



Gardenvale Primary School
3897

2008 Annual Report to the School Community



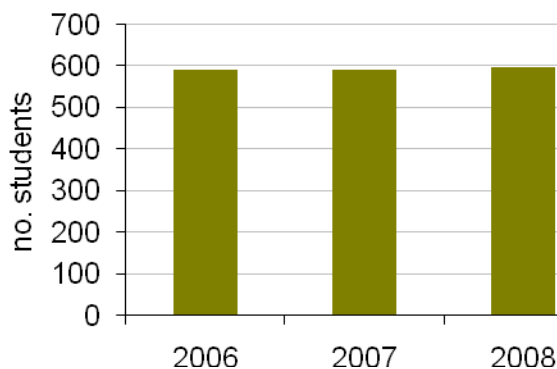
**Department of Education and
Early Childhood Development**

School Overview

Another exciting year of activity and continuous improvement at Gardenvale has come and gone. Innovation and continually striving to improve in all facets of the school's operations ensured that we continued to move 'Onward & Upward' in 2008.

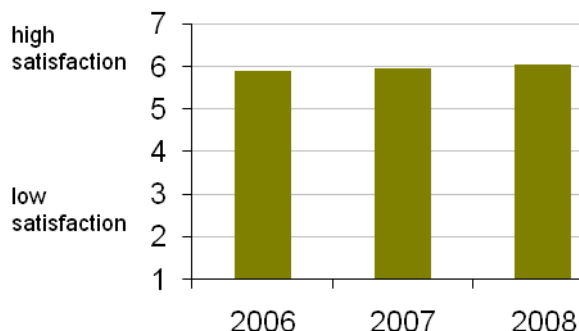
Student enrolments - The school remained at enrolment capacity (596 students) across both Campuses. There continues to be a strong demand for enrolment from families outside the school's zone, so it is necessary to adhere to the school's enrolment zone to ensure that there are not large class sizes at all year levels.

Total students enrolled in school



Parent Satisfaction - This score is derived from the Parent Opinion Survey. The average score for parent satisfaction with our school is 6.04 on a scale from 1 to 7, where 7 is the highest possible score – an improvement on 2007.

Parents' satisfaction with this school
 (average score on scale of 1 to 7, where 7 is best possible score)



Commonwealth Requirements

- **Teacher Satisfaction** - From the Staff Opinion Survey, the average score for teacher satisfaction (morale) was 5.7 on a scale from 1 to 7, where 7 is the highest possible score – an improvement on 2007.
- **Teacher Retention** – Of 39 teaching staff at the school at June 2007, 34 or 87% were still at the school in June 2008. The figure across all Government schools was 84%.
- **Teacher participation in professional learning** – All teaching staff have participated in targeted professional learning throughout the year. Priorities have included First Aid updates and anaphylaxis training, Science Curriculum, Student Assessment, Inquiry based teaching, Restorative Practices (Student Well-Being), whole staff and targeted learning for Year Level Teams in the use of Interactive Whiteboards and the expansion of Peer Coaching.
- **Teacher Qualifications** – Teacher Qualifications
 All teachers in Victorian government schools are registered with the Victorian Institute of Teaching (VIT). The requirements for registration with the VIT can be found at: www.vit.vic.edu.au/content.asp?DocumentID=241

Principal's Report

The school remained at enrolment capacity with an enrolment of 595 students. There is still a strong demand for out of zone enrolments at all year levels.

Specialist and student support programs were supported by a range of extra curricula activities including after school programs such as Kelly Sports and So Much Talent.

Students continue to benefit from teaching and non-teaching staff that offer a diverse range of experiences and expertise. The results of the teaching and learning programs that staff implement are clearly visible in the school's Student Achievement Data.

Professional Development was again a major priority for staff in 2008, focussing on school improvement initiatives including Science (curriculum development, teaching & learning strategies and student assessment) and Restorative Practices.

Students & staff continue to benefit from a high level of involvement by members of the school and wider community. It is this valued involvement that helps continue to give our school its unique flavour and high level of regard in the wider community.

KEY HIGHLIGHTS AND ACHIEVEMENTS

- ☺ High level of involvement by parents in a wide range school activities
 - ☺ Staff with diverse skills and talents which are utilised to improve student learning
 - ☺ Consolidation of Peer Coaching
 - ☺ Parent Participation Programs, including Bridging the Gap
 - ☺ A significant number of minor facilities projects including the redevelopment of the front of the Junior Campus – new pathways and garden, development of the new Senior Campus car park garden by our Environmental Monitors and the creation of new learning spaces
 - ☺ Completion of the Junior Campus student toilet refurbishment
 - ☺ Completion of the Junior Campus external painting
 - ☺ Refurbishment of the school hall
 - ☺ Painting of Senior Campus internal windows
 - ☺ Completion of classroom furniture upgrade
 - ☺ Installation of Interactive Whiteboards in all classrooms and specialist teaching areas
 - ☺ Extension of the Literacy Aide program
 - ☺ Overall student achievement within the top 10% of state-wide results
- ☺ Outstandingly successful school Musical Production, 'One Little Cup', at the Alexander Theatre
 - ☺ Inaugural Student Education Tour to Japan
 - ☺ Continuation of annual Ski Camp

I look forward to the year ahead as we continue as a school community to move 'Onward & Upward'.

Thank you to all members of our School Community who have contributed their time and energy over the past year to add value to what we do at Gardenvale. We all win from that!

Peter Boyes
Principal

School Council President's Report

Our students have continued to benefit from the professionalism of Gardenvale Primary School staff, with progress in all areas being above the state average. The teaching staff has undertaken rigorous and ongoing professional development, which has paid immediate dividends within each classroom. Several teachers have presented papers on conferences in areas of their speciality. A team of Gardenvale teachers has developed a 'whole school' spelling program which will be used from 2009. This dedication to continuous improvement is notable.

Anecdotal feedback from secondary schools, as well as NAPLAN testing results, show that students leave Gardenvale Primary School with very strong study skills and a firm grounding in key learning areas; such as literacy and numeracy.

As well as providing engaging and challenging classes, surveys of our students indicate that they feel happy and safe at Gardenvale Primary School, and that this well-being factor is in fact rising each year.

Outside the classroom, sound financial management from the Principal, and a Parents' Association which is committed to

regular fundraising, have enabled the School to complete many large projects: interactive whiteboards in every classroom allow students and teachers to explore topics more deeply and in a student-directed manner, major painting works and the repair and retiling of the roof have been completed at the Junior Campus, and the renovation of the Junior Campus toilets. Expenditure for maintenance of the building and grounds at an older school such as Gardenvale Primary will continue to be a major outlay.

Gardenvale Primary School's Strategic Plan in teaching and learning, curriculum and facilities has underpinned a successful 2008, and this trend is expected to continue.

Michele Parkinson
 School Council President

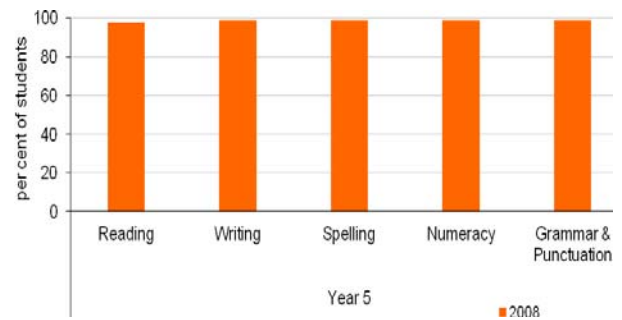
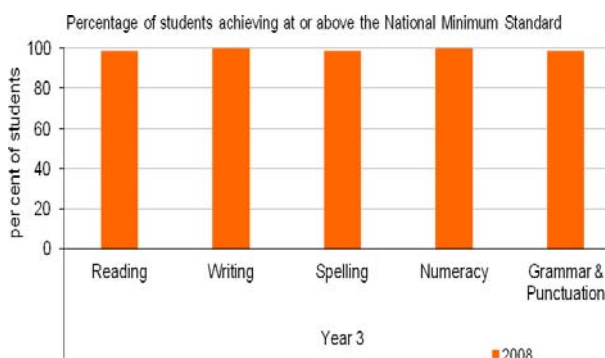
Student Progress & Achievements

Student Learning

At Gardenvale we strive to meet the learning needs of all students by adopting best practice teaching methods and devising challenging and engaging student learning activities and programs. In 2008 we achieved this goal as evidenced by our data relating to student achievement.

NAPLAN RESULTS

Our Year 3 and Year 5 NAPLAN data in reading, writing, spelling, grammar and punctuation and numeracy show that at least 98% of our students are achieving at or above the National Minimum Standard in all areas.



EARLY YEARS READING ASSESSMENT

Our Prep to Year 2 Reading Assessment indicates our students performing above state benchmarks at target levels (Prep Level 5, Year 1 Level 15 and Year 2 Level 20). This puts our results for reading within the top 10% of the state-wide student achievement.

VELS

Our teacher assessments against the Victoria Essential Learning standards indicate at least 98% of our students are working at or above their expected Year level in reading, writing and number. These teacher judgements correlate with the NAPLAN and Early Years Reading Assessment data.

Our Achievements in Student Learning during 2008 have included the following;

- A consistent plan and approach across the school in assessment practices
- Improved student achievement data in Literacy & Numeracy
- Improved Science pedagogy and imbedded practice in Inquiry Based Science Units.
- A strengthening of students capacity to think scientifically
- Students at risk in Literacy are provided with extra support in large classes
- A consistent curriculum utilising four through lines which consistently develop 'big ideas'
- A team of emerging leaders participated in the Leading Effective Schools Program and developed a plan for

implementation of the Literacy Framework (Spelling) across the school.

Student Engagement and Wellbeing

Student Well-Being is a major focus and priority at Gardenvale Primary School. We expect and want all of our students to feel safe and happy at school.

Our Achievements in Student Engagement and Well-Being during 2008 have included the following;

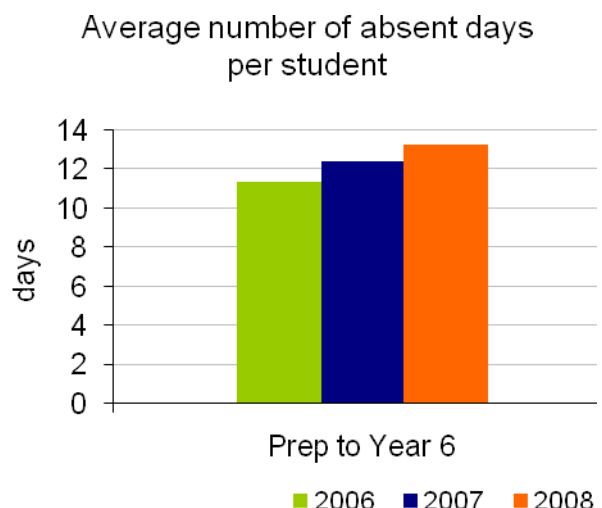
- Professional Development in the areas of Restorative Practices and Circle Time.
- The installation of Electronic Whiteboards into all classrooms and specialist areas was completed by the end of the year. Professional learning was provided for all classroom teachers to maximise the use of Electronic Whiteboards within the delivery of their classroom programs.
- Provided Anti-bullying programs for all Year 1, 3 and 5 classes. The Year 5 program was conducted by an outside agency, 'Project Rockit'.
- All classes followed a two week program 'Creating Our Learning Environment' at the beginning of the year.
- Manner of the Month program for Terms 3 and 4.
- Junior School Monitors Established: Four Year 2 students are selected each week as special leaders at our Junior Campus. Their role for the week includes: presentations during our weekly assembly, responsibility for Friends Club for the week and assisting younger students in the yard as needed.
- Friends Club Established: At lunchtime our Junior Campus Monitors run a club which provides activities for our Year Prep to Year 2 students. It is particularly targeted at students who find themselves lonely or at a loss over

the long break. Activities include: sandpit games, craft activities and using sports equipment for minor and major games.

- PAL Program Implemented – The PAL Program aims to promote physical activity, school connectedness, assist with transition between campuses and social competency in our Year 3 students and leadership, responsibility and community awareness in our Year 5 students. Year 5 students trained in the PAL Program work with Year 3 students and run physical activities at lunchtimes in a reserved area at the Senior Campus.

Student Absences

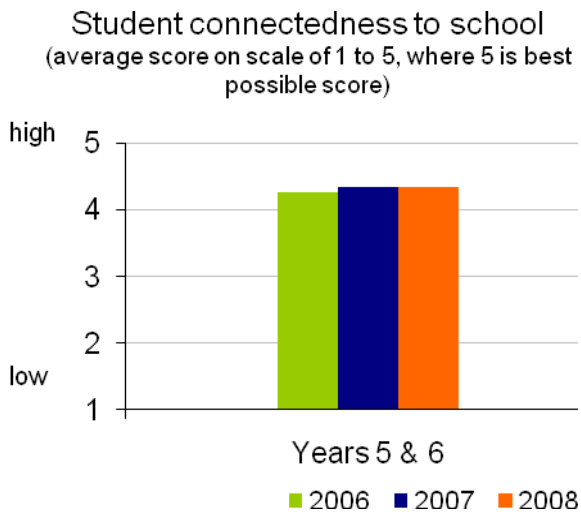
The average number of absent days per student in 2008 was 13.3. Our average absent days per student is just below the 2007 State mean of 13.4 (2008 state benchmarks will not be available until August). A significant number of our students are absent for religious observances on various days throughout the year and this affects our total yearly school absences. A significant number of students are also absent due to extended interstate and overseas holidays.



Students' School Connectedness

Our Year 5 and 6 students responded positively to the five statements relating to School Connectedness when completing the Student Attitude to School Survey.

Our average score for this section of the survey was 4.33, which was above the State mean. As can be seen from the following graph this was a very similar response to the previous year.



Student Pathways and Transitions

Our students entering the Preparatory Year came from 31 different pre-school centres. Of these 15% came from our local Kindergarten and another 10% came from other Kindergartens in the Bayside area. Another 39% came from Kindergartens attached to private schools. The parents of these children have made a deliberate choice to attend our school and not continue their pathway through the private system. Close to 25% of students attended day care centres or were in other forms of day care. The number of students not participating in a formal kindergarten program has some implications in terms of school readiness, both academically and socially. Individual learning needs of all students are formally identified by teachers through the Early Years Assessment program.

One major change to our Prep Transition program has been the increased number of orientation visits we offer to our future Prep students.

Our Year 6 students moved on to 15 Secondary College destinations. The largest group (43%) went to Brighton Secondary College and the second biggest group went on to McKinnon Secondary College (22%). All other Secondary Colleges took between one and four students each. Most of these were private schools.

All local Secondary Colleges are strictly zoned, thus parent choice of a Secondary College cannot always be met.

Highlights of Year 6 transition program have included regular meetings with the Young Leaders Group including the State Conference and new Leadership Conference, A Basketball and Tennis Tournament, Maths Challenge, Career Challenge, Environmental Tree Planting Day and Environmental Awareness Conference. Also in 2008, all Year 5 & 6 classes spent a morning at Elwood Secondary College. Each student attended either a cooking, science or drama lesson.

Another highlight for the year was the involvement of the school SRC body in the cluster raising funds for the World Homeless Cup - this included the Year 5 & 6 SRC attending a conference at BSC on homelessness.

Future Directions

The school's Strategic Plan focus for 2008-2011 is centred on the following Strategic Intents:

Student Learning:

- To strengthen students' capacity to think mathematically
- To strengthen students' capacity to think scientifically
- To improve literacy standards

Student Engagement & Well-Being

- To further develop students' knowledge, skills and behaviours in personal and interpersonal learning

Student Pathways & Transitions

- To improve students' transition in and through the school through a focus on the personal learning domain of VELs

Within this context, in 2009 the school will focus on:

Student Learning:

- The Expert in Residence Program to focus on Literacy
- Developing a Spelling and Writing continuum from Prep to 6
- Introducing a scaffolding approach in writing
- Introducing the Seven Steps in Writing Approach
- Implementing the Easy Teach Literacy and Numeracy Tools
- Continue to employ trained support staff to work in large classes during literacy sessions
- On-going Professional Development in examining the assessment of, assessment for and assessment as learning
- Making greater use of the AIM on Line Program and On Demand Testing

Student Engagement & Well-Being

- Reviewing the Restorative Practises Approach and develop strategies for further refinement
- Extended professional development in the effective use of interactive whiteboards
- Review the Manners Program, using recommendations from program evaluations to strengthen the program
- Introducing the Nine Federal Government Values into our Inquiry Units and classroom practice
- Consulting with school community in regard to the preferred choices of possible extra curricula programs the school could offer
- Further develop and increase our links with the wider community

Student Pathways & Transitions

- Developing agreed 'handover' protocols to support the transition of students from one year level to the next, including the

sharing of information and reports [better use of data].

- Reviewing cohort growth as students move through the school.
- Fully implementing changes to the Prep Transition program
- Fully implementing changes to the Secondary Transition program

In addition, the school looks forward to the opportunities offered through the Federal Government's Financial Stimulus Package as offered to schools via Building the Education Revolution and School Pride programs.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	473,905
Commonwealth Government Grants	79,099
State Government Grants	0
Other	63,840
Locally Raised Funds	629,682
Total Operating Revenue	1,246,526
Expenditure	
Salaries and Allowances	149,085
Bank Charges	4,024
Consumables	110,660
Books and Publications	8,494
Communication Costs	21,217
Furniture and Equipment	127,948
Utilities	20,671
Property Services	372,800
Travel and Subsistence	116
Motor Vehicle Expenses	0
Administration	7,915
Health and Personal Development	430
Professional Development	21,576
Trading and Fundraising	113,882
Support/Service	26,438
Miscellaneous	247,500
Total Operating Expenditure	1,232,756
Net Operating Surplus/- Deficit	13,770
Capital Expenditure	98,987
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	218,893.31
Official Account	94,820.85
Other Bank Accounts(listed individually)	
Library Fund	172.05
<i>(insert)</i>	
Total Funds Available	313,886.21
Financial Commitments	2008 Actual
School Operating Reserve	151,086.52
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	40,000.00
Revenue Received in Advance	23,000.00
Building/Grounds including SMS < 12 months	89,000.00
Region /Clusters Funds/School Based Programs < 12 months	0
Provision Accounts < 12 months	0
Repayable to DEECD	0
Other Recurrent Expenditure (Accounts Payable)	10,799.69
Assets or Equipment Replacement > 12 months	0
Building/Grounds including SMS > 12 months	0
Region /Clusters Funds/School Based Programs > 12 months	0
Provision Accounts > 12 months	0
Co-operative loan >12 months	0
Beneficiary/Memorial Accounts	0
Total Financial Commitments	313,886.21

School Contact Information

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