

2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2026 at 09:54 AM by Janine Hall (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 25 March 2026 at 09:54 AM by Janine Hall (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

The school motto 'Onwards Upwards' continues to reflect our commitment to striving for excellence across all areas of school life. Our vision is to Challenge, Engage and Inspire, and our mission at Gardenvale Primary School is to be a vibrant school community that provides a rich and dynamic learning environment where lifelong learning is fostered.

Gardenvale Primary School operates across two campuses located approximately 260 metres apart on Landcox Street. Students in Prep to Year 2 attend the Junior Campus, while students in Years 3 to 6 attend the Senior Campus. Specialist programs operate across both campuses, ensuring that all students spend part of the week learning in each environment.

In 2025, the school continues to maintain strong enrolment levels, reflecting the high regard in which the school is held within the community. A total of 611 students were enrolled in 2025. The school's socio-economic band value remains in the 'Low' range, indicating a low level of socio-educational disadvantage based on parent occupation and education data.

Gardenvale Primary School benefits from strong community support. Results from the Parent Opinion Survey continue to demonstrate high levels of parent satisfaction, with 83.0% positive responses, just above the state average of 82.0%. This endorsement from families contributes to ongoing demand for enrolment across all year levels.

The school is supported by a highly skilled and dedicated staff team. This includes two Principal Class members, 30 classroom teachers, nine specialist teachers, a literacy enrichment teacher, a team of 20 integration/literacy aides and seven education support staff who manage the dual campus offices, library services and IT infrastructure. Staff responses to the School Climate section of the annual School Staff Survey continue to indicate a positive working environment, with 82.8% positive responses compared to the state average of 77.4%.

The school's HERRRby values remain embedded across the school community and support strong student voice and leadership opportunities in partnership with staff. Through these values, students are encouraged to demonstrate respect, responsibility and kindness in their interactions with others.

Gardenvale Primary School provides a comprehensive instructional program aligned with the Science of Learning and the Victorian Teaching and Learning Model 2.0. Through a consistent, explicit teaching approach across all year levels, we ensure strong foundations in English and Mathematics. Students are supported to practice and apply their knowledge with increasing independence, fostering confidence and lifelong learning skills.

Progress towards strategic goals, student outcomes and student engagement

Learning

Gardenvale Primary School continued to demonstrate a high level of academic performance in 2025, with achievements consistently above the state average across all year levels in both English and Mathematics. Teacher judgment data, aligned with the Victorian Curriculum, indicates that 97.9% of students achieved at or above the expected standard in English, while 97.1% met or exceeded expectations in Mathematics.

Year 3 and Year 5 NAPLAN results show that Gardenvale students performed well above the state average in both Reading and Numeracy. When compared with similar schools, student performance is generally comparable, with some areas slightly below. The table below presents the percentage of students achieving in the *Strong* and *Exceeding* bands as compared to similar and state schools.

Year 3 Our School Similar State

Reading 83.0% 85.1% 69.5%

Numeracy 84% 83.4% 66.2%

Year 5 Our School Similar State

Reading 87.3% 89.9% 73.9%

Numeracy 78.9% 85% 69.1%

Relative growth data from Year 3 to Year 5 shows strong progress in Reading, with 81% of students achieving high to medium relative growth. This result is above the state average (74.7%) and comparable schools (79.2%). In Numeracy, 71.6% of students achieved high to medium relative growth, which is slightly below the state average (74%) and similar schools (75.7%).

In 2025, Gardenvale Primary School continued embedding the Victorian Teaching and Learning Model 2.0 and the Victorian Department of Education Reading Position (F–2). This work included a comprehensive audit and redesign of the literacy program across the Junior Campus, with a stronger focus on evidence-based practices and more explicit instructional approaches. This work will continue into 2026.

Wellbeing

Wellbeing at Gardenvale Primary School continues to underpin all aspects of school life. Guided by the HERRRby motto, “*Be Safe and Thrive in 2025*,” the school maintained a strong focus on reinforcing its values and ensuring student wellbeing remained central to all programs and activities.

The Wellbeing Captains played an important role in supporting a positive school environment by being visible in the playground and sharing updates on a range of Respectful Relationships topics at whole-school assemblies. The Respectful Relationships Program continued to be implemented across all classes, alongside the Feeling Safe Program, further strengthening students’ understanding of respectful and safe interactions.

Results from the Attitudes to School Survey (AtoSS) again reflect the strong and respectful culture at the school. Students in Years 4–6 reported levels of *Connectedness to School* at 87.5%, significantly above similar schools (75%) and the state average (77.1%). Similarly, the *Managing Bullying* measure recorded 87.7%, well above similar schools (74.2%) and the state average (76.4%). These results highlight the continued effectiveness of the school’s wellbeing focus and positive learning environment.

Engagement

2025 was another busy and successful year at Gardenvale Primary School. A major highlight was the **HERRRby Extravaganza School Fair**, which brought together the wider school community and strengthened connections between students, families, and staff.

Attendance data indicates an average absence rate of 16.8 days per student, which is comparable with similar schools (17.7 days) and significantly below the state average of 21.5 days. Across all year levels, attendance rates remained consistently strong, ranging between 90.5% and 92.8%.

A small proportion of absences can be attributed to families taking extended holidays both within Australia and overseas. Attendance is electronically monitored twice daily, and any unexplained absences are promptly communicated to parents. Prolonged unexplained absences are followed up to ensure appropriate support and accountability.

Results from the Attitudes to School Survey (AtoSS) show that students at the school are highly engaged in their learning, with 90% reporting positive satisfaction compared with 74% at similar schools and a state average of 78%. *Student Voice and Agency* also recorded strong results, with 72% satisfaction, exceeding similar schools (64%) and the state average (68%).

In 2025, the introduction of engagement norms within classroom practice was a key focus, aimed at maximising cognitive engagement and ensuring all students are actively involved and accountable for their learning. This work will continue in 2026 as engagement norms are further embedded across all components of the school’s instructional model. The approach ensures that every student is attentive, thinking, and ready to respond at any moment, rather than relying solely on volunteers. It supports high participation, timely feedback, and stronger retention of learning.

Other highlights from the school year

2025 was another extremely busy year at Gardenvale Primary School

Some of the significant happenings of the year included:

- School Camps for Years 3 to 6
- ANZAC Day Assembly
- Year 5 Bike Program
- Feeling Safe and Family Life Programs
- Whole School Bush Bash
- Senior Campus Cross Country, Athletics and Swimming Carnivals
- Whole School Swimming Program
- Prep Transition Program
- Year 6 Transition Program
- End of Year School Concert
- Year 6 Graduation
- HERRRby Extravaganza Fair
- Confirmation that the school will receive \$11.7 million in State Government funding to upgrade and modernise our main Senior Campus building. Construction will begin in early 2026.

Financial performance

Our financial performance for 2025 has placed the school in a strong and favourable position. We received approximately 85% of voluntary contributions, and our dedicated PFA had another successful fundraising year, raising approximately \$120,000. At the end of 2025, we carried an operating surplus of \$421,104. A large portion of these funds will be allocated to planned projects in 2026, including \$86,000 for the Junior Campus Sports Turf, \$28,000 for a deck around the Junior Campus sand pit and picnic tables and seats (to match the Senior Campus), in addition \$100,00 is to be held in reserve for the Junior Campus COLA extension and \$150,000 for furniture and fittings when Stage 1 of the Building project is completed in 2027. An additional \$5,000 in Equity Funding will support the Feeling Safe program for all students, while the Mental Health Plan will continue to fund an Educational Psychologist for two days per week. Our Finance Team and Business Manager have worked diligently keeping the school's finances robust and well-managed to ensure our budget processes are in line with DET policy.

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

PERFORMANCE SUMMARY

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile


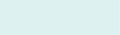
A total of 611 students were enrolled at this school in 2025, 315 female and 296 male. 8% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	83.0%	
	Similar schools	77.4%	
	State	82.0%	

School Staff Survey


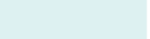


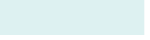

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.8%	
	Similar schools	78.2%	
	State	77.4%	

LEARNING


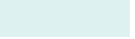


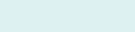


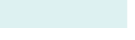




Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	97.9%	
	Similar schools	94.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	97.1%	
	Similar schools	94.6%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


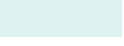


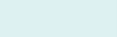

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	83.0%		85.2%
	Similar schools	85.1%		84.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	87.3%		90.2%
	Similar schools	89.9%		89.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	84.0%		85.6%
	Similar schools	83.4%		83.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	78.9%		83.9%
	Similar schools	85.0%		84.0%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.


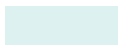

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	81.8%	
	Similar schools	79.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.6%	
	Similar schools	75.7%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	87.5%		89.1%
	Similar schools	75.0%		75.6%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	87.7%		87.8%
	Similar schools	74.2%		73.9%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	16.8	17.8
	Similar schools	17.7	18.2
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	91.9%	
Year 1	School	91.7%	
Year 2	School	92.8%	
Year 3	School	91.6%	
Year 4	School	90.8%	
Year 5	School	91.1%	
Year 6	School	90.5%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,853,727
Government Provided DET Grants	\$729,166
Government Grants Commonwealth	\$3,284
Government Grants State	\$0
Revenue Other	\$66,966
Locally Raised Funds	\$909,548
Capital Grants	\$0
Total Operating Revenue	\$7,562,692

Equity	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$5,000

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,752,535
Adjustments	\$0
Books & Publications	\$12,761
Camps/Excursions/Activities	\$344,741
Communication Costs	\$5,663
Consumables	\$93,374
Miscellaneous Expenses ²	\$43,662
Agency Staff	\$21,439
Professional Development	\$38,773
Equipment/Maintenance/Hire	\$109,952
Property Services	\$87,492
Salaries & Allowances ³	\$480,662
Support Services	\$26,021

Expenditure	Actual
Trading & Fundraising	\$83,268
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,244
Total Operating Expenditure	\$7,141,588
Net Operating Surplus/-Deficit	\$421,104
Asset Acquisitions	\$339,177

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$604,834
Official Account	\$188,208
Other Accounts	\$77,441
Total Funds Available	\$870,483

Financial Commitments	Actual
Operating Reserve	\$231,509
Other Recurrent Expenditure	\$4,976
Provision Accounts	\$0
Funds Received in Advance	\$123,030
School Based Programs	\$133,632
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,299
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$182,000
Capital - Buildings/Grounds < 12 months	\$93,000
Maintenance - Buildings/Grounds < 12 months	\$159,001
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$935,447

All funds received from the Department of Education, 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.