

# 2022 Annual Report to the School Community

School Name: Gembrook Primary School (2506)



- 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 19 March 2023 at 12:07 PM by Brendan Fitzpatrick (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 31 March 2023 at 07:44 AM by Dean Prouse (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

Gembrook Primary School is a vibrant and aspirational education community located in the township of Gembrook in the semi-rural eastern end of the Dandenong Ranges approximately 75 kms from the Melbourne CBD. Our modern and well-resourced learning centres provide highly engaging learning spaces.

Our school commits to providing an outstanding education for our students that promotes academic achievement, independence, resilience, perseverance and a love of learning. We have a clear focus on improving student learning outcomes with a particular emphasis on literacy and numeracy. The school's vision is to provide every student with every opportunity to be the best they can be. Our aim is to assist our students to become higher order thinkers, effective problem solvers, and valued and conscientious contributors to society. We are a growing school and provide our 250 students with an engaging, challenging, safe and secure learning environment that specifically targets individual learning needs, and where excellence in teaching and learning is both supported and promoted.

Our school's SFOE (School Family Occupation and Education Index) is rated low-medium which places us above state average in terms of socioeconomic status.

Staff and students approach teaching and learning with a growth mindset, believing that we can all improve our learning by trying our best and that mistakes are simply part of the learning process.

We are very proud of the excellent home-school-community partnership that exists at our school. As partners in the learning process, parents are encouraged to actively participate in their child's education and in extra curricula events and programs.

Our staffing profile consists of 2 principal class, 15.85 EFT teachers, 0.3 EFT Tutor Learning Initiative, 0.17 EFT School Wellbeing Officer and 9.24 EFT Educational Support Staff.

In 2022 we had 12 classes organised into single classes for Foundation and composite classes in 1/2, 3/4 and 5/6. We have 2 Literacy Coordinators, 2 Numeracy Coordinators and 2 ICT Coordinators. Our leadership team (Gembrook Improvement Focus Team – GIFT) drive school improvement via leading Professional Learning Communities and lead change across the school to support student learning and whole school improvement.

The school is well resourced in terms of technology with 84 laptops across three learning centres, as well as 113 iPads throughout the school to further support pedagogy. This technology complements our teaching and learning program, which is informed by latest research, targeted professional learning and contributes to high levels of engagement across the school.

We have a number of innovative intervention programs in place for both Literacy and Numeracy that are highly effective and popular with our students. These programs include Levelled Literacy Intervention, and QuickSmart Literacy and Numeracy.

Our emphasis on educating the whole child involves a focus on Sustainability, LOTE (Italian), Science, Art, Sport and Physical Education. The three specialist classes are LOTE (Italian), Art and Physical Education. Whole school musical and dance productions are also popular annual events. Other programs we offer include Swimming, Music, Electives, Toastmasters Public Speaking and Bike Education.

Student Voice and Agency is a priority and student leadership roles exist for School Captains, House Captains, Eco Warriors, eLearning, PE Monitors, Italian (LOTE) Monitors, Art Monitors and Media Team. Our school also has an active Student Representative Council.

Our beautiful grounds are a special feature of the school, along with the superb views and scenery that provide such a stunning backdrop. We are an environmentally friendly school with features such as solar power, vegetable garden, native flora areas and rainwater tanks that provide the majority of water for daily use.

Our school values are 'Respect' and 'High Expectations' while our school motto is 'A View To The Future'.

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

### Learning

In 2022, Gembrook Primary School continued to pursue improved student learning outcomes through research-based instructional practice, targeted professional learning, authentic learning opportunities, increased student agency and high-quality classroom teaching practice.

Progress towards our learning targets is outlined below:

- In 2022, 84.7% of students were assessed as achieving at or above the expected level in Literacy. In Numeracy, 85.1% of students were assessed as achieving at or above the expected level. This result represented improvement when compared to 2021 data.
- In Year 3, 67.7% of students achieved in the top 3 bands in Reading and 66.7% in Numeracy (above state average).
- In Year 5, 69.2% of students achieved in the top 3 bands in Reading and 34.6% in Numeracy.

These results, once again reflect improvement from 2021 data. No NAPLAN Relative Growth Data was available for 2022 as NAPLAN testing did not take place in 2020.

Throughout the previous two years and the challenges of COVID-19, Gembrook Primary School maintained its focus on high quality teaching and learning, and the achievement of strategic goals in relation to learning including the implementation of student digital portfolio assessment tasks (DPATs) in numeracy, which increased student and parent engagement in learning and provided increased communication with parents around student learning.

A further initiative that contributed to the achievement of strategic goals included the launch of the Gembrook Primary School Developmental Curriculum Continuum. The continuum supports improved student voice and agency in learning, as students are able to track their own progress and set further learning goals by understanding the curriculum in student friendly language.

Literacy and Numeracy intervention programs including Quicksmart Literacy, Quicksmart Numeracy Levelled Literacy Intervention (LLI) and the Tutor Learning Initiative continue to improve learning achievement for students requiring additional support. Emphasis is placed on differentiated teaching, where students learn at their point of need. Our extension maths program is popular in the senior school.

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

In 2023 and beyond, Gembrook Primary School will continue to strive for improvement through targeted professional learning with a clear focus on improving student learning in literacy and numeracy via research based, high quality instruction. We will continue to embed a whole school collaborative approach to our priority areas of literacy, numeracy, high expectations and student voice and agency.

### Wellbeing

Gembrook Primary School has strong programs in place to support the various elements of student wellbeing, including a comprehensive levelled whole school wellbeing scope and sequence. Our School Wellbeing Officer has been an important contributor to the wellbeing of our students, staff and families who require additional support. Once again, our Prep students' transition to school was aided by the excellent transition program conducted during the year prior to commencement, with all Prep students linked with a Grade 6 buddy. The school has a strong commitment to student voice and leadership through the Student Representative Council for students in grades Prep to 6, Eco Warriors, eLearning Leaders, PE Monitors, Art Monitors, Italian (LOTE) Monitors and the Grade 6 Leadership Program, involving the election of school captains and house captains. We also have a student representative on school council.

During 2022 we continued to embed the GPS Positive Behaviours for Learning initiative. This is a whole school approach to promoting positive behaviours via common language in a variety of school-based contexts involving rewarding positive behaviours, and redirecting inappropriate behaviours. Using Restorative Practices has been very successful when dealing with conflict and is continuing to develop individual and group responsibility for behaviour.

2022 again saw strong Prep enrolments which is a great endorsement for the positive direction of the school. We run a Prep Information Night early in the year, as well as a follow up Saturday Open Day to ensure the school effectively communicates the wonderful opportunities that Gembrook Primary School provides. Strong links exist with our local preschool and early learning centre, and regular visits and joint activities occur throughout the year. Our Grade 6 students enrol for Year 7 at a range of local government and independent schools and we are involved in many transition events to ensure a smooth pathway to secondary school.

Gembrook Primary School promotes and utilizes the values and elements of the 'Health Promoting Schools' framework which provides guidance in promoting a healthy lifestyle for all school community members. eSmart is the framework for supporting and promoting safe and secure practice in the use of technology. In 2022, we introduced a 'GPS Breakfast Club' that provides a healthy and nutritious breakfast prior to starting learning for the day.

Feeling connected is a clear determinant of health and Gembrook Primary School seeks and strongly encourages parent and community engagement in all areas of school life. Results from the Attitude to School Survey showed 73% positive endorsement in relation to school connectedness and 76.5% for management of bullying – above state average.

## Engagement

Gembrook Primary School students are engaged and connected to their school and we are proud of the programs which support students in building skills, knowledge, resilience, persistence, engagement and social capacity. Emerging from the previous two years of COVID-19, lockdowns and remote learning, we placed a priority on re-engaging and supporting students on their return to full-time on-site learning.

Current research states that high quality teaching (including differentiated teaching to point of need), maintaining high expectations, positive relationships and student agency are major determinants of student engagement. As a school we are striving to build a culture that expects and delivers excellence in teaching and learning, instructional leadership and continuous improvement in pedagogical practice using study groups, coaching, GPS visible learning initiative and focused professional learning.

Our student Attitudes to School Survey data reflected strong student engagement and motivation for learning data with 73% positive endorsement for School Connectedness, 89% for Sense of Inclusion, 77% positive endorsement for Stimulated Learning, 74% positive endorsement for Student Motivation in Learning and 75% positive endorsement for Teacher Concern. Our absence data for 2022 reflected 28.40 days average absence.

The work in student engagement is ongoing and in 2022 included programs such as School Leadership roles and responsibilities, Step Up and Transition Programs and a Student Representative Council that represents all year levels and is increasingly focusing on promoting student agency. A special engagement initiative launched in 2022 was a student electives program. This program is provided weekly in terms two and three. Students get to choose from a wide variety of electives including Beaded Jewellery, Macrame, Cartooning, Origami, 'Sparkies', Dance, Cooking, Auslan, Coding, Bucket Drumming, Clay, Woodwork, Ukelele, Stop Motion Animation, Drama and Boot Camp. These activities are facilitated by teachers, principal class and ES staff.

We also increased the use of Compass Chronicle communications to keep parents further informed and engaged. An increased focus on Growth Mindset has further supported student engagement in learning with students now understanding that errors and taking risks with learning are simply part of the overall learning process.

Gembrook Primary School provides a wide range of extra curricula activities and opportunities for students that enhance engagement including music tuition, school band, Toastmasters Public Speaking Program, EDEC Sports, Camps, Life Ed, First Aid Training, Student Representative Council and an expansive range of student leadership opportunities including School Captains, House Captains, Eco Warriors, eSmart Leaders, Art Monitors, Library Monitors and Media Team. The school has banks of modern technology with iPads and laptops for increased ICT engagement.

Results from the 2022 Parent Opinion Survey showed significant improvement with 93% positive endorsement for general school satisfaction. The school strongly values and encourages parent and wider community engagement and participation in all core learning and extra curricula events and activities.

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## Financial performance

In 2022 the total Operating Revenue \$3,024,193.00 consisted of the Student Resource Package (SRP), State and Federal Government provided grants and locally raised funds. The SRP is composed of credit and cash. Credit is used for salaries. Locally raised funds include essential education items, fund raising, donations and community grants.

The total Operating Expenditure was \$2,929,862.

This expenditure included significant investment in assets including a shade sail over the sand pit, refurbishment of the senior boys toilets, significant repairs to the front carpark surface, the addition of 60 student use iPads and replacement of the canteen dishwasher. A deposit has also been made on a storage shed, and shade sails to be installed beside the basketball court.

There was a Net Operating Surplus of \$74,971.

The 2022 commitments total the operating surplus and are listed in the Financial Performance and Position section of this report. The commitments include provisions for school-based programs and the school operating reserve.

The school is in a sound financial position with a total of \$306,271.78 available. This consisted of \$233,460.19 in the High Yield Investment Account, \$17,733 in the Official Account and \$15,833.74 in the Building Fund Account.

**For more detailed information regarding our school please visit our website at**  
**<https://www.gembrookps.vic.edu.au/wp/>**

# 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 237 students were enrolled at this school in 2022, 115 female and 122 male.

NDP 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.

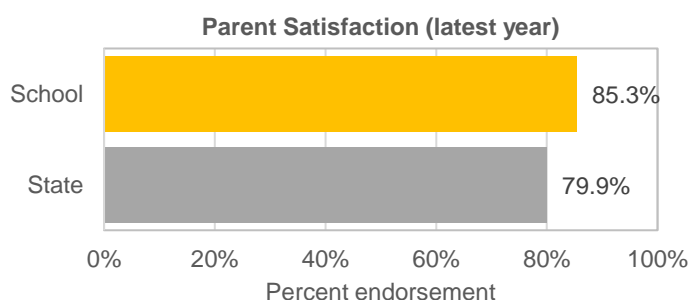
This school's SFOE band value is: Low - Medium

### 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	85.3%
State average (primary schools):	79.9%



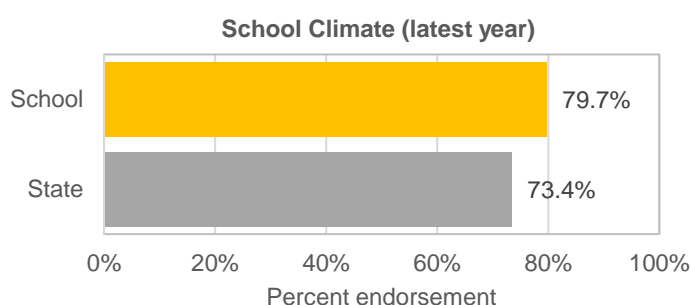
### School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	79.7%
State average (primary schools):	73.4%





## 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:

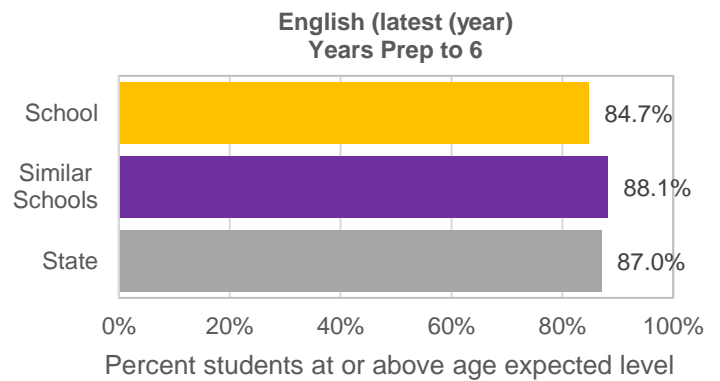
84.7%

Similar Schools average:

88.1%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

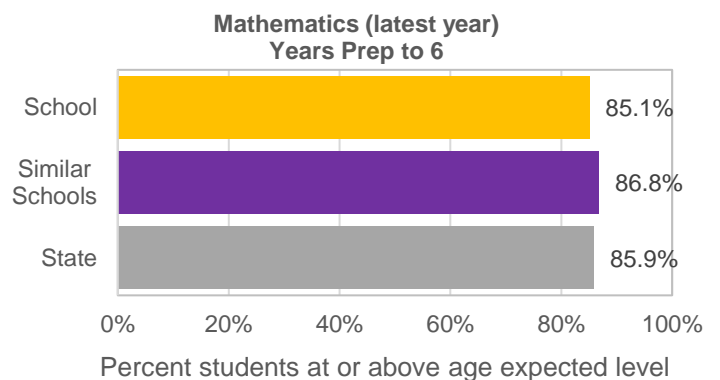
85.1%

Similar Schools average:

86.8%

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.

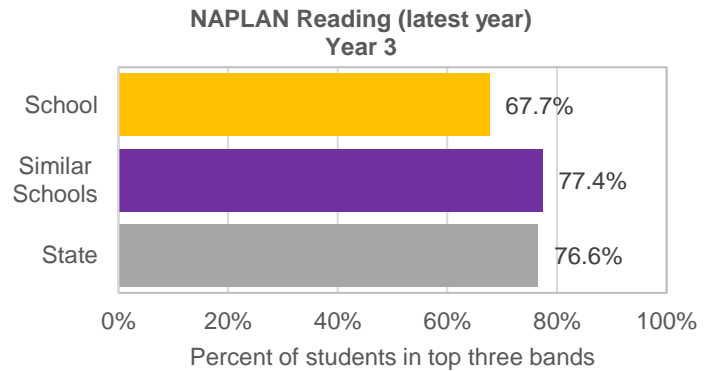
### NAPLAN

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.

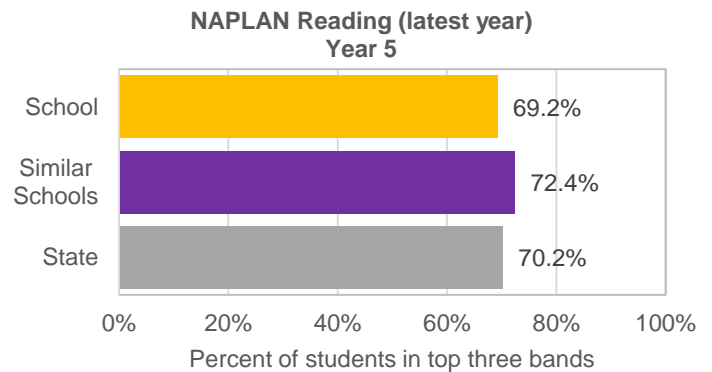
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.7%	74.7%
Similar Schools average:	77.4%	77.0%
State average:	76.6%	76.6%



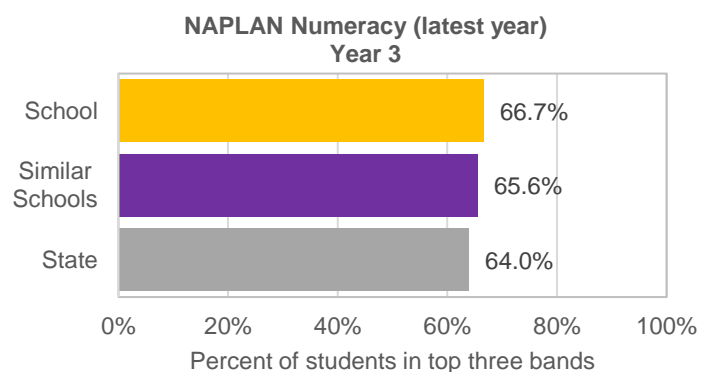
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.2%	67.9%
Similar Schools average:	72.4%	70.8%
State average:	70.2%	69.5%



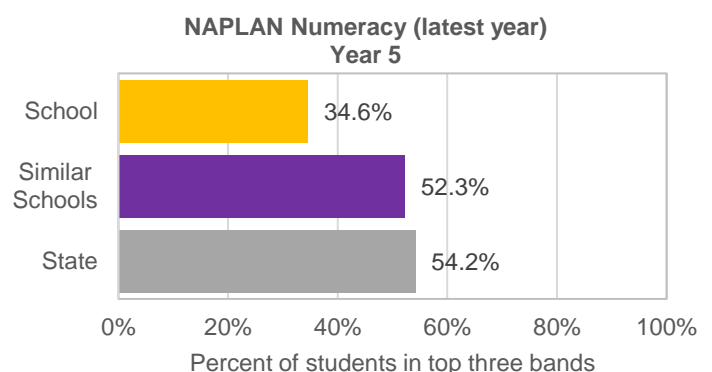
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	71.6%
Similar Schools average:	65.6%	67.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.6%	53.8%
Similar Schools average:	52.3%	56.9%
State average:	54.2%	58.8%



## WELLBEING

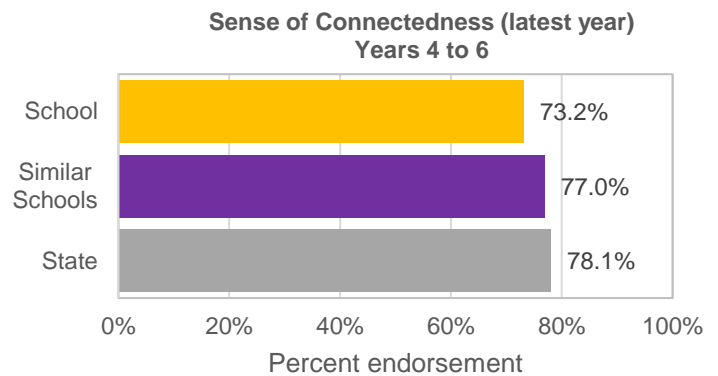
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	73.2%	76.3%
Similar Schools average:	77.0%	77.0%
State average:	78.1%	79.5%

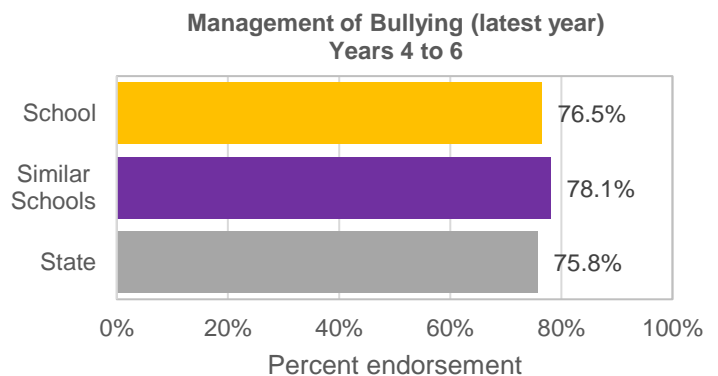


### Student Attitudes to School – Management of Bullying

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:	76.5%	78.2%
Similar Schools average:	78.1%	78.6%
State average:	75.8%	78.3%



## ENGAGEMENT

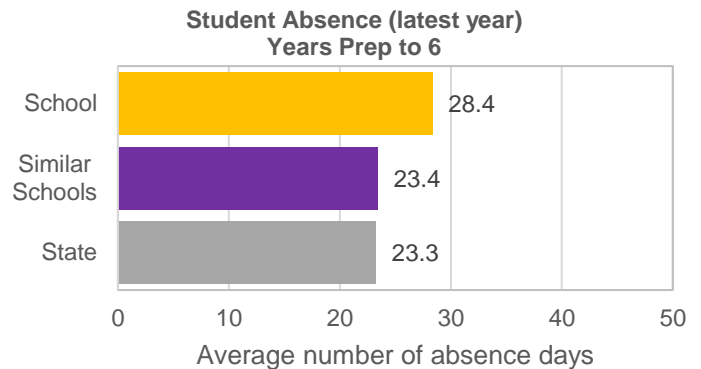
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	28.4	18.4
Similar Schools average:	23.4	17.1
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):	86%	87%	85%	87%	88%	83%	84%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,544,392
Government Provided DET Grants	\$284,195
Government Grants Commonwealth	\$3,112
Government Grants State	\$0
Revenue Other	\$10,506
Locally Raised Funds	\$162,627
Capital Grants	\$19,360
<b>Total Operating Revenue</b>	<b>\$3,024,193</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$26,491
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$26,491</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,450,672
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$76,718
Communication Costs	\$4,807
Consumables	\$54,456
Miscellaneous Expense <sup>3</sup>	\$12,090
Professional Development	\$16,652
Equipment/Maintenance/Hire	\$18,046
Property Services	\$56,138
Salaries & Allowances <sup>4</sup>	\$96,107
Support Services	\$104,287
Trading & Fundraising	\$25,875
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$0
Utilities	\$13,951
<b>Total Operating Expenditure</b>	<b>\$2,929,862</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$74,971</b>
<b>Asset Acquisitions</b>	<b>\$39,798</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	\$233,460
Official Account	\$17,374
Other Accounts	\$15,834
<b>Total Funds Available</b>	<b>\$266,668</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$72,594
Other Recurrent Expenditure	\$11,319
Provision Accounts	\$1,465
Funds Received in Advance	\$8,156
School Based Programs	\$43,371
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	\$53,457
Maintenance - Buildings/Grounds < 12 months	\$76,306
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$266,668</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.*