

2024 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 19 March 2025 at 12:14 PM by Janine Hall (Principal)

- As executive officer of the school council, I attest that this 2024 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 28 March 2025 at 02:43 PM 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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

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

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's enrolment for 2024 was 607 students, 302 female and 305 male. 7 percent of students had English as an additional language and there were no Aboriginal or Torres Strait Islander enrolled. This school's socio-economic band value is in the 'Low' range, this takes into account parents' occupations and education. A 'Low' band represents a low level of socio-educational disadvantage.

Parent Satisfaction level in the Parent Opinion Survey indicates 91.0% positive responses (agree or strongly agree). The state average is 81.6%. Gardenvale continues to be a highly regarded school, there is a strong demand for enrolment at all levels of the school. There are two Principal Class members, 27 classroom teachers, 8 teaching specialists, 2 literacy enrichment, a team of 17 integration staff and a team of 7 education support staff who operate our dual campus offices and maintain our library and IT infrastructure. Staff responses to the School Climate section of the annual School Staff Survey indicate a higher level of positive responses compared to the State average. Our data 83.8% compared to the State average of 77.7%.

There are embedded HERRRby values, with a focus of 'Kindness Galore in 2024', throughout the school that enable student input and leadership in partnership with staff. Gardenvale Primary School provides a differentiated and comprehensive learning program where explicit teaching ensures a strong foundation of English and Mathematics, as well as a broad range of specialist learning areas. Students and teachers are challenged and supported to be the best that they can be.

Progress towards strategic goals, student outcomes and student engagement

Learning

Gardenvale Primary School continued to maintain a high level of academic performance, above state average achievements across all levels of the school in both English and Mathematics. Teacher judgments data using the Victorian Curriculum indicates performance in English as 98.4 % of students at or above expected standard as compared to similar school (95.1%) and well

above state of 86.4%. In Mathematics 98.4% of students achieved at or above the expected level as compared to the state (85.9%) and similar schools (95.7%)

2024 Year 3 and 5 NAPLAN data show Gardenvale students performed higher than similar schools and well above the state average in Reading and Numeracy. The table below shows the percentage of students in the 'Strong and Exceeding' bands.

Year 3	Our School	Similar	State
Reading	93.1	83.9	68.7
Numeracy	93.1%	83.4%	65.5%

Year 5	Our School	Similar	State
Reading	90.9%	88.6%	73.0%
Numeracy	83.3%	83%	67.3%

In 2024 at Gardenvale Primary School we started implementing the Victorian Teaching and Learning Model (VTLM) 2.0 and the Reading Position for F-2. This has included an audit and overhaul of the literacy program in the Junior Campus, whereby evidence based practices and more explicit instructional approaches are now being implemented. This work will continue in 2025.

Wellbeing

Wellbeing at Gardenvale has continued to underpin every aspect of the school. With 'Kindness Galore in 2024' being the HERRRby motto, we once again excelled in reinforcing our school values and ensuring student wellbeing was at the forefront of all programs and activities. The Wellbeing Captains ensured that there were eyes and ears in the playground and reported on a variety of Respectful Relationships topics at whole school assemblies. The Respectful Relationships program continued throughout all classes and the Feeling Safe program. Once again our AtoSS data reflects the respectful culture of Gardenvale, with students from Year 4 - 6 achieving well above like schools and state data for both Connectedness to School at 90.7% compared to similar school (75.6%) and the state average (76.8%). Managing Bullying at 86.5%, with similar school (73%) and state average (75.5%).

Engagement

2024 was another extremely busy and successful year at Gardenvale Primary School. The major highlight being the Whole School Musical 'Eureka' which brought the school community together.



Our attendance data indicates our average absence rate of 18.4 days per student, with similar schools being very close at 18.5, with the state average being 21.8 days of absence. At all year levels, our attendance rates are consistently between 89-93%. We do have a number of absences due to families going on extended holidays overseas and within Australia. Attendance is electronically monitored twice per day and any unexplained absences are reported to parents. Prolonged unexplained absences are followed up with parents. Attitudes to School Survey data indicates our students are highly engaged and stimulated in their learning with a 95% satisfaction compared to similar school of 76% and state average of 77%. Student voice and agency at 77% satisfaction was also well above similar schools (62%) and state (69%).

Other highlights from the school year

2024 was another extremely busy year at Gardenvale Primary School

Some of the significant happenings of the year included:

- Rebranding – including school uniform and school signage
- Our Whole School Musical Production of Eureka was a huge success
- Junior Campus COLA was built, largely due to funds raised by the school community
- 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.

Financial performance

Our financial performance for 2024 has put us in a financially favourable position. We received over 80% of voluntary contributions. Once again, our hardworking PFA had a very successful fundraising year and raised approximately \$74,000. At the end of 2024 we had an operating surplus of \$178,413. A large proportion of these funds will be utilized for planned building works in 2025 - \$155,000 Junior Campus Sports Turf, \$40,000 for Junior Campus Staffroom upgrade. Equity funding of \$5,000 will be used to provide all student with a Feeling Safe program again in 2025. The Mental Health Plan will continue to be used to employ an Educational Psychologist 2

days per week. The School Finance Team have liaised regularly and been diligent in their management of the school finances, which are in a strong position. Our Business Manager has been liaising regularly with an SFLO from Vic Det Finance Team to ensure our budget processes are in line with DET policies.

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 607 students were enrolled at this school in 2024, 302 female and 305 male.

7 percent of students had English as an additional language and 0 percent 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).

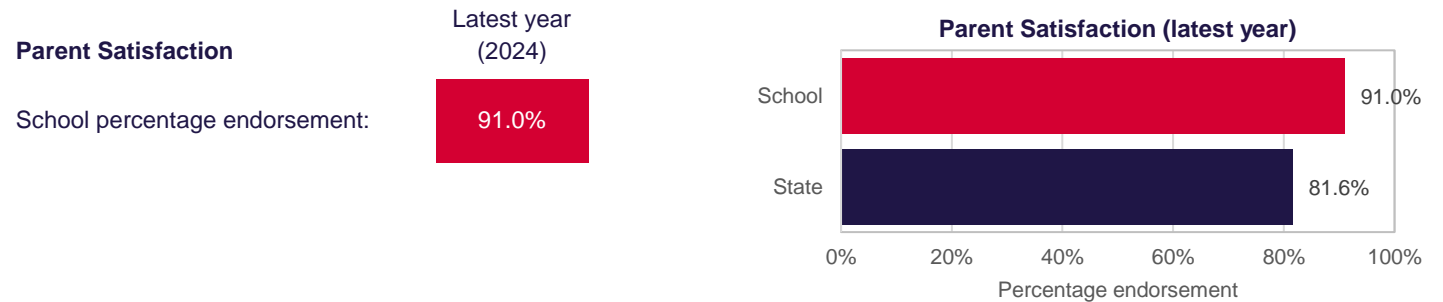
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.



State average (primary schools):	81.6%
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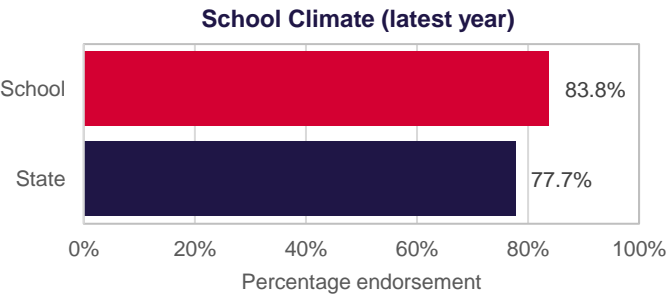
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2024)
School percentage endorsement:	83.8%
State average (primary schools):	77.7%



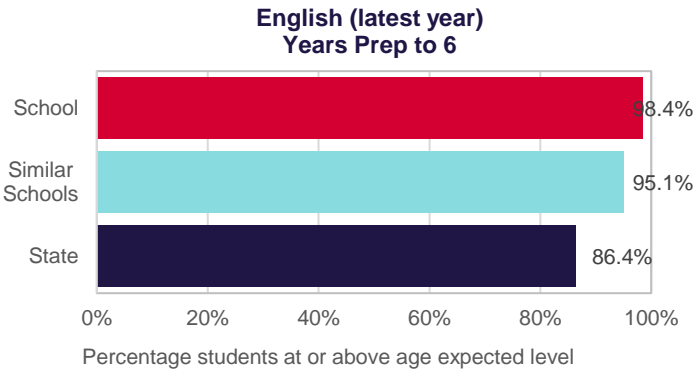
LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

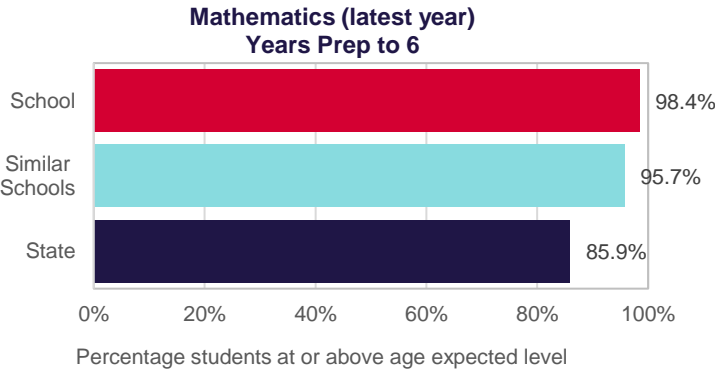
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	98.4%
Similar Schools average:	95.1%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	98.4%
Similar Schools average:	95.7%
State average:	85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

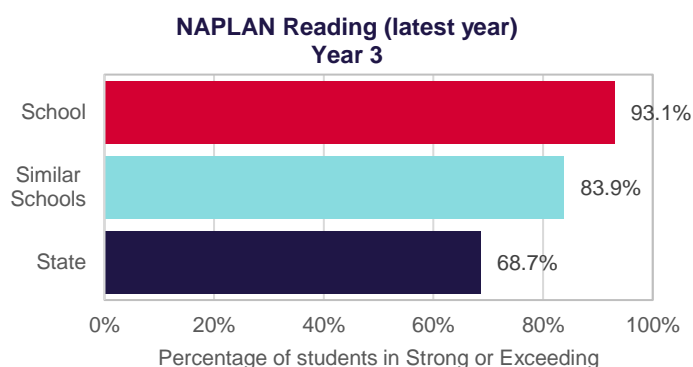
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

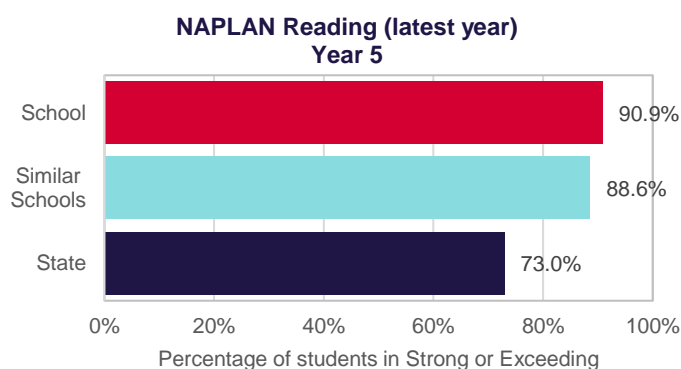
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.1%	86.6%
Similar Schools average:	83.9%	84.6%
State average:	68.7%	69.2%



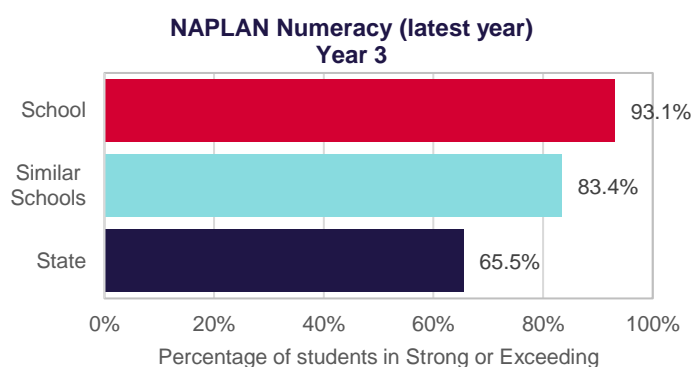
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.9%	91.4%
Similar Schools average:	88.6%	89.9%
State average:	73.0%	75.0%



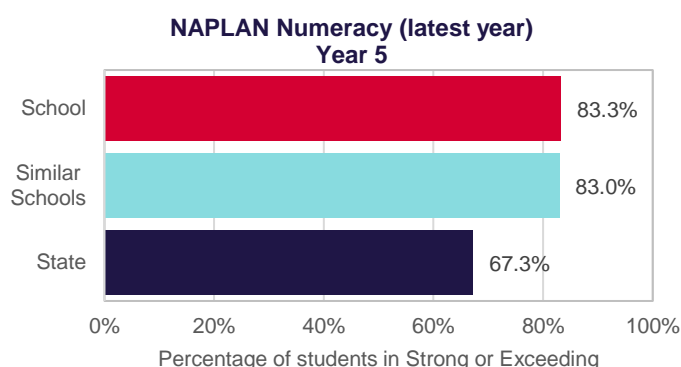
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.1%	86.6%
Similar Schools average:	83.4%	83.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	86.0%
Similar Schools average:	83.0%	83.5%
State average:	67.3%	67.6%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

96.1%

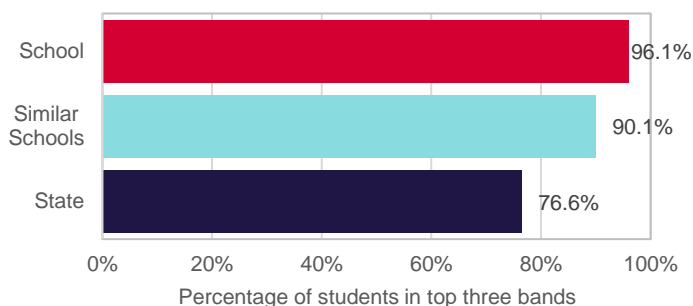
Similar Schools average:

90.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

91.9%

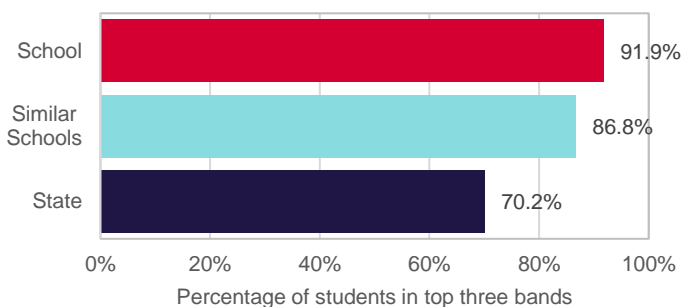
Similar Schools average:

86.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

86.6%

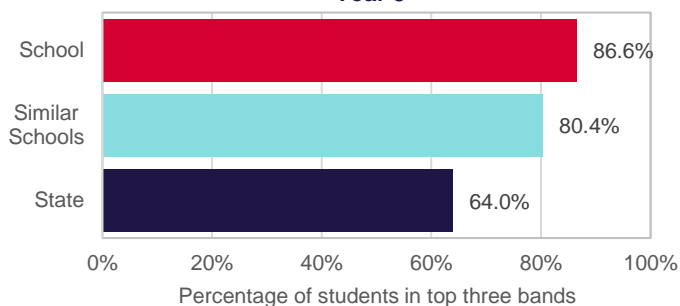
Similar Schools average:

80.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

78.5%

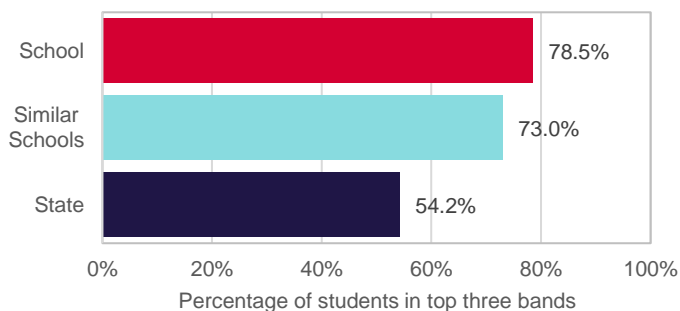
Similar Schools average:

73.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

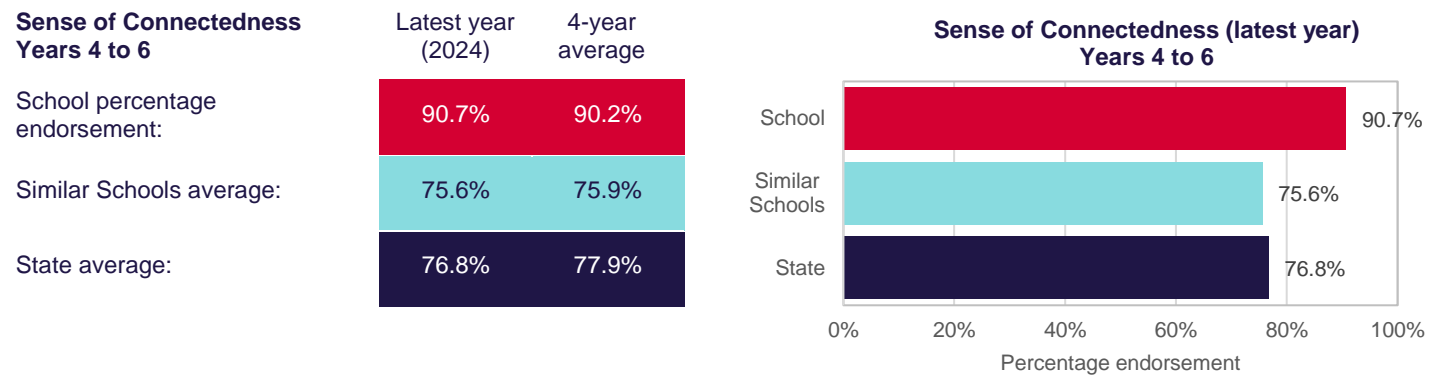


WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

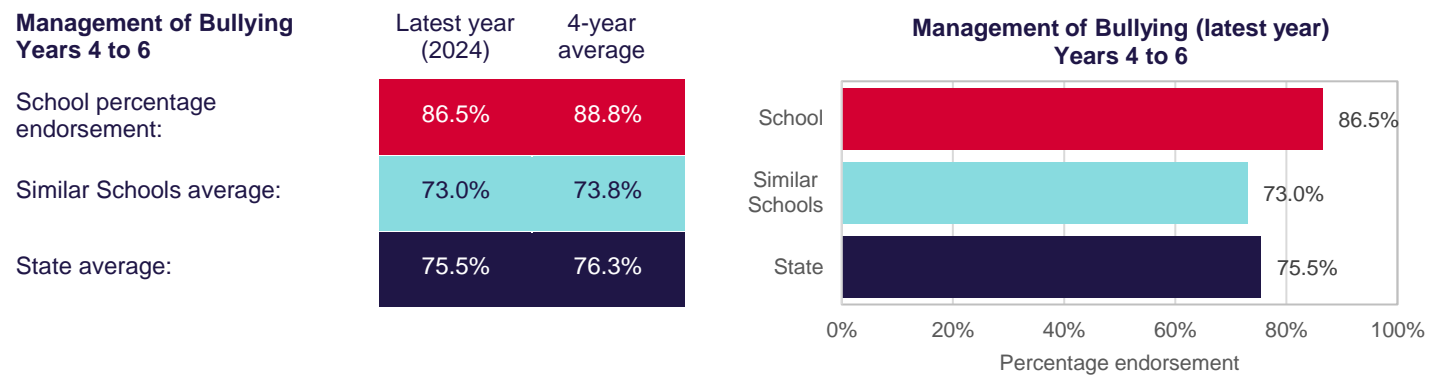
Student Attitudes to School – Sense of Connectedness

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).



Student Attitudes to School – Management of 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).

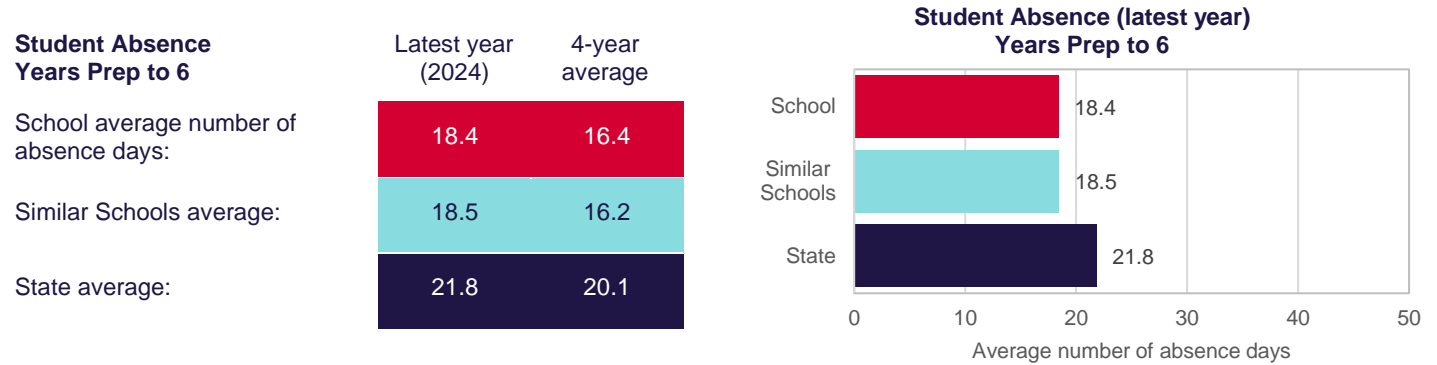


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	91%	92%	90%	90%	90%	89%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,762,355
Government Provided DET Grants	\$572,192
Government Grants Commonwealth	\$7,828
Government Grants State	\$0
Revenue Other	\$50,455
Locally Raised Funds	\$981,280
Capital Grants	\$0
Total Operating Revenue	\$7,374,110

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$5,812,897
Adjustments	\$0
Books & Publications	\$19,722
Camps/Excursions/Activities	\$357,755
Communication Costs	\$5,365
Consumables	\$125,593
Miscellaneous Expense ³	\$41,919
Professional Development	\$20,385
Equipment/Maintenance/Hire	\$145,722
Property Services	\$157,928
Salaries & Allowances ⁴	\$358,268
Support Services	\$18,620
Trading & Fundraising	\$94,661
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,862
Total Operating Expenditure	\$7,195,698
Net Operating Surplus/-Deficit	\$178,413
Asset Acquisitions	\$256,882

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$929,208
Official Account	\$43,255
Other Accounts	\$67,753
Total Funds Available	\$1,040,217

Financial Commitments	Actual
Operating Reserve	\$205,987
Other Recurrent Expenditure	\$3,754
Provision Accounts	\$0
Funds Received in Advance	\$131,054
School Based Programs	\$108,990
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$81,155
Maintenance - Buildings/Grounds < 12 months	\$250,940
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$801,881

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.