

2022 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 of the previous calendar year 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 04 April 2023 at 02:25 PM by Janine Hall (Principal)

- This 2022 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 21 April 2023 at 08:36 AM 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 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

2022 was a very special and busy year for our great School. After two rather turbulent years due to COVID and its lockdown, school life returned to almost normality as the year progressed! We held three brilliant events to celebrate Gardenvale's Centenary; the Gala Parent Event, Centenary Assembly and a huge Centenary Fair. These events held brought together the current school community as well as a vast number of ex students, and staff. The school's strong history and community connectedness was well celebrated.

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 2022 was 620 students, 299 female and 321 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 83.1% positive responses (agree or strongly agree) which is significantly higher than 2021 77.5%. This is also higher than the state average on 79.9%.

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, 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 76.7% compared to the State average of 73.4%.

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.

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.

Gardenvale's continued focus on developing and maintaining a strong collaborative culture and high expectations of all stakeholders ensures our continued success. Wellbeing is always at the core of our work. Our dedicated and hardworking and provide our students with a full, stimulating, and challenging educational experience for our students. In addition, we have an extremely productive School Council and Parent Association and a very supportive school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 staff worked collaboratively to provide engaging, differentiated tasks for students. Thorough assessment was undertaken in Term 4 of 2021 and Term 1 of 2022 to ensure all students who were impacted by the COVID lockdowns of 2020 and 2021 were identified and given additional support through the tutoring program which continued throughout the year. 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.

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: 98.1% of students achieved at or above the

expected standard in English (state 87%) (similar schools 95.8%). 98.2% of students achieved at or above the expected level in Mathematics (state 85.9%) (similar schools 96.2%).

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

Reading Year 3: 96.1 % of students in the top three bands (state 76.6%) Reading Year 5: 91.9% of students in the top three bands (state 70.2%). Numeracy Year 3: 86.8 % of students in the top three bands (state 64%) Numeracy Year 5: 78.5% of students in the top three bands (state 54.2%). Despite disruptive schooling, all NAPLAN data showed growth from 2021-2022 with significant growth in Year 3 reading 91.6% in 2021 being in the top the bands to 96.1% in 2022.

Wellbeing

It was a relief to have a year with no home schooling and for Gardenvale to get back into the swing of implementing amazing programs and providing engaging and innovative classroom practices. The Respectful Relationships program was positively received by staff and students as the program was implemented across the school and future goals were set for 2023. A Parent Night was held, and though with only a small attendance was very well received. As an AIP Goal and with regular Newsletter updates and announcements at assembly, the program has become a major focus for Gardenvale and we are seeing pleasing results. We continue to use HERRRby to embed our school values with the 2022 theme of 'Me and You in 2022.' We have aligned our Value of the Month with the Respectful Relationships program where possible and classrooms continue to use Circle Time and discussions to reinforce positive behaviours. Incidences of bullying are addressed quickly, are taken seriously and Restorative Practices is used as a reconciliation tool.

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 88.5% (10% higher) and Managing Bullying at 88.8% (more than 10% higher).

The Child Safe Standards Compliance documents have been a considerable amount of work to complete. The Child Safe Risk Register is done and an Induction Booklet and a Power Point Presentation for parent/carer volunteers has allowed the school to keep a register of all who have read and signed this document, making checking for staff more efficient. The Child Safe Standards Implementation and Action Tool is also complete.

In 2023 we look to continuing our RR journey and introducing a school-wide classroom and playground management program for all staff and visitors.

Onward and Upward

Engagement

In 2022 although we had a regular start to the school year and the year proceeded without any lockdown or remote learning, student attendance was impacted due to COVID isolation regulations.

Our attendance data clearly indicates our students are in school more often than the state mean (23.3) and at all levels our attendance rates are consistently between 91-97%. The school's average number of absence days per student was recorded at 20.5%, this was below the state average (23.3%) but slightly higher than Similar Schools 19.1%. Attendance is electronically monitored twice per day and any unexplained absences are reported to parents. Prolonged unexplained absences are followed up with parents.

Other highlights from the school year

2022 did begin with some trepidation about what the year would hold for schools, and we did have some hiccups at the beginning of the year with school camps and replacing staff due to COVID. The year however did continue relatively smoothly and along with the Centenary events and iThrone much was achieved and celebrate including:

- School Camps for Years 3 to 6
- ANZAC Day Assembly
- Year 6 Ski Camp
- Year 5 Bike Program
- Year Level Excursions and In visits
- 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
- NAPLAN testing
- End of Year School Concert
- Year 6 Graduation
- New Art Room built, opened and ready for classes to start in 2023.

Financial performance

2022 revenue remained at a consistent level; however the increase was due to fundraising events held for our Centenary year and 2023 Year 5 and 6 Camp fees commencing collection in Term 4 2022.

2022 expenditure was targeted at two major capital improvements. Firstly, to develop a new Art Room. This project was part of an ISF (Inclusive Schools Fund) and jointly funded by DET and the School. The school's contribution was \$240,000. The second major project was the building of a new external staircase at the Senior Campus. In 2022 the school paid the first instalment of \$81,000. 2022 ended in a surplus, this money is carried forward to 2023. The second instalment of the staircase of \$81,000 is due on completion. 50,000 has been allocated for the landscaping works around the new art room and 50,000 for external painting of the Junior Campus main building.

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 2022, 299 female and 321 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).

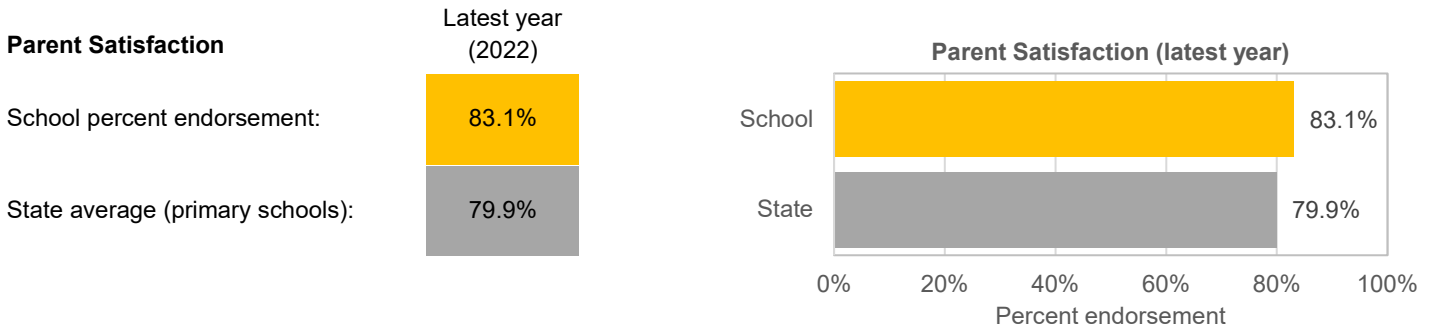
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

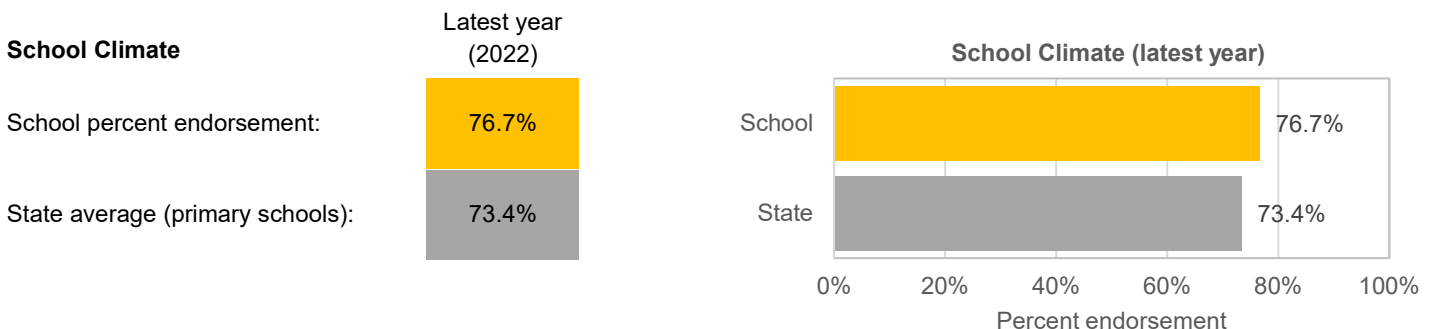


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

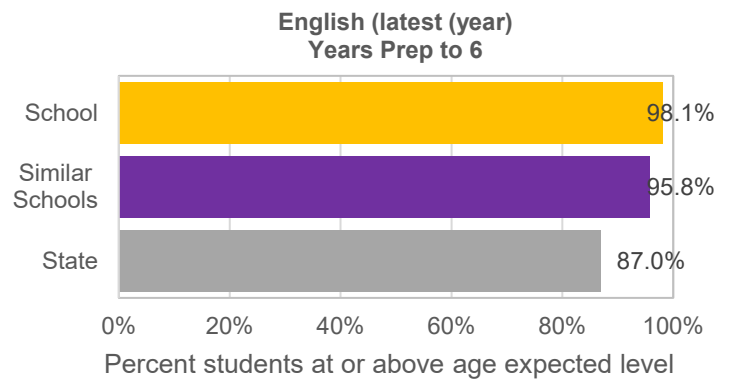
98.1%

Similar Schools average:

95.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

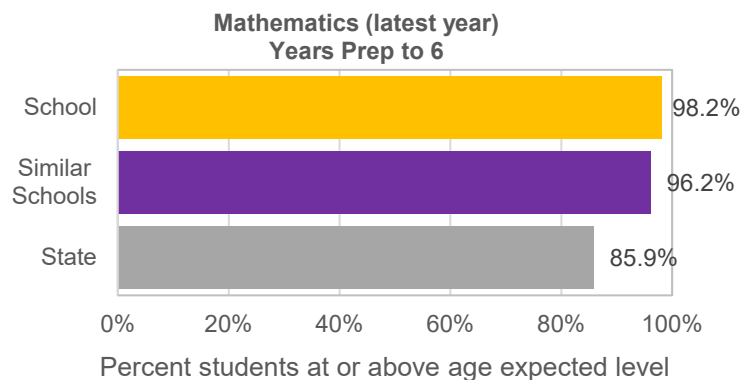
98.2%

Similar Schools average:

96.2%

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.

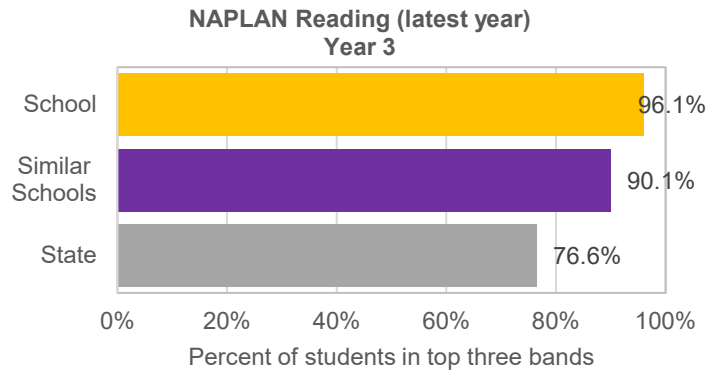
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

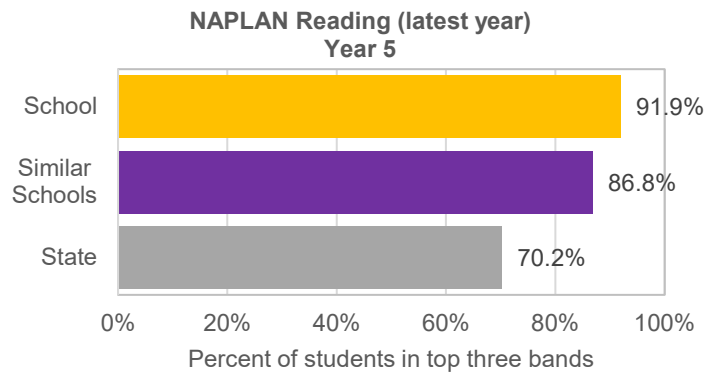
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.1%	94.9%
Similar Schools average:	90.1%	90.6%
State average:	76.6%	76.6%



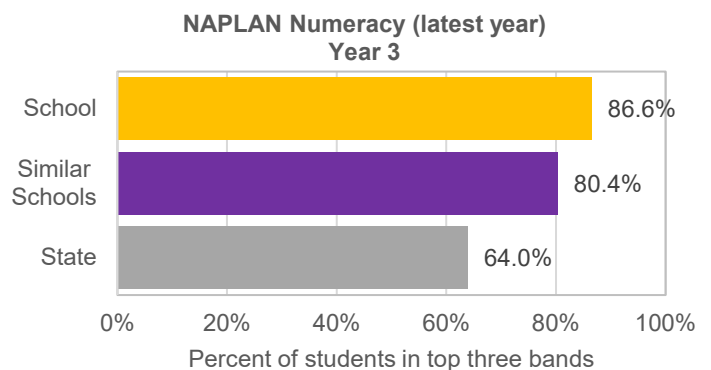
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.9%	92.0%
Similar Schools average:	86.8%	86.3%
State average:	70.2%	69.5%



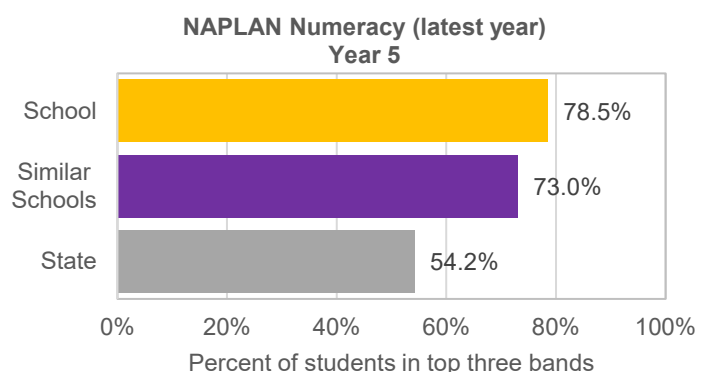
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.6%	86.3%
Similar Schools average:	80.4%	84.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.5%	82.6%
Similar Schools average:	73.0%	78.2%
State average:	54.2%	58.8%



WELLBEING

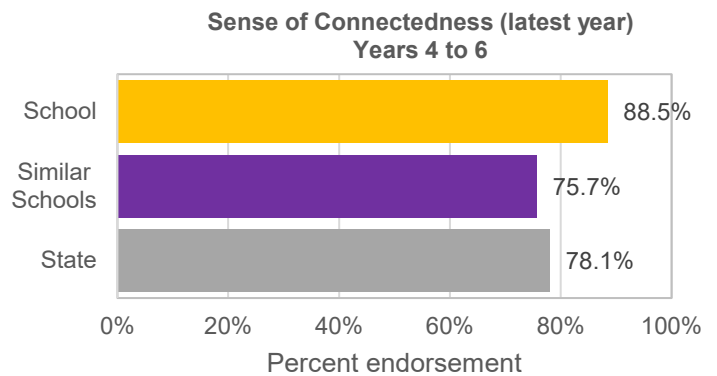
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	88.5%	90.7%
Similar Schools average:	75.7%	77.4%
State average:	78.1%	79.5%

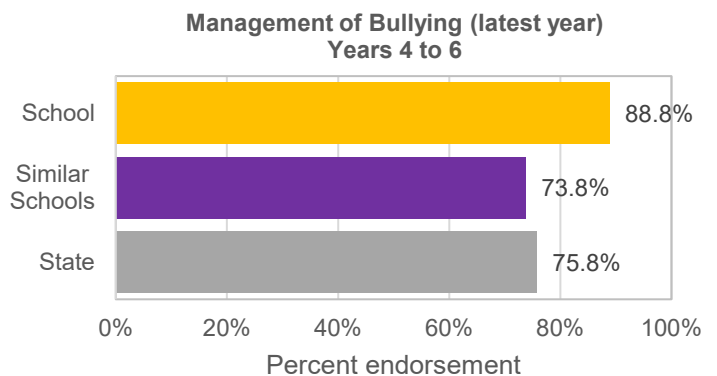


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	88.8%	91.6%
Similar Schools average:	73.8%	76.2%
State average:	75.8%	78.3%



ENGAGEMENT

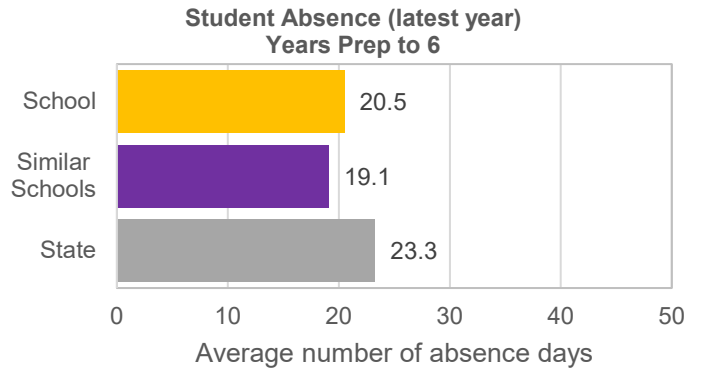
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	20.5	13.2
Similar Schools average:	19.1	12.5
State average:	23.3	17.0



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 (2022):	91%	89%	91%	90%	89%	89%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,496,355
Government Provided DET Grants	\$539,881
Government Grants Commonwealth	\$1,260
Government Grants State	\$0
Revenue Other	\$19,271
Locally Raised Funds	\$917,648
Capital Grants	\$0
Total Operating Revenue	\$6,974,415

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	\$5,330,655
Adjustments	\$0
Books & Publications	\$3,847
Camps/Excursions/Activities	\$342,433
Communication Costs	\$6,584
Consumables	\$85,213
Miscellaneous Expense ³	\$38,192
Professional Development	\$20,078
Equipment/Maintenance/Hire	\$99,763
Property Services	\$94,388
Salaries & Allowances ⁴	\$292,945
Support Services	\$35,110
Trading & Fundraising	\$121,185
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,009
Total Operating Expenditure	\$6,503,402
Net Operating Surplus/-Deficit	\$471,013
Asset Acquisitions	\$327,040

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$502,932
Official Account	\$115,612
Other Accounts	\$127,770
Total Funds Available	\$746,313

Financial Commitments	Actual
Operating Reserve	\$180,748
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$117,753
School Based Programs	\$102,329
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$63,837
Capital - Buildings/Grounds < 12 months	\$199,218
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$723,885

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.