveness, Achievement data informs future planning.



Campus Initiatives

A range of programs are used throughout the 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.

Roles and Responsibilities of the Learning Support Coordinator

- consult and collaborate with teachers
- model effective teaching practices
- support teachers who have students requiring significant teaching and learning adjustments
- facilitate the establishment of local Learning Support Teams using collaborative processes
- coordinate support for teachers
- participate in the formal evaluation of the BIC professional learning strategy

Campus	Coordinator	LS Director
Central Administration	Pauline Fargie	Ron Shemilt
Bairnsdale	Amanda Woodhouse	Ian Chippindall
Bendigo	Karli Winzar	John Steen Matt McAlpin
Cardinia	Megan Moore	Keith Collins
Hamilton	Sestina Chambers	Michael Thomas
Melbourne	Nathan Bricknell	Peter McAlpin
Melton	Andrea Romeo	Ron McAlpin
Nathalia	Michelle Sheehan	Ron Shemilt
Swan Hill	Simone Wren	Keith Chirnside

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

Academic Day
Australian Vocational Student Prize winners
Community, Environment, Sports initiatives
Field Trip to Mt. Alexander

Field Work at Hanging Rock Reserve
First Aid Courses
Food Tech Students Seminar
Geography Competition, High Distinctions
Inaugural Student Leaders Conference in Sydney
Leadership Days with Mike Clarke
Leadership Retreat - Echuca
Long Tan Awards
Notebook Computers for Yrs10-12.
Primary Science Day
RTO School based Certificates
Science Competition, High Distinctions
SRC Committee initiatives
Textile student Seminar
UBT High Achievers Seminar – Sydney
VCE Classes Day
Weekly Homework Email to Parents
Year 9 students - Cert.1 in First Aid



Sporting

Athletics Days
Cluster Sports Days
Jets Gymnastics
Kayaking
Picnic and Sport Events
Regional Sports Days
Regular Sports & PE Lessons
Run the Lake Challenge
Swimming lessons
Trampolining
Wheelchair basketball



Music/Cultural

Academic Cluster Days
Achievers Seminar
Anzac Day Presentations
Book Week
Campus Choir Performances
Campus Fete Days
Choir performances at Nursing homes
Creative Challenge
Debates
Guess Who's Coming to Dinner
Leadership Days for all Students
Leadership Forums
Music Lessons
Open Days for Parents
Photo Competition
Presentation Day
Remembrance Day
School Band performances
Working Bees
Secondary Talent Quest
The Great Debate

Some Achievements of Note

Moir Shire Council Award
Mackenzie Woodman
National History Challenge 2015 State winner
Fleur Hocking
National History Challenge 2015 Distinction
Monica Chippindall



A selection of Campus Excursions

1000 Steps and Trees Adventure

Australian Institute of Sport

Botanical Gardens Cranbourne



Brambuck Aboriginal centre
Camp Coolamatong – Geocaching



Chinatown – Melbourne
Fitnessworx Bootcamp
Gum San – Ararat



High Court of Australia
Immigration Museum



Archie Graham Centre – Warrnambool

Bendigo Pottery

Bounce Trampoline



Bright Bike Ride
Canberra – Parliament House



Dunkeld Arboretum
Goldsmiths in the forest
Hanging Rock



Hollow Mountain
Jells Park



Lake Dewar Lodge
Look up in the Sky - Flying Doctors
Melbourne Zoo



Narana Aboriginal Cultural Centre
Old Melbourne Gaol
Penshurst Volcano Centre



Polly Woodside
Puffing Billy



RFDS – Bendigo
Sheepvention – Hamilton
Trout Farm



Lego Education Centre
Melbourne Museum - Top Designs
METEC Driver Training



Nyerimilang Park
Parliament House Victoria
Point Cook RAAF Base



Professor Bunsen
RAAF Base Sale



Riviera Nautica – Gippsland Lakes
Police Alcohol Awareness Program
Victorian Police Museum



A selection of Campus Incursions

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Academic Day – Literacy, Numeracy & Science
 ANZAC Day Mr Bill Hosking
 Dr Wayne Burgoine
 Fire Drill with CFA Mr Allen Cracknell
 Healthy Eating – Dietician Swan Hill Health



ADF Award W/O Andrew Crump
 Bruce Taylor – Yachtsman
 Drama Toolbox – Australia as a Nation
 Forensic Science/Crime Scene
 Jump Rope for Heart - Katie Mead



L/Snr Constable Toni Redshaw
 Local RSL speakers
 Mr Barry Collins – ANZAC Day
 Mr Bill Hales - Presentation Day
 Officer Andrew Downes, – Drug/alcohol/road safety

Leadership Day Mike Clarke
 Medieval Incursion
 Mr Barry Ranson - Cancer Council
 Mr Daryl Ryan – ANZAC Day
 Pam and Kevin King – Study Skills



Pasta Making – Bronwyn Benson
 Primary Farewell to Pauline Fargie
 Rebecca White – Bairnsdale Basketball
 Sergeant Matt Tanner
 Victorian First Aid Services

Primary – Broken Creek History Talk
 Professor Bunsen
 Royal Flying Doctors
 Vaccination programs
 Zoo Comes to You



A selection of Fundraising Activities

\$20 Boss
Bandanna Day
Butterfly Badges

Afternoon Teal
Bang on a Beanie
Canteen bandanna day

ANZAC Day W'bee RSL
Business Activity Days
Coin trail race



Community Open day
Epilepsy Day
Market Day



Daffodil Day
Healthy Eating
Morning Tea

Earn and Learn
Jump Rope for Heart
Multicultural Day



Pancake Day
Royal Children's Hospital
SYNAPSE Foundation



Red Nose Day
Run the Lake

Remembrance Day.
St Patrick's Green Day
Talent Quest



Over \$50,000 raised and presented

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, and is registered by the Australian Skills Quality Authority (ASQA).

Glenvale Education offers nationally recognised courses to Year 11 and 12 students in addition to their school curriculum. It also offers Certificate IV and Diploma courses from the Business Services and Financial Services packages to students after they have graduated from Year 12 and as they progress through work.

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 2015, the RTO auspiced its courses to three schools in the *OneSchool* System:

- Glenvale School (Victoria)
- Agnew School (Queensland)
- Woodthorpe School (Western Australia)

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.
- Students receive nationally recognised training, awarded by the Glenvale Education Inc RTO.

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 2015, 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



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.

Priscilla Brown
RTO Manager



Glenvale Employment Services

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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 2015 all Year 11 students completed the SBAT program in the Certificate III in Business. 47 Glenvale School students completed the SBAT in 2015. One Year 10 student commenced a SBAT and will continue this in Years 11 & 12.



Workplacements

As part of the SBAT Program, Year 11 students are required to complete a minimum of 336 hours work placement. In 2015 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 where possible 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 2016.

All Host Employers will again be issued with specially designed guideline booklets at the beginning of 2016, which will further increase their understanding of the program and give them advice as to activities the students can undertake to enhance their learning and experiences.



Business Surveys

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

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

The overall consensus of all stakeholders 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 and will enable them to hit the ground running once they leave school.

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 tertiary training.



Ross Smith

Manager, Glenvale Employment Services



OHS Report

In 2015 we fully implemented the Glenvale OHS Management System in association with our OHS Consultants Qualsafe Management Systems.

All campuses continue to be managed by established OHS Teams 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 inspected / audited either internally or by Qualsafe to ensure compliance with legislation and continuous improvement practices.

The proposed transfer to the National Work Health and Safety (WHS) legislation has still 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 and that we meet all our duty of care responsibilities.

Ross Smith
Manager, OHS & Compliance

2015 Australian Schools Census Summary

STUDENTS

Primary	219
Secondary	356

TOTAL 575

Student Retention 100%

STUDENT ATTENDANCE (%)

(Reported in National Attendance Census)

Bairnsdale	92.30
Stawell	95.70
Bendigo	93.10
Cardinia	85.70
Hamilton	93.30
Melbourne	94.50
Melton	91.45
Geelong	95.80
Nathalia	96.70
Swan Hill	96.30

TOTAL 93.50

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 2015 was quite broad given it married up with several key school initiatives.

These included:

- The continued implementation of the Self Directed Learning framework in 2015 – further 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. 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 continued our work on striving to develop VC skills within our school.
- Continued work on our Learning Management System (LMS) - we continued work on the development of resources that would be embedded into our Learning Management System (LMS). Another whole school session was held with our staff on how to use the LMS.
- Work on moderation was done in some faculties to try to build greater consistency in marking across our Campuses.
- Some of our teachers participated in professional learning activities or professional conversations with colleagues from Oakwood School in Tasmania as well as joint professional learning activities with teachers from across the OneSchool network of schools.





Our staff have worked together more closely than ever before. I would like to thank them for the amazing amount of work and effort that has gone into continuing to develop the curriculum of the 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.

In 2015 we also introduced peer assessment as part of the Staff Appraisal process.

Staff Appraisal is an integral part of the professional development of the school.

Further work will be conducted on staff appraisal moving forward.



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.

The work of Campus Coordinators has again been extremely important in the operation of the whole school.

M.Stanton

This is a random grouping of small number of Staff photos



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

9 hold an 'Additional Bachelor Degree'

35 hold an 'Additional Diploma/Grad Diploma/Additional Certificate'

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

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

Teaching Staff	Full Time equivalent	
Total		61.3

Non-Teaching Staff	Full Time equivalent	
Total		29.9

Staff Matters

Retention	85.0%
Attendance	94.0%
Unplanned Absence per Staff (av)	3.30 days
Turnover of Staff per Campus (av)	1.50
PD Internal hrs (av)	31.1 hrs
PD External hrs (av)	40.0 hrs



CEO/CC Meetings

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This most important series of meetings at Glenvale occurs three 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 2015 the CEO/CC Meetings continued to focus significantly on two issues: school improvement and alignment. Throughout the course of the year we worked on ways to improve our academic performance as well as our operations. We also continued to look at how we can 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 2015, it is obvious that a great deal of meeting time was dedicated to issues like

SDL, ICT, the LMS, Curriculum Development, Learning and Assessment, student experiences and opportunities and reviewing performance relevant to school goals.



Staff Professional Development – a random selection

ACER – results analyser.
 Anaphylaxis
 CAMS & STAMS
 Cars & Stars
 Change in Study Designs
 Courage & Commitment to Lead
 CPR
 Creating SDL students
 Distance Education
 English Assignment Workshop
 First Aid
 Health and Safety in the Schools



Humanities
 Learning Difficulties in Literacy
 Learning Support
 Legal Studies - Assessor
 Mathematical Methods
 MAV Conference
 Mentor
 Moderation
 Motivate Unwilling Students
 Naplan Analysis
 New Australian Curriculum
 Professional standards



Reggio-Inspired Approaches in Primary
 Science
 Subject Staff Days
 Terms 1-4 All Staff Days
 The Failure of Evidence Based Policy
 Ticking Minds
 Validation & Moderation
 VC Faculty meetings
 VCE English
 VCE Geography New Study Design
 Weekly VC Subject Departments
 Year 11 VCE English



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. Almost every family was represented, even though almost half of those at each Campus had to travel for at least an hour to attend the occasions. Some 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 2015



Average study score all VCE students	31.2
Average study score Year 11 students	35.2
Glenvale % of 40+ Study Scores	13.1%
Total number of schools studying VCE Units 3-4	528
Glenvale median study score placed the School at	114/528
Glenvale 40+ study score placed the School at	80/528
% of Business 3/4 students (all Yr 11s) achieving a Study Score of 40+	28.3%
Number of Independent Schools studying VCE Units 3-4	135
Glenvale median study score placed the School at	65/135
Glenvale 40+ study score placed the School at	52/135

GAT	2012	2013	2014	2015
Written Comprehension	29	30	30.44	31.77
Maths/Science	30	31	31.56	31.39
Arts/Humanities	30	30.5	30.71	30.86

SUBJECT (median)	2012	2013	2014	2015
English	30	30	29	29
Business	36	35	36	34.5
Economics	24	24	28	28.5
Further Maths	30	31	31	30.5
Maths Methods	30	27	29	29.5
Product Design & Tech	38	33	30	33
Food & Tech	35	35	31	32
Geography	34	35	36	28.5
History	29	29	35	38
Legal Studies	32	33	32	27
Physics	-	29	32	-
Visual Communication	31	30	30	27

Perfect Study Scores

VCE VET Business

Sarah Henderson

Hamilton Campus

Three subjects above 40

Leon Thomas

Hamilton Campus

Best of Campus

Damaris Holmes
 Troy Picher
 Scott Greenfield
 Leon Thomas
 Brodie Kelsey
 Heidi Lockett-Ford
 Lloyd Buchner
 Clara Sellars

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

ATAR of 90+

Scott Greenfield
 Brodie Kelsey
 Heidi Lockett-Ford
 Troy Picher
 Clara Sellars
 Leon Thomas

Cardinia Campus
 Melbourne Campus
 Melton Campus
 Bendigo Campus
 Swan Hill Campus
 Hamilton Campus

Best of VCE 3/4 Subject

English

Seth Barker (*VC)
 = Lloyd Buchner
 = Janelle Crick
 = Abigail Johnson
 = Brodie Kelsey
 = Heidi Lockett-Ford
 = Cassia Wakefield

Hamilton Campus
 Nathalia Campus
 Melton Campus
 Melton Campus
 Melbourne Campus
 Melton Campus

Further Maths

Maths Methods

Economics

Leon Thomas (*VC)
 Troy Pilcher (*VC)
 Leon Thomas (*VC)
 = Caleb Thomas (*VC)

Cardinia Campus
 Hamilton Campus
 Melton Campus
 Hamilton Campus
 Melton Campus

Food and Technology

Geography

Gemma Steele (*VC)
 = Scott Greenfield (*VC)
 = Brodie Kelsey (*VC)

Swan Hill Campus
 Cardinia Campus
 Melbourne Campus

Legal Studies

= Clara Sellars (*VC)
 = Scott Greenfield (*VC)

Swan Hill Campus
 Cardinia Campus

Product Design and Tech

Physics

Revolutions

Kylie Lewis (*VC)
 Troy Pilcher (*DISTANCE)
 Seth Barker (*VC)

Melton Campus
 Bendigo Campus
 Hamilton Campus

Visual Communication and Design

Business

= Leon Thomas (*VC)
 Anne Marie Thomas (*VC)
 Sarah Henderson (*VC)

Hamilton Campus
 Hamilton Campus
 Swan Hill Campus
 Hamilton Campus

Dux of School

Leon Thomas

Hamilton Campus

**Premiers Award
(Business)**

Sarah Henderson

Hamilton Campus



OneSchool Awards

Gold Award

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

Lila Murray
Jenna Bass
Sharlia Way
Bonnie Cox
Troy Pilcher

Melbourne Campus
Bairnsdale Campus
Melbourne Campus
Bairnsdale Campus
Bendigo Campus

Silver Award

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

Devon Grace
Montana Chirnside
Jemima Allpress
Stacey Tunley
Damaris Holmes

Melton Campus
Melbourne Campus
Melton Campus
Swan Hill Campus
Bairnsdale Campus

Australian Vocational Student Awards 2014 - Announced July 2015

Melanie Arkcoll
Harriet Chippindall
Gemma Weeks
Chelsea Way

Melbourne Campus
Melbourne Campus
Melbourne Campus
Bairnsdale Campus

Marty Grace
Sarah McCalman
Jayden Sobey
Tyson Seeley

Melton Campus
Swan Hill Campus
Swan Hill Campus
Nathalia Campus



Surveys – Student, Parent and Teacher satisfaction

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

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

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

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

We have presented some of the results below.

Primary Student Survey

Primary Students in Years 5 & 6 were asked a number of questions about the School. The responses to the questions were very positive with students responding overwhelmingly positively to most of the questions asked. The following questions had the strongest responses means (ie students overwhelmingly strongly agreed):

- *My Campus expects students to act responsibly.*
- *My Campus gives me opportunity to succeed.*
- *My teachers encourage me to improve the standard of my work.*
- *This Campus has a safe and secure environment.*
- *My Campus has clear rules and expectations.*
- *My parents believe that the Campus meets my academic needs.*
- *My Semester Reports clearly indicate the academic levels I have achieved.*
- *My teachers care if I am not doing well.*

Primary students commented that their favourite activities included certain classroom activities (eg woodwork, science, art), excursions, special school days (like Bandanna Day and the Talent Quest), and Cluster Days (particularly relating to the Athletics Day).

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 also very positive with students answering overwhelmingly positively in most questions asked. The following questions had the highest mean answers (ie students overwhelmingly strongly agree):

- *My Campus expects students to act responsibly.*
- *My Campus gives me opportunity to succeed.*
- *My teachers encourage me to improve the standard of my work.*
- *This Campus has a safe and secure environment.*
- *My Campus has clear rules and expectations.*
- *My parents believe that the Campus meets my academic needs.*
- *My Semester Reports clearly indicate the academic levels I have achieved.*
- *My teachers care if I am not doing well.*

Yet again, 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 incredibly positive with staff responding positively across all 22 questions. The following questions had the highest mean answers (ie staff overwhelmingly strongly agree):

- *I feel committed to this Campus.*
- *My Campus encourages a climate conducive to learning.*
- *My colleagues set a good example to students.*
- *I feel my role is valued in the Campus.*
- *I feel like a professional at work in the Campus.*
- *My Campus encourages student responsibility.*
- *I have confidence in the 'Campus Trust' administration.*
- *The Campus Coordinator is open and understanding.*
- *My workplace has a positive atmosphere.*

Many Staff again 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 the wonderful environment that is Glenvale!

Parent Surveys

All 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 all parents responding to the survey providing 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 cares about my child/ren's behaviour*
- *The Campus has high academic expectations of my child/ren*
- *This Campus has high standards of student behaviour.*
- *The staff at this Campus are approachable (by parents).*
- *This Campus is meeting the physical needs of my child/ren.*
- *I am given the opportunity to be involved in the Campus's educational activities.*

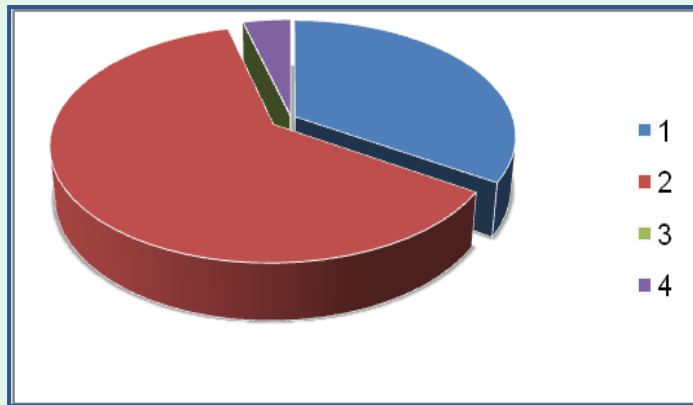


FINANCIAL SUMMARY

Consolidated School Income

Commonwealth & State Grants	1	39.00%
Schools Fees & Private Income	2	58.00%
Commonwealth Capital Grants	3	0.00%
Private Capital Income	4	<u>3.00%</u>
		100.00%

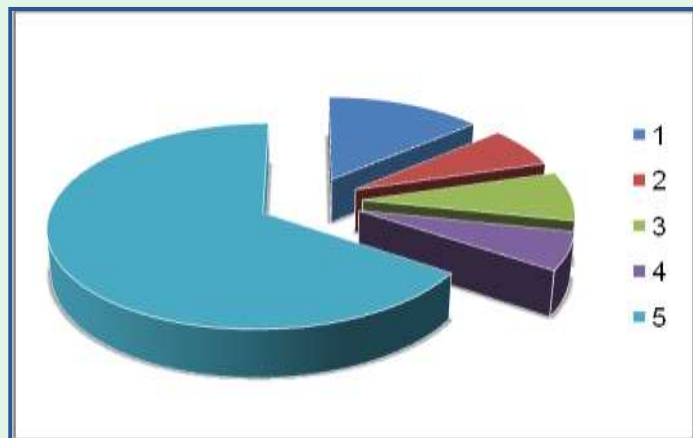
CONSOLIDATED SCHOOL INCOME



Consolidated School Expenditure

Teaching & Administration Expenses	1	17.00%
Buildings & Grounds	2	6.00%
Depreciation & Other Expenses	3	9.00%
Capital Expenditure	4	10.00%
Salary Related Expenses	5	<u>58.00%</u>
		100.00%

CONSOLIDATED SCHOOL EXPENDITURE



Appendix

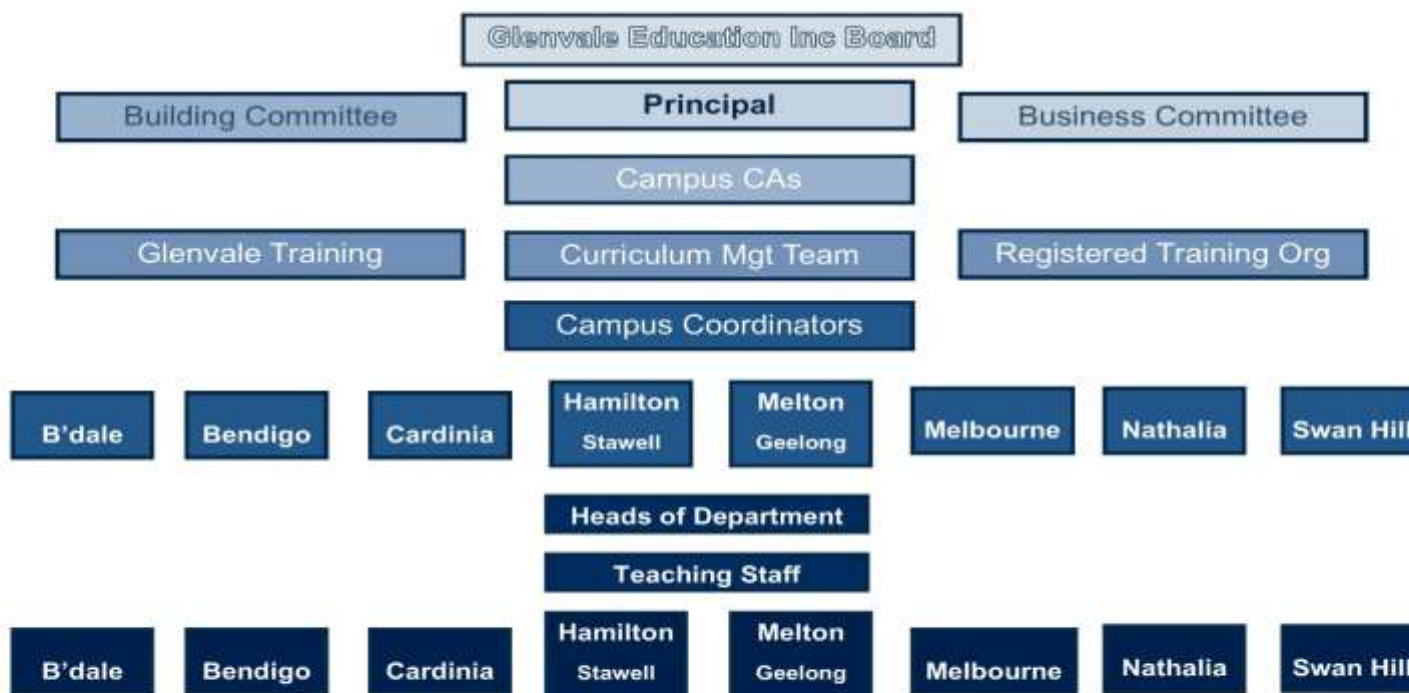
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Food & Technology



Glenvale School Organisational Chart



Primary Curriculum

Time Allocation - Program

Years 3 & 4		Years 5 & 6	
SUBJECT	minutes per week	SUBJECT	minutes per week
Literacy	600	Literacy	600
Numeracy	300	Numeracy	300
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 Primary Timetable

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

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 (History/Geography)	3+1*	Humanities (History/Geography)	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	= 5	* = Number of periods dedicated to SDL	= 6
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 OR		VCE Maths Methods 3/4 OR	
VCE Foundation Maths 1/2		VCE Foundation Maths 1/2	
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)	5 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 2015 have been measured, graphed (see the following pages) and analysed to assess and inform learning.

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



Assessment Methods

Glenvale School uses data from standardised tests such as NAPLAN and ACER tests. Students are also tested for their reading, spelling and writing levels using reading tests, South Australian Spelling Tests and moderation of writing tasks.

Assessment results for 2015

NAPLAN

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

Glenvale students in Years 3 – 10 sit the ACER Progressive Achievement Tests (PAT) in Term 4.

In 2015 the test was conducted online.



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.

In 2015, three Primary teachers were appointed from within the staff, as leading teachers for the Eastern, Western and Northern clusters respectively.

Video conferencing was used for planning sessions within clusters encouraging collaboration. The Primary School was involved in a number of extra-curricular activities throughout the year. Cluster assemblies were held through VC at regular intervals allowing students to share their learning experiences with other campuses and to allow improved interaction amongst students and teachers across campuses.

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

See our Glenvale website at:
www.glenvaleschool.vic.edu.au

Review of performance

NAPLAN

Year 9 Learning Growth

Expected growth 39 points

	Reading	Writing	Spelling	G & P	Numeracy
Yr 7 2013	577	544	557	582	587
Yr 9 2015	621	605	597	598	634
GROWTH	44	61	40	16	47

NAPLAN 2015 Yr 7 2013 to Yr 9 2015 Learning Growth Means



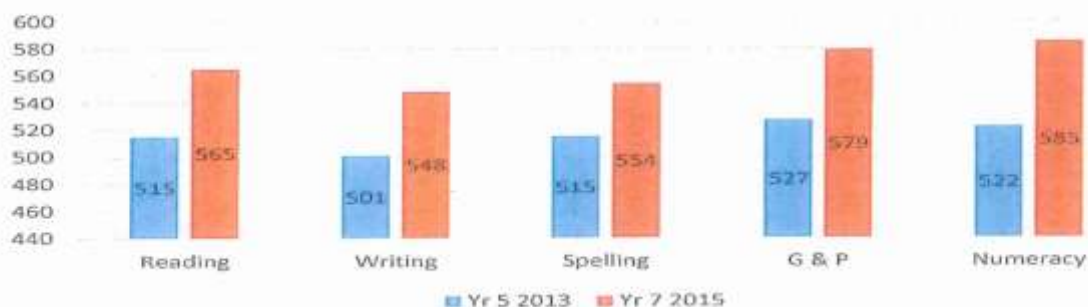
Year 7 Learning Growth

Expected growth 52 points

NAPLAN 2015 Yr 7 Learning Growth

	Reading	Writing	Spelling	G & P	Numeracy
Yr 5 2013	515	501	515	527	522
Yr 7 2015	565	548	554	579	585
GROWTH	50	47	39	52	63

NAPLAN 2015 Yr 5 2013 to Yr 7 2015 Learning Growth Means



Year 5 Learning Growth

Expected Growth 75 points

	Reading	Writing	Spelling	G & P	Numeracy
Yr 3 2013	452	433	427	458	430
Yr 5 2015	526	497	509	544	527
GROWTH	74	64	92	86	97



ACER TESTING 2015

ACER- PAT Test

Expected Growth Year 3-Year 10

We look at the scale score mean (norm referenced) and see how much it increases year to year in each test area, to determine expected growth.

Our students did the online testing for the first time.

Norm referenced	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Comprehension Scaled mean	112	120	126	129	131	135	138	144
School score	Lowest score 82.9 34%>112	Lowest score 114.8 85%>120	Lowest score 109.9 66%>126	Lowest score 106.7 72%>129	Lowest score 113 75%>131	Lowest score 117.9 60%>135	Lowest score 115.4 79%>138	Lowest score 82.9 97%>144
Mathematics Scaled mean	48	54	60	63	64	67	68	73
School score	Highest score 72.8 45%< 48	Highest score 73.1 34% <54	Highest score 84.5 32% < 60	Highest score 100 54 % <63	Highest score 94.2 31 % <64	Highest score 91.2 33% <67	Highest score 113.2 20% <68	Highest score 97.5 25% <73
Vocabulary Scaled mean	107	112	118	125	126	131	132	137
School score	Highest score 135.1 16%<107	Highest score 168.2 4% < 112	Highest score 168 14%<118	Highest score 176.2 28%<125	Highest score 168 14%<126	Highest score 171.6 17%<131	Highest score 180.9 13%<132	Highest score 180.9 15%<137
Spelling Scaled mean	97	112	124	132	139	149	149	154
School score	Lowest score 49.9 74%> 97	Lowest score 95.8 71%>112	Lowest score 77.7 73%>112	Lowest score 109.4 61%>132	Lowest score 110.5 82%>139	Lowest score 118.9 63%>149	Lowest score 125.2 58%>149	Lowest score 126.7 70%>154

Snapshot of Glenvale School scores for 2016

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End of Year	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Comprehension	112 8+ 1	120 5+1	126 3+1	129 2+1	131 4+1	135 2+1	138 6+1	144
Vocabulary	107	112 +1	118 +1	125 +1	126 +1	131 +1	132 +1	137
Spelling	97	112	124	132	139	149	149	154
Mathematics	48	54	60	63	64	67	68	73



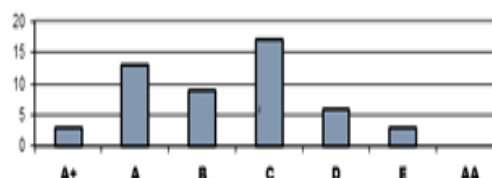
Sample 'Comparative Grade Report'

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Year 9 Semester 2, 2015

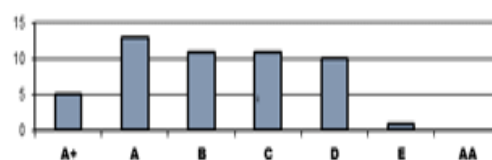
ENGLISH YEAR 9

	A+	A	B	C	D	E	AA	Total
No.	3	13	9	17	6	3	0	51
%	6%	25%	18%	36%	9%	6%	0%	100%



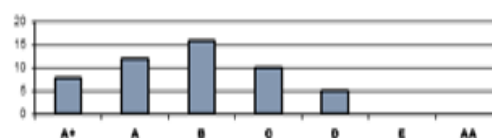
MATHEMATICS YEAR 9

	A+	A	B	C	D	E	AA	Total
No.	5	13	11	11	10	1	0	51
%	10%	25%	22%	22%	20%	2%	0%	100%



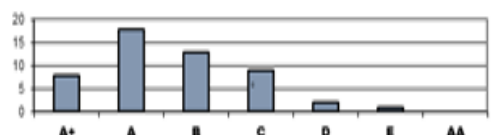
HUMANITIES YEAR 9

	A+	A	B	C	D	E	AA	Total
No.	8	12	16	10	5	0	0	51
%	16%	24%	30%	20%	10%	0%	0%	100%



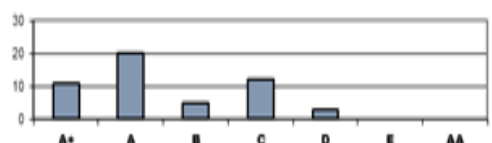
SCIENCE YEAR 9

	A+	A	B	C	D	E	AA	Total
No.	8	18	13	9	2	1	0	51
%	16%	35%	25%	18%	4%	2%	0%	100%



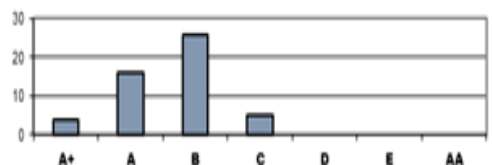
COMMERCE YEAR 9

	A+	A	B	C	D	E	AA	Total
No.	11	20	5	12	3	0	0	51
%	22%	38%	10%	24%	6%	0%	0%	100%



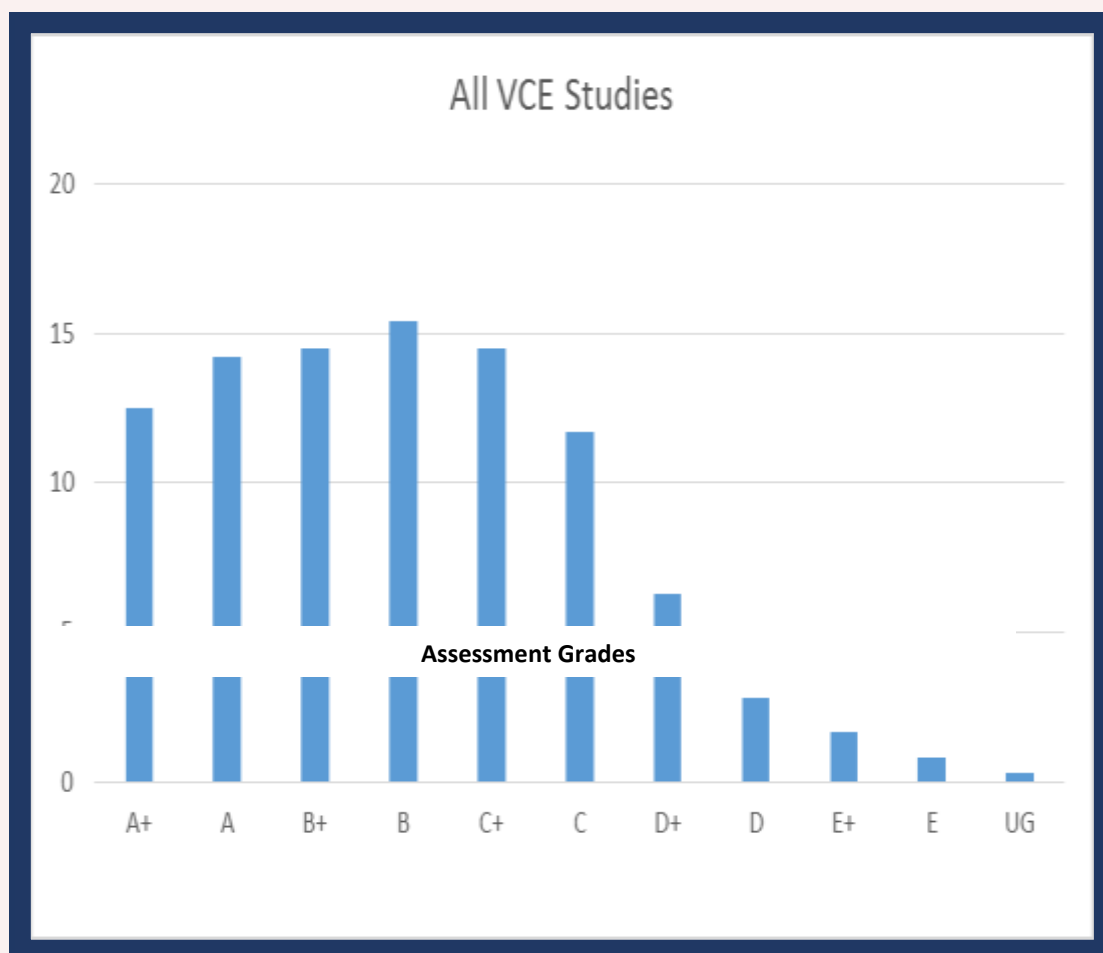
HEALTH / PE YEAR 9

	A+	A	B	C	D	E	AA	Total
No.	4	16	26	5	0	0	0	51
%	8%	31%	51%	10%	0%	0%	0%	100%



VCE Assessment Grades Report 2015

ALL VCE STUDIES



Thank you to the members of each Campus who supplied photographs for the 2015 Report.



