

# 2022 Annual Report to the School Community

School Name: Gladstone Views Primary School (5093)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 01 May 2023 at 10:49 AM by Alexander Mowat (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 01 May 2023 at 12:34 PM by Matthew Dawson (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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### School context

Gladstone Views Primary School is located in the north western suburb of Gladstone Park.

Gladstone Views has a proud tradition of providing a caring and nurturing environment for students while at the same time providing best practice to ensure students have the skills to become productive and caring citizens. We are committed to providing a high-quality education that challenges, stimulates and enables all students to achieve personal success. Our vision is to create and maintain a respectful, safe and orderly learning environment focused on learning and wellbeing as strategy of The Framework for Improving Student Outcomes (FISO 2.0). Our School Values are being respectful, being safe, being Kind and being a Learner.

The main school building comprises 16 general classrooms, a visual arts facility, Italian teaching space, first aid room, staff room, meeting rooms, administrative offices and an Out of Hours Care facility. Two relocatable buildings provide an additional four classroom teaching spaces. A community funded gymnasium complex provides a full-size basketball court, music room and canteen. The school is organised into four Professional Learning Communities: Foundation, Years 1/2, Years 3/4 and Years 5/6. Foundation classes are single cell with an average of 20 students. Years 1/2, 3/4 and 5/6 are composite classes.

Enrolment is steady at 356 this year. The student population is culturally varied and includes 45 English as an Additional Language (EAL) students, 3 refugee students, 3 Koorie students, 5 students in Out of Home Care and 11 students on the Program for Students with Disabilities.

The staffing profile of the school includes: a Principal, Assistant Principal, two Learning Specialists (Numeracy and Mental Health and Wellbeing). 18 classroom teachers and equivalent 2.4 specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.6 office staff. Students and programs are supported by equivalent 5 Education Support Staff.

All curriculum programs are based on the Victorian Curriculum. Team planning has a focus on the identification of student needs through data, the sharing of best practice and the evaluation of teaching and learning.

The daily timetable is arranged around 5 teaching sessions of 60 minutes each. Students have one 60 minute session each week in the following specialist subjects: Visual Arts, Performing Arts, Physical Education and LOTE (Italian).

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2022, Gladstone Views Primary School's Annual Implementation Plan focused on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) 2.0 dimensions of Curriculum Planning and Assessment, Building Practice Excellence, Evaluating impact on learning.

This included:

- Building Teacher's data Literacy
- Building teacher capacity in Writing
- Building teacher capacity in Mathematics
- Establishing and implementing protocols for collaboration in Professional Learning Communities

To support the implementation of these KIS, the Learning Specialist (Literacy) engaged with a Literacy Consultant to develop a plan to build teacher capacity in Writing. This was further supported by the Assistant Principal and Literacy Learning Specialist attending the Bastow course, Leading Literacy. This course led to a deeper understanding of how to effectively lead the school in further developing its Writing program. To support the implementation of the 6+1 Traits of Writing.

Writing Traits and the work of a Literacy Consultant, staff undertook a number of professional development sessions conducted by the Literacy Learning Specialist and the Assistant Principal that targeted the 6+1 Traits of Writing, implementing mentor texts, moderation and collecting formative assessment data of writing.

The Numeracy Learning Specialist also undertook various professional learning in 2022, including Leading Improvement in Mathematical Planning (Bastow). Building teacher capacity in Mathematics and wellbeing will be the main focus in 2022.

A Gladstone Views Primary School Documentation of Practice was created to further support our KIS strategies of building teacher capacity. The documentation outlines the Numeracy and Literacy Workshop models and expectations. The development of this document further supported our staff by identifying non-negotiables in both Literacy and Numeracy, as well as explicitly highlighting teaching approaches of Reading, Writing and Mathematics.

During Remote Learning, a proactive approach was taken at Gladstone Views Primary School. We loaned over 180 devices to students who were unable to access a device at home. Daily video conferences were set up with each class so staff could explain tasks, check-in with students, allow students to interact with their peers and give feedback to students about previously completed tasks. A professional development schedule was created firstly to assist all staff with delivering a high-quality Remote and Flexible Learning program and as staff became more confident the focus moved to increasing staff capacity in Writing. Staff were also given multiple opportunities to undertake further learning provided by Bastow, NWVR Regional Support, and Literacy and Numeracy NETS. This was a great success across the school with a number of staff members utilising the access to professional development to upskill themselves and also provide valuable resources and knowledge to other staff, which at times has included whole-school professional learning. The implementation of daily Professional Learning Community meetings during Remote Learning allowed teams to establish a rich team environment focused on building collaboration and identifying the learning needs of students from each cohort.

## Wellbeing

The Student Attitudes to School Survey assists schools to gain an understanding of students' perceptions and their experience of school. It provides us with valuable data on students' views of their wellbeing, teaching, learning and school life in general. Our results in the 2022 Student Attitudes to School Survey for students in Years 4 to 6 show improvements in most areas of the survey. Year 4-6 data for the Attitudes to School Survey for Sense of Contentedness was 77.8% an increase from 65% (2022) however slightly lower than the state average of 79.2%. Year 4-6 data for the Attitudes to School Survey for 'Management of Bullying' was 77.8%, an increase from 66% (2020) and above state average of 78.0%. Stimulating learning data was 76% and Student Voice and Agency data was 63%. Student voice and agency continues to be a focus area for 2023 and beyond.

A Key Improvement Strategy in this area was to build the work of School Wide Positive Behaviour Supports. A focus to implement the framework and the Behaviour Expectations Matrix which sets out the expected behaviour of all students in various settings of the school environment (such as whole school assemblies) was expected to occur in 2021 but due to remote learning the Behaviour Expectations Matrix will be expanded upon in 2023.

During 2022, as a school we prioritised the Health and Wellbeing supports for our staff, students and their families experiencing difficulties. The major focus during the remote learning process was to provide support to all members of the community. Out of Home Care, EAL, Refugee background, Aboriginal /Torres Strait Islander students were supported during remote learning by the Wellbeing Leader in consultation with a range of external providers such as case workers, DET psychologists and DHHS, discussing strategies to enable us to fully support our families in need. On site attendance was made available to those parents experiencing hardship during remote learning.

The Program for Students with Disabilities Program (PSD) and those students identified 'at risk' had weekly 'check in's' by an Educational Support Staff (ES) which was overseen by the Wellbeing Leader. The check in's also allowed ES to assist these students with completing set tasks. EAL students were also a focus during the remote learning period. A teacher worked with our EAL community by offering support and assistance with learning tasks as well as providing technical support for devices.

Student Forums were held during remote learning with students from Foundation-Year 6. During these meetings,

students were asked about the workload, content and challenges during remote learning and provided feedback to the leadership team. Students also provided suggestions about how we could improve the experience of remote learning, such as providing more challenging learning tasks.

Gladstone Views Primary School prides itself on its commitment to building a safe and inclusive learning environment for all students. In 2022, Student Wellbeing will continue to be explored and improved in order to ensure that all students feel safe, are learning and are happy at our school.

## Engagement

Student engagement was vital in the remote learning process and student's online attendance was monitored daily. Those students who were identified as not engaging with remote learning were monitored by the Wellbeing leader. To assist with student engagement during remote learning, students received individual 'check ins' where they could discuss their work/wellbeing with their classroom teacher. Those students who appeared disengaged with their learning were provided with hard copies of the learning materials. Vulnerable students were able to attend on site learning during remote learning. On site attendance was made available to those parents experiencing hardship during remote learning.

Teachers kept daily records of those students who attended the 'check ins' and monitored the uploading of all set tasks. Those students having difficulty completing work or having difficulty engaging in remote learning, had more frequent check in's with their teacher. Teachers also made telephone calls to parents, responded to emails and made sure the communication between home and school continued to be strong. A survey conducted during the remote learning period, indicated 93% of students were engaged with our remote learning program.

The Attendance Data for 2022 indicated our school average number of absence days was 11.4% The state average was 13.8% and the similar schools average was 15.3%. This was a significant improvement in our attendance data as the number of student absences of 20 or more days was 34% (2022).

This was also reflected in the Attitudes to School Survey as the Year 4-6 data 'Attitudes to Attendance' was 91%, and increase from 88% (2022).

Once students returned to school after remote learning, it was evident that the students who had continued support at home during remote learning benefited from the remote and flexible learning environment. Having 1-to-1 support at home combined with the content and delivery from staff helped these students excel during this time.

During the remote learning process, teams reflected on the delivery of lessons and the engagement of students. This allowed teams to discuss ways to enhance their lesson delivery to improve student engagement and student learning outcomes. This catered for individual students learning styles.

Student Forums were held during remote learning with students from Foundation-Year 6. During these meetings, students were asked about the workload, content and challenges during remote and flexible learning.

The Parent Opinion Survey highlighted Parent Participation and Involvement was 70%, slighter lower than the previous year which was 75% (2022). The data for School Support was at 82% an increase from 79% (2022).

In 2023, we will continue to work on building and strengthening our relationships with parents/carers and the wider school community.

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## Financial performance

Gladstone Views Primary School maintained a very sound financial position throughout 2022. The 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The annual result was a surplus of \$391,469.86 which has accumulated over many years. This surplus has occurred over the years to help fund projects such as playground improvements and building repairs.

Equity funding was used to purchase of a significant amount of resources for literacy (reading texts) and for the library. We also spent the funds on upgrading ICT (purchasing a number of ipads for the Senior school). Equity funding also contributed towards the employment of two Learning Specialist (Numeracy/Wellbeing). Equity money was also used to fund various to build the capacity of the leadership team and to employee ES to support our learners. We painted the outside of the school and updated signage.

**For more detailed information regarding our school please visit our website at**  
<https://www.gvps.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 373 students were enrolled at this school in 2022, 169 female and 204 male.

14 percent of students had English as an additional language and 2 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).

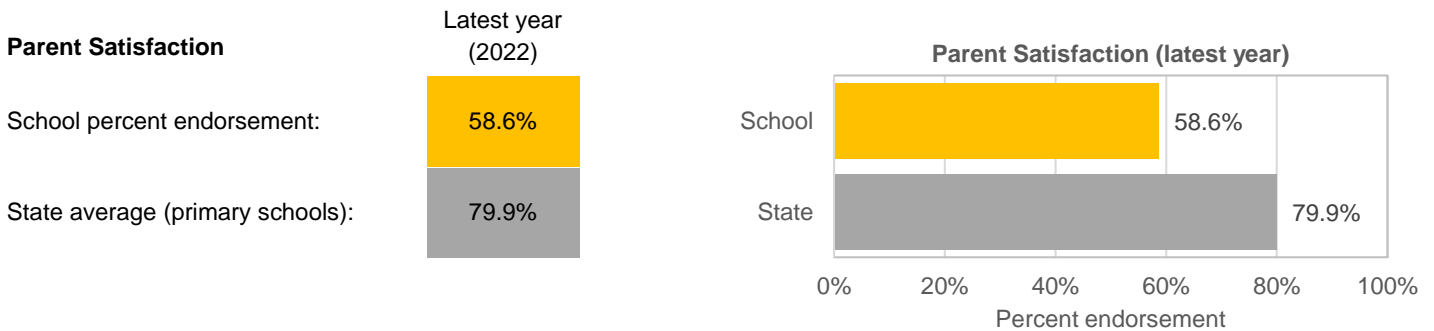
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### 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.

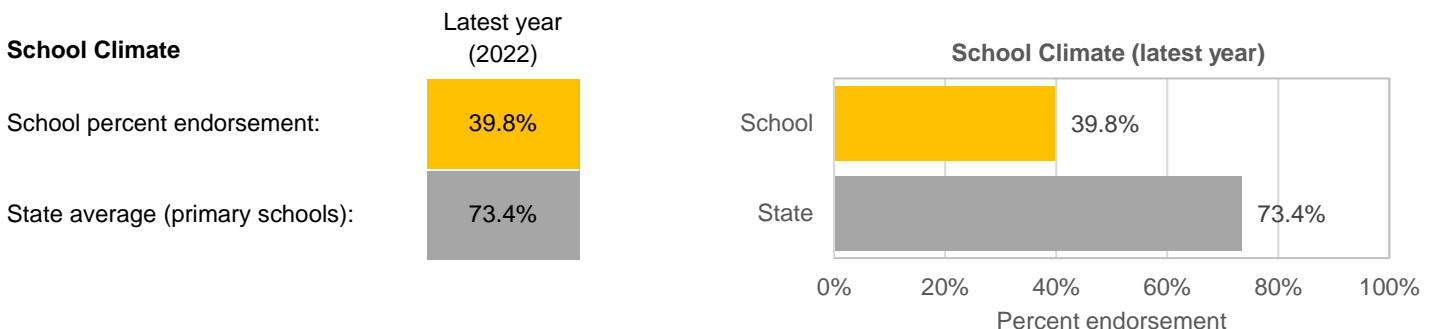


### School Staff Survey

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:

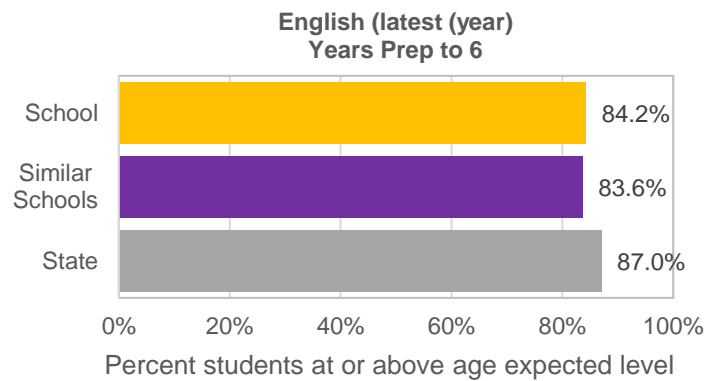
84.2%

Similar Schools average:

83.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

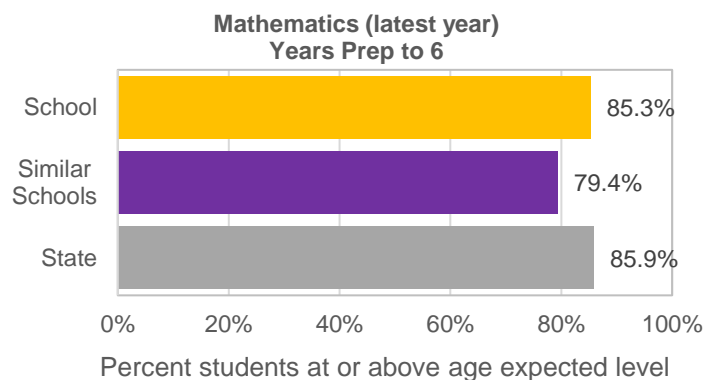
85.3%

Similar Schools average:

79.4%

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.

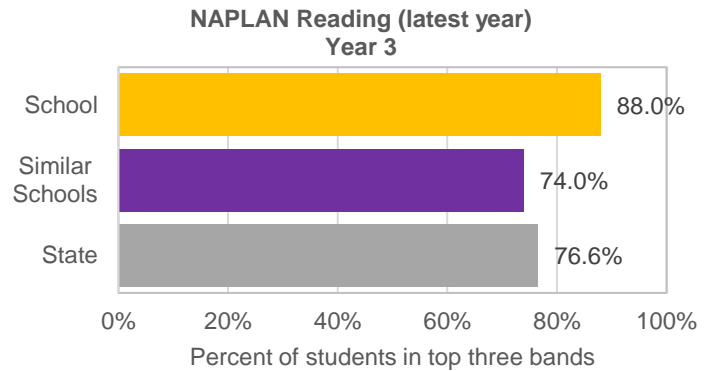
### NAPLAN

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.

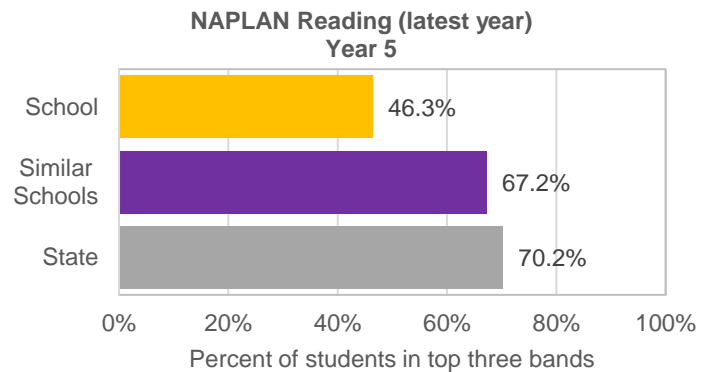
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.0%	81.3%
Similar Schools average:	74.0%	74.0%
State average:	76.6%	76.6%



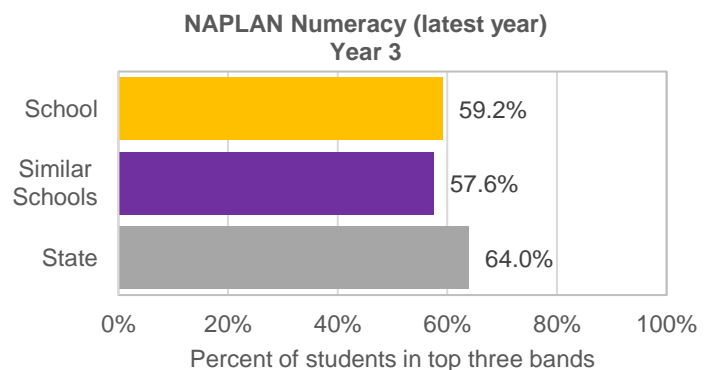
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.3%	60.1%
Similar Schools average:	67.2%	66.7%
State average:	70.2%	69.5%



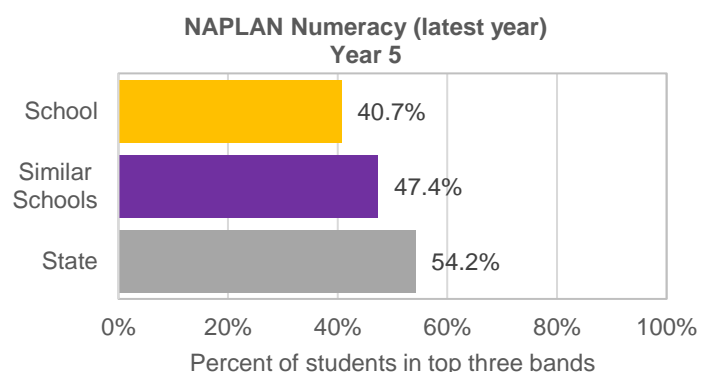
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.2%	64.1%
Similar Schools average:	57.6%	61.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.7%	47.5%
Similar Schools average:	47.4%	52.7%
State average:	54.2%	58.8%



## WELLBEING

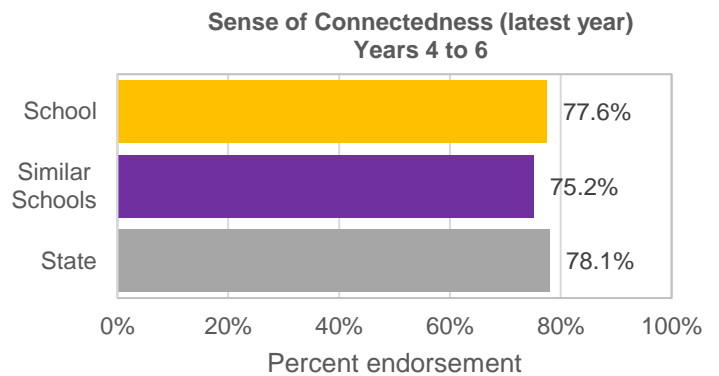
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	77.6%	77.6%
Similar Schools average:	75.2%	77.8%
State average:	78.1%	79.5%

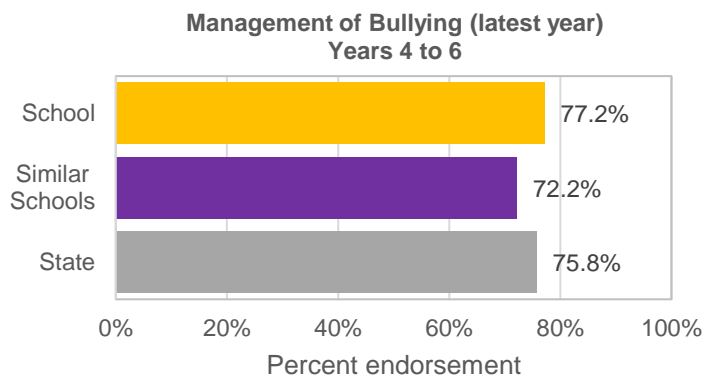


### Student Attitudes to School – Management of Bullying

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:	77.2%	77.6%
Similar Schools average:	72.2%	76.8%
State average:	75.8%	78.3%



## ENGAGEMENT

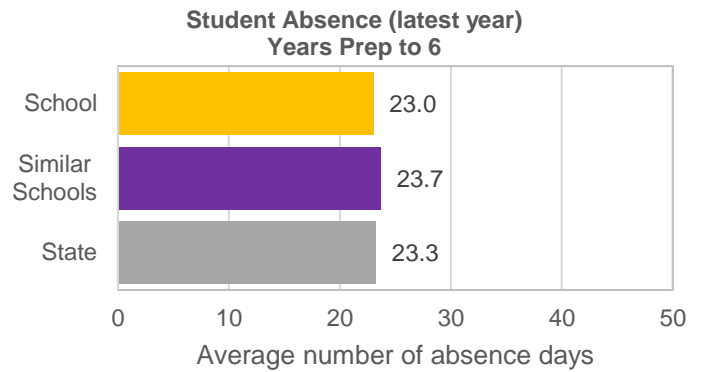
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.0	15.8
Similar Schools average:	23.7	18.0
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):	89%	89%	87%	90%	88%	90%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,760,534
Government Provided DET Grants	\$392,035
Government Grants Commonwealth	\$111,584
Government Grants State	\$25,000
Revenue Other	\$36,374
Locally Raised Funds	\$278,523
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,604,051</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$163,485
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$163,485</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,484,170
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$68,377
Communication Costs	\$3,772
Consumables	\$100,572
Miscellaneous Expense <sup>3</sup>	\$13,311
Professional Development	\$22,652
Equipment/Maintenance/Hire	\$49,284
Property Services	\$165,104
Salaries & Allowances <sup>4</sup>	\$218,022
Support Services	\$213,506
Trading & Fundraising	\$99,358
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,996
<b>Total Operating Expenditure</b>	<b>\$4,483,123</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$120,928</b>
<b>Asset Acquisitions</b>	<b>\$28,471</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$315,643
Official Account	\$72,883
Other Accounts	\$2,928
<b>Total Funds Available</b>	<b>\$391,454</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$141,070
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$36,000
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$427,070</b>

*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.*