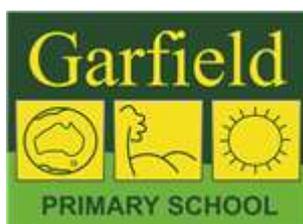


2018 Annual Report to The School Community



School Name: Garfield Primary School (2724)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2018 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 30 April 2019 at 12:13 PM by John Barkley
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 02 May 2019 at 09:39 AM by Jennifer Webster
(School Council President)

About Our School

School context

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.

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 111 students were enrolled at this school in 2018, 51 female and 60 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students. As a town, Garfield is increasing in size significantly with a number of new estates in operation. The school has been handling steady growth and new portables have been provided to support the school in managing the increase in enrolments.

In 2018 our school’s focus on the learning growth of every student remained at the core of our work, with particular focus on growth in literacy and numeracy. Our learning programs are targeted and 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, titled ‘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. In 2018, our school was recognised for our achievements in this area, being awarded with our ‘Blue level Accreditation’. We are one of very few schools in SEVR to be awarded with this accreditation. Our school continues to build and maintain very close relationships with our families, to ensure we have a common focus on the learning and development of the children in our care. As demonstrated in our Parent Survey data, our families hold the school in high regard, with a very strong positive endorsement for our approach to teaching and learning. We have many families offering their time and support to the school through volunteering. Our Parents and Friends Committee continue to be a positive contributor to the school experience for our students, by fundraising to provide resources and equipment that would usually be out of reach for the school.

In 2018, we were particularly proud of our achievements across all school data, demonstrating growth and consolidation in our key areas of focus.

Framework for Improving Student Outcomes (FISO)

In 2018, our school continued to hold ‘Excellence in Teaching and Learning’ and ‘Building Leadership Teams’ as the two FISO improvement initiatives that would drive our key improvement strategies. In its simplest form, we wanted to ensure that high quality teaching and learning was happening in every classroom, every day. We maintained a strong focus on the ways in which our teacher collaborative teams worked together to analyse learning data and design learning sequences and experiences targeted at the growth of each student. Through creating a challenging yet supportive environment for our teachers to learn together, their increased collective competence has had an enormous impact upon the learning outcomes of our students. ‘Building Leadership Teams’ was kept as an improvement initiative as consolidating the leadership roles within the school was directly supporting the work of our teacher collaborative teams. Teachers have a clear understanding of the roles within the school and how they contribute towards our collective goals.

Achievement

Our school is extremely proud of the improvements we have made over the past year, with particular focus on our NAPLAN results. With the work of our teacher collaborative teams being largely focused on the teaching and learning of Writing, and our school's implementation of CAFE' being directly focused on Reading, it is pleasing to see that our results are now at a similar level to, if not above, the state average. In fact, our school's growth data between Year 3 and Year 5, which is not represented in this report, shows an incredible increase in the 'value add' we are providing for students. This is reassuring for us as a school as it is evidence that what we are doing is having a very positive impact.

Our future direction and strategies will be to maintain our current work in Reading and Writing, and extending this focus and methodology to the teaching and learning of Mathematics.

Engagement

Throughout 2018, our school maintained very positive attendance data, resulting in a 4-year average result lower than the median of all government schools in the state. This indicates that our families and students value attending school, having fewer days away than other schools throughout the state. The data presented in this report does not represent the reasons for family absences. It is important to note that a high proportion of the absence data is representative of family holidays and parent approved absences, rather than non-explained absences. This is a positive representation for our school. We hold a clearly articulated attendance policy and have procedures in place to support families in maintaining strong attendance at school.

Wellbeing

The two measures included in the Annual Report to represent 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 school has a very robust approach to wellbeing and positive behaviour through our 'Aim for the Stars' Framework. Our major focus for 2019 is to support students in developing a greater sense of self and control through a variety of methods. One of which is the employment of Life Skills Group to explicitly teach the students and teachers exercises for relaxation, meditation, self-control and resilience. In maintaining a calm and relaxed school environment, our students have a greater opportunity to flourish, build positive relationships, manage conflict in a positive way, and enjoy their time at school. There has been an extremely positive response from our students, families and teachers and the results are showing in the way our children present each day.

Financial performance and position

The 2018 year ended in surplus as a result of changes to our staffing profile, both expected and unexpected. While our staff profile grew throughout the year, with unexpected changes, surplus funds were available to the school that was originally allocated to employment. These funds have now been transferred to the school and will be allocated to resources and experiences for the students. Our school's Equity Funding was again 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. We worked hard to successfully obtain a number of available grants, again focused on providing resources and experiences to the students. Our school's financial position has seen a dramatic increase in recent years through the consolidation of staffing and accurate administrative practice.

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

Enrolment Profile

A total of 111 students were enrolled at this school in 2018, 51 female and 60 male.

0 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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> Higher</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> Lower</p> <p> Similar</p> <p> Lower</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"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>58%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>74%</td> <td>5%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	58%	32%	Numeracy	25%	50%	25%	Writing	21%	58%	21%	Spelling	21%	74%	5%	Grammar and Punctuation	21%	53%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	11%	58%	32%																							
Numeracy	25%	50%	25%																							
Writing	21%	58%	21%																							
Spelling	21%	74%	5%																							
Grammar and Punctuation	21%	53%	26%																							

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>91 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> <td>92 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	92 %	93 %	90 %	92 %	88 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	92 %	93 %	90 %	92 %	88 %										

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,031,140	High Yield Investment Account	\$107,395
Government Provided DET Grants	\$162,434	Official Account	\$15,316
Government Grants Commonwealth	\$4,300	Total Funds Available	\$122,711
Revenue Other	\$6,285		
Locally Raised Funds	\$85,239		
Capital Grants	\$13,500		
Total Operating Revenue	\$1,302,898		
Equity¹			
Equity (Social Disadvantage)	\$41,689		
Equity Total	\$41,689		
Expenditure		Financial Commitments	
Student Resource Package ²	\$935,104	Operating Reserve	\$35,034
Books & Publications	\$1,072	Other Recurrent Expenditure	\$1,009
Communication Costs	\$1,848	Funds Received in Advance	\$13,685
Consumables	\$25,754	School Based Programs	\$13,526
Miscellaneous Expense ³	\$102,377	Funds for Committees/Shared Arrangements	\$5,912
Professional Development	\$5,863	Asset/Equipment Replacement < 12 months	\$17,100
Property and Equipment Services	\$66,391	Total Financial Commitments	\$86,266
Salaries & Allowances ⁴	\$25,188		
Trading & Fundraising	\$14,745		
Travel & Subsistence	\$118		
Utilities	\$8,456		
Adjustments	\$13,500		
Total Operating Expenditure	\$1,200,415		
Net Operating Surplus/-Deficit	\$102,483		
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 15 March 2019 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.

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)

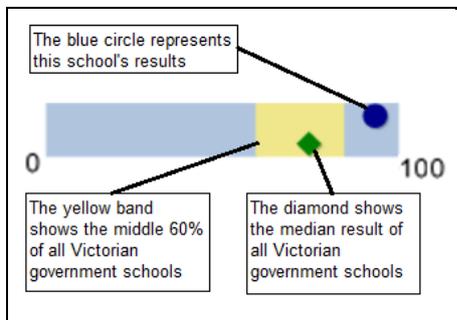
Engagement

- 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).

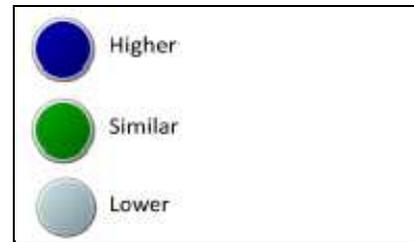


What does *School Comparison* refer to?

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*' or '*ND*' 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').