

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 01:30 PM by Alexander Mowat (Principal)

- This 2023 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 30 April 2024 at 07:18 PM by Phil Harris (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

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

The staffing profile of the school includes: a Principal, Assistant Principal, two Learning Specialists (Learning and Mental Health and Wellbeing), classroom teachers and equivalent specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.6 office staff. Students and programs are supported by equivalent 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 Social Emotional Learning. We are yet to secure recruitment for our Italian program in 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

When improving student outcomes in Numeracy our target was to achieving benchmark and above growth in NAPLAN Numeracy will increase from 71 per cent (2019) to 75 per cent (2023). We had 64% of our year 5 students having Strong or Exceeding Numeracy results which is 1% percent better than similar schools and 19% better than Network results. The aim was to have the percentage of students (Prep–Year 6) assessed above the expected level in Number and Algebra (teacher judgments) would increase from 12 per cent (2019) to 18 per cent. This has remained steady with 12.86% of students assessed above expected level in Number and Algebra based on teacher judgement. Our staff survey indicated a drop by 2% in positive endorsement of Guaranteed and Viable Curriculum. Staff understanding of formative assessment saw an improved positive endorsement from 35% to 76% and Staff using data to monitor the effectiveness of data to improve teacher saw and an improvement from 63% positive endorsement to 94%. These two factor were highlights of 2023.

When improving student outcomes in Literacy. The aim was to have students achieving benchmark or above growth in NAPLAN Writing to increase from 73 per cent (2019) to 80 per cent (2023) and to improve our year 5 Writing by having teachers judge more than 25% of our writers to be above standard. In relation to this target we had 64% of our students having strong and or exceeding growth in year 3 NAPLAN writing and 70% of year 5 students. By 2023 the percentage of students achieving benchmark or above growth in NAPLAN Reading will increase from 73.5 per cent (2019) to 80 per cent (2023). With 47% of year 3 students achieving strong or exceeding results. A highlight of 2023 was our year 5 students achieving 82% strong or exceeding results in reading which was 6% higher than Similar Schools and 5% higher than State. By 2023, the percentage of students (Prep–Year 6) assessed above the expected level in Writing (teacher judgements) will increase from 12 per cent to 25 per cent (2023) we saw a result of 8.5% of students judged by teachers to be performing above standard in 2023.

Wellbeing

At Gladstone Views wellbeing has been a major focus. We are committed to providing a safe, inclusive and supportive environment in which children are to learn and grow. We pride ourselves on fostering an inclusive and supportive learning environment for all students. Our goal is to create a space where every student remains actively engaged, overcomes challenges and achieves academic success.

While most students do well with high-quality classroom teaching, some may benefit from extra support or more challenging tasks tailored to their individual learning needs. The school offers a diverse range of clubs and programs, from sports teams to art clubs, catering to various interests and talents. These extracurricular activities not only enrich students' learning experiences but also promote social connections and a sense of belonging within the school community.

We are a SWPBS school, that enables our school communities to develop positive, safe, supportive learning cultures. SWPBS assists GVPS to improve social, emotional, behavioural and academic outcomes for children and young people. It enables both teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved- a predictable learning environment with improved perceptions of safety and increased attendance

Community engagement is also a key focus at Gladstone Views Primary School. The school regularly hosts events such as community school assemblies, community events like our 'Values launch', welcome BBQ and concerts. We run a Breakfast club which supports the school community. By fostering strong connections with families and the wider community, we create a network of support around its students, enhancing their overall wellbeing and sense of belonging.

At GVPS we have been building the capacity of our staff around Trauma informed practice. Being trauma aware is a systemic process to ensure all teachers are aware of the premises underpinning this approach and are supported to engage in trauma-aware practice. It is a way of thinking, understanding, believing and acting so that the harm that complex trauma exerts on the functioning of students is minimised or alleviated, leading to improved (education and life) outcomes not only for our students.

We have included a Specialist subject - Social an Emotional Learning based on Respectful Relationships curriculum and The Resilience Project.

Engagement

When referencing the attitude to school survey we aimed to improve student Learning confidence 65% (2019) to 85% (2023) we saw a positive endorsement of 70%. With the Motivation and interest factor we aimed to shift from 75% (2019) to 85% (2023) saw a positive endorsement of 70%. With regard to Student voice and agency 63% (2019) to 80% (2023) saw a positive endorsement of 58%.

With reference to our Staff Survey we wanted to improve student student ownership of learning from 69% (2019) to 80% (2023) had a positive endorsement of 76%. Teacher knowledge of high impact teaching 31% (2019) to 85% (2023) had a positive endorsement of 44%. Collective focus on student learning 53% (2019) to 85% (2023) had a positive endorsement of 76%

With regard to our Parent Survey we aimed to improve Parent participation and involvement from 75% (2019) to 85% (2023) we had a positive endorsement of 49%. With School communication the aim was to improve positive endorsement from 79% (2019) to 89% (2023) had a positive endorsement of 50%. Teacher communication 74% (2019) to 84% (2023) had a positive endorsement of 59%

Other highlights from the school year

Our Harmony Day celebration was a vibrant and heartwarming event that truly exemplified the spirit of diversity and inclusion within our school community. Our end of year celebration was a joyous occasion filled with laughter, nostalgia, and anticipation for the future. As we reflected on the achievements, growth, and memories of the past year, there was a palpable sense of pride and accomplishment among students, staff, and families. The launch of our school holiday program marked the beginning of an exciting and enriching break filled with fun, learning, and adventure. With a diverse range of activities, workshops, and experiences tailored to engage and inspire students of all ages, our continued holiday program offers a unique opportunity for exploration, creativity, and growth outside of the traditional classroom setting. We are excited to announce the launch of our Kinder on Site program, a

pioneering initiative that brings early childhood education directly to our school community. Our Female senior girls cricket team made it all the way to compete in the state finals an awesome achievement. The school had major building works of our admin space, Principal Class and business managers office staffroom and toilets. We review our camping program with school council to have biannual camping for our 3/4 and 5/6 cohorts with annual camping experiences for our junior school.

Financial performance

Gladstone Views Primary School maintained a very sound financial position throughout 2023. The 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Gladstone Views Primary School ended the 2023 school year in a surplus of \$271,130. 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. Equity money was also used to fund various to build the capacity of the leadership team and to employee ES to support our learners. Our school operated OSHC (Outside School Hours Care) program has been greatly utilized by our school community and a grant of \$50000- has been approved to extend this program to include a school holiday program for 2024. Fundraising in 2023 with School Council approval was used to construction an enclosed bike shed which will be built in early 2024 for students to use.

For more detailed information regarding our school please visit our website at

<https://www.gvps.vic.edu.au/>

Draft

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 355 students were enrolled at this school in 2023, 166 female and 189 male.

12 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).

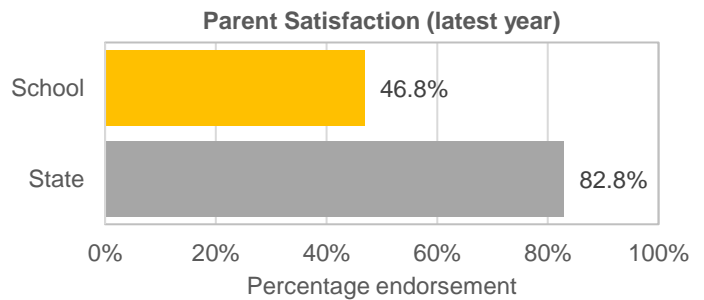
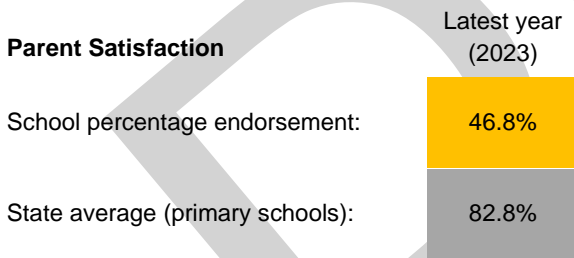
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

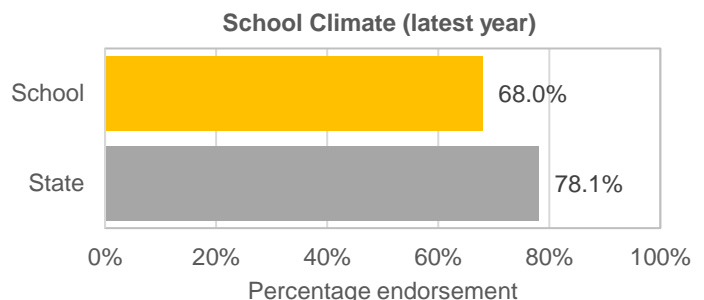
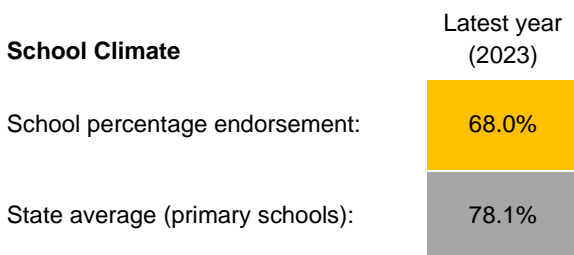


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

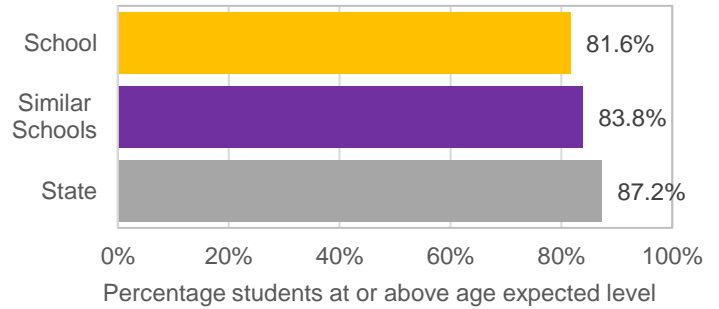
Latest year
(2023)

81.6%

83.8%

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

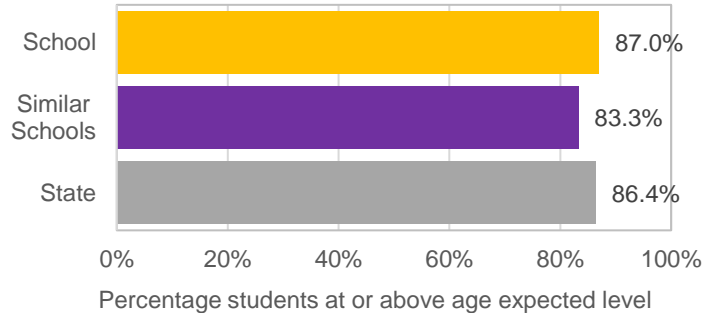
Latest year
(2023)

87.0%

83.3%

86.4%

Mathematics (latest year) Years Prep to 6



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

46.8%

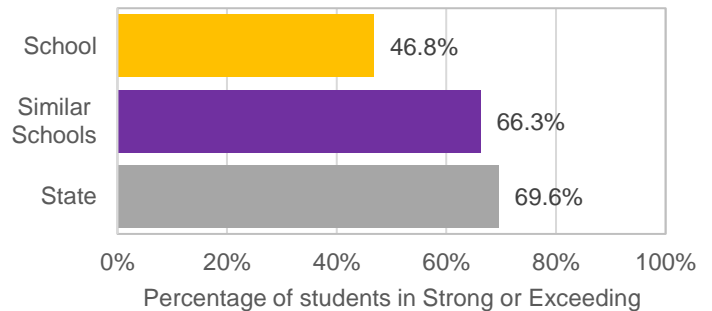
Similar Schools average:

66.3%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

82.5%

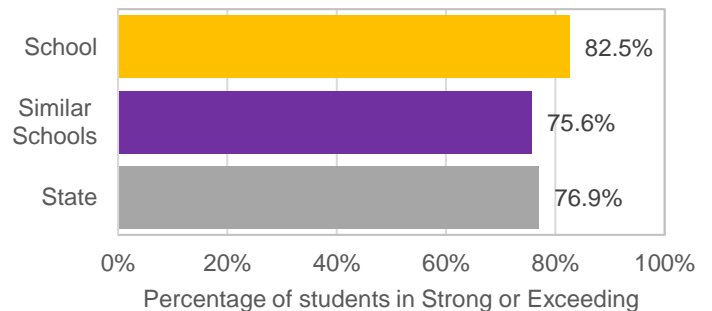
Similar Schools average:

75.6%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

46.7%

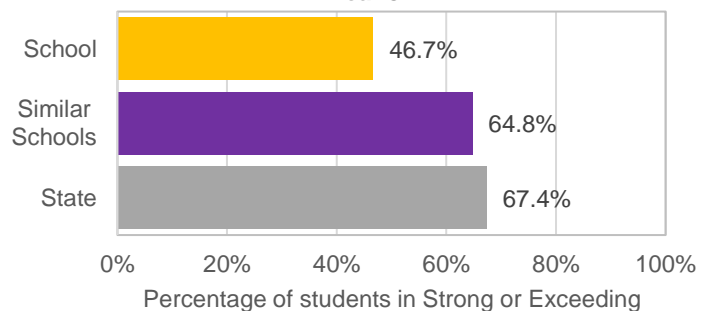
Similar Schools average:

64.8%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

63.6%

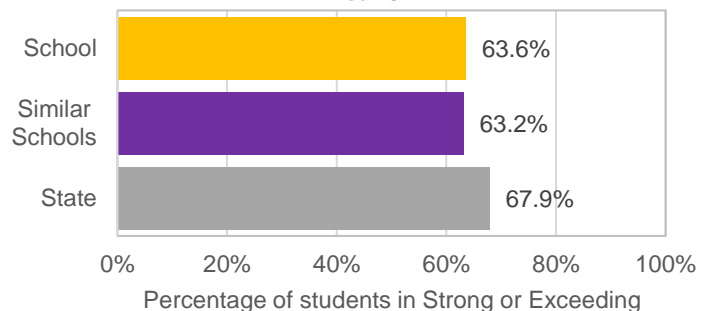
Similar Schools average:

63.2%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

88.0%

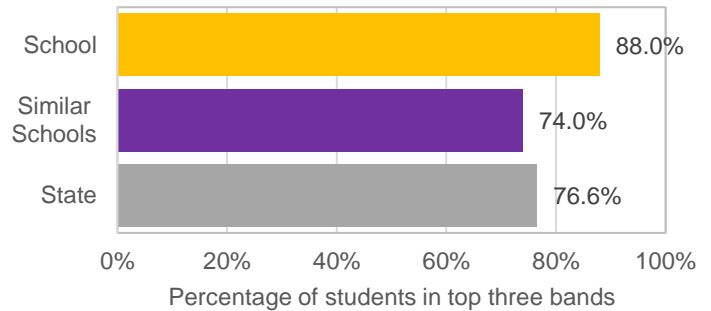
Similar Schools average:

74.0%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

46.3%

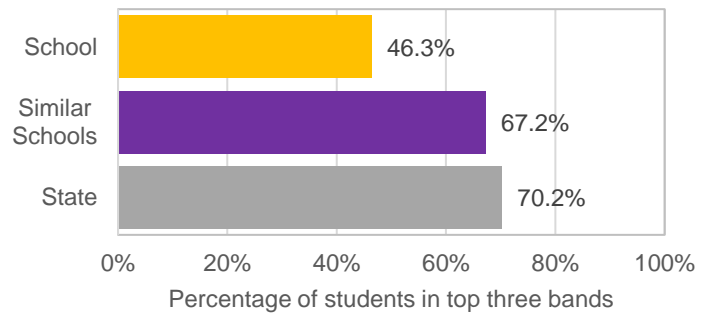
Similar Schools average:

67.2%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

59.2%

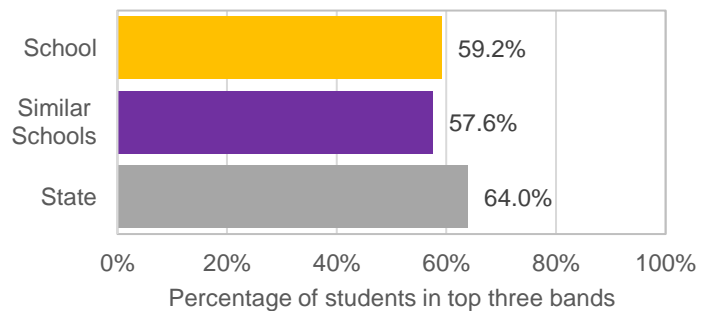
Similar Schools average:

57.6%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

40.7%

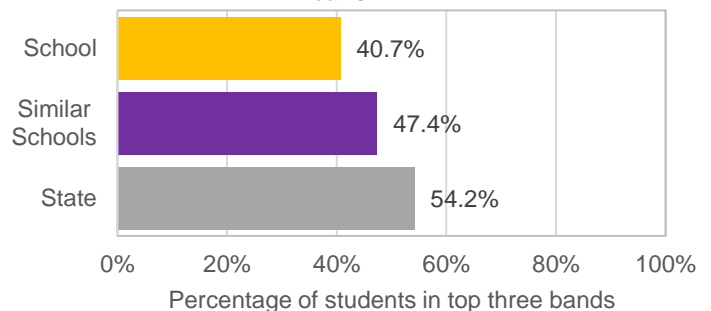
Similar Schools average:

47.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

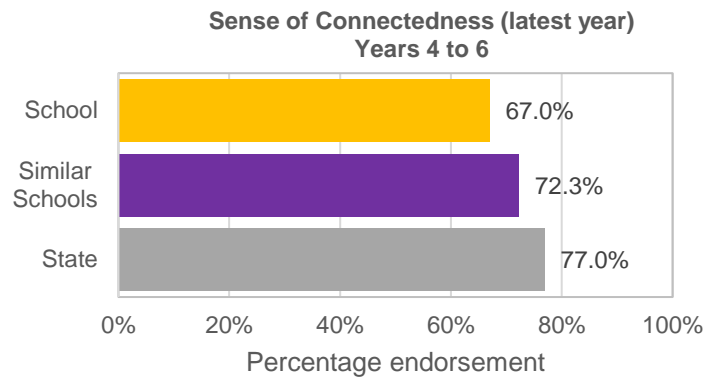
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	67.0%	76.9%
Similar Schools average:	72.3%	75.8%
State average:	77.0%	78.5%

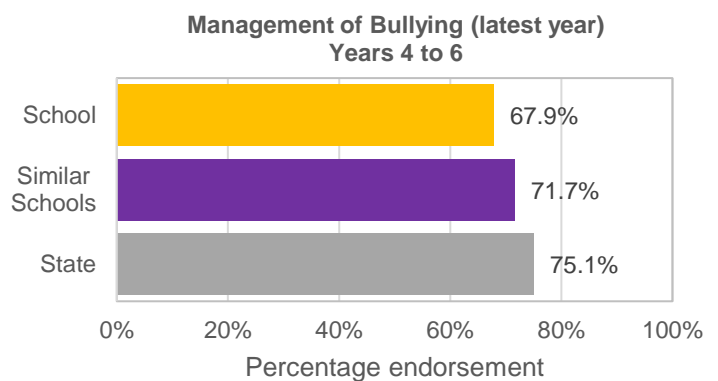


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	67.9%	78.3%
Similar Schools average:	71.7%	74.4%
State average:	75.1%	76.9%



ENGAGEMENT

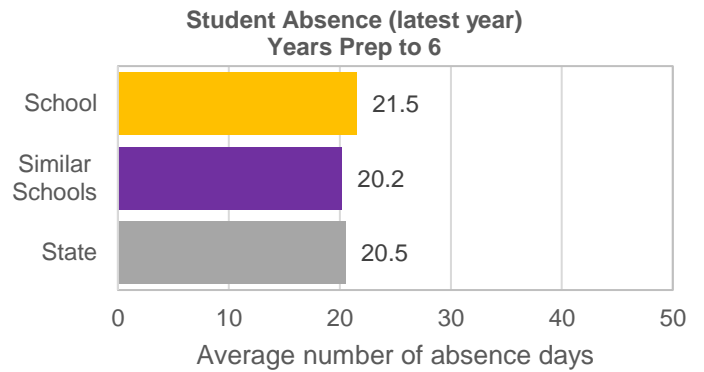
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.5	16.4
Similar Schools average:	20.2	18.9
State average:	20.5	18.1



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 (2023):	92%	91%	88%	88%	90%	89%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,768,227
Government Provided DET Grants	\$475,019
Government Grants Commonwealth	\$129,983
Government Grants State	\$2,682
Revenue Other	\$17,745
Locally Raised Funds	\$323,507
Capital Grants	\$0
Total Operating Revenue	\$4,717,163

Equity ¹	Actual
Equity (Social Disadvantage)	\$165,044
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$165,044

Expenditure	Actual
Student Resource Package ²	\$3,511,285
Adjustments	\$0
Books & Publications	\$4,497
Camps/Excursions/Activities	\$100,086
Communication Costs	\$6,747
Consumables	\$90,325
Miscellaneous Expense ³	\$52,081
Professional Development	\$36,415
Equipment/Maintenance/Hire	\$47,218
Property Services	\$88,498
Salaries & Allowances ⁴	\$248,199
Support Services	\$220,243
Trading & Fundraising	\$128,552
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,911
Total Operating Expenditure	\$4,581,056
Net Operating Surplus/-Deficit	\$136,107
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$252,583
Official Account	\$15,498
Other Accounts	\$3,050
Total Funds Available	\$271,131

Financial Commitments	Actual
Operating Reserve	\$166,357
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$166,357

All funds received from the Department of Education, 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.