



GLENVALE
SCHOOL



ANNUAL SCHOOL REPORT

2018

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MESSAGES FROM KEY SCHOOL BODIES

Mr Ron Shemilt – Principal

As the 2018 school year ends I would like to take the opportunity to thank Glenvale for the experience as Community Principal of the school for the past three years. There have been no shortage of challenges as our school negotiates the transition from a 'volunteer run' to a 'professionally run' school but the wins that are being consistently achieved are far more plentiful than the challenges. It is a privilege to be included in any role in our wonderful schooling system, we continually prove that there is far more to be gained from being involved than could possibly be expended.

Mr Anton Voss has taken over as the new Glenvale Community Principal and will continue to work with our Educational Principal – Mr Simon Beaumont and his team. I would like to thank both Anton and Simon for working so well together these past three years helping Glenvale evolve and cope with the ever changing world of education.

As we enter 2019 the school is a financially sound position thanks to the excellent work of community volunteers. The campus teams coordinate well to help with fundraising, management, transport, catering and educational support, and for this we are extremely grateful to each and every one of you who are, or who have been involved.

Academically 2018 was the year when our lower to middle level students really stepped up and improved their performance. In the Year 12 results it was very pleasing to see that whilst our number of high achievers was down on last year, our overall average study score remained at the very high level achieved in 2017 – an average of 32.

There are two members of the Victorian Management Team who need to be called out and thanked for their tireless work over the past three years. Melissa Wright does a wonderful job as Administration Manager, and Cassia Wakefield has provided outstanding support for the team in

her role as Executive Assistant. I'm sure we all wish Cassia well as she departs to be married early in 2019.

The future for your children looks bright with Glenvale School undergoing a global rebrand which will see our Brethren schools in every region come under the banner of OneSchool Global officially in 2019. This process will see a name change but the spirit of Glenvale will remain and the focus on work ethic and academic excellence will also continue.

I am confident that 2019 will be another strong and exciting school year and would like to wish each of our students and staff all the very best!

Mr Simon Beaumont – Regional Principal

The 2018 school year was another successful chapter in the life of Glenvale School

The Year 12 results indicated a large increase in the performance of the students in the middle to lower end of the academic range, and helped Glenvale once again achieve an excellent overall average study score of 32.

In 2018 our Victorian Management Team continued to be ably lead by Mr. Ron Shemilt (Community Principal) and Mr. Anton Voss (Regional Team Leader and Board Chairman). As Regional Principal I was supported by the continuing wonderful work of Mrs. Peri Dix in the combined role of Director of Primary and Learning Support. We were joined mid-year by Mrs Sally Lasslett as the Deputy Principal in charge of the secondary school.

The purpose of the Annual Report is to provide factual information about how the school has performed throughout the school year in 2018. It is to be used to gauge success and to assist in planning for the future.

2018 showed that our students and staff have adapted well to the use of Zoom and Canvas in our learning and teaching. Our result for the first time showed no difference in exam and subject results between classes taught in the traditional face-to-face way and those taught using Zoom technology. This is an outstanding achievement and our entire school community should be very proud of this achievement. Indeed, as we enter the 2019 school year I have had numerous requests from students and parents to have specific teachers for subjects regardless of their location. This is a big change from two years ago when we commenced our Zoom journey, and there was, understandably, a sense of nervousness amongst the parents about how their children would learn best. The results from 2018 indicate that students will perform best if in front of the best teacher, regardless of where they are located.

Our parent use of Canvas to access ongoing assessment and reporting feedback for students increased greatly in 2018. More and more parents used the system regularly to keep informed about their child's progress, and this is likely to have helped push the middle tier of students to achieve higher results. In moving from the traditional twice per year written reports to a far better ongoing reporting system, we have helped provide regular feedback to parents, which can only enhance student learning and performance.

Our strong relationship with both Independent Schools Victoria (ISV) and the Victorian Registration and Qualifications Authority (VRQA) continued in 2018 with visits to both organisations to check how we are progressing as a school and to ensure we are meeting our legal requirements in relation to school governance and management.

As was the case in 2017, in 2018 myself, Mr Ron Shemilt and Mr Anton Voss all continued to be active members of the National Leadership Team. All three of us work to represent Australia in the OneSchool Global system of schools.

As Regional Principal for Victoria I was flattered to be asked to assume the additional role of managing the Global Regional Principal conference in Sydney in September, where we assembled the entire team of Global RPs, Teacher Academy Directors and Global Leads for finance, technology, building, digital learning, PR and communications. This team combined with the Global COOs and the Global MD to conduct a wonderful week of professional development and strategy which will continue to help drive OSG forward.

The program of continually improving our facilities continued in 2018 and we focused on two major areas – the learning centres and providing new laptop technology for students in both primary and secondary. (This laptop update program will continue well into 2019 as we commit to providing all students with the best learning tools.) Several campuses continued planning to develop the learning centres and Hamilton was pleased to finish their redevelopment and open their amazing new space. We look forward to seeing the developments at Swan Hill, Bendigo and Nathalia in 2019. In addition we look forward to the Melton campus transitioning across to the magnificent new campus which is currently under construction.

Our global focus on self-directed learning was a major driving force in 2018. Our students and teachers underwent many activities to enhance this experience and improve the courses, projects, behaviour and work output in this area. The SDL model continues to work well for our students, and as global educational research focuses in on project-based learning, we find ourselves ideally placed to lead the way in this sphere of education. The feedback from employers again this year has been that the graduates of 2017, with their self-directed abilities, are better prepared than ever before, and for this we should all be proud. We know that not all students are academically brilliant, but with a focus on self-directed learning as the cornerstone of our school system, we are able to provide students with the essential skills they need as they enter the workforce directly from school.

As Regional Principal I would like to take this opportunity to thank Mr Ron Shemilt for his time as the Community Principal of Glenvale School. Mr Shemilt has been an outstanding school leader and colleague, and I would like to thank Ron for helping make me feel so welcome in 2016, and for providing wise guidance and counsel in relation to both educational and community issues throughout our time working together.

Finally, I would like to once again thank the students, parents, teachers and community volunteers for all their support in 2018. Managing a complex school system with eight campuses spread across the state of Victoria brings many challenges but with the support of you all I have continued to enjoy the leadership of the school and thrive on the interactions with you all.

I want to encourage you all to continue to ask questions, seek answers and contribute to discussions with your ideas and thoughts. By completing the various surveys throughout the year you provide us with data which helps assess our progress and ability as a school leadership team.

Mr Anton Voss – Board Chairman

2018 has seen a definite settling down and consolidation of learning as the students and staff have become increasingly skilled in the use of Zoom VC teaching and the new Learning Management System, CANVAS.

Students are having a lot more to do with each other even though they may be very distant as far as travel goes and this is allowing for new friendships and is also creating genuine larger classroom experiences for many of our students who attend smaller campuses.

The focus of our strategic plan has continued to facilitate strong results across all year levels with some of our top students standing alongside the best in society. In 2018 we were pleased to see Amber Braden receive a Premier's Award for Business.

With focus being placed on our facilities and our VC systems, we aim to provide the very best for our students whilst challenging their ability to go above and beyond what they feel they are capable of. Our mantra remains, what we do for one we do for all. That is what is so special about our schooling community. Everyone is given the same opportunity, no one is to be disadvantaged no matter the location, the student or the circumstances.

I would like to thank all those who put so much effort into the teaching and learning of our students as well as those who unselfishly support the school in whatever way they can.

The Board would like to take this opportunity to endorse and compliment the work being done by Mr Beaumont and his team across all our campuses as well as his involvement in the National and Global professional support groups. There is something very special about being part of a truly Global schooling system. As members of the Brethren community we should be very proud of our school system as it is providing excellent education for all our children, and is preparing them well to be life-ready when they graduate at the end of Year 12 and enter the workforce.

Campus Reports

Bairnsdale Campus Report

The Bairnsdale Campus had a successful 2018 academic year, with so much to celebrate and be proud of. As a small regional Campus, it was a great achievement using virtual classroom as the main method of delivering high end teaching and learning. After the introduction of Zoom and Canvas in 2017, staff and students became increasingly familiar with these technologies which has had a positive impact on not only the teaching and learning process but also the student, parent, teacher partnership. I was very proud that all staff took on this challenge with dedication and enthusiasm. Another of our major focuses in 2018 was to continue the excellent provision and delivery of personal and academic support for all our students. Bairnsdale staff supported students

when working independently or collaboratively in the Learning Centre and encouraged all students to be proactive in seeking support from their off-site teachers.

Many of the Bairnsdale Campus teaching staff took the opportunity to develop their professional knowledge and understanding of various concepts by attending several professional development courses run by the Teachers Academy and subsequently providing feedback to their colleagues at scheduled fortnightly staff meetings. These courses have provided strong collegiate support and conversation and I will actively encourage such professional development in the future.

The Bairnsdale Campus has always acknowledged the importance of positive links with the broader local community and 2018 saw many students gain recognition in local competitions and challenges run by various local organisations such as; The Annual Bairnsdale Show and the Bairnsdale Library Service. In addition, the Campus has actively utilised local resources to supplement students' learning, such as a visit to the local reservoir in Science and an incursion from Questicon as part of their outreach program which supported students' studies in STEM.

With the appointment of Mr. Todd Cook as Head of Campus, the Bairnsdale students benefited from specialist music lessons and engaged his musical expertise to showcase their talents at various assemblies. The Campus also employed external music tuition in 2018 to work with the school band. This was celebrated and enjoyed by all who attended the Gippsland Presentation Day held on the last day of the academic year.

The Primary students had a wonderful year of learning and fun. They participated in many enrichment programs to enhance their learning at school. One of these highlights was to increase their awareness of the environment and sustainability. Each student planted a tree in the school grounds and a vegetable garden was created and cultivated with resources donated from local businesses. I can happily say the garden is still thriving despite our drought issues in East Gippsland.

The Bairnsdale Campus received various visitors during 2018, including a visit from the National Leadership Team and numerous visits from members of the Victorian Management Team. The Campus was also delighted to host off-site staff during their visits to work in a face to face capacity with students they would normally have virtual contact with. This is a vital part of the teaching and learning process at OneSchool and we appreciate the support our staff and students are given. 2018 also provided the Bairnsdale Campus with an opportunity to build on its increased alignment with the Cardinia Campus as the Gippsland Campus.

The Campus student leadership team worked effectively throughout the year organising a host of different events including a Gippsland Bikeathon charity event and a Football/Rugby/Colour Run event. As a legacy initiative the Year 12 students of 2018 provided new Basketball rings and protective padding for their peers to enjoy in future years.

- Andy Manicom

Bendigo Campus Report

Consolidation was the theme for this year. It served as a perfect time to establish ourselves as 'thinkers' and explore and practice how we can interweave our training on Cultures of Thinking in to our lessons. Many more students were taking subjects via Zoom and staff and students alike

were slowly becoming well versed at downloading and uploading to and from Canvas-our new learning Management system.

This year we had secured several Sports grants enabling our students to be trained by experts in their field. Everything from AFL, to Hockey, Athletics (including track and field events) and Touch football were on display throughout the course of the year. This government initiative is an excellent means of exposing students to different sports whilst upskilling the staff and providing the school with much needed sports gear.

The school production became a reality. 'The Daily Bugle' was created, written and performed by students in Years 7 – 9 who met once a week during their music lessons. It was a wonderful visual, musical and dramatic portrayal of Music, theatre and news that helped shape Australia from the turn of the century until today. Whilst the focus was on Musical influences our students were inspired by amazing Historical and significant events like Neil Armstrong's walk on the moon to the disappearance of Azaria Chamberlain. Without the amazing support of parents and the community, this would never have eventuated. Thanks to all our awesome helpers for sewing and sourcing costumes to helping with the props and just making it a great event for all of us!

Lots of fun excursions including our two-day trip to Canberra with all our VCE students, Court Room Dramas, Escape Rooms and two very successful Cluster Sports Days made school fun for all. A greater emphasis on making the Zoom experience come alive by ensuring more face to face opportunities for staff and students was pivotal for the success of our Zoom teaching. Students felt connected to and were part of a bigger picture; this is definitely one thing that Glenvale does very well!

Our Student Leadership Team worked tirelessly all year to fund raise and create fun experiences for us all on Campus. The bikeathon in March was a bold experiments but was great fun! It raised much needed funds for the Heart Foundation and was a great example of how Primary and Secondary students, parents and staff can work together to 'move mountains'

Our Brass band continues to be a wonderful source of inspiration for the Bendigo Community. The students showcased their talents at several local events including the local shopping centre, several Nursing homes and the opportunity to play to a packed out opening of the local Hospital. It goes without saying- there was not a 'dry eye' in the house!

In 2018, we farewelled a much loved teacher- Mr. Curnow. He had been retiring for a few years but called it quits last year. His farewell at the end of the year was a fine example of the wonderful rapport we share with our students and our Community. He will be best remembered for his amazing and sometimes quirky Science experiments and of course his sense of humour.

Thanks to all our amazing team at Bendigo for another wonderful year. We have always enjoyed the support of our CA team and our School Directors and for this we remain very thankful.

-Mary Baxter

Cardinia Campus Report

The focus for this year has been improving student behaviour and engagement and improving the physical environment of the campus.

The year started with a whole staff day on January 18 which involved department curriculum planning and the sharing of Glenvale wide goals for the coming year.

Students returned to see several new, glass walled, learning spaces off the main learning centre. These improve visibility and reflect the most common, modern workplace office arrangements.

We have maintained links with Bairnsdale in shared staff meetings and professional development sharing as well as fortnightly management meetings, and Andy Manicom continued to be present, on site, for Thursday and Fridays. Mark McAlpin continued in his role as lead CA with Barry Voss preparing to take on the role in the near future.

All Cardinia staff took part in sessions on behaviour management with round table discussions about expectations of behaviour from students and teachers, possible consequences and the importance of a consistent and coordinated approach to discipline across the campus. The videos of Bill Rogers were used as a spring board for these discussions.

Our Year 9 and 10 Science students worked with scientists over 1 week to see how fish developed from the egg to young fish and discussed the genetics that created the physical differences that they observed. This gave them a much deeper understanding of the Genetics unit of their science studies.

Our Year 12 leaders have taken on their role with enthusiasm and increasing maturity. Communication between the team and management has become increasingly clearer and they have produced a number of ideas for projects to improve the physical environment. These included the refurbishment of the Hall of Fame as the entrance to the Learning Centre.

A whole school approach to curriculum has seen the start to a review of curriculum and pedagogy that has led to some improvements in student engagement. STEM was introduced as a hands on, project based subject and has had good feedback from students, staff and parents. It is hoped that, in the near future, a unit of work that utilised STEM approaches and is linked directly to employer needs will be developed to increase this further. Also planned is the development of a skills and attitudes based school testimonial that will be presented to our Year 12 students as they leave for the world of work.

The Primary area has continued to develop and refine their vertical class structure. This has been enthusiastically accepted by the community and has delivered many positives, such as extension of some students and a breaking down of groupings seen as more or less able.

Our campus continues to enjoy great support from our community and fundraising continues to be very well supported.

2018 has seen improved staff morale and collegiality and the ongoing willingness of staff to jump in to provide support when needed is a highlight of this campus.

Our last event, the Presentation Day, held at Lardner park, was the last time this would be held across both campuses. It was a wonderful celebration of achievement and personal best and was very well supported by all families.

-Krista Bayliss

Hamilton Campus Report

2018 was a very busy year at Hamilton, with five students undertaking year 12 studies. These being Dawn Urquhart, Shaye Mead, Bradley Urquhart, Troy Thomas and Lawrence Ohlmeyer. Claudia Urquhart was the only new student to start. Staff at the campus stayed constant with Janelle Toll and Karen Huf in the primary, Pasquale Mammone, Julie Jarred, Sestina Chambers, Nick Croker, Malcolm Grieves and Fiona Harmer (HOC) teaching in the secondary area: Kellie White, Joanne Rentsch and Jacqui Francis as support staff.



There were many great achievements on the campus, including the initiation of the Global OneSchool Values Award competition that was suggested and designed by Troy Thomas. A major fete day that was organized by the year 12 students, this day was a great success, with a petting zoo, several food stalls and many competitions. Money raised from this day went towards a new stainless steel barbeque for the campus. At the end of 2018 the incoming school captains Sharni Stone and Emma Grace put forward the idea of perpetual trophies for students who have made an outstanding impact regarding one of the school values - this initiative was for the students to receive an award and to also have their name on a perpetual trophy.

During the year, our students participated in the High Achievers Seminar, went on the Canberra excursion, visited Tower Hill, Nelson, Port Fairy, Science works, the Melbourne Aquarium and the Halls Gap Zoo to name a few!

We had a fantastic fundraising effort for the RCH and participated in the National Debating Competition. We also enjoyed meeting up with the Mt Gambier campus at Casterton for sport.

The footy clinic and colour run around the lake were a definite highlight.

-Fiona Harmer

Melbourne Campus Report

2018 has been another busy year with many changes. Thank you to all our stakeholders for another wonderful and productive school year. I can't thank everyone enough for your endless hours of volunteering, transporting, organizing, donating and doing whatever was necessary to support students—both at home and at school. Special thanks to our CMT who, as usual, went above and beyond the call of duty to provide whatever was necessary to add to our students' school experience.

That experience could not occur without the endless energy, skills and devotion of the Melbourne staff. Thank and well done to a fantastic group of professionals. 2018 has been full of change. Thank you to my team, who have continued the learning journey of our students at Melbourne campus. You are all incredibly dedicated and hardworking team. I appreciate your expertise and encouragement of all the students.

To our students, thank you for all your hard work throughout the school year. 2018 has been another busy year with many changes. It is an exciting time, as change is the new norm at Glenvale School. These include increasing our presence on Zoom whilst we continued to explore the potential of Canvas for students and teachers. With the introduction of MAP testing this year, our students were at the forefront of a new adaptive testing platform. Like MAP testing itself, our students have been adaptive in their approach to their learning in 2018.

Melbourne students have excelled in so many areas in 2018. They have excelled in so many fields it is impossible to list them all. These achievements have been in their academic studies, sport, music, fundraising events just to name a few and we are justly proud of them. Most notable our students continued to communicate to the wider community by raising money for The Royal Children's Hospital, Rapid Relief Team and Victorian Cancer Council. A clear highlight was our Secondary Choir who performed on Good Friday at the Royal Children's Hospital. A wonderful spectacle.

Congratulations to students for their contribution to the success of Melbourne during 2018. These include our OneSchool winners Celeste Phillips (Year 4), Shanae Lindsay (Year 6) and Amberley Blake (Year 7). Congratulations to the class of 2018, who achieved the best Melbourne Campus VCE results ever. They worked hard all year and set the tone for other students throughout the year.

Our student leadership team worked collaboratively and ensured both primary and secondary schools were included in all campus events. Our sport leaders worked well with Mr Bricknell and they created some engaging and competitive sporting activities, keeping our school values in mind whilst harbouring a healthy competitive edge. Well done to the Raiders for winning the inaugural School cup this year.

We were incredibly impressed with our Primary students this year. With the help of their wonderful teachers, I know that they have all progressed so much, both educationally and socially. It is important to keep on learning and continue to develop individuality while learning to get on with others, problem solve, be self-motivated and inquisitive. Our Primary School continued to pave the way with our 'learning to learn' educational model, by developing new learning spaces and utilising new laptops in the classroom. To our Year 6 students, we know that you have been working on your ability to be self-directed learners and we feel most of you are

well prepared for what lies ahead in your next stage of learning through the secondary school. Hats off on a great 2018!

In terms of celebrating student successes, we would like to congratulate the following students in their achievements and awards in 2018. Academic Achievement, Adayah Mead (Year 3), Celeste Phillips (Year 4), Veronica Simpson (Year 5), Sienna Phillips & Zari Kelsey (Year 6), Amberley Blake (Year 7), Acacia Chirnside (Year 8), Montana Chirnside (Year 9), Sharlia Way (Year 10), Hudson Chirnside (Year 11) and Marnie Shemilt (Year 12). Well done to Sharlia Way and Breanna White for receiving the ADF award and Kent Murray for the Caltex All-rounder award.

Over the next 12 months, I will be working with colleagues to put into place a smooth opening to the new academic year and setting the priorities to build upon the successes of the school so that we can improve still further. We should always seek to do better; to challenge ourselves and our students.

-Brandon Fuga

Melton Campus Report

Thanks to all our amazing team at Melton for another wonderful year.

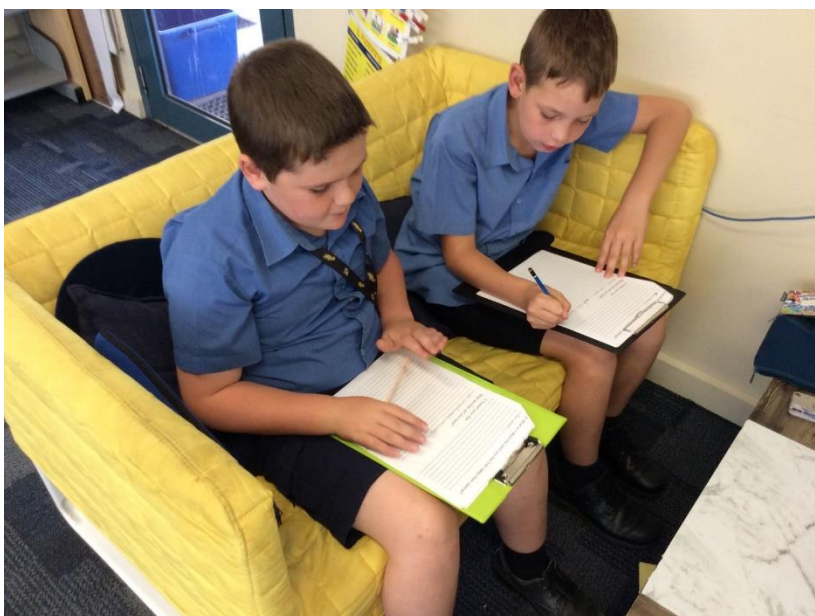
Melton Campus has had a busy and inspiring 2018, with students, parents and staff all contributing towards the school and the greater community. Our heartfelt thanks for all the support and contribution.

Let us begin thanking all our extraordinary primary teachers for their commitment in contributing towards holistic development of young scholars. To achieve this, they completely immersed themselves in various activities beyond academics like, the Lego competition, gymnastics, healthy morning tea, and swimming.





We need to thank all our Primary teachers for the time and effort they spent on making their classes and the primary school more engaging and focusing on self-directed and enquiry-based learning. The preparation for life-long learning in primary is invaluable for their secondary education.



Lots of fun excursions including our trip to Canberra with all our VCE students, Mount Macedon Excursion with our Year 7 and 8, very successful Cluster Sports Days, Year 9 and 10s excursion to Phillip Island and Year 12 Ice Skating, made school fun for all.



A greater emphasis on making the Zoom experience come alive by ensuring more face to face opportunities for staff and students was pivotal for the success of our Zoom teaching. Students felt connected to and were part of a bigger picture; this is one thing that Glenvale does very well!

The Student Leadership group stepped up this year and arranged fundraising for Red Nose Day and the Oxfam, RCH to name a few. In addition to this the Pancake Breakfast, Biggest Morning Tea and Colour Run, improved campus spirit and put their organisational skills on display.



Once again, the Melton Year 10s, surprised us with amazing organisation, team work and extraordinary food for 'Guess who is coming to Dinner'



The second year of the debating competition was once again a huge success with two of our Melton students making it to the National Finals. A special thank you to the English department for preparing our students so well for public speaking and making them effective communicators.



At Melton, we aim to celebrate all our student and staff achievements, however no matter how hard we endeavour to glorify we cannot do justice with our words of praise and gratitude. To every student who has done more than what they set out to do, to every member of staff who has put their students first and to the campus management team for their ongoing support, we say 'Heart felt Thanks'



We have always enjoyed the support of our CA team and our School Directors and for this we remain very thankful.

-Geetha Nair

Nathalia Campus Report

Nathalia campus was an exciting place to be this year. It was an extremely busy and productive school, where time seemed to fly by. While sometimes change seemed the norm, it was also a year when staff and students consolidated the use of the online learning systems, Zoom and Canvas. Students have really come to terms with the new learning style and they enjoy the interactions with others from around the state. It was great to have a number of staff from off-site visit during the year as these visits helped to further develop the feeling that we are all One School. The need to develop independent, life-long learners was always at the forefront of priorities, not only in Nathalia, but globally. Sometimes it is a bit humbling to sit and think that we are truly a part of a global team that are all striving for the same outcome. The One School values of Respect, Responsibility, Care and Compassion, Commitment and Integrity are a brilliant summary of what we desire to develop in the students here.

The memories that are built from school revolve significantly around people and experiences. In 2018, our students participated in a number of memorable activities. A highlight of each year now, is always the Athletics Carnival. This event is a great chance to catch up and compete hard against students from around the state. Senior VCD students enjoyed a trip to Top Design, where they were inspired by some of the best young designers in the State. The Year 8 boys trekked down to Melbourne to enter a bridge building competition and stood up well against strong competition. Primaries really enjoyed their trip to ScienceWorks, as did the Year 11's at the VCE bonding day in Kyneton. Local excursions also proved popular, especially boot camp at Aquamoves in Shepparton!! There is no way these trips can go ahead without parent support, so too everyone that either drove or attended to help supervise.

Charity fundraising is a very important component of our school. The student leadership group were fantastic in their dedication to helping others. The Fete was the highlight of the fundraising year and an incredible amount of effort went in to raising funds for the Royal Children's hospital. The color run day at Swan Hill was a lot of fun as well as a big fundraiser. Mr Mullins especially planned a visit to our campus on the 'Parma for a Farmer' day and boosted profits as well as depleting the food stocks. Well done to all who helped to coordinate and drive these and other special events.

Planning also began on the new learning hub for the school and everyone looks forward to this progressing in future. The involvement and dedication of the CA team, as well as a determination to provide the best possible facilities for the students here, has really driven this project. Again, a very visible indication of the willingness of the community to actively participate in the students' future. So much goes on behind the scenes and well done to all those who are already busy but willingly give up their time and expertise. Included in this group are the canteen volunteers, bus drivers and library helpers.

It was unfortunate to bid farewell to two long serving staff members of the team this year. Linda Bryan was with the school for over a decade and HOC in her last year. In this time she positively influenced the lives of many students in her care. Janet McLelland will also be greatly missed, her dedication to the students will be hard to replace. We wish both of these ladies all the best in their new endeavours and thank them for going above and beyond while here. Fortunately, new staff in Mrs Shabna Edayath and Mrs Carolyn Brooks, along with learning support Tayla Guy, have really stepped up and will be able to fill the void left.

Operating as a team is the only way a school such as this can survive and thrive. Given that, the future looks very bright. Cheers to 2018, here's looking to making 2019 even bigger and better!

-Greg Mullins

Swan Hill Campus Report

At Swan Hill, we prioritised aligning with the OneSchool directive with self-directed learning and high academic achievement being the focus. Staff and students worked throughout the year in pursuit of quality learning outcomes by sharing the valuable teaching resources from across the state, now available to our usually isolated campus, due to our geographical location. The students enjoyed and valued the ability to work collaboratively with students and staff via Zoom to share their learning knowledge and further improve their educational journey. This was vitally important to our one and only Year 12 student Rene Sobey who could be a part of the larger class group through Zoom.

Once again, the school year was jam packed with extra curricula activities with the Swan Hill students relishing in the opportunity to join with students from all Glenvale Campuses on regular occasions. The Victorian Space and Science Education Centre excursion, Torrumbarry Weir, Science Works and Planetarium, Port of Echuca, Top Designs, Melbourne Courts, Parliament House, Australian War Memorial, High Court, AIS and Telstra Tower were eventful and wonderful opportunities to mix with the students and experience the wonderful and educational opportunities.

Fundraising events were organised throughout the year with students eager to be involved in the Walk to School Program, raising funds for Rapid Relief Team and the Cancer Council. The colour run hosted at sunny Swan Hill was a highlight for the year with students, parents and staff getting plenty of colour in their lives on the day! One of the most memorable events for students was the house music challenge. House groups were presented with a song to perform the next day. Staff were also involved and it is easy to say that they were not the winners!

Swan Hill students love sports and participated with success at the sports carnival at Bendigo playing netball, basketball and soccer, and the whole school Athletics Carnival held at Albert Park. The opportunity to challenge their skills against the wider school community is something that the Swan Hill students enjoy. The debating team lead by our own Mr Terrington was also a highlight. These special events, continue to enhance the cultural life of our school. The drama production of Alice in Wonderland was a massive feat for all involved. It showed commitment from staff, students and parents to have this wonderful production come to life with hours of work sewing, painting, singing and practising. It was a fantastic community event to have everyone come and witness the amazing talent from our year 3- 9 students.



Thank you to the Glenvale Management Team, Campus Administrators particularly our lead CA Mr Leon Joyce, teachers, support staff, parent volunteers, our families and community members for all of their support throughout 2018. At Swan Hill, we aim to celebrate the achievements and efforts of everyone for everything that they do. We are very grateful for the contributions and commitment shown.

We are very lucky to have dedicated staff at Swan Hill who contribute to the success of our campus. The opportunity to attend the Teacher Academy has worked to ensure that the teaching staff at Swan Hill are maintaining their professional development. Staff attended a range of conventions, conferences and working groups to ensure they are up to date with current teaching practices.

This year we welcomed Miss Demi Salau and Nadene Simpson to our staff. Demi is a young and dedicated staff member who have undertaken her role with professionalism and will be sadly missed since moving on to the Northern Territory to enhance her teaching experiences at the end of the school year. Nadene joins us as a support staff member and her experience and care has been valued by students and staff.

It is with sadness that we said goodbye to Mr Jonathan Terrington a valued member of secondary staff. Jonathan has relocated to the Cardinia Campus. Our delightful, campus administrator Ms Cath Salathiel has also moved on, bound for a new role in the Northern Territory. We wish Demi, Jonathon and Cath well in their endeavours.

Our Head of Campus Mr Greg Mullins has taken the HOC position at the Nathalia Campus for 2019 to live closer to his family. Greg has provided many new opportunities to our students with his active lifestyle and love for blowing things up in Science. While he remains in the Murray Region we will miss having him around our campus. Greg was always full of great ideas and we enjoyed his easy-going nature.

Swan Hill will move forward in 2019 with planned infrastructure development and a change in Head of Campus, Community Administrator and the introduction of new staff. This will be embraced with the usual motivated, inspiring and hardworking ethic across the board and I look forward to the challenges of another exciting and busy year in 2019.

-Lea Andrews

ABOUT GLENVALE SCHOOL

Glenvale School is an independent, co-educational school which operates in a network of Brethren schools nationally and globally. Glenvale School has an enrolment of almost 600 students across 8 campuses in Victoria which are located in Bairnsdale, Bendigo, Cardinia, Hamilton, Melbourne, Melton, Nathalia and Swan Hill.

The school offers a vibrant co-curricular program which includes sport, music and community involvement.

School Ethos

At this School, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs.

The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education – curriculum, teachers, facilities, management and discipline – in a safe and caring environment.

Values Statement

- Integrity - uprightness, honesty and decorous conduct, governed by the Holy Bible;
- Care & Compassion - kindness, consideration and generosity to all;
- Respect - for all people, property, opinions and authority;
- Responsibility - for our actions, progress and the environment;
- Commitment - to self-discipline and the pursuit of excellence.

Learning to Learn Statement

The School is committed to creating and delivering learning programs that meet the educational needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout life. “Learning to Learn” means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential.

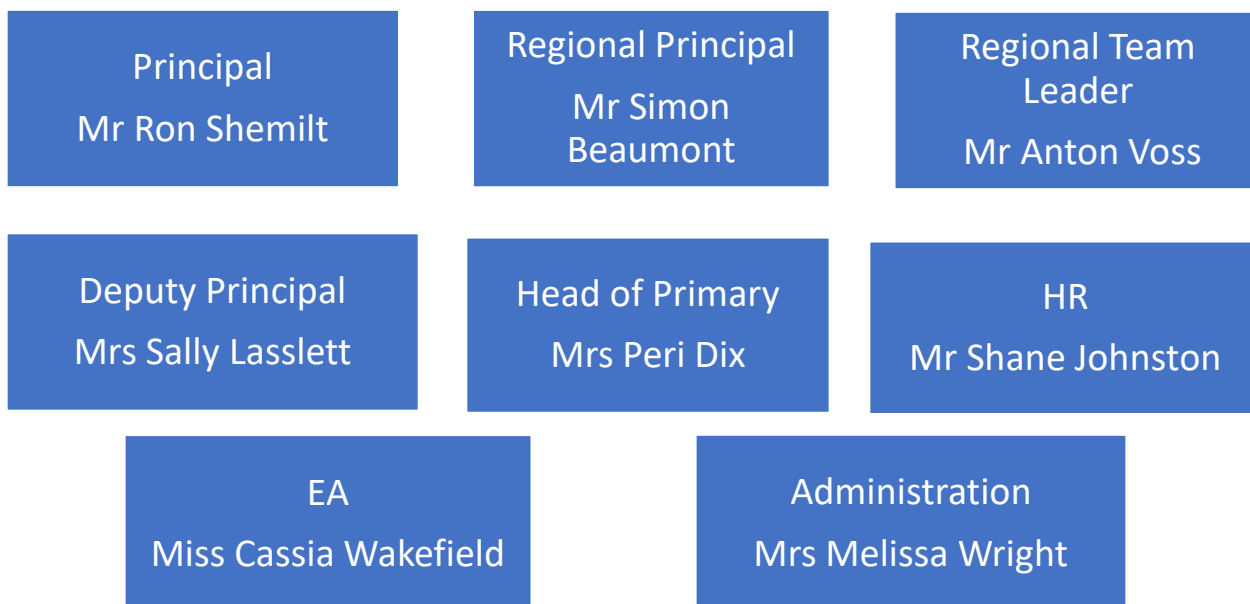
Graduate Aims

- To learn how to learn.
- To become a positive contributor to community, family and workplace.
- To learn the skills to become self-directed, life-long learners.
- To explore and develop personal potential.
- To gain employability skills.
- To demonstrate qualities of leadership.
- To articulate thoughts and ideas effectively using a range of communication skills.
- To be critical users of information and technology.
- To uphold Christian values

Further information about the school is available at Glenvale School’s listing on the My School website <http://www.myschool.edu.au>

Administration

The Victorian Management Team managed Glenvale School in 2018. Members of the VMT are:
 The Principal of the School is Mr Ron Shemilt.
 The Regional Principal of the school is Mr Simon Beaumont.
 The Regional Team leader is Mr Anton Voss.



CURRICULUM INFORMATION

Primary Curriculum 2018

Glenvale School delivers a quality curriculum and produces documentation which is based on the **Australian Curriculum**. The ideal of 'Learning to Learn' guides our teaching and learning program. Students are encouraged to become open thinkers through the use of the **Cultures of Thinking** within the classroom setting and throughout their daily interactions with the world.

YEARS 3-6

The focus in the Primary years is to support students in becoming successful learners who thinking about what they are learning and how they learn. We develop the foundation skills and positive behaviours which support all future learning. This is done through structured programs, including explicit teaching sessions, small and large group work involving cooperative learning and individual self-directed learning (SDL). These all provide students with the essential skills required for the Secondary years.

Students in years 5 and 6 are also introduced to the CANVAS learning management system and to the ZOOM virtual classroom in order to develop understanding of these before their move into the secondary setting.

KEY LEARNING AREAS 3-6

- English
- Mathematics
- Science
- HASS (history and Social Sciences)
- Technology (STEM: Science, Technology, Engineering, Mathematics)
- Health and Physical Education
- Languages
- Art/Design/Music

The 7 General Capabilities along with the 3 Cross Curriculum Priorities offer opportunities to add depth and richness to student learning experiences.

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 2018 followed the Australian Curriculum framework in the following areas.

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

	<i>interpreting evidence; and communicating findings.</i>	
Physical, Personal & Social Learning	<i>Health Physical Education Interpersonal Development Personal Learning Civics and Citizenship</i>	<i>Health Physical Education Interpersonal Development Personal Learning Civics and Citizenship</i>
Disciplined Based Learning	<i>The Arts – Visual Economics Geography LOTE</i>	<i>The Arts – Visual Economics Geography LOTE</i>
Interdisciplinary Learning	<i>Communication Design, Creativity and Technology Information and Communication Technology Thinking Processes</i>	<i>Communication Design, Creativity and Technology Information and Communication Technology Thinking Processes</i>

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.

TIME ALLOCATIONS

Years 3 & 4		Years 5 & 6	
Domain	Minutes per week	Domain	Minutes per week
Literacy	600	Literacy	600
Numeracy	300	Numeracy	300
HASS	75	HASS	75
Science	75	Science	75
P.E/Sport	75	P.E/Sport	75
Health	50	Health	50
Technology (STEM)	50	Technology (STEM)	50
Languages	50	Languages	50
Art/Music	75	Art/Music	75
SDL	100	SDL	100
Campus Choice	50	Campus Choice	50
Total Minutes	1500	Total Minutes	1500

Secondary Curriculum 2018

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 study with the assistance of an Individual Education Plans (IEP) 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. 2018 saw the consolidation of 'Zoom' technology as our VC teaching program.

In 2018 our students achieved amazing results in only their second year of a program heavily dependent upon Zoom VC teaching. In analyzing the end of year exam and subject grade results for years 7-10, there was no significant difference between results achieved in those classes taught face-to-face (F2F) and those taught using Zoom. (See table below)

Year	Zoom	F2F
7	77	77.7
8	75.2	72.8
9	69.1	68
10	68.7	71
Combined	72.5	72.375

2018 was the second year our students used the Canvas Learning Management System to access class content, resources and assessments. Our teaching staff continued to use the 'Speedgrader' feature for all assessment and reporting feedback to students. Our parents to monitor ongoing student assessment and feedback results and comments from teachers via the parent access portal. This proved to be very popular with the parent body and has created a far higher level of parent/student conversations about learning.

The successful combination of Zoom and Canvas was further embedded into the school in 2018 with positive feedback on both platforms received from all stakeholder groups. Our improved course template system in 2018 helped streamline the access to course materials for students and has helped provide a more professional 'look' to our LMS.

The 2018 timetable saw some adjustments made following the 2017 school year. In 2017 we were able to increase the collaborative learning across our three main regions of Gippsland, Murray and Melbourne. This was achieved in lessons, excursions, sporting competitions and other collaborative activities.

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 using the Canvas Speedgrader system.

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. In 2018 we conducted the first trial of the MAP testing system which provides ongoing adaptive testing in the areas of Reading, Language and Mathematics for all students in Years 3 to 11. This data provides us with excellent resources to help inform our teaching and learning, and we look forward to greatly expanding this in 2019.

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.

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
Assembly/Pastoral Care Period	1*	Assembly/Pastoral Care 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 ½	3+2*	VCE English ¾	3+2*
Workplace English	3+2*	Workplace English	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 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	Additional SDL Periods	2
Assembly/Pastoral Care Period	1	Assembly/Pastoral Care Period	1
Work placement (part of a SBA)	5 days per Semester + holidays		
Total Periods Allocation	= 30	Total Periods Allocation	= 30

GLENVALE EDUCATION / GLENVALE TRAINING

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 Training is 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 Training 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 Training 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 Training 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 2017 all Year 11 students completed the SBAT program in the Certificate III in Business. 68 Glenvale School students completed the SBAT in 2017.

Work Placements

As part of the SBAT Program, Year 11 students are required to complete a minimum of 300 hours work placement. In 2017 the students were required to complete three (3) placement blocks of 100 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/VET Teachers) 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 Apprenticeship Support Australia / VECI (Victorian Employers Chamber of Commerce and Industry - our Apprenticeship Centre) sign up process. These were very well attended and proved beneficial to all those who were able to attend. It is hoped that these will be run where possible in 2019.

All Host Employers will again be issued with specially designed guideline booklets at the beginning of 2019, 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 65 %) 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.

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 CTI (Career Training Institute) 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 Training

OHS REPORT

In 2018 we had the fully implemented 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

MEETINGS

CA/HOC Meetings

These meetings occur four times per year and are an excellent way for the combined CA/HOC team to meet and share ideas, discuss innovation and drive consistency across all campuses. In 2018 these meetings focused on the data in relation to student performance under our Zoom and Canvas system, as well as staffing and campus issues. In addition, professional learning sessions were also conducted during these meetings.

HOC Team Meetings

The HOC team met every two weeks in 2018 via Zoom at 7.30am on Friday and these meetings were essential in driving change, managing issues and establishing consistency across all Glenvale campuses. The meetings are managed by the Regional Principal, and the 'Chair' is rotated amongst the members of the HOC team. Minutes are kept and all information is shared with the Glenvale Board.

HOD Team Meetings

The Heads of Department (HODs) team met regularly throughout 2018 to manage the overall curriculum program within Glenvale School. This team was led by Ms. Malkoun/Mrs Lasslett and information developed and shared in this meeting was then fed down to the Faculty meetings which operated on a rotational basis throughout the year to ensure staff were able to attend their various subject faculty meetings. In 2018, we had two new HODs who fitted in well with the existing team members.

PROFESSIONAL LEARNING

Glenvale School is committed to providing all staff members with access to high quality professional learning that focuses on making positive changes to the classroom for our students and their learning. In 2018 staff have focused on developing their skills in using Zoom and Canvas. Glenvale School provides a generous budget for professional learning for all staff who are encouraged to take advantage of the opportunity to improve their skills in whatever area is identified as part of their annual review process. The newly launched 'Teacher Academy' was highly successful in 2018 and 65% of our staff attended a program at the Precinct in Sydney where the TA is based.

Our staff also continued to attend subject-based programs presented by Faculty associations, Independent Schools Victoria and other external providers.

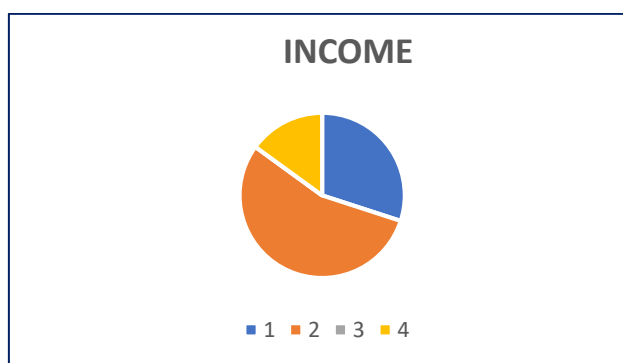
These programs included, but were not limited to:

All staff days / Primary & Secondary	Australian Curriculum in all Learning Areas
Australian HOD conference (Sydney)	Autism awareness training
Bookweek workshop	Canvas (Learning Management System)
Cert III in Education Support	Comview VCTA
CPR	Anaphylaxis
Cultures of Thinking / Language of learning	DATTA Annual Conference
Differentiated Learning	First Aid
Food Tech	HTAV
LTAV	Naplan 2018 Data Service PD
Disability Training	Zoom Technology online learning training
VASS training	Autism Spectrum Disorder
Zoom faculty meetings	VCAA Assessors Program
VCE English	VCE Maths Methods / Further

FINANCIAL SUMMARY

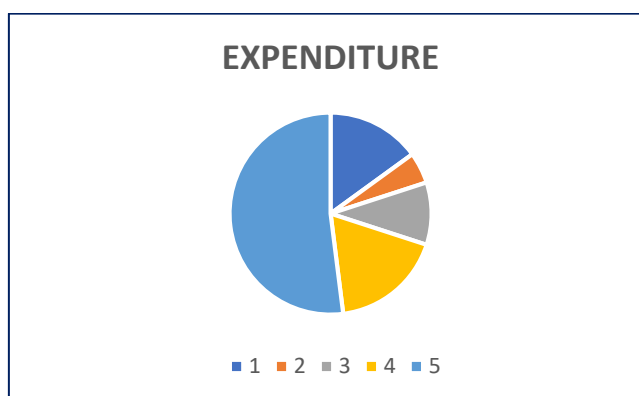
Consolidated School Income 2018

Commonwealth & State Grants	1	30%
School Fees & Private Income	2	55%
Commonwealth Capital Grants	3	0%
Private Capital Income	4	15%
		100%



Consolidated School Expenditure 2018

Teaching & Administration Expenses	1	15%
Buildings & Grounds	2	5%
Depreciation & Other Expenses	3	10%
Capital Expenditure	4	18%
Salary Related Expenses	5	52%
		100%



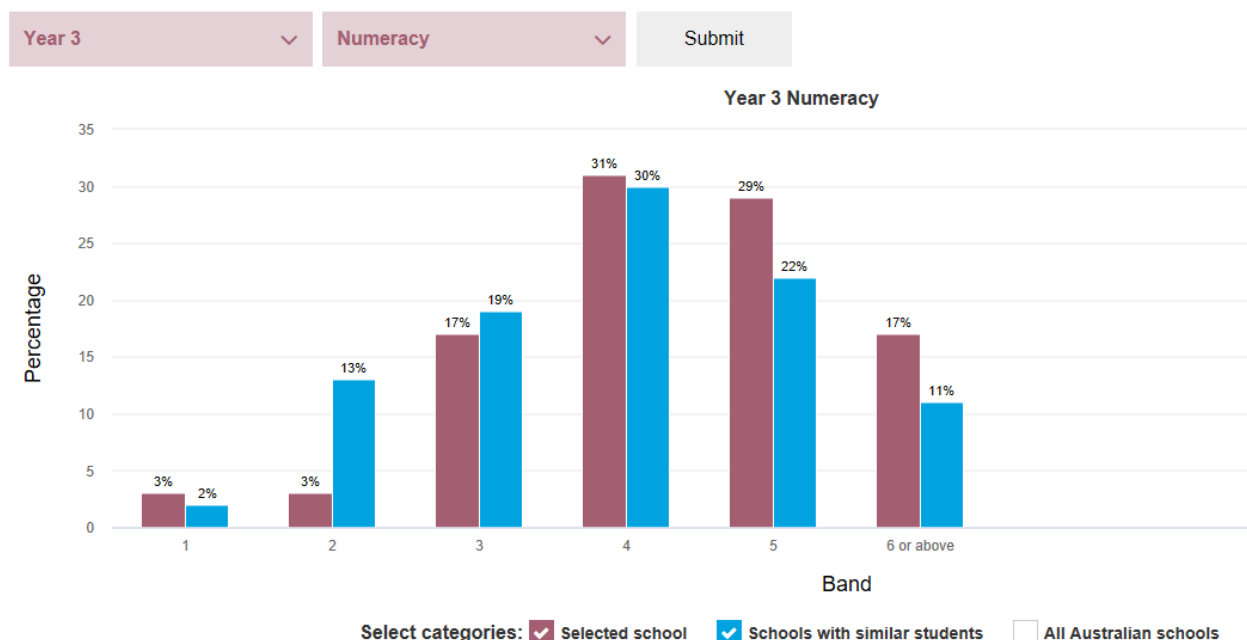
ACADEMIC PERFORMANCE

The Glenvale School Academic Performance Summary provides an overview of the school's academic achievement and it also compares our performance with other State and National schools through the NAPLAN test.

- a) Standardized testing programs
 - NAPLAN – Years 3, 5, 7, 9
 - 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

NAPLAN results 2018

As NAPLAN 2018 results are in transition – please refer to the Myschool website for all Glenvale NAPLAN results in easy-to-read graph form. An example of which is shown below for Year 3 Numeracy:



VCE Results

Glenvale School had a wonderful year in the secondary school. As can be seen from the Year 12 results, we experienced arguably our best year ever, with ten students scoring above 90 for their ATAR.

- 58 students completed Year 12 and received an ATAR score
- Our Dux – from the Melton campus (Amber Braden) – received an exceptional score of 98.2
- Glenvale's average ATAR score was 66.3 (State average 65.2)
- Our overall average study score was 32 which placed our school 62nd from all Independent Schools

VCE Year comparison study scores:

SUBJECT	2012	2013	2014	2015	2016	2017	2018
English	30	30	29	29	31	32.7	31.5
Business	36	35	36	34.5	35.8	34.8	35.4
Economics	24	24	28	28.5	25.8	26	24.3
Further Maths	30	31	31	30.5	28.7	30	32
Math Methods	30	27	29	29.5	25.2	25.6	29
Product Design/Tech	38	33	30	33	32.2	29.1	31.3
Food Tech	35	35	31	32	35.2	31.7	33.6
Geography	34	35	36	28.5	25.7	30	23.8
History	29	29	35	38	33.1	34.6	35.6
Legal Studies	32	33	32	27	26.4	31.1	32.3
Physics	-	29	32	-	28	28.5	27.3
Visual Communication	31	30	30	27	32.1	32.8	31

OneSchool Awards 2018

Year Level	GOLD Student name / year level / campus	SILVER Student name / year level / campus
3/4	Celeste Phillips 4 (MB)	Saxon Murray 4 (SH)
5/6	Casey Thomas 6 (HA)	Shanae Lindsay 6 (MB)
7/8	Amberley Blake 7 (MB)	Zoe Steele 8 (SH)
9/10	Kayley Richardson 9 (HA)	Kelisha Atwood 10 (MT)
11/12	Riley Williams 11 (MT)	Marcia Joyce 11 (SH) / Kerena Williams 11 (CA)

Achievements of Note 2018

- Premier's Award – Amber Braden (Business VCE-VET – Mr Wu)



SCHOOL SURVEYS

In 2018 Glenvale School once again conducted the 'Parent Voice Survey' which provides consistent data in relation to parent opinion.

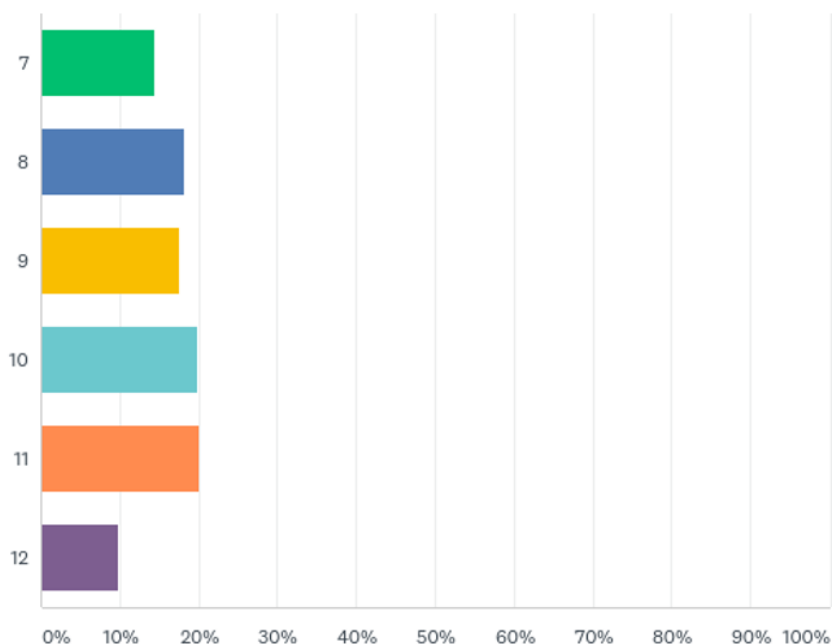
GLENVALE	TOTAL	How would you rate the quality of education your child receives at your school?	How would you rate your school in making your child feel safe & respected at school?	How would you rate the teachers ability at your school to educate & motivate your child?	Please rate the standard of the facilities provided for your child at your school?	How effectively is your child using their study periods in the Learning Centre?	How would you rate the efforts by your school to prepare your child to enter the workforce?
Excellent	120	26	29	15	28	7	15
Good	161	29	28	33	28	24	19
Satisfactory	74	12	12	11	13	21	5
Poor	22	2	1	8	2	9	0
Unacceptable	6	1	1	3	0	0	1
Unsure	14	1	0	1	0	10	2
TOTAL RESPONSES	397	71	71	71	71	71	42
SCORE	1530	288	296	260	295	222	169
SCORE AS A %	77%	81%	83%	73%	83%	63%	80%

In 2018 Glenvale School conducted two additional surveys to determine student and staff satisfaction with the school. Snapshots of the results are summarized below:

Students – completed by 315 students:

Q2: What year level are you in this year? (2018)

Answered: 313 Skipped: 2



Q3: My teachers are well prepared for teaching lessons using Canvas.

Answered: 312 Skipped: 3

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	1.60% 5	8.65% 27	23.72% 74	58.97% 184	7.05% 22	312	3.61

Q4: My teachers make lessons interesting.

Answered: 311 Skipped: 4

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	3.22% 10	17.36% 54	41.80% 130	36.66% 114	0.96% 3	311	3.15

Q5: My teachers motivate me to perform at my best.

Answered: 311 Skipped: 4

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	0.96% 3	9.97% 31	32.80% 102	47.59% 148	8.68% 27	311	3.53

Q6: Students at this school treat teachers with respect.

Answered: 308 Skipped: 7

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	2.27% 7	13.96% 43	39.29% 121	37.99% 117	6.49% 20	308	3.32

Q7: Teachers at this school manage student behaviour effectively.

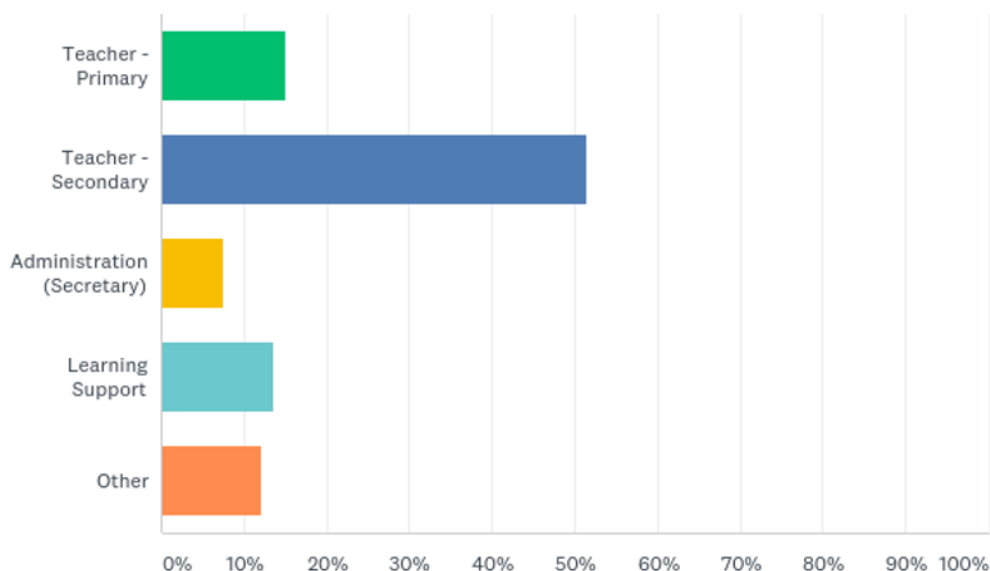
Answered: 310 Skipped: 5

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	7.10% 22	14.84% 46	40.65% 126	32.90% 102	4.52% 14	310	3.13

Staff – completed by 66 staff members of various roles within the school:

Q2: What role do you have in 2018?

Answered: 66 Skipped: 0



Q3: I enjoy teaching at Glenvale School.

Answered: 64 Skipped: 2

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	1.56% 1	1.56% 1	7.81% 5	40.63% 26	48.44% 31	64	4.33

Q4: The school buildings and grounds are well maintained.

Answered: 65 Skipped: 1

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	0.00% 0	9.23% 6	7.69% 5	55.38% 36	27.69% 18	65	4.02

Q5: The school provides suitable technology tools for learning and teaching.

Answered: 66 Skipped: 0

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	4.55% 3	18.18% 12	22.73% 15	43.94% 29	10.61% 7	66	3.38

Q6: Students at this school treat teachers with respect.

Answered: 65 Skipped: 1

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	1.54% 1	15.38% 10	24.62% 16	50.77% 33	7.69% 5	65	3.48

Q7: The learning support program in the school meets the needs of those requiring additional support.

Answered: 66 Skipped: 0

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	1.52% 1	9.09% 6	25.76% 17	51.52% 34	12.12% 8	66	3.64

Q8: Teachers at this school manage student behaviour effectively.

Answered: 66 Skipped: 0

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	0.00% 0	6.06% 4	28.79% 19	46.97% 31	18.18% 12	66	3.77

Q9: The quality of teaching and learning at this school is excellent.

Answered: 65 Skipped: 1

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	3.08% 2	1.54% 1	18.46% 12	40.00% 26	36.92% 24	65	4.06

Q10: There is a clear understanding of how SDL functions as a method of learning.

Answered: 64 Skipped: 2

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
😊	6.25% 4	18.75% 12	28.13% 18	42.19% 27	4.69% 3	64	3.20

STAFF LIST 2018

F = Full time, P = Part time

Victorian Management Team

Simon Beaumont	F	App Sci, Grad Dip Ed Sec, M Ed
Peri Dix	F	M Ed BA Ass Dip App Sci Cert 4 TESOL
Sally Lasslett	F	B App Sci, Grad Dip Ed Sec, M Ed
Ron Shemilt	P	Community Principal
Anton Voss	P	Regional Team Leader
Melissa Wright	F	Administration Manager
Cassia Wakefield	F	Executive Assistant

Bairnsdale Campus

Andy Manicom HOC	F	B Ed Hons
Amanda Woodhouse	F	B Teach, Prim, Sec
Dawn Jeffries	F	Prof. Grad Cert Ed, Post Grad Cert Maths Ed, B Eng
Erica Blake	P	B Ed, Prim
Jess Bryan	P	B App Sci, Grad Dip Jnr Sci
Paul McKenzie	P	Grad Dip Ed, H DipTeach Sec
Jobi Laybourne	P	Grad Dip Ed Sec, B A, Dip Vis Arts.
Diana Grumley	F	Secretarial/Administration
Todd Cook CSC	F	B.Ed Primary
Michael Chippindall	P	Campus Administrator

Bendigo Campus

Amanda Moran	P	BA Soc Sci Latrobe, Dip Ed, Cert II First Aid+CPR
Dennis Curnow	P	Dip Elec Eng, Cert TTCT, Cert II First Aid+CPR
Emma Rice	P	Dip Sec Ed, BA, Cert IV WTA, Cert II First Aid+CPR
Lyn Steen	P	Cert IV WTA
Lynne Sage	F	Cert IV Frontline Management, Cert IV WTA
Mary Baxter, HOC	F	Dip Ed, M Ed Admin, BA(Crim) Hons, Cert II First Aid+CPR
Nadia Kemp	F	B Ed Prim & Sec, Cert II First Aid+CPR
Karli Winzar	F	B Ed Prim & Sec
Steve Tyzzer	P	Grad Dip Ed Technology, Cert IV WTA,
Monica Mueller	P	Dip Ed, B Vis Arts
Katina Hawken	F	B Ed Primary, Cert II First Aid+CPR
Santina Panzera	P	Grad Dip Ed, Applied Science, post Grad-TESOL
Kim Tan	F	DipEd, Bachelor of Commerce, Mathematics
Sarah Sanders	P	Grad Diploma of Education (Sec), BA, Grad Certificate of RE
Gerald Edmonds	P	Campus Administrator

Cardinia Campus

Jeanette Bevan	F	Integration Aide Cert
Kathleen Dullabh	F	Dip Teach, B Ed, Grad Dip Ed, Post Grad Dip Ed, M Ed
Tonia Soares-Routley	P	B.A M.A
John Creighton	F	B.Graphic Design M.Teach
Veer Fowdar	F	B Com, Dip Ed, Cert IV WTA
Stephanie Jansz	F	Dip of Early C'hood Serv, B Early C'hood Ed,
Jess Allison (Nee Brito)	F	B.Ed Primary
Cheryl Rule	P	B Ed

Clive Rogers	P	B Ed Dip Ed
Anju Selex	F	B Sc, M Sc, B Ed
Kelly Strover	P	BA Hons, Post Grad Cert Ed
Hayley Tronson	F	B Psych, Grad Dip Ed, Cert IV WTA
Kel Bailey	F	B Ed
Sue Komac	F	Campus Secretary
Laura King	P	Administration
Heather Grace	F	Administration
Mark McAlpin	P	Campus Administrator

Hamilton Campus

Nick Croker	F	B Arts/Commerce M Ed M Policy & Politics
Fiona Harmer	F	BA, Grad Dip Ed
Malcolm Grieves	P	B Ed, Grad Dip HR (Mgt)
Julie Jarrad	F	B Ed, Dip Ed
Janelle Toll	F	B Ed, Dip Teach
Karen Finch Huf	F	B Ed, Dip Fitness
Pasquale Mammone	F	BA, B Theol, Post Grad Dip Edu, Post Grad Dip Maths Ed
Sestina Chambers	P	B Ed, Dip Ed, Cert IV WTA
Joanne Rentsch	F	Integration Aide
Jacqui Francis	F	Assoc Dip Childcare
Kellie White	F	Administration
Terry McWhirter	P	Campus Administrator

Melbourne Campus

Brandon Fuga HOC	F	B Arts, Dip Ed
Nathan Bricknell	F	B App Sci, Cert IV WTA
Sarah Cooper	F	BA ENG (Electrical/electronic) Grad, Dip ED (Secondary)
Owen Scannell	F	BCom (Accounting/Finance), BSc (Mathematical Modelling), MTeach(Secondary), Dip Financial Serv
Annika Smith	F	Bachelor of Edu (Primary)
Karan Burgess	F	Bachelor of Edu (Primary), Grad Dip Ed (Computer/Technology)
Alison Jackel	P	B A - Urban Studies, Dip Ed
Sue Mirabilio	P	B Fine Arts, Dip Ed
Wendy Rawson	P	B. Ec. M.B.A. Grad Dip. Edu (P-12), Grad Cert English, Grad Cert TESOL Grad Dip Fin Services.
Jessica Walker	F	Business (Eco/Finance), Grad Dip Ed (Secondary), Grad Cert Religious Ed, Cert IV TAE
Sophie Wilson	P	B Sci/Ed
Cheryl De Costa	P	Cert III in Education Support
Bernadette Douglas	P	Cert III in Education Support, Bachelor of Social Work
Emily McMurdo	F	Campus Secretary
Ruth Shirreff	P	Administration
Lennie Shemilt	P	Campus Administrator

Melton Campus

Francois de Koker	F	B Com, Dip Ed (Hons)
Carol Meekin	F	B Sci Dip Ed
Lisa Bonello	P	B Ed, B Kinesiology
Melanie Bailey	P	B A (V C), Grad Dip Ed
Smitha Ajay	F	M Sc, B Ed
Ling Billett	P	B A, Dip Ed, Cert IV WTA
Cassandra Ellis	F	B A, B Ed

Geetha Nair	F	B A, M A, M Phil, B Ed
Wayne Robb	F	B App Sci (HM), Grad Dip Ed
Natalie Shephard	F	B A Hons PGCE
Ria Sluice	F	B Ed, M Special Ed
Eddy Wu	F	B Com, Grad Dip Ed, Cert. IV WTA, CPA
Penny Newman	F	BA Hons, A T C, Cert Supervisor in Mgt, Adv Cert Off Admin, Cert IV in WTA
Bianca Simone	P	Cert IV Mus, Dip Mus
Nicholas Morgan-Lowe	P	
Denise Earl	P	Integration Aide
Diane Baldacchino	F	Integration Aide
Andrea Cimorelli	F	Integration Aide
Caroline Ansen	F	Integration Aide
Gill McMillan	F	Integration Aide
Heather Johnson	F	Administration
Eloise Crick	F	Administration/ Level 3 First Aid Officer
Harvey McAlpin	P	Campus Administrator

Nathalia Campus

Carolyn Brooks	F	B Ed Primary
Shabhana Edayath	F	B Physics Dip E M Comp Sci
Linda Bryan	P	B Ed Art & English, MA Ed
Janet McClelland	P	B Ed
Tayla Guy	P	Teacher Aide
Caroline Hewes	F	B Ed Primary
Laura Cahoon	F	Campus Secretary
Michael Matthews	P	Campus Administrator

Swan Hill Campus

Greg Mullins	P	B Ed
Simone Wren	F	Dip Primary Teach
Jonathan Terrington	F	B Ed,Sec/Arts
Lea Andrews	P	B Ed, B Teach
Nadene Simpson	F	Student Support
Greg Bostock	F	B Ed, Maths/physics
Demi Salua	F	B Ed Primary
Cathryn Salathiel	F	Campus Secretary
Leon Joyce	P	Campus Administrator