

2020 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 2020 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 23 April 2021 at 01:39 PM by Janine Hall (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 07 May 2021 at 03:30 PM by Simeon Goldenberg (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 2020 was 646 students, 317 female and 329 male. 9 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. Parent Satisfaction level in the Parent Opinion Survey indicates 77.6% positive responses (agree or strongly agree) from parents who responded to the survey. This is slightly lower than the State average of 81.2%

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, 15 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 slightly higher level of positive responses compared to the State average, School 78.6% compared to the State average of 77.85%.

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 such an unusual year, 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.

2020 was a year we will never forget! It was certainly a very different and ever evolving time in Education, both in teaching and administration, due to the COVID pandemic. 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 and then finally by the second week of Term 4 with all students and staff returning to onsite learning.

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 2020

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 2020 was 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:

- Teaching staff implemented the CAFE reading strategies Scope and Sequence across the school both online and in the classroom
- PLC teams increased collaboration by meeting regularly on Zoom to plan a consistent differentiated program. Reflective practices and goal setting increased throughout the remote learning period with a focus on improving planning of lessons.
- Through creating, recording and viewing each other's video lessons, teams continually self-reflected on teaching practice and modified their approach to ensure best learning outcomes for students.
- Professional learning was provided through staff experts in ICT programs to build capability in the delivery of remote teaching and learning.

Achievement

In 2020 staff worked collaboratively during the remote learning period and modified classroom programs to provide engaging, self directed tasks for students to complete at home. Staff were able to use data gathered in term 1, knowledge of students and many online resources to develop new ways of differentiating for varying student abilities. While student health and well being remained a central focus throughout the home learning period with additional support given where required, most students were highly motivated, completed most tasks and loved receiving feedback to further their learning. Many students posted more than the required tasks to showcase their work.

The transition back to school was seamless with student engagement being higher than ever. Following rigorous assessment of students and an uninterrupted term of work throughout term 4, most student were able to meet and exceed the expected level of achievement.

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.

Both our teacher judgments using the Victorian Curriculum are performing above like schools and well above state:
 98.7% of students achieved at or above the expected standard in English
 99.1% of students achieved at or above the expected level in Mathematics

Through the assessment process in term 4 of 2020 and term 1 of 2021, students requiring additional support at all year levels were identified for the tutoring program commencing in 2021.

Engagement

Our attendance data clearly indicates our students are in school more often than the state mean and at all levels our attendance rates are consistently between 95 - 97%. Attendance is electronically monitored twice per day and any unexplained absences are reported to parents. Prolonged unexplained absences are followed up by Julie Pitts, Student Wellbeing Manager.

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 a impact on student absence, in families being unable to travel.

Wellbeing

Gardenvale Primary School is committed to promoting a positive culture of inclusion, respect and the support of others through targeted student wellbeing programs undertaken throughout the year. The ongoing commitment of all staff to engage with students on a daily basis ensures all wellbeing issues are addressed and concerns are met promptly and dealt with professionally. Restorative Practice is used across the school to deal with relationship breakdowns and conflicts and to repair friendships.

Our school implements a range of measures to promote engagement, positive behaviour and respectful relationships for all students in the school.

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, Manner of the Month, Buddies and Circle Time activities and discussions, ensure the positive message is regularly reinforced. HERRRby is now a life size mascot and attends all events to reinforce our school values. In 2020 HERRRby's focus was 'Be You in 2020'. 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. The results have been consistently above the State and like school data.

In 2021 we will be undertaking the Respectful Relationships program in Term 3. We continue to focus on Student Voice and Teacher Concerns which are under 90% but once again higher than like schools.

Our staff work collaboratively with students and the community to establish fair and respectful behaviour policies and practices, expected social competencies, a growth mindset and positive peer relationships.

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.

Financial performance and position

2020 Revenue remained at a consistent level, however due to the COVID pandemic there were limited fundraising opportunities to add locally raised funds. As a result of programs unable to take place, such as excursions and in-visits, parents were offered a refund which totalled approximately \$75,000. In 2020 expenditure was targeted at a major capital improvement on both campuses, this being much needed resurfacing of the sports grounds, with artificial grass covering over the existing asphalt, which was in very bad repair. 2020 ended in a surplus, this money is carried forward to 2021 for major building works, including the refurbishment of an old brick building to create a new art room, a shade structure next to the running track at the and the upgrade of student toilets. 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 646 students were enrolled at this school in 2020, 317 female and 329 male.

9 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) which takes into account parents' occupations and education.

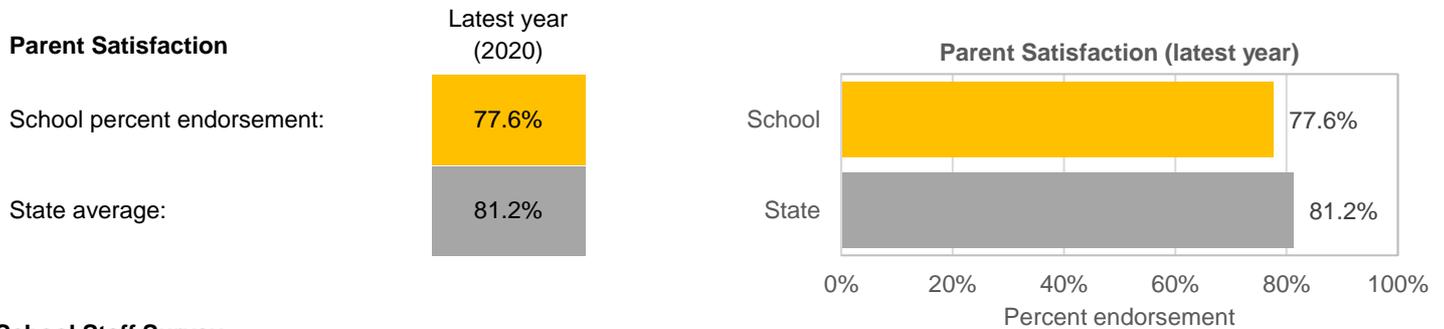
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

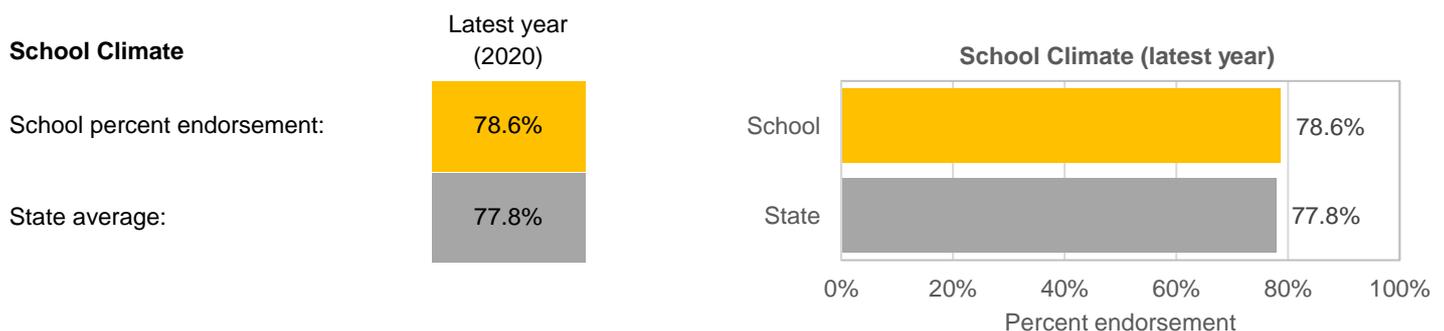


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

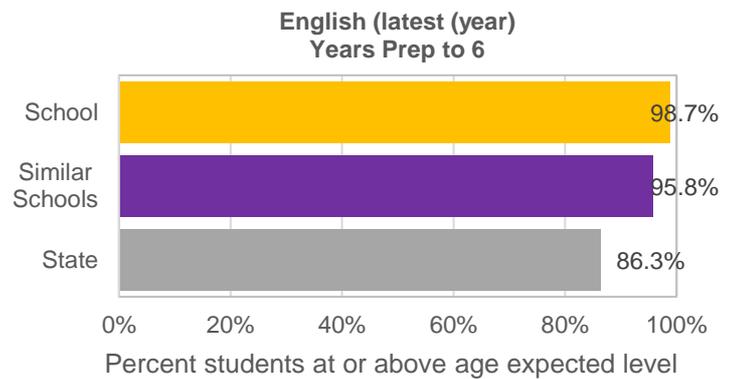
98.7%

Similar Schools average:

95.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

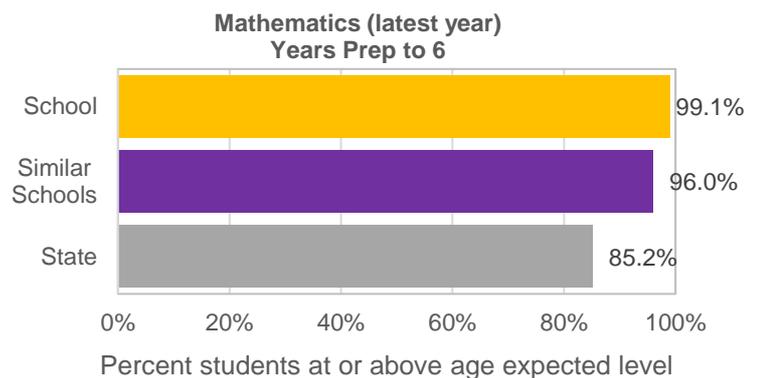
99.1%

Similar Schools average:

96.0%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

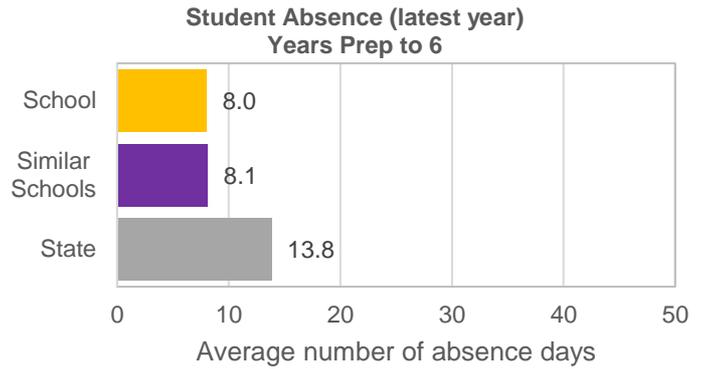
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.0	11.6
Similar Schools average:	8.1	12.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	96%	95%	96%	96%

WELLBEING

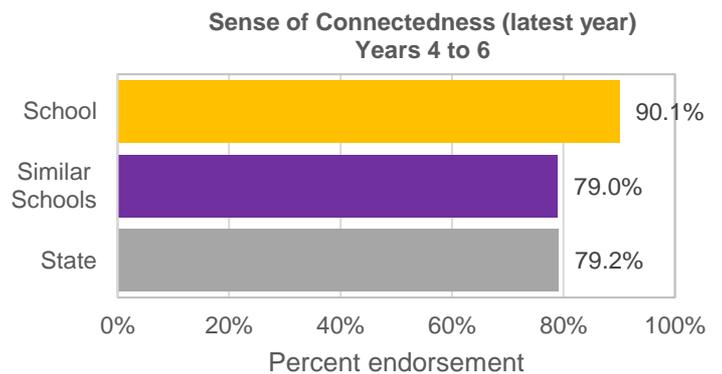
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	90.1%	91.4%
Similar Schools average:	79.0%	80.0%
State average:	79.2%	81.0%



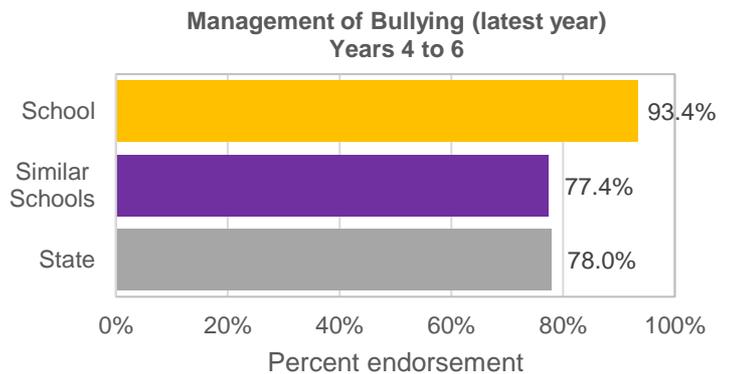
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	93.4%	93.1%
Similar Schools average:	77.4%	80.0%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$5,120,778
Government Provided DET Grants	\$507,963
Government Grants Commonwealth	\$17,500
Government Grants State	NDA
Revenue Other	\$14,791
Locally Raised Funds	\$569,579
Capital Grants	NDA
Total Operating Revenue	\$6,230,612

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

Expenditure	Actual
Student Resource Package ²	\$4,972,732
Adjustments	NDA
Books & Publications	\$4,844
Camps/Excursions/Activities	\$135,325
Communication Costs	\$6,873
Consumables	\$100,628
Miscellaneous Expense ³	\$24,154
Professional Development	\$12,459
Equipment/Maintenance/Hire	\$72,921
Property Services	\$76,768
Salaries & Allowances ⁴	\$261,938
Support Services	\$32,978
Trading & Fundraising	\$33,831
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$32,282
Total Operating Expenditure	\$5,767,735
Net Operating Surplus/-Deficit	\$462,877
Asset Acquisitions	\$292,263

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$584,716
Official Account	\$25,986
Other Accounts	\$17,053
Total Funds Available	\$627,755

Financial Commitments	Actual
Operating Reserve	\$120,070
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$22,346
School Based Programs	\$33,092
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$82,312
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$169,348
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$627,168

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.