

2018 Annual Report to The School Community



School Name: **Gardenvale Primary School (3897)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 02:30 PM by Janine Hall
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2019 at 04:12 PM by Simeon Goldenberg
(School Council President)

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. Our vision and mission is for Gardenvale Primary School students to be fully engaged, challenged and to be inspired to aim high and realise their full potential. This is done through quality teaching and the delivery of programs that encourage a love of learning whilst being supported by a vibrant school community.

The school operates across two campuses situated 260 metres apart on Landcox Street, the Prep to Year 2 students on the Junior Campus 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 the week on each campus.

The school has a current enrolment of 647 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, 29 classroom teachers, 7 equivalent teaching specialists, 11 literacy support or integration staff and a team of 6 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 high quality teaching and learning programs, student academic achievement, student wellbeing programs and its outstanding specialist programs. The School maintains a stable enrolment rate, 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. Over the last two years however, we have had a number of students leave at the end of Year 4 largely due to scholarship offers from private schools.

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 2018 the newly built Year 6 Learning Hub was opened. This space allowing our Year 6 classes to operate closely with an adjoining, internal learning space. This Year 6 learning environment greatly assists our students with their transition to secondary 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. In 2018 one of the major highlights for the year was the whole school musical production of 'One Little Cup', this was written, produced and directed by school staff.

The School's Principal, Chris Chant, returned to Gardenvale Primary School at the beginning of Term 2 after taking up a 5 month short-term Principal position at Caulfield Junior College in November of 2017. Chris Chant formally left Gardenvale Primary School as Principal on November 2nd 2018. Janine Hall took over the role of Acting Principal and Julie Pitts as Acting Assistant Principal at this time. The interview process for a substantive Principal will commence in March 2019.

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 2018 AIP. Work across all levels of the school continues in these two priority areas. After viewing the Naplan 2017 relative growth data, it was identified that the top two bands of students did not achieve a full 2 year growth. We addressed these issues through the key improvement strategy -'To build teacher capacity to effectively differentiate teaching of a consistent instructional model, which ensures at least 12 months growth of every student in reading.' and took the following actions:

- Began developing teacher knowledge and capacity to work as effective teams, to improve student learning outcomes through collaboratively planning and implementing a differentiated teaching practice in reading.
- Audited and documented current practices for reading.
- Developed a shared teacher belief about reading development and how to effectively support student to

improve.

- Used Modelling/peer observation and professional learning at school and off site.
- Reviewed the current instructional model in reading.
- Used and refined HITS - differentiated learning, setting goals and PLT selected HITS.

In 2018 we continued to focus on building consistency and quality of teaching practice across the school. Our second Key Improvement Strategy, 'To develop a whole school approach, and build capacity of staff in the use and analysis of data to inform teaching and learning.' addressed this by the following actions:

- Developed teacher knowledge and capacity to work as effective teams, to improve student learning outcomes through collaboratively using common assessment tools.
- Developed a team to analyse audited data and research best practice.
- Developed consistent assessment tools across the school in reading.
- Developed teacher capacity to understand and effectively analyse multiple sources of student reading data.

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.

In 2018 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.

To ensure there is a consistent approach in teaching practice across the school, we needed to develop an instructional model in reading. With a strong focus on reading, the introduction of the CAFE Reading instructional model from Prep to Year 6 was undertaken in 2018 and will continue to be a focus in 2019.

Achievement

Gardenvale Primary School continues to maintain a high level of academic performance and above state average achievements across all levels of the school in both Literacy and Numeracy. Our dedicated and highly professional teaching teams plan the delivery of the Victorian Curriculum in a sequential, differentiated and broadly assessed program.

Staff revised and updated the Inquiry Units which are aligned to the school's throughlines and the Victorian Curriculum.

2018 Year 3 and 5 NAPLAN data highlights both Literacy and Numeracy as curriculum strengths at Gardenvale Primary School with students again performing well above the state median. Our four year trend data has our students performing comparatively to similar schools. In year 3 the results of numeracy against like schools is slightly lower but these results have lifted by year 5. The reading results continue to remain strong.

Both our teacher judgments using the Victorian Curriculum are performing well above state and at a similar level to our like schools. Students continue to perform at high levels closely aligned to student achievements in like schools and 73% to 87% of students have made medium or high levels of learning gains based on the 2018 NAPLAN results.

Maintaining the relative growth of our top bands of students was an area of improvement that we needed to address. During 2018 a consistent collection of data was developed across the school to monitor student growth and the assessment schedule was updated. To ensure there is a consistent approach in teaching practice and a common language across the school in reading we started to develop an instructional model. To facilitate this process staff have visited other schools, used an external consultant, completed peer observation sessions and attended leaders planning meetings. This work is continuing during 2019.

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.

Engagement

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 between 92 - 94%. COMPASS, an online communication portal, was introduced in Term 4 of 2018. Attendance is electronically monitored twice per day and any unexplained absences are reported to parents. Additional work by staff and the school administration has created greater levels of accountability for student absence.

Our high attendance rate correlates with both our Students Attitude to School Survey and Parent Opinion Survey. Our students' indicated a high sense of connectedness to school in comparison to the State and higher than students from like schools. Our students' indicated a high sense of connectedness to school in comparison to the State and higher than students from like schools. 97% of parents surveyed indicated overall satisfaction with the education their children received.

Wellbeing

Gardenvale Primary School continues to promote a positive culture of inclusion, respect and the support of others, through targeted student wellbeing programs undertaken throughout the year, and the ongoing commitment of all staff to engage with students on a daily basis addressing wellbeing topics and issues as they arise. Concerns are met promptly and dealt with professionally.

Gardenvale has achieved outstanding outcomes in our 2018 Attitudes to School Survey, particularly in the Domain of Social Engagement, where School Connectedness and Inclusion rate very highly and are a strong focus of our Student Wellbeing program. In 2018 the results of the Resilience Youth Australia survey were also very pleasing with our results well above the Australian Norms in most areas. Our Values program concentrated largely on Cyber Safety in 2018 with parent evenings, whole school events and focused classroom activities, with a particular focus on appropriate use of social media and texting times as indicated in the survey. In 2019 we are working toward promoting greater awareness of the need for inclusion of all, with whole school celebrations such as Harmony Day and Autism Awareness Day. Our annual 'Celebrating HERRRby Week' will have a strong focus on the need for inclusion and the acceptance others.

In 2018 all year levels from Year 1 to 6, participated in a 'Feeling Safe' program focusing on Protective Behaviours and this program was extended to include the Prep cohort in 2019. A four week Social Skills program was undertaken by the Year 2 cohort in 2018, run by our school psychologist and speech therapist, as there was a need for better social interaction within this group. In 2019 we have extended this to a 10 Week 'Friends for Life' program run in the Year 3 Level to further embed these understandings. A course for parents on Managing Anxiety and Promoting Resilience in our Children will be held in May and an information night for parents on 'Gaming and your Child' will be held in August.

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

Financial performance and position

2018 Revenue remained at a consistent level with Parent contributions and fundraising providing support within our locally raised funds. 2018 ended in a surplus due to targeted building works being delayed and carried forward into the 2019 budget. Due to the implementation of Professional Practice Days our Casual Relief Teaching Staff Budget was over budget, however DET allows for compensation in the Credit section of the SRP. We have a very active Parent Association who continue to raise significant funds to support whole school initiatives.

In 2019 expenditure is targeted at capital improvements at our Senior Campus, including a large shade structure, relocation of the Visual Arts room and meeting spaces.

For more detailed information regarding our school please visit our website at
<http://www.gardenvaleps.vic.edu.au/>

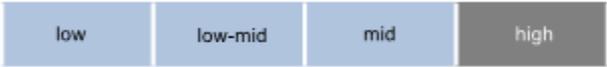
Performance Summary

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 667 students were enrolled at this school in 2018, 322 female and 345 male.</p> <p>11 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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> Lower</p> <p> Lower</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>	<p>Reading</p> <p>21 % 52 % 27 % Low Medium High</p> <p>Numeracy</p> <p>13 % 48 % 39 % Low Medium High</p> <p>Writing</p> <p>18 % 45 % 37 % Low Medium High</p> <p>Spelling</p> <p>17 % 50 % 33 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>27 % 48 % 25 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	93 %	94 %	94 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	93 %	94 %	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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,712,784	High Yield Investment Account	\$335,153
Government Provided DET Grants	\$519,831	Official Account	\$66,940
Government Grants Commonwealth	\$6,943	Other Accounts	\$390,876
Revenue Other	\$27,075	Total Funds Available	\$792,969
Locally Raised Funds	\$969,749		
Total Operating Revenue	\$6,236,382		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,624,653	Operating Reserve	\$205,045
Books & Publications	\$9,853	Other Recurrent Expenditure	(\$56)
Communication Costs	\$8,881	Funds Received in Advance	\$111,197
Consumables	\$135,154	School Based Programs	\$20,000
Miscellaneous Expense ³	\$459,828	Asset/Equipment Replacement < 12 months	\$85,000
Professional Development	\$26,123	Capital - Buildings/Grounds < 12 months	\$281,030
Property and Equipment Services	\$406,130	Maintenance - Buildings/Grounds < 12 months	\$89,336
Salaries & Allowances ⁴	\$292,161	Total Financial Commitments	\$791,553
Trading & Fundraising	\$44,664		
Travel & Subsistence	\$1,756		
Utilities	\$37,932		
Total Operating Expenditure	\$6,047,135		
Net Operating Surplus/-Deficit	\$189,246		
Asset Acquisitions	\$7,892		

- (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 15 March 2019 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.

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).

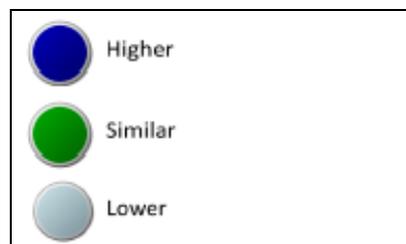


What does *School Comparison* refer to?

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' or 'ND' 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').