

2016 Annual Report to the School Community



School Name: Gardenvale Primary School

School Number: 3897



Name of School Principal:	Chris Chant
Name of School Council President:	Anna Boyd
Date of Endorsement:	March 21 st 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Gardenvale Primary School is located in Landcox Street Brighton East and was opened in 1922. The school operates across two campuses situated 260 metres apart on Landcox Street, the Foundation to Year 2 students on the Junior Campus which provides a nurturing environment for younger students of the school and the Year 3 to 6 students on the Senior Campus. Specialist Programs are provided across both campuses, ensuring that all students spend part of each week on each campus.

The school has a current enrolment of 636 students. 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 to ensure that there are not large class sizes at all year levels.

There are two Principal class members, 26 classroom teachers, 7 equivalent teaching specialists, 10 literacy support or integration staff and a team of 6 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.

The school continues to be the school of choice within the local community based on its strong educational values, student academic achievement and its outstanding Physical Education, Japanese, Visual and Performing Arts Programs. As is evident from the enrolment stability rate, the school loses surprisingly few students to competitors and this is a reflection of the high levels of student outcomes and achievement and the tremendous regard for the school held in the local community.

Each of the two campuses contains a mixture of buildings including the original substantial brick building of three stories on the Senior Campus and the original brick building on the Junior Campus. There is enrolment pressure on facilities and this will have a huge impact during this current Strategic Planning period.

Attendance is electronically monitored twice per day and follow up with parents and increased accountability for students being away or late has seen better monitoring and some improvements in this area of wellbeing across the school.

The school offers a range of well-resourced specialist subjects including Language Other Than English (LOTE) Japanese, Visual and Performing Arts, Library and Physical Education. An extensive outdoor education program of camps, excursions, bike education and swimming is provided as well as an annual ski camp and a biannual trip to Japan. A biannual whole school production is undertaken; solely written, produced and directed by school staff. Extensive redevelopment of the Senior Campus playground has been completed. This work allows students to play on an all-weather synthetic surface.

Framework for Improving Student Outcomes (FISO)

The priority 'Excellence in teaching and learning' and the initiative 'Building practice excellence' have been selected to support the improvement pathway of our school. This has been a clear focus in the Strategic Plan and at Gardenvale Primary School we recognise the importance of a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience. Work across all levels of the school continues in these two priority areas.

We will focus on building consistency and quality of teaching practice across the school to lower in-school variation in student performance during the 2017 school year. Evaluation and analysis of school data indicates variation in student outcomes in Writing, Spelling and Numeracy. The data also indicates the need to extend students working above the expected level, ensuring that all students make at least twelve months progression within the year.

A School Improvement team will continue to support the delivery of these key initiatives during the 2017 school year.

The ongoing focus of our work has been to ensure that all students achieve 12 months or more growth in a 12 month period. This is reflected in the Strategic Plan goal, "To maximise each individual student's growth in all areas of their learning"

2017 will be the first year of implementing the Vic Curriculum and this will continue to be a high priority for the AIP as we navigate, plan for and document a comprehensive whole-school teaching and learning program based on this new, broad curriculum. Staff teams worked on developing the alignment of curriculum throughout the 2016 school year.

Review of the 2016 AIP goals and the evaluation of our school data indicate that a continued focus on staff development and personalized professional development is required. This will continue to be the core work of the school and in 2016 there has been a clear focus improving 'data literacy' whilst providing ongoing support and mentoring for our teachers. Teachers are working collaboratively, engaging in structured peer observations and working on the development of a shared pedagogical model across the school.

Our goal is that a differentiated teaching and learning model is embedded in every classroom and then consistently high quality teaching focused on each student's point of need will occur and every student will demonstrate at least targeted learning progress.



Achievement

Gardenvale Primary School continues to maintain a high level of academic performance and above state average achievements across all levels of the school. Our dedicated and highly professional teaching teams plan the delivery of the AusVELS curriculum in a sequential, differentiated and broadly assessed program. Teaching teams are supported in their work by skilled and experienced Educational Support staff, who provide the structured intervention programs that ensure all children are provided with quality learning opportunities.

Our AusVELS performance data highlights that our students achieve at the highest possible levels across the entire school and exceed the state median significantly in this performance measure in both Literacy and Numeracy.

2016 NAPLAN data at Year 3 highlights Reading and Numeracy results to be above state median and the four year averages of performance to be in the higher levels of performance for all Victorian Primary Schools.

2016 Year 5 NAPLAN data highlights both Literacy and Numeracy as curriculum strengths at Gardenvale Primary School. Students are performing well above state median and the four year trend data has our students performing comparatively to similar schools.

Both our teacher judgments using AusVELS assessments and the NAPLAN results show a strong correlation and alignment. Students continue to perform at high levels closely aligned to student achievements in like schools and almost 75% of students have made medium or high levels of learning gains based on the 2016 NAPLAN results.

Spelling was highlighted as an area of concern in our 2016 results and work is well underway to implement a new, whole school sequential program called SMART spelling.

Staff have been using shared planning and meeting times to focus on student data at shared, collaborative meetings with the planning focus to be on supporting and developing a differentiated curriculum for all students across the school.

Key improvement strategies from the FISO framework are being put in place to support the development of an improved learning and teaching model at Gardenvale Primary School, this ongoing work will support all students and be an integral part of the focus on improving the level of all student outcomes.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student attendance data indicates consistent attendance rates across all year levels with long term absence for family holidays impacting on the total attendance rates for our students.

Our attendance data clearly indicates our students are in school more often than the state mean and at all levels our attendance rates are well above 90%. Additional work by staff and the school administration has created greater levels of accountability for student absence and lateness.

Student Attitudes to School Survey data highlights high levels of connectedness to their peers, teachers and the school when compared to similar schools and across all Victorian schools. Our 2016 results and four year trend data indicate student outcomes higher than similar schools. The four year trend data highlights a level of connectedness well above the state median and higher than like schools. This outcome reflects the quality of staff/student engagement and the increased opportunities made available to our students to be involved in additional learning and development programs.

Attitudes to School – perceptions of safety – indicate a higher level of student confidence in this area when compared to state and the four year trend data. Gardenvale Primary School offers a wide range of extra-curricular activities and students enjoy the challenges of these additional programs offered by staff and external providers.

Performance data indicates a high level of overall satisfaction in relation to all aspects of the Parent Survey related to the 2016 school year. Our School Council, Parent Association and huge numbers of volunteers continue to support all school programs and events with their time, expertise and resourcing.

In 2016 we continued to develop and refine our learning teams across the school and established stronger teams to support student learning. Staff are working more collaboratively and with work being focused on curriculum planning and use of assessment data. Whole school professional development in writing, well-being and curriculum planning of Inquiry units has supported this work.



Wellbeing

Gardenvale Primary School promotes a positive culture of inclusion, respect and the support of others.

Our consistent and pro-active approach to student wellbeing through programs such as Buddies, Peer Mediation, Friendship Club and Social Skills classes encourage students to take ownership of their behavior and their positive interactions with others.

Results in the Attitude to Schools survey indicate a very strong connection to school with Student Motivation and School Connectedness both at 92%. Our involvement in the 'Resilient Youth Australia' survey undertaken in 2016 indicated very high results in School Belonging and Positive Relationships. Results in Valuing Diversity were at 96%. Through the use of our school values mascot, HERRRby' we continue to embed a culture of respect, empathy and inclusion. Mindfulness continues to be a focus in some classes with a view to all classes being involved in this program in 2017.

Before school Mindfulness classes were offered to the Junior School in Term 4 with the intention of these running on both campuses in 2017.

Student behavioral, social and emotional needs are quickly addressed through support and intervention from our school psychologist, student wellbeing manager and principal class staff. Parents have access to articles, videos and forums that address various parenting concerns through our registration to 'parenting ideas'. The school newsletter provides regular information and articles on trending parent issues.

Gardenvale is an accredited eSmart school and has a strong and ongoing focus on anti-bullying and cybersafety offering regular instruction to students, staff and parents. Through classroom discussions and activities, circle time, Buddies, whole school events and the use of external organizations such as Project Rockit, Lifeline, and the Bayside Council, the ongoing message of cybersafety and anti-bullying is promoted.

Our Year 6 Leadership Program sees all Year 6 students working in a team to 'Make A Difference' either locally or globally, encouraging empathy, responsibility and innovation.

Transitions and pathways for our students continue to be supported by the following actions:

- Ensuring that the transition program addresses the needs of students entering or leaving the school at any point from Prep to Year 6.
- Refining the student class allocation arrangements and the in-school transition processes.
- Using a centralised electronic management system to record student achievement, produce parent reports and maintain student welfare information.
- Formalising the handover of student histories from year to year, including data from students in Intervention Programs.
- Developing additional opportunities for student cross age activities, whole school multi-age events and staff interactions through an increase in 'crossover' opportunities between the two campuses.

For more detailed information regarding our school please visit our website at
www.gardenvale.ps.vic.edu.au



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 636 students were enrolled at this school in 2016, 312 female and 324 male. There were 13% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>41%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>49%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>62%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>46%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>59%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	41%	32%	Numeracy	25%	49%	26%	Writing	19%	62%	19%	Spelling	37%	46%	17%	Grammar and Punctuation	21%	59%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	95 %	95 %	93 %	93 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	95 %	95 %	93 %	93 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

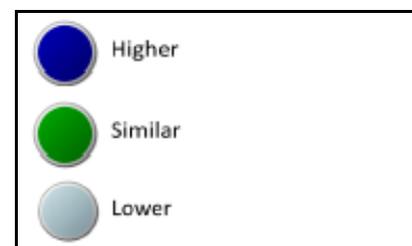
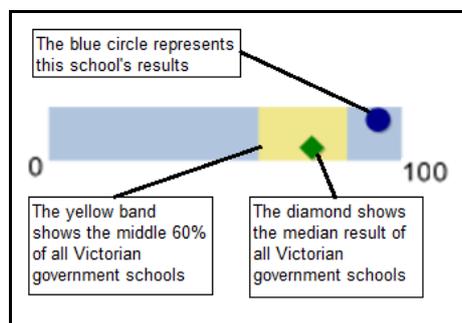
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

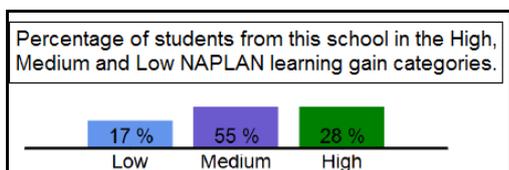
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

The 2016 Financial Performance and Position Statement indicates a continued trend of stability and accountable financial management.

Gardenvale Primary School continues to enjoy the support of a strong finance subcommittee of School Council and the ongoing professional administration of the school's daily operations.

Our Parent contribution collection rates remain at high levels and this commitment by our community to support the school ensures all programs and operations of the school can continue at the highest level.

Our Financial commitments summary highlights an ongoing plan of refurbishment and upgrades to facilities and learning spaces on both campuses. This planned work continues the commitment of the school to creating vibrant, functional spaces for children to learn and accommodates our growing student enrolment.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$4,079,500
Government Provided DET Grants	\$412,596
Government Grants Commonwealth	\$2,948
Revenue Other	\$28,445
Locally Raised Funds	\$911,256
Total Operating Revenue	\$5,434,745

Expenditure	
Student Resource Package	\$3,922,502
Books & Publications	\$5,409
Communication Costs	\$10,024
Consumables	\$129,908
Miscellaneous Expense	\$423,691
Professional Development	\$29,204
Property and Equipment Services	\$314,550
Salaries & Allowances	\$261,519
Trading & Fundraising	\$84,751
Utilities	\$31,575
Total Operating Expenditure	\$5,213,132

Net Operating Surplus/-Deficit	\$221,612
Asset Acquisitions	\$193,465

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$136,428
Official Account	\$52,904
Other Accounts	\$358,839
Total Funds Available	\$548,171

Financial Commitments	
Operating Reserve	\$110,685
Asset/Equipment Replacement < 12 months	\$57,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$182,650
Revenue Received in Advance	\$181,836
School Based Programs	\$16,000
Total Financial Commitments	\$548,171

A master planning process will be developed by School Council in the 2017 school year.

The redevelopment of the senior campus sporting field with a synthetic all weather surface was the major project undertaken in the 2016 reporting period. The total cost was in excess of \$200,000 and Parent Association fundraising supplemented the project costs to an amount of \$45,000.



The contributions and fundraising by the Parent Association need to be acknowledged and celebrated.

In 2016 there were significant staffing changes which resulted in adjustments to our staffing profile and directly impacted the credit component of the total resource package. These changes generated an out of budget surplus as we had staff on secondment, work-cover return to work arrangements and LSL with replacements generating reimbursements.

Australian Sports grant funding was used to support school based coaching programs. Curriculum Planning and Professional Learning grants were used to support staff in the development of Inquiry units and the engagement of a consultant to assist in completing this work.

Out of School Hours Care arrangements were renegotiated and this generated significant revenue increases. Our OSHC program continues to build and the enrolments are steadily increasing.

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.

