

2023 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 28 March 2024 at 11:28 AM by Janine Hall (Principal)

- This 2023 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 24 April 2024 at 10:26 AM by Nicky Martin (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 was 620 students, 299 female and 321 male. 8 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 81.1% positive responses (agree or strongly agree). The state average is 82.8%. Gardenvale continues to be a highly regarded school, there is a strong demand for enrolment at all levels of the school. There are three Principal Class members, 29 classroom teachers, 8 teaching specialists, 2 literacy support, a team of 13 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 86.9% compared to the State average of 78.1%. There are embedded HERRRby values 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 Literacy and Numeracy. Teacher judgments data using the Victorian Curriculum indicates performance in English as 98.1 % of students at or above expected standard as compared to similar school (95.6%) and well above state of 87.2%. In mathematics 99% of students achieved at or above the expected level as compared to the state (86.4%) and similar schools (96.1%)

2023 Year 3 and 5 NAPLAN data show Gardenvale students performed well above or above similar schools in Spelling, Writing and Grammar and Punctuation for both Year 3 and 5 students. In Reading and Numeracy our Year 3 students achieved results below similar schools, this will be a curriculum focus for our teaching staff in 2024. In Reading and Numeracy our Year 5 students achieved results above or equal to similar schools.

Year 3	Our School	Similar	Network
Reading	81%	86%	86%
Writing	96%	91%	92%
Spelling	81%	72%	73%
Grammar & Punctuation	75%	74%	76%
Numeracy	81%	85%	86%

Year 5	Our School	Similar	Network
Reading	92%	92%	90%
Writing	94%	88%	88%
Spelling	94%	82%	80%
Grammar & Punctuation	85%	82%	79%
Numeracy	89%	85%	85%

In 2023 at Gardenvale Primary School we undertook a major review of our school as part of the Strategic Plan Process. The process we undertook was extremely comprehensive and covered all facets and areas of our school. All documentation and policies

were reviewed and deemed compliant to the VRAQ standards. The Review Panel included Principal class, leading teachers, School Council President, Senior Improvement Leader and two external principals.

Highlights from the panel discussions and observations during the Field Work included the following:

- Positive relationships between staff and students
- Calm, safe and orderly environments
- School pride – students, staff and families

The 2024 – 2027 School Strategic Plan goals are as follows:

- Maximize the learning growth for every student.
- Strengthen student engagement and wellbeing.

Wellbeing

Wellbeing at Gardenvale has continued to underpin every aspect of the school. With 'You, Me and Community in 2023' being the HERRRby mantra, 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 (Protective Behaviours) was undertaken by all students early in the year. The Child Safe Risk register is now fully implemented as parents, contact workers and volunteers all complete the mandated requirements. Through 2023 staff worked on creating a whole school information booklet covering classroom and playground expected behaviours, management and consequences. The wellbeing programs that the school undertakes are set out in this booklet so that all stakeholders are informed of procedures. This booklet was completed and published late in 2023 and distributed to all families digitally. This document is on our school website. 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 89.6% (<10% higher) and Managing Bullying at 87.6% (<10% higher). 2023 has been a year of consolidating and aligning all wellbeing programs across the school and proved to be very successful for students, staff and parents alike. Onwards Upwards

Engagement

2023 was another extremely busy year at Gardenvale Primary School. The year also had a sense of normality after the COVID years!

Our attendance data indicates our average absence rate of 15.7% our students are in attendance more often with the state average being 20.5%. All year level our attendance rates are consistently between 90-93%. 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 indicated our students are highly engaged and stimulated in their learning with a 92% satisfaction compared to similar school of 81% and state average of 84%. Student voice and agency at 77% satisfaction was also well above similar schools (62%) and state (66%).

Other highlights from the school year

Some of the significant happenings of the year included:

- School Review process and development of the 2024 – 2027 Strategic Plan
- A very successful Art Show, Performing Arts and Colour Run Expo
- School Camps for Years 3 to 6
- ANZAC Day Assembly
- New Art Room being fully utilized and enjoyed
- 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

- The new external Senior Campus staircase finally being completed and operational
- The Year 6 Debating and Billy Cart Grand Prix
- Sustainability Program.

Financial performance

Our financial performance for 2023 has put us in a financially favourable position. We received over 90% of voluntary contributions. Our PFA had a very successful fundraising year and raising approximately \$100,000. At the end of 2023 we have an operating surplus of \$586,000. A large proportion of these funds will be held for planned building works in 2024 - \$210,000 Junior COLA (Covered Outdoor Learning Area), \$81,000 final staircase payment, \$30,000 resurface senior student toilet block (work to be completed January 2024). Remaining surplus will be utilised once masterplan funding is approved by State Government. Equity funding of \$5,000 was used to provide all student with a Feeling Safe program in 2023. The Mental Health Plan was used to employ a 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.

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 620 students were enrolled at this school in 2023, 299 female and 321 male.

8 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).

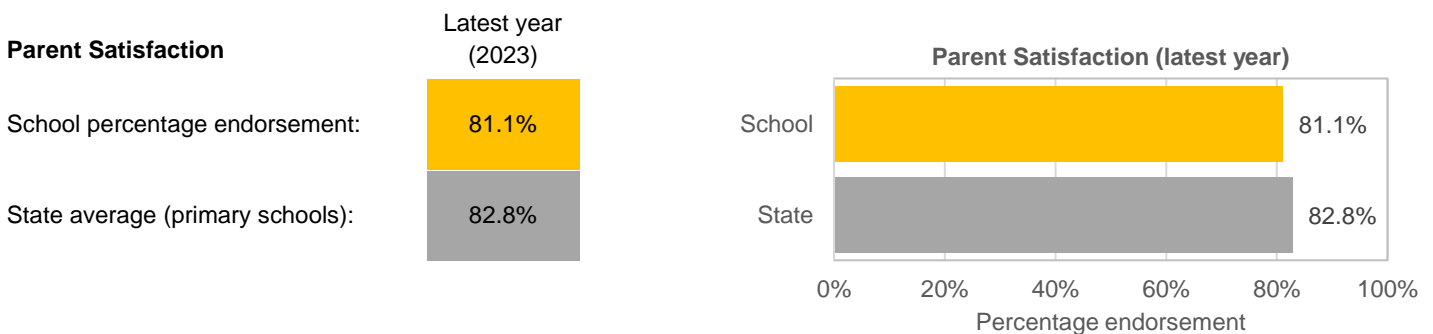
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

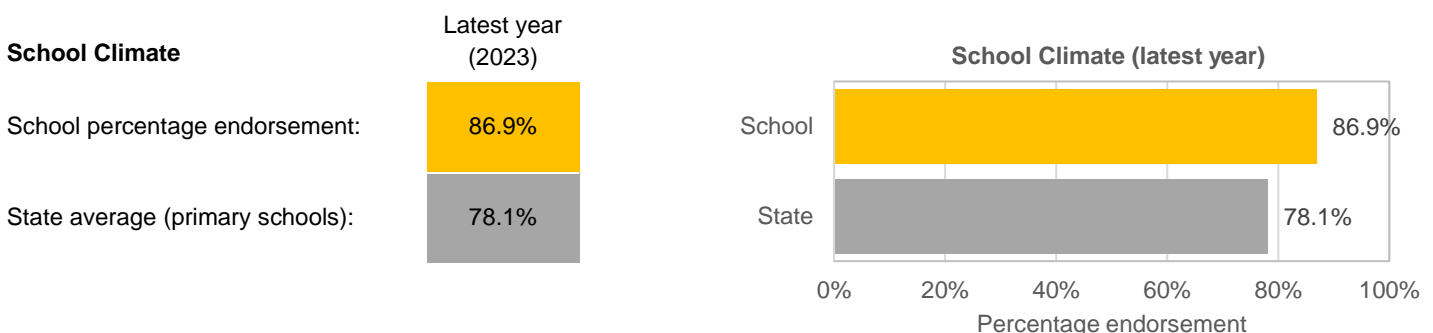


School Staff Survey

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.



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
(2023)

School percentage of students at or above age expected standards:

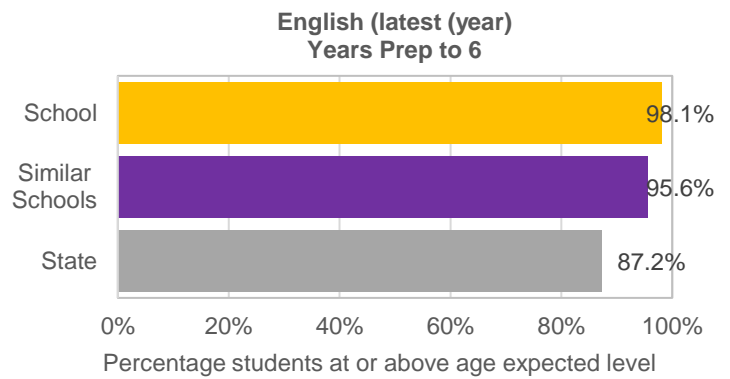
98.1%

Similar Schools average:

95.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

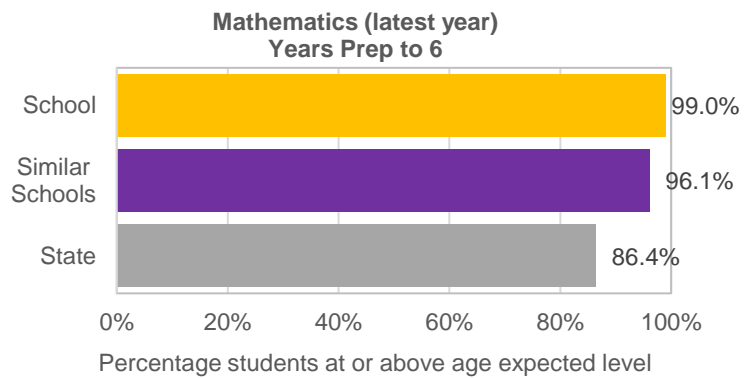
99.0%

Similar Schools average:

96.1%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.5%

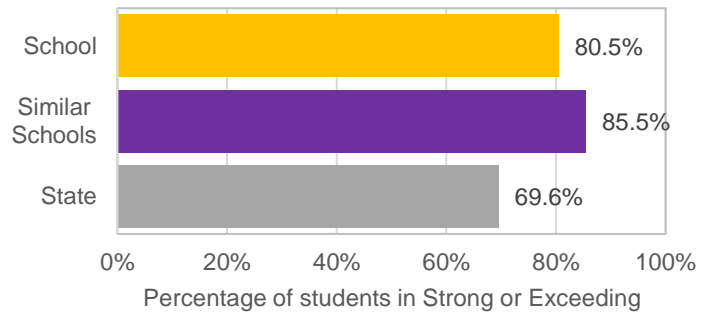
Similar Schools average:

85.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.0%

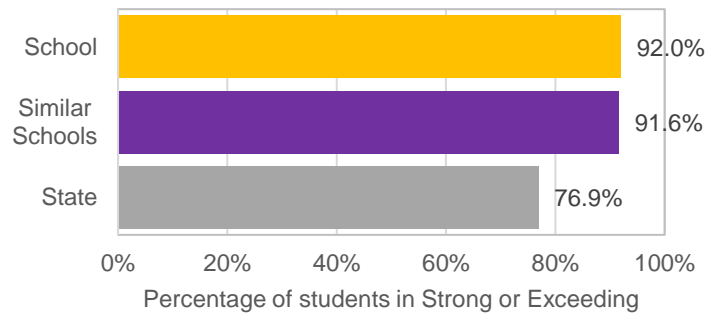
Similar Schools average:

91.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.5%

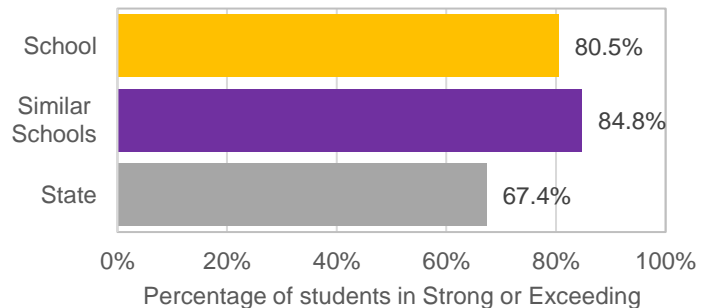
Similar Schools average:

84.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.6%

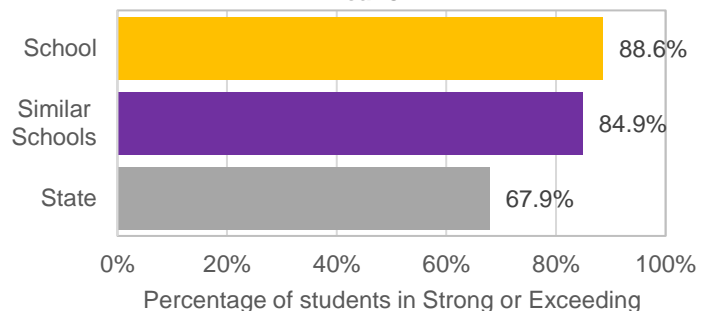
Similar Schools average:

84.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

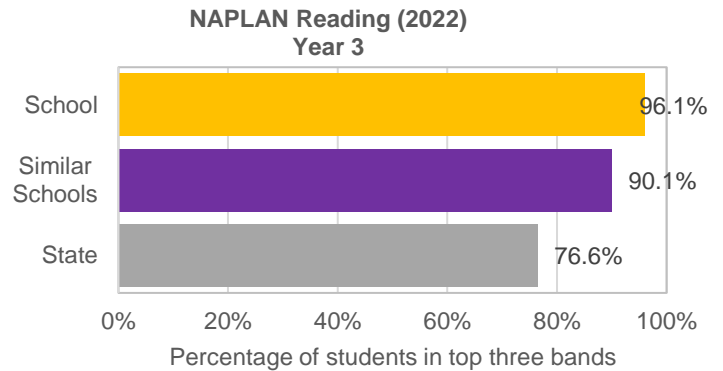
96.1%

Similar Schools average:

90.1%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

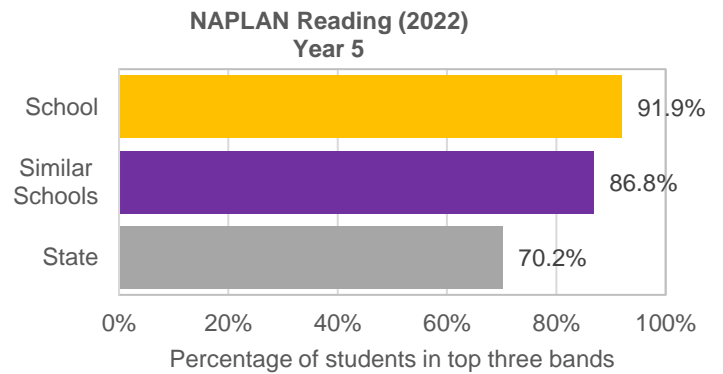
91.9%

Similar Schools average:

86.8%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

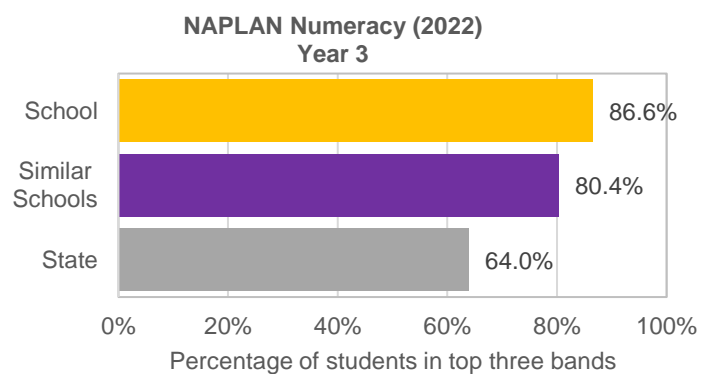
86.6%

Similar Schools average:

80.4%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

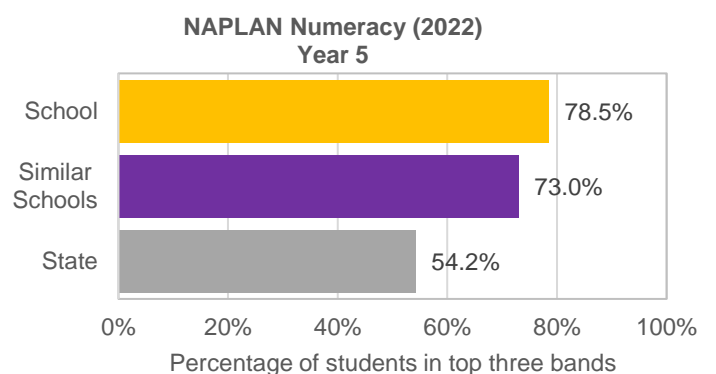
78.5%

Similar Schools average:

73.0%

State average:

54.2%



WELLBEING

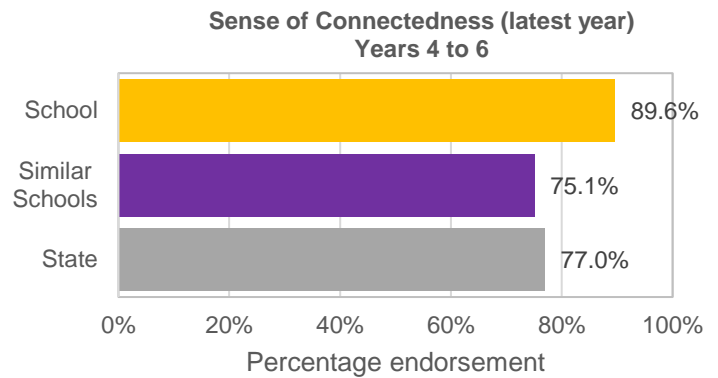
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	89.6%	90.1%
Similar Schools average:	75.1%	76.5%
State average:	77.0%	78.5%

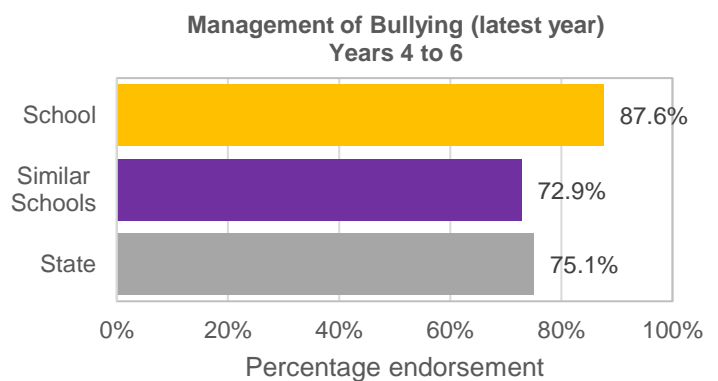


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	87.6%	90.5%
Similar Schools average:	72.9%	74.7%
State average:	75.1%	76.9%



ENGAGEMENT

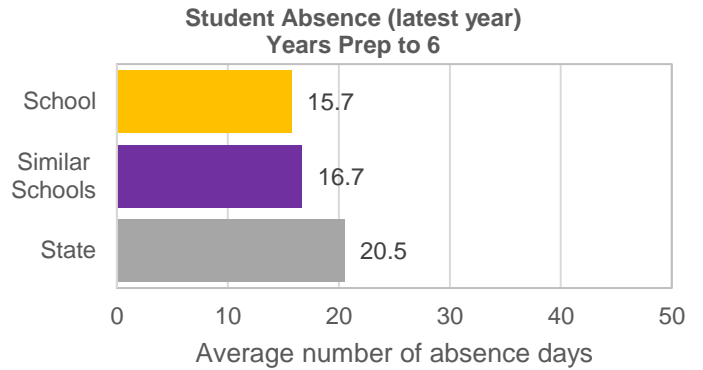
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	15.7	13.7
Similar Schools average:	16.7	13.2
State average:	20.5	18.1



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 (2023):	93%	92%	93%	92%	92%	92%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,891,753
Government Provided DET Grants	\$565,368
Government Grants Commonwealth	\$9,460
Government Grants State	\$0
Revenue Other	\$42,282
Locally Raised Funds	\$953,614
Capital Grants	\$0
Total Operating Revenue	\$7,462,477

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

Expenditure	Actual
Student Resource Package ²	\$5,551,231
Adjustments	\$0
Books & Publications	\$15,095
Camps/Excursions/Activities	\$287,876
Communication Costs	\$5,796
Consumables	\$136,311
Miscellaneous Expense ³	\$41,516
Professional Development	\$31,330
Equipment/Maintenance/Hire	\$132,497
Property Services	\$163,889
Salaries & Allowances ⁴	\$393,541
Support Services	\$25,315
Trading & Fundraising	\$56,345
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,118
Total Operating Expenditure	\$6,875,859
Net Operating Surplus/-Deficit	\$586,618
Asset Acquisitions	\$81,434

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$580,596
Official Account	\$123,346
Other Accounts	\$113,804
Total Funds Available	\$817,747

Financial Commitments	Actual
Operating Reserve	\$194,524
Other Recurrent Expenditure	\$718
Provision Accounts	\$0
Funds Received in Advance	\$113,474
School Based Programs	\$90,646
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$89,860
Capital - Buildings/Grounds < 12 months	\$170,421
Maintenance - Buildings/Grounds < 12 months	\$138,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$797,643

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.