

2017 Annual Report to the School Community



School Name: Garfield Primary School

School Number: 2724

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



About Our School

School Context

Garfield Primary School is situated in the Garfield township in Cardinia Shire, approximately 20 kilometres east of Pakenham. The school is in a semi-rural location with expansive grounds and modern teaching and learning facilities that were officially opened in 2013. A total of 93 students were enrolled at this school in 2017, 43 female and 50 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

In 2017, our school staffing profile consisted of a full time Principal, Business Manager (0.6), 5 full time classroom teachers (1.0), 2 x part time teaching staff (0.6), a full time student welfare and PSD coordinator, and 3 x Education Support Staff as provisioned by the Program for Students with a Disability.

At Garfield Primary School we “strive to ensure all students learn the necessary academic, social and emotional skills to become positive members of our community and society.” With our schoolwide expectations of “I am Safe, I am Respectful, I am a Learner”, our students, staff and community unite in our approach to support the students in these three key areas, resulting in a safe, respectful and learning focused environment for our students.

In 2017 our school’s focus on learning remained at the core of our work, with particular focus on growth in literacy and numeracy for every student. Our learning programs offer explicit learning experiences for our students in reading, writing, mathematics, science and the humanities, physical education, visual arts and Japanese. With a wide variety of extracurricular activities made available to enhance the learning opportunities for our students, we ensured that we provided a very strong and balanced program.

Our school is continually working to become a Professional Learning Community (PLC). With our teachers inquiring into the best teaching practices, based on research and job-embedded professional learning, our students are monitored closely to ensure their learning experiences are tailored to their individual needs.

Garfield Primary School continues to provide a very strong wellbeing framework for our students, called ‘Aim for the Stars’. This framework was developed as part of the Schoolwide Positive Behaviour Support initiative. Sitting alongside the academic learning for our students is the social and emotional growth, both critical to the overall development of each child.

Garfield Primary School continues to hold very positive and close relationships with our families and the wider community, taking a collective responsibility and shared approaches towards providing a well-rounded educational experience for our students. We have a large number of families volunteering their time to support our classroom learning programs as well as a very active and strong Parents and Friends committee who fundraise and provide experiences for our students outside of what the school can independently offer.

Our school offers exceptional learning facilities for our students. With modern and vibrant learning centres, flexible approaches towards learning can be utilised to enhance the learning of our students. Our school has worked hard to upgrade our indoor and outdoor facilities to ensure our students have access to engaging and enjoyable experiences throughout the entire school.

Framework for Improving Student Outcomes (FISO)

Building Leadership Teams and Excellence in Teaching and Learning were the two priority areas within FISO for our school’s AIP in 2017. The school redeveloped and refined the leadership functions within the school as a result of the 2016 school review. With clarity around roles and responsibilities within the school, all staff had a solid understanding of their role, allowing them to focus their efforts on the learning growth of the students. We focused on developing the skillsets of our school’s ‘middle level leaders’ to lead professional learning and growth amongst staff, which connected this FISO dimension to ‘Excellence in Teaching and Learning’. This was chosen as a second area of priority for the school, with a particular focus on developing a consistent, research based approach to the teaching and learning of reading throughout the school. As a result of this work, the school has implemented the CAFÉ approach to reading schoolwide.

The school has measures in place to address non-attendance at school, including individual attendance plans as discussed with families and administrative procedures to communicate attendance issues.



Achievement

Our school achievement data indicates that in most cases, our school is performing within the 'similar' range to other schools within the state.

With pleasing results evident in Grammar and Punctuation and Spelling in the learning gain for our Year 5 students in NAPLAN, we are now expecting to see a rise in learning gain for Reading and Writing after the strong focus on these areas in 2017.

The cohort for our school's NAPLAN data in 2017 was quite small, with movement in the results being quite extreme with such small numbers.

Our teacher judgment data, based on assessments against the Victorian Curriculum, indicates that our students are performing at a similar level to most Victorian schools in Reading, and at a slightly higher level than the median of schools across the state in Mathematics.

Engagement

One of the measures used to indicate student engagement is our school's attendance profile. Our school's attendance for 2017 was again ranked as 'similar' to other schools in the state, however statistically speaking, our students are having fewer days away from school as students are in other schools around the state. Our school's expectations around attendance are communicated clearly with our community and procedures are in place to work alongside families who require support in ensuring their child attends school on a daily basis. Through regularly communication, close monitoring of attendance, and administrative structures to address non-attendance, we continue to have a strong attendance profile.

Wellbeing

The two measures included in the Annual Report to describe our school's Wellbeing profile indicate that our students generally feel a positive sense of connectedness to our school and feel as though bullying and misbehaviour is dealt with in a positive manner. Our schoolwide framework 'Aim for the Stars' plays a critical role in ensuring we hold a strong focus on the wellbeing of all students in our care. We acknowledge that the academic success of students relies heavily on a positive engagement and wellbeing strategy throughout the school, and we continue to refine and enhance our approach in this area to ensure we meet the needs of our students. We regularly seek feedback from our students, in a variety of forums, to ensure their voices are heard and acted upon.

For more detailed information regarding our school please visit our website at
<http://www.garfieldps.vic.edu.au/>



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 93 students were enrolled at this school in 2017, 43 female and 50 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin-top: 10px;"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>63%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	63%	13%	Numeracy	38%	50%	13%	Writing	50%	50%	0%	Spelling	25%	38%	38%	Grammar and Punctuation	25%	50%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	63%	13%																							
Numeracy	38%	50%	13%																							
Writing	50%	50%	0%																							
Spelling	25%	38%	38%																							
Grammar and Punctuation	25%	50%	25%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="552 907 1039 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>96 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	94 %	93 %	96 %	92 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	94 %	93 %	96 %	92 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

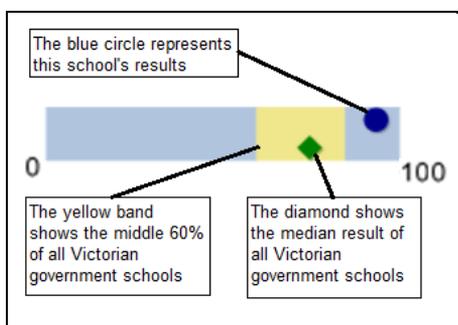
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

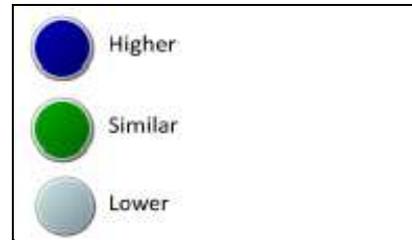


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

The school ended the year in surplus as a result of managing staffing effectively, aligned to enrolments, and a staff member reducing in time fraction in Term 4. Equity funding was allocated to the role of a student wellbeing coordinator, directly impacting upon the academic, social and emotional development of all students in our care. Our High Yield Investment Account balance remained steady with school improvement initiatives being funded through locally raised funds, particularly through a variety of fundraising efforts.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$886,405	High Yield Investment Account	\$83,366
Government Provided DET Grants	\$115,926	Official Account	\$22,945
Government Grants Commonwealth	\$7,807	Total Funds Available	\$106,311
Revenue Other	\$4,526		
Locally Raised Funds	\$99,231		
Total Operating Revenue	\$1,113,895		
Equity¹			
Equity (Social Disadvantage)	\$22,608		
Equity Total	\$22,608		
Expenditure		Financial Commitments	
Student Resource Package ²	\$861,309	Operating Reserve	\$28,967
Communication Costs	\$1,692	Asset/Equipment Replacement < 12 months	\$15,000
Consumables	\$24,698	Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Miscellaneous Expense ³	\$79,570	Maintenance - Buildings/Grounds incl SMS<12 months	\$5,000
Professional Development	\$6,628	Revenue Receipted in Advance	\$8,962
Property and Equipment Services	\$93,591	School Based Programs	\$12,500
Salaries & Allowances ⁴	\$11,938	Asset/Equipment Replacement > 12 months	\$10,000
Trading & Fundraising	\$12,860	Capital - Buildings/Grounds incl SMS>12 months	\$5,882
Travel & Subsistence	\$58	Maintenance -Buildings/Grounds incl SMS>12 months	\$10,000
Utilities	\$8,276	Total Financial Commitments	\$106,311
Total Operating Expenditure	\$1,100,620		
Net Operating Surplus/-Deficit	\$13,274		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

