

2017 Annual Report to the School Community



School Name: Gardenvale Primary School

School Number: 3897

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Gardenvale Primary School is located in Landcox Street Brighton East and was opened in 1922. The school motto of 'Onward and Upward', continues to reflect our striving for excellence in all areas. The school operates across two campuses situated 260 metres apart on Landcox Street, the Prep to Year 2 students on the Junior Campus which provides a nurturing environment for younger students of the school and the Years 3 to 6 students on the Senior Campus. Specialist Programs are provided across both campuses, ensuring that all students spend part of each week on each campus.

The school has a current enrolment of 660 students. There is a strong demand for enrolment at all levels of the school, so it is necessary to adhere to the school's enrolment boundary. There are two Principal class members, 27 classroom teachers, 8 equivalent teaching specialists, 10 literacy support or integration staff and a team of 7 education support staff who operate our dual campus offices or maintain our developing IT infrastructure. Many support staff work in a range of time fractions.

The school continues to be the school of choice within the local community based on its strong educational values, student academic achievement, strong manners and values program and its outstanding specialist programs. As is evident from the enrolment stability rate, the school loses surprisingly few students to competitors and this is a reflection of the high levels of student outcomes and achievement and the tremendous regard for the school held in the local community.

Each of the two campuses contains a mixture of buildings including the original substantial brick building of three stories on the Senior Campus and the original brick building on the Junior Campus. In 2017 the development of a Year 6 Learning Hub commenced, four classrooms with adjoining, internal learning space. There is enrolment pressure on facilities and this is having a huge impact during this current Strategic Planning period.

Attendance is electronically monitored twice per day and follow up with parents and increased accountability for students being away for extended periods or late has seen better monitoring and some improvements in this area of wellbeing across the school.

The school offers a range of well-resourced specialist subjects including Language Other Than English (LOTE) Japanese, Visual and Performing Arts, Library and Physical Education. An extensive outdoor education program of camps, excursions, bike education and swimming is provided as well as an annual ski camp and a biannual trip to Japan. A biannual whole school production is undertaken; solely written, produced and directed by school staff.

Framework for Improving Student Outcomes (FISO)

The priority 'Excellence in teaching and learning' and the initiative 'Building practice excellence' have been selected to support the improvement pathway of our school. This has been a clear focus in the Strategic Plan and at Gardenvale Primary School we recognise the importance of a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience. Work across all levels of the school continues in these two priority areas.

We will focus on building consistency and quality of teaching practice across the school to lower in-school variation in student performance during the 2017 school year. Evaluation and analysis of school data indicates variation in student outcomes in Writing, Spelling and Numeracy. The data also indicates the need to extend students working above the expected level, ensuring that all students make at least twelve months progression within the year.

A School Improvement Team will continue to support the delivery of these key initiatives during the 2017 school year.

The ongoing focus of our work has been to ensure that all students achieve 12 months or more growth in a 12 month period. This is reflected in the Strategic Plan goal, "To maximise each individual student's growth in all areas of their learning"

2017 will be the first year of implementing the Victorian Curriculum and this will continue to be a high priority for the AIP as we navigate, plan for and document a comprehensive whole-school teaching and learning program based on this new, broad curriculum. Staff teams have worked on developing the alignment of curriculum throughout the 2016 school year.

Review of the 2016 AIP goals and the evaluation of our school data indicate that a continued focus on staff development and personalized professional development is required. This will continue to be the core work of the school and in 2017 there has been a clear focus improving 'data literacy' whilst providing ongoing support and mentoring for our teachers. Teachers are working collaboratively, engaging in structured peer observations and working on the development of a shared pedagogical model across the school.

Our goal is that a differentiated teaching and learning model is embedded in every classroom and then consistently high quality teaching focused on each student's point of need will occur and every student will demonstrate at least targeted learning progress.



Achievement

Gardenvale Primary School continues to maintain a high level of academic performance and above state average achievements across all levels of the school. Our dedicated and highly professional teaching teams plan the delivery of the Victorian Curriculum in a sequential, differentiated and broadly assessed program. Teaching teams are supported in their work by skilled and experienced Educational Support staff, who provide the structured intervention programs that ensure all children are provided with quality learning opportunities.

Staff developed and implemented new Inquiry Units aligned to the school's throughlines and the Victorian Curriculum.

Our performance data highlights that our students achieve at the highest possible levels across the entire school and exceed the state median significantly in this performance measure in both Literacy and Numeracy.

2017 Year 3 and 5 NAPLAN data highlights both Literacy and Numeracy as curriculum strengths at Gardenvale Primary School. Students are performing well above the state median and the four year trend data has our students performing comparatively to similar schools. The Relative Growth data between year 3 and year 5 in Numeracy lifted considerably.

Both our teacher judgments using the Victorian Curriculum and the NAPLAN results show a strong correlation and alignment. Students continue to perform at high levels closely aligned to student achievements in like schools and almost 75% of students have made medium or high levels of learning gains based on the 2017 NAPLAN results.

Spelling was highlighted as an area of concern in our 2016 results and during 2017 a new, whole school sequential program called SMART spelling was implemented through Professional Development, modelling and peer coaching.

Staff have been using shared planning and meeting times to focus on student data at shared, collaborative meetings with the planning focus to be on supporting and developing a differentiated curriculum for all students across the school.

Key improvement strategies from the FISO framework are being put in place to support the development of an improved learning and teaching model at Gardenvale Primary School, this ongoing work will support all students and be an integral part of the focus on improving the level of all student outcomes. A new assessment schedule and reporting template was developed and implemented.

Engagement

Student attendance data indicates consistent attendance rates across all year levels with long term absence for family holidays impacting on the total attendance rates for our students.

Our attendance data clearly indicates our students are in school more often than the state mean and at all levels our attendance rates are consistently at 95%. Additional work by staff and the school administration has created greater levels of accountability for student absence and lateness.

In the effective teaching practice for Cognitive Engagement results indicate well over 90% in all areas. Our Year 5 and Year 6 data in particular is very high, particularly in effective teaching time, differentiated and stimulated learning. In teacher student relations the data is higher than 2016 particularly for our Year 5 and 6's. A point of improvement would be our Year 4 data in the teacher concern. In our Learner Characteristics and Disposition domain almost all results are above 90%. The data for female Year 6 students is particularly impressive.

Attitudes to School – perceptions of safety – indicate a higher level of student confidence in this area when compared to state and the four year trend data, indicating above 90% in all areas for all Year levels. Gardenvale Primary School offers a wide range of extra-curricular activities and students enjoy the challenges of these additional programs offered by staff and external providers.

Performance data indicates a high level of overall satisfaction in relation to all aspects of the Parent Survey related to the 2017 school year. Our School Council, Parent Association and huge numbers of volunteers continue to support all school programs and events with their time, expertise and resourcing.

In 2017 we continued to develop and refine our learning teams across the school and established stronger teams to support student learning. Staff are working more collaboratively and with work being focused on curriculum planning and use of assessment data. Whole school professional development in writing, well-being and curriculum planning of Inquiry units has supported this work.

Wellbeing

Gardenvale Primary School promotes a positive culture of inclusion, respect and the support of others. Our consistent and pro-active approach to student wellbeing through programs such as Buddies, Peer Mediation, Friendship Club and Social Skills classes encourage students to take ownership of their behaviour and their positive interactions with others.



Results in the Attitude to Schools survey indicate a very strong connection to school with Student Motivation and School Connectedness both over 90%. 92% of students in Year 5 and 6 indicate no incidents of bullying and over 94% indicate a sense of inclusion.

Our involvement in the 'Resilient Youth Australia' survey undertaken in 2017 indicated very high results in School Belonging and Positive Relationships. Through the use of our school values mascot, HERRRby' we continue to embed a culture of respect, empathy and inclusion.

In 2017 Gardenvale took on The Resilience Project, a program promoting positive mental health. All classes were involved and we have continued a modified version of this program into 2018. Mindfulness classes were offered to all classes in 2017 and adopted by several levels and in 2018 Mindfulness is our Expert-in-Residence Program engaging all students, staff and parents.

Student behavioral, social and emotional needs are quickly addressed through support and intervention from our school psychologist, student wellbeing manager and principal class staff. Parents have access to articles, videos and forums that address various parenting concerns through our registration to 'parenting ideas'. The school newsletter provides regular information and articles on trending parent issues.

Gardenvale is an accredited eSmart school and has a strong and ongoing focus on anti-bullying and cybersafety offering regular instruction to students, staff and parents. Through classroom discussions and activities, circle time, Buddies, whole school events and the use of external organizations such as Project Rockit, Lifeline, and the Bayside Council, the ongoing message of cybersafety and anti-bullying is promoted. On 2018 our HERRRby mascot will be used to promote cybersafety across the school.

Our Year 6 Leadership Program sees all Year 6 students working in a team to 'Make A Difference' either locally or globally, encouraging empathy, responsibility and innovation.

Transitions and pathways for our students continue to be supported by the following actions:

- Ensuring that the transition program addresses the needs of students entering or leaving the school at any point from Prep to Year 6.
- Refining the student class allocation arrangements and the in-school transition processes.
- Using a centralised electronic management system to record student achievement, produce parent reports and maintain student welfare information.
- Formalising the handover of student histories from year to year, including data from students in Intervention Programs.
- Developing additional opportunities for student cross age activities, whole school multi-age events and staff interactions through an increase in 'crossover' opportunities between the two campuses.

For more detailed information regarding our school please visit our website at
www.gardenvale.ps.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 659 students were enrolled at this school in 2017, 319 female and 340 male.</p> <p>12 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>48%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>46%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>45%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	48%	27%	Numeracy	20%	56%	24%	Writing	18%	46%	36%	Spelling	27%	49%	24%	Grammar and Punctuation	26%	45%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	95 %	94 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	95 %	94 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

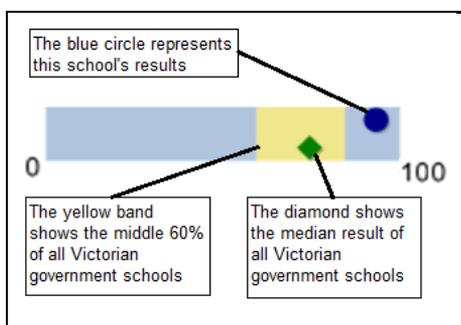
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

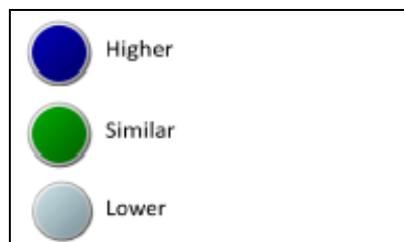


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

Annual Report - Financial Summary 2017

2017 Revenue remained at a consistent level with Parent contributions and fundraising providing support within our locally raised funds. A Credit to Cash added to our overall revenue which supported developing our Year 6 Learning Hub.

In 2018 expenditure is targeted at capital improvements at our Senior Campus.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,413,411	High Yield Investment Account	\$316,376
Government Provided DET Grants	\$644,393	Official Account	\$45,272
Government Grants Commonwealth	\$10,727	Other Accounts	\$375,557
Government Grants State	\$150	Total Funds Available	\$737,206
Revenue Other	\$23,505		
Locally Raised Funds	\$810,564		
Total Operating Revenue	\$5,902,750		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,305,189	Operating Reserve	\$178,391
Books & Publications	\$13,472	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$9,995	Capital - Buildings/Grounds incl SMS<12 months	\$198,500
Consumables	\$130,657	Maintenance - Buildings/Grounds incl SMS<12 months	\$53,000
Miscellaneous Expense ³	\$346,615	Revenue Received in Advance	\$219,762
Professional Development	\$27,942	School Based Programs	\$65,000
Property and Equipment Services	\$383,520	Other recurrent expenditure	\$2,553
Salaries & Allowances ⁴	\$244,863	Total Financial Commitments	\$737,206
Trading & Fundraising	\$76,264		
Utilities	\$31,013		
Total Operating Expenditure	\$5,569,531		
Net Operating Surplus/-Deficit	\$333,219		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

