

2021 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 2021 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 25 March 2022 at 11:25 AM by Janine Hall (Principal)

- This 2021 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 27 April 2022 at 12:33 PM by Tricia Ciampa (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

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 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 2021 was 641 students, 319 female and 322 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 77.5% positive responses (agree or strongly agree) from parents who responded to the survey. This result is consistent with 2020 survey. This is slightly lower than the State average of 81.8%.

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, 17 literacy support or integration staff and a team of 7 education support staff who operate our dual campus offices or maintain our developing IT infrastructure. Many support staff work in a range of time fractions. 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, School 80.6% compared to the State average of 75.8%. This was marked increase from the 2020 Staff Survey.

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 literacy and numeracy, 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. Even through a second year that saw students switch between onsite and remote learning, our teachers continued to provide an excellent educational program based on the Victorian Curriculum learning outcomes, whilst at the same time monitoring and supporting the well-being of their students. At all times the teachers were cognizant that there was a vast range of learning environments and support structures for their students.

Our values are integral in supporting learners to become curious and critical thinkers who contribute actively and responsibly as global citizens. to be fully engaged, challenged and to be inspired to aim high and realize 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.

2021 was a difficult year for all schools in Victoria, the novelty of remote learning had certainly worn thin! For us at Gardenvale PS it was a particular sad year with one of our long term teachers, passing away from a terminal illness in November. As with 2020 we were so fortunate at Gardenvale PS that staff, parents and students coped extremely well, as a whole, with the shift from remote learning, to onsite, back to remote. Week 3 of Term 4 saw a staggered return to school by Year Levels and then finally by the Week 5 of Term 4 all students and staff returned to onsite learning, apart from a two day closure of the whole school

Gardenvale Primary School is a wonderful school that is deservedly highly regarded in the community. All the elements of a successful school are in place: talented, dedicated and hardworking staff, industrious and extremely productive School Council and Parent Association and a very supportive school community.

Framework for Improving Student Outcomes (FISO)

The priority 'Excellence in Teaching and Learning' and the initiative 'Building Practice Excellence' have been continued to support the improvement pathway of our school. This has been a clear focus in the Strategic Plan, and our 2021 AIP. Work across all levels of the school continues in these two priority areas and work has continued to focus on all students making at least a full year's growth in their learning. Building teacher capacity to effectively differentiate teaching of a consistent instructional model ensured equal access to the curriculum for all students. Although 2021 was once again an interrupted year with remote learning taking place, we were able to deliver on some of our AIP actions relating to literacy and numeracy however, we had to modify our approach.

Here is a summary of some of the achievements in Curriculum:

PLC training was undertaken in 2021.

PLC teams increased collaboration by meeting regularly to plan a consistent differentiated program.

Consistency in programs

Peer observations continued where possible when we were not teaching remotely.

Achievement

In 2021 staff worked collaboratively to provide engaging, differentiated tasks for students. Thorough assessment was undertaken in term 4 of 2020 and term 1 of 2021 to ensure all students who were impacted by the 2020 lockdowns and remote learning were identified and given additional support through the tutoring program which commenced at the beginning of 2021. Staff were able to use data gathered and knowledge of students to develop new ways of differentiating for varying student abilities. While academic 'catch up' was important, student health and wellbeing remained a central focus when students returned to school and became a stronger focus when lockdowns and remote learning once again disrupted regular classroom programs. Despite the challenges faced by families, staff and most students were highly motivated, completed most tasks and loved receiving feedback to further their learning.

Gardenvale Primary School continued 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.

Teacher judgments data using the Victorian Curriculum are performing above similar schools and well above state:
98.0% of students achieved at or above the expected standard in English (state 86.2%) (similar schools 95.7%)
9.8.0% of students achieved at or above the expected level in Mathematics (state 84.9%) (similar schools 96%)

NAPLAN data for Reading and Numeracy also indicated that our students achieved well above when compared to the state.

Reading Year 3: 91.6 % of students in the top three bands (state 76.9%)

Reading Year 5: 89.4% of students in the top three bands (state 70.4%)

Numeracy Year 3: 84.2 % of students in the top three bands (state 67.6%)

Numeracy Year 5: 75.3% of students in the top three bands (state 61.6%)

While Numeracy data was well above the state, our students who made high gain from year 3 to year 5, was not as high as it had been in previous years. Future directions will be to focus the assessment and differentiation of our numeracy program.

Engagement

In 2022 Melbourne went through four periods of lockdown due to the COVID-19 Pandemic the implication of this saw our students spend 33% of the year learning remotely.

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 93 - 96%. The school's average number of absence days per student was recorded at 11.1, this was well below the state average (14.7) but slightly higher than Similar Schools 9.8. Attendance is electronically monitored twice per day and any unexplained absences are reported to parents. Prolonged unexplained absences are followed up with parents.

Our high attendance rate correlates with our Students Attitude to School Survey. Our students indicated a high sense of connectedness to school in comparison to both state and like schools. The global pandemic and the lengthy period of remote learning had an impact on student absence, in families being unable to travel.

Wellbeing

With the upheaval of COVID and the on and off nature of remote learning, the leadership made the decision that students at risk emotionally, as well as integration students, would be considered for onsite schooling. Families in crisis were invited to bring their children to school for part of the week so we could ensure that these students received optimal learning throughout this period. Wellbeing activities and sessions in different year levels were specifically implemented to ensure students had the opportunity to connect and discuss how they were managing. When school resumed in Term 4, Wellbeing was a strong focus for all students. Our HERRRby Values were reinforced and through Circle Time and various class activities with emotional wellbeing and managing friendships as a focus.

In Term 4 2021 we commenced our Respectful Relationships (Tranche 3) journey and made contact with our Leader school Elsternwick Primary School. A staff member from each year level and a number of specialists were invited to a 1/2 Day PD with Elsternwick to assess where our school was at and the direction we would take in 2022. It was decided that our RR Team would run a PD for the whole school at the commencement of 2022 to introduce the program.

Our HERRRby Values program continues to encourage students to be their best and has a strong focus on promoting inclusion. Ongoing programs such as Peer Mediation, Value of the Month, Buddies and Circle Time activities and discussions, ensure the positive message is regularly reinforced. HERRRby, our life size mascot, attends all events to reinforce our school values. In 2021 HERRRby's focus was 'Supporting Everyone'. School spirit and connectedness are promoted through weekly assemblies, which are led by our Year 6 leaders. All students have the opportunity to perform and contribute, and awards are presented to students showing exemplary skills and behaviours. Results from the Resilient Youth Survey and Attitudes to School Survey continue to be above 90% for Connectedness, Inclusion and Support. AToSS results were 92% for sense of connectedness and 91.6% for managing Bullying. Similar schools at 77.7% and 76.9% respectively.

Gardenvale Primary School has a no tolerance to bullying approach. We are proactive in responding to issues and continually review our Student Wellbeing and Engagement Guidelines, Essential Agreements and Bullying Prevention Policy so that our school delivers a safe, secure and stimulating learning environment for all students. Onward and Upward.

Finance performance and position

2021 revenue remained at a consistent level, however due to the COVID pandemic there were limited fundraising opportunities to add locally raised funds. 2021 expenditure was targeted at major capital improvements on both campuses. The first major project is the upgrade of an old brick building to create a new ground level art room. The school is to contribute \$200,000, towards the Inclusive School's Project. The second major project is the student toilet upgrade, allowing \$25,000 for contingencies. 2021 ended in a surplus, this money is carried forward to 2022 for the major building works mentioned above as well as supplementing up to \$100,000 for a new external staircase required at the Senior Campus, this is due to the current one being deemed non-compliant. The staircase project will be funded jointly with the VSBA. 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.

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 641 students were enrolled at this school in 2021, 319 female and 322 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).

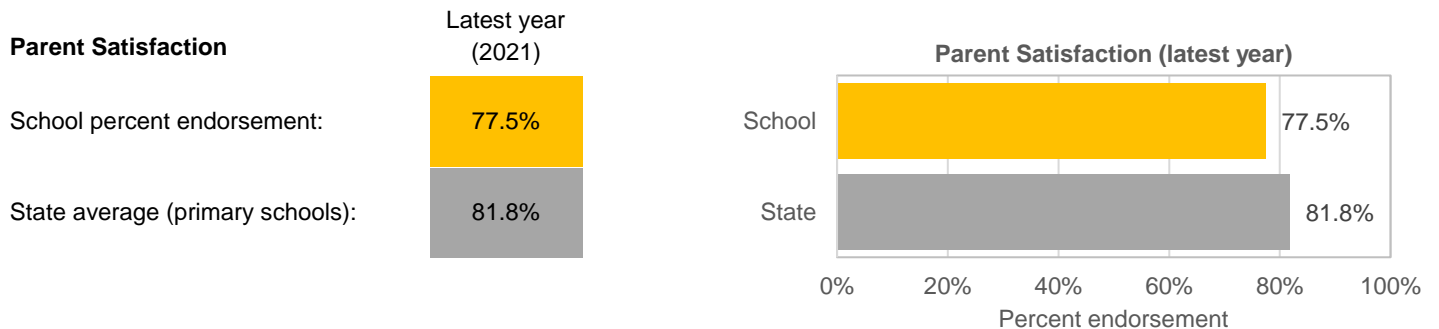
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

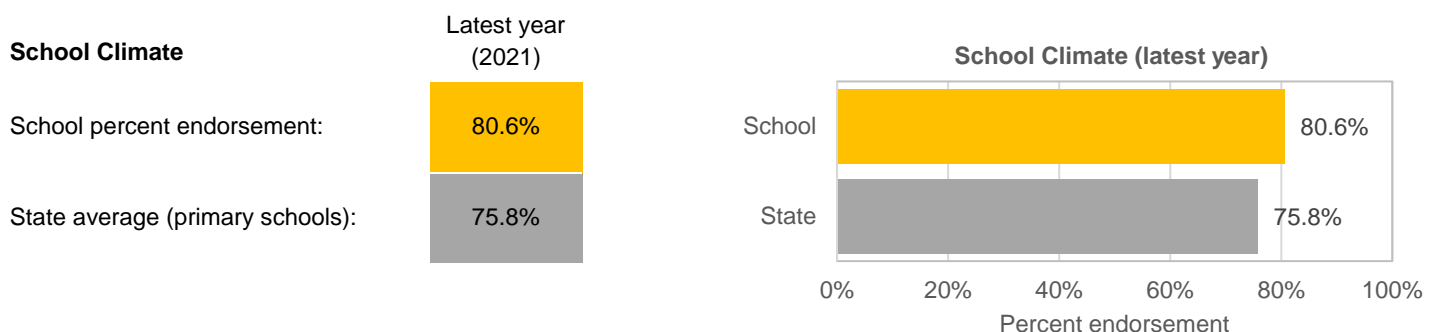


School Staff Survey

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.



ACHIEVEMENT

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

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

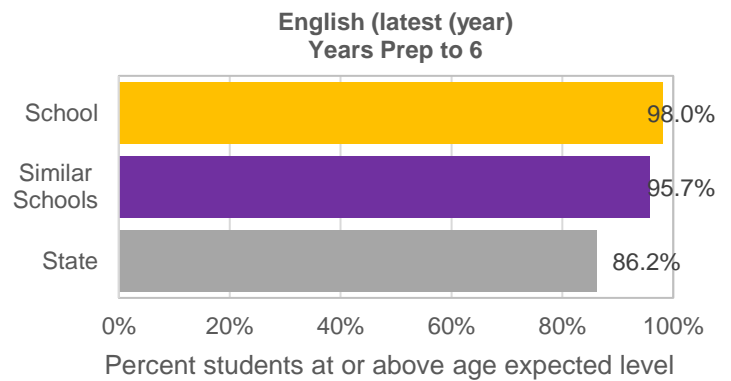
98.0%

Similar Schools average:

95.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

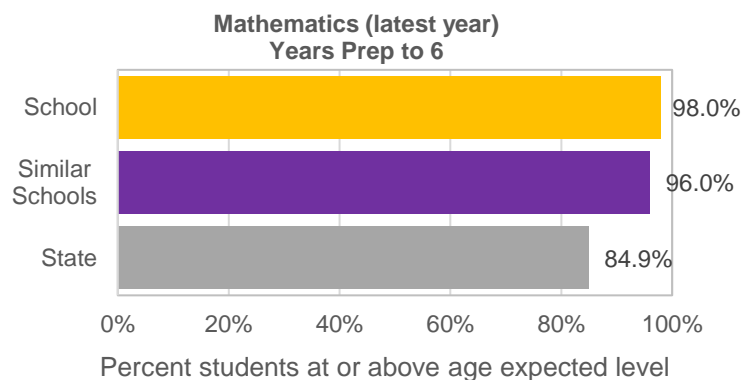
98.0%

Similar Schools average:

96.0%

State average:

84.9%



ACHIEVEMENT (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.

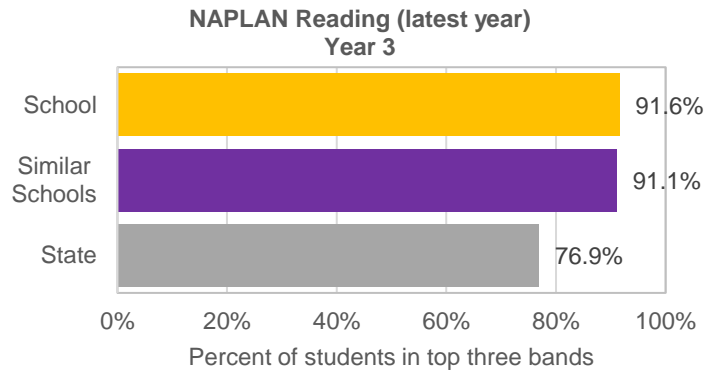
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

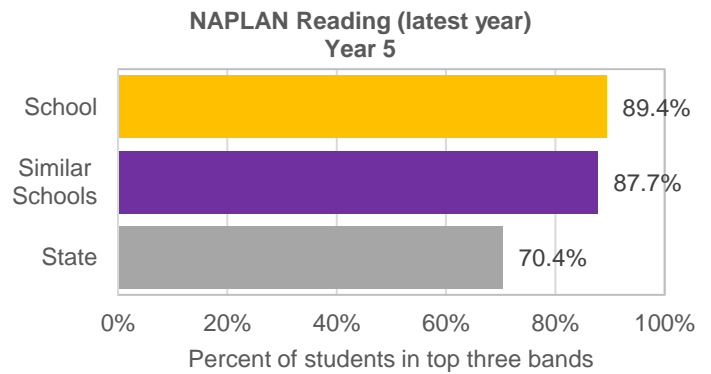
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.6%	92.4%
Similar Schools average:	91.1%	90.6%
State average:	76.9%	76.5%



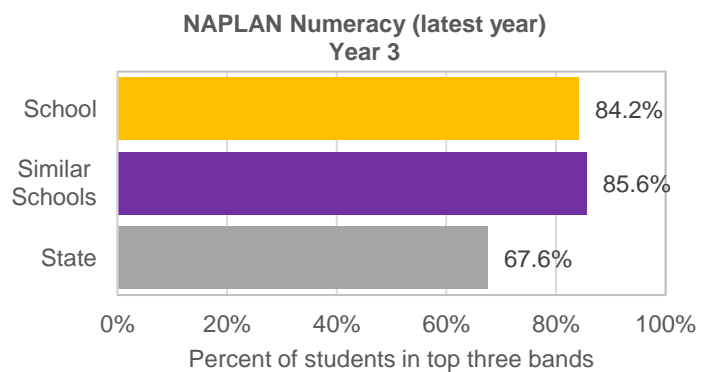
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.4%	90.5%
Similar Schools average:	87.7%	85.1%
State average:	70.4%	67.7%



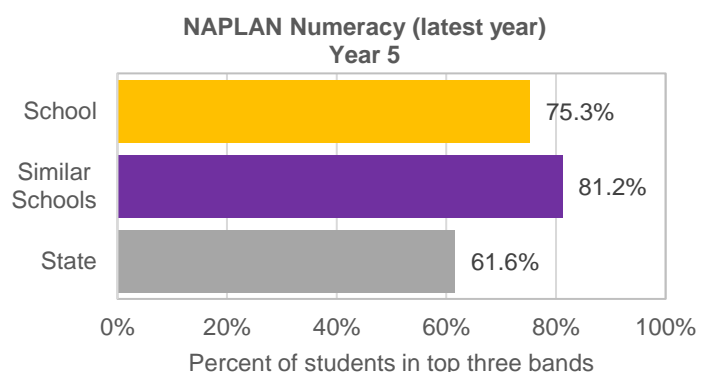
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.2%	86.3%
Similar Schools average:	85.6%	86.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.3%	82.8%
Similar Schools average:	81.2%	79.9%
State average:	61.6%	60.0%



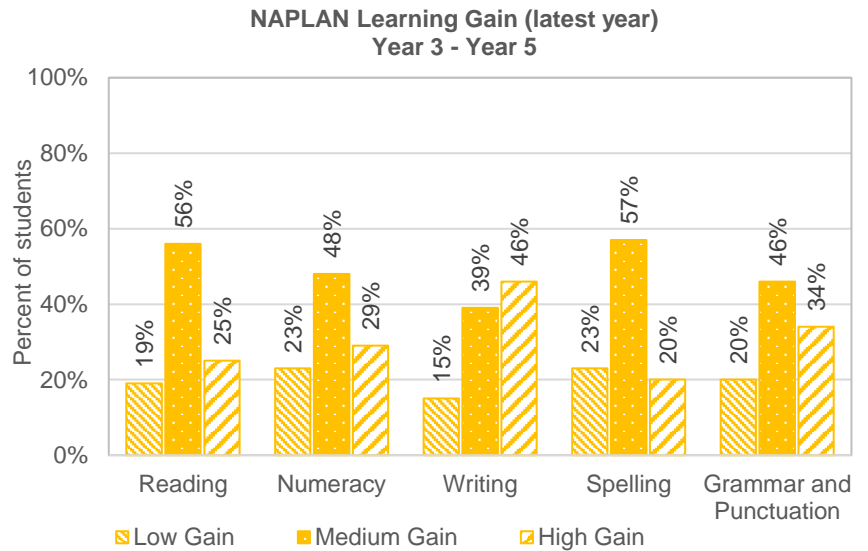
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	56%	25%	28%
Numeracy:	23%	48%	29%	27%
Writing:	15%	39%	46%	30%
Spelling:	23%	57%	20%	26%
Grammar and Punctuation:	20%	46%	34%	26%



ENGAGEMENT

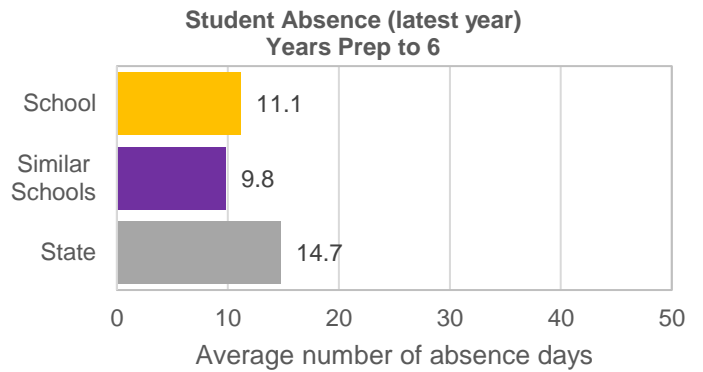
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.1	11.5
Similar Schools average:	9.8	11.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	95%	94%	95%	93%	93%

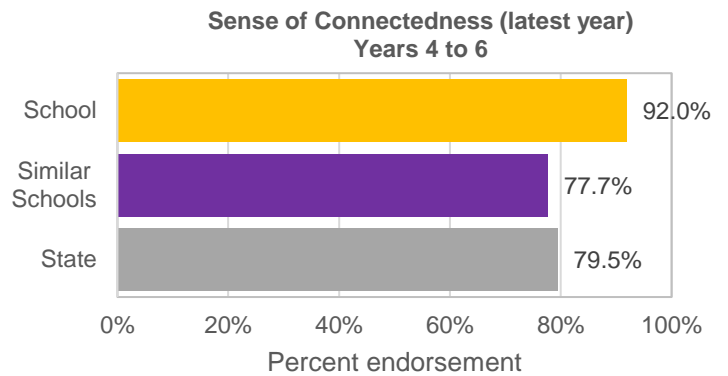
WELLBEING

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 percent 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 (2021)	4-year average
School percent endorsement:	92.0%	91.9%
Similar Schools average:	77.7%	79.3%
State average:	79.5%	80.4%

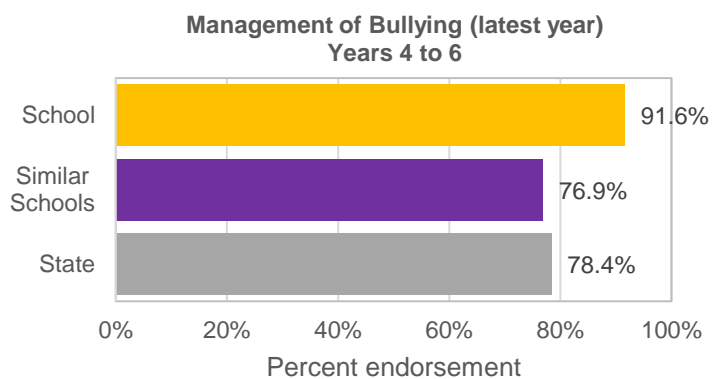


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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 (2021)	4-year average
School percent endorsement:	91.6%	93.1%
Similar Schools average:	76.9%	79.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$5,184,956
Government Provided DET Grants	\$507,038
Government Grants Commonwealth	\$5,166
Government Grants State	\$0
Revenue Other	\$11,746
Locally Raised Funds	\$675,396
Capital Grants	\$0
Total Operating Revenue	\$6,384,303

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	\$5,006,259
Adjustments	\$0
Books & Publications	\$4,679
Camps/Excursions/Activities	\$227,612
Communication Costs	\$6,369
Consumables	\$94,929
Miscellaneous Expense ³	\$24,900
Professional Development	\$14,031
Equipment/Maintenance/Hire	\$100,649
Property Services	\$55,879
Salaries & Allowances ⁴	\$307,199
Support Services	\$48,925
Trading & Fundraising	\$31,710
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,858
Total Operating Expenditure	\$5,950,000
Net Operating Surplus/-Deficit	\$434,303
Asset Acquisitions	\$86,465

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$627,025
Official Account	\$29,627
Other Accounts	\$71,332
Total Funds Available	\$727,984

Financial Commitments	Actual
Operating Reserve	\$148,991
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$68,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$81,300
Capital - Buildings/Grounds < 12 months	\$353,000
Maintenance - Buildings/Grounds < 12 months	\$46,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$698,291

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.