

2022 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 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 06 April 2023 at 01:28 PM by Daniel Forster (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 10 May 2023 at 12:07 PM by Melissa Morton (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).

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
-

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)

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.

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.

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

School context

Garfield Primary School is a semi-rural primary school located on the fringe of the South Eastern growth corridor. In 2022 the school had an enrolment of 153 students. The school is composed of three Learning Centres, a multipurpose facility and an Art / LOTE facility. Each Learning Centre is facilitated by a team of teachers and is based on providing students with an engaging curriculum at their specific level of learning. In 2022 the school had seven full-time and three part-time teaching staff (8.6 FTE), a Business Manager and 3 part-time (2.4 FTE) Education Support Staff.

Students at Garfield PS are mostly from the local township in alignment with school zoning regulations, with some students travelling from surrounding areas, including Bunyip, Tynong, Nar Nar Goon, Pakenham and Drouin.

The school is under the management of a positive, co-operative and supportive School Council and is ably supported by an active Parents' and Friends' Committee and will continue to extend the links between the school, parents and the wider community.

Garfield Primary School serves a community of diverse socio-economic backgrounds. Currently Garfield PS has a Student Family Occupation and Education (SFOE) index of 0.4296 which is rated as Medium.

Mission Statement

Garfield Primary School will strive to ensure all students learn the necessary academic, social and emotional skills to become positive members of our community and society.

School wide Expectations

- I am SAFE
- I am RESPECTFUL
- I am a LEARNER

Teaching and Learning

At Garfield Primary School, we are working towards becoming a Professional Learning Community (PLC). Our school is focused on ensuring all students are provided with targeted and supported learning programs that directly meet their individual needs throughout the curriculum. Teachers work in collaborative teams to regularly analyse learning data and reflect on their own teaching practice to ensure students experience a high quality education, every day.

Facilities

Garfield Primary School has undergone major physical changes over the past ten years with the demolition of the original school building and the addition of a new school that includes three learning studios, shared spaces and a new administration area. Our school boasts expansive grounds for our students to enjoy, with a country feel due to our beautiful natural environment. Our Visual Arts and LOTE facility has also recently undergone an upgrade to accommodate a STEM program in 2023. In 2022 our school oval was refurbished to provide students with greater access year-round and the roof above our basketball court was extended so that the entire court is now under cover which enables greater student access all year round. Additional enhancements in facilities and resources are scheduled for 2023.

Curriculum

Garfield Primary School offers programs from Foundation to Year 6 in covering the Victorian Curriculum. Specialist programs currently consist of Physical Education, LOTE (Japanese) and Visual Arts. Other school programs include an Athletics carnival, a Cross Country carnival, a school camp program and swimming. Individual needs are met through the development of Individual Learning Plans (ILPs) for identified students. Additional supports are offered through our Tutor Learning Initiative for students as required.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, 'Building Practice Excellence' (Excellence in Teaching and Learning) continued as a primary focus, underpinning the school's ongoing goal to improve student achievements in reading, writing and mathematics. There was a strong focus, coming out

of COVID, on revisiting the work done previously in establishing a CAFÉ reading framework to ensure that all staff had a shared understanding of the model and develop a consistent approach within all classrooms. Curriculum and Professional Practice days were utilised to enable this work, Leadership able to facilitate the running of these days.

Developing a shared understanding of Student Voice and Agency was an additional priority for us in 2022 which will carry over into 2023. Our Student Voice team completed some professional learning in this space to equip them with the skills and knowledge to drive whole-school change. Through Professional Learning meetings, the team were able to support staff in developing a shared understanding of student voice, what it is and isn't, identified what we were already doing at Garfield PS and where there are opportunities for us to strengthen this work.

Ongoing learning in School Wide Positive Behaviour Support (SWPBS) remained a priority in 2023 through teaching of the 8 Essential Teaching and Learning Practices and we were incredibly proud to receive our silver level accreditation for this work. Ongoing monitoring of behavioural data through this framework helped drive some additional staff professional learning and also provided opportunities for student leaders to provide a level of voice and present sessions to younger students based around our core values.

Wellbeing

The health and wellbeing, in particular the mental health, of all community members was again of paramount importance throughout 2021. This was evident in the appointment of a part-time School Chaplain to provide pastoral care services for students in need and work with teachers and families to develop strategies that support the emotional wellbeing of students.

The school offers wellbeing programs such as 'Aim for the Stars' as part of our Schoolwide Positive Behaviour Supports (SWPBS) framework. We are fortunate to have a highly skilled staff member overseeing the student wellbeing program and protocols. The Aim for the Stars program encourages students to develop and display positive learning and behavioural characteristics and act in the manner expected at the school, as well as in the wider school community. This framework contributes heavily to our school culture and provides students, staff and families with a consistent, research-based approach to building positive behaviours throughout the school. Our school has been recognised for its work in this area at a Regional level through our silver level accreditation and we will continue to refine and strengthen our approaches to ensure we are meeting the needs of our students each day. Positive teacher/student relationships are valued and fostered and are extremely important to us. The school has positive relationships with outside agencies to ensure students have access to required services.

The school is committed to implementing the Respectful Relationships initiative, however, this was impacted by COVID and leadership turnover. Respectful Relationships will be a high priority for the school in 2023.

Continuing to monitor and respond to the health and wellbeing of all staff, students and families will remain a priority for us at Garfield Primary School. Weekly wellbeing (SWPBS) meetings remained an invaluable tool for maintaining a focus on the health and wellbeing of all community members throughout the 2022 school year and will continue to be embedded into the weekly practices of the school in 2023. These meetings also enable us to monitor the attendance rates of students and put in place appropriate support plans if we notice that attendance rates are dropping off for individual students or families.

Engagement

Student attendance is tracked using a third party program – SENTRAL. Teachers record attendance twice daily. Families are able to access this to advise of absence reasons. Letters are sent home regularly requesting explanations for unexplained absences. Student non-attendance is monitored through SENTRAL and includes being placed on an Individual Learning Plan if the level of non-attendance is reaching the threshold considered as chronic absence (30+). External services have been approached as required to ensure wrap-around supports are in place for families and students.

The average number of absence day per student at Garfield Primary School in 2021 was 23.69 which is up from 17.06 in 2021. The 4 year average for Garfield Primary School is 16.85, which is lower than similar schools (15.2). A large number of these absences can be accounted for by a relatively small number of students for whom there are extensive supports in place.

Other strategies that Garfield Primary School use to address student non-attendance include:

- * daily attendance alerts sent for absent students
- * weekly wellbeing meetings to case-manage individual students
- * contact between the family and the Principal to follow up on frequent absences
- * flexible and compassionate arrangements (in consultation with families and professionals as required) to facilitate a gradual return to school for students who are identified as having wellbeing concerns.

At Garfield PS we believe that excellence in teaching and learning augers well for improving and maintaining high attendance rates. We see teaching and learning strategies as integral in creating purposeful learning opportunities for all students. Maintaining a consistent approach to curriculum planning based on researched best practice and providing an assessment model that is real and ongoing assists in the engagement of all students. Clear Learning Intentions and Success Criteria ensure students are engaged and are being taught at their point of need, as determined by the data collected and analysed regularly through the Professional Learning Teams.

Other highlights from the school year

The easing of COVID-19 restrictions enabled us to provide several opportunities for students that had not been the case in the 2 years prior.

On the sporting field, we were able to run our swimming, athletics and cross-country carnivals which received fantastic community support with a number of students going on to participate well at a district and division level. Winter and Summer sports days went ahead. 2022 was the first year that Garfield Primary school has ever had a tennis team and they almost qualified for the state finals. In 2022 we were able to run two school camps with the Year 3\4 students attending Camp Rumbug in Foster North for 2 nights in Term Three and our Year 5\6 students attending the Phillip Island Adventure Resort for 2 nights in Term Four.

We were able to run special breakfasts for our school community on Mother's and Father's Days. Garfield's Got Talent ran in Term Three with enormous input and participation from students right across the school. Our Garfield Football League also ran in term three with the Grand Final being well attended by the school community.

In September, a substantive Principal was appointed, having had 3 Acting Principal's in the previous 18 months. Our Learning Specialist position was rolled over and our staffing profile was relatively stable.

In November we hosted a 50-year school reunion to open a time capsule that was planted at the school in 1972 by all staff and students. A large number of past students and staff attended, including over 20 students who were enrolled in 1972 and had contributed to the time capsule. Our current student cohort created a time capsule of their own with letters, photos and other interesting artefacts which was then buried with instructions for it to be opened in 50 years time.

We finished the year with a community event on-site with external performers as well as performances from students. We had an enormous turnout from our parent community and there is a feeling among School Council that this should become a tradition here at Garfield Primary School.

Financial performance

In 2022, Garfield Primary School has consolidated its strong financial position and has utilised stringent accounting procedures to ensure that all Department of Education requirements have been met. Through careful budgeting and financial management, Garfield Primary school has been able to continue to invest in the provision of quality learning programs, upgrading facilities and resources and maintaining a vibrant and attractive school environment.

The school finished the 2022 year with a net operating surplus. Equity funding was utilised to continue resourcing a student welfare coordinator and school chaplain to ensure the focus on student health and wellbeing was prioritised. All cash budgets were monitored in regards to revenue and expenditure over the course of the year and School Council were well informed of the school's financial position through the School Council Finance Committee reports and the provision of monthly finance reports.

The surplus carried forward from 2022 will be used to further enhance the learning experiences for all children at our school such as through the creation of STEM program to run as an additional specialist subject. A number of facility enhancements are being considered by our Student Representative Council, School Council and our Parents and Friends Committee. The relaxing of COVID restrictions enables us to run more fundraisers in 2022. Some of these funds were invested into the restoration of our school oval with some still yet to be spent.

Garfield Primary School is also committed to the provision of Learning Tutors in 2023 (using the additional Government funding) to address the gap in student achievement levels due to the COVID-19 pandemic. We also remain committed to the School Chaplaincy program, using school mental health funding to support this appointment.

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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 145 students were enrolled at this school in 2022, 66 female and 79 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

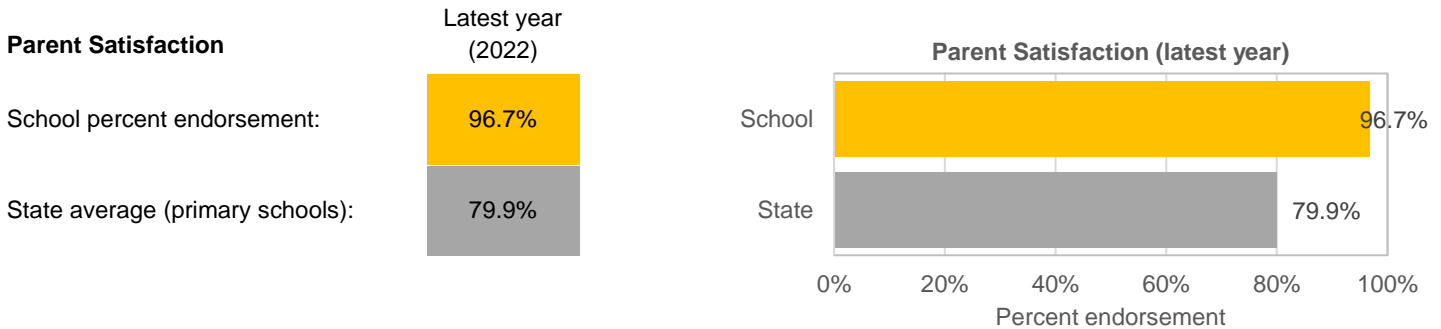
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

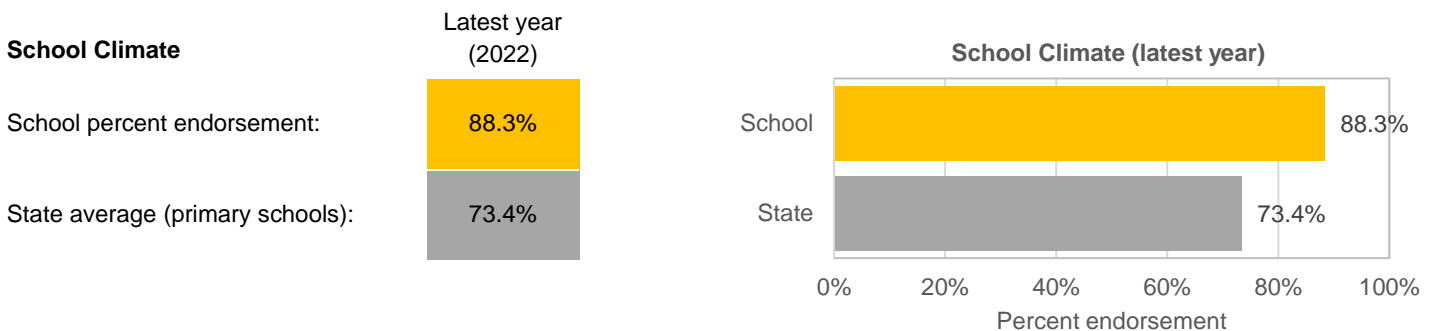


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

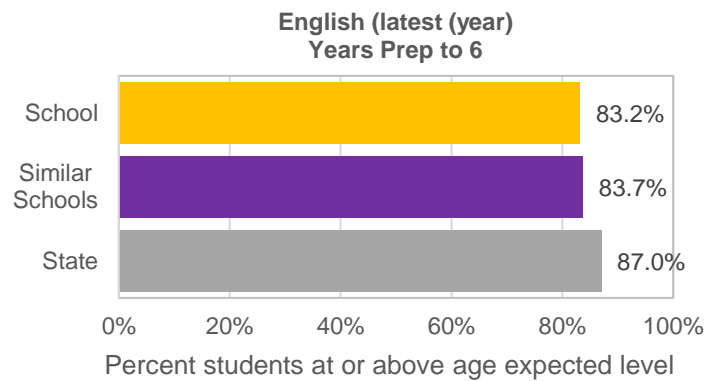
83.2%

Similar Schools average:

83.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

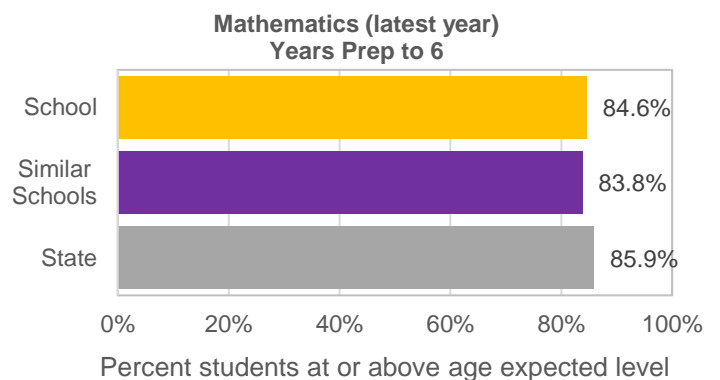
84.6%

Similar Schools average:

83.8%

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.

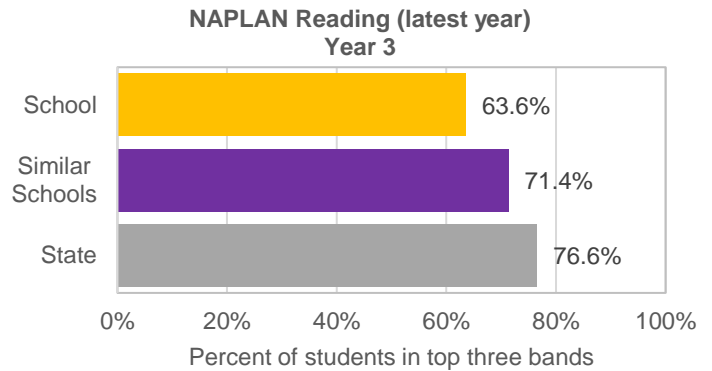
NAPLAN

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.

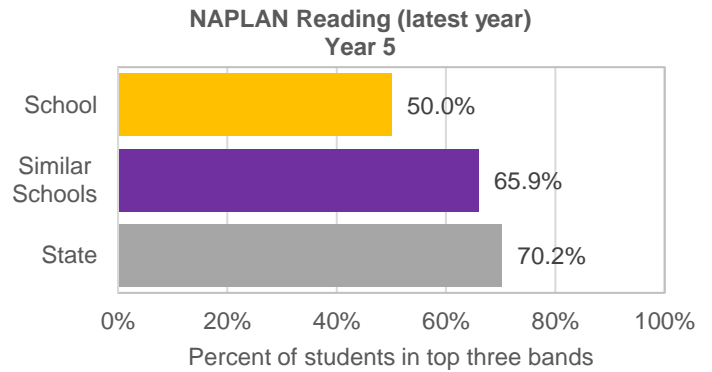
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	72.5%
Similar Schools average:	71.4%	71.8%
State average:	76.6%	76.6%



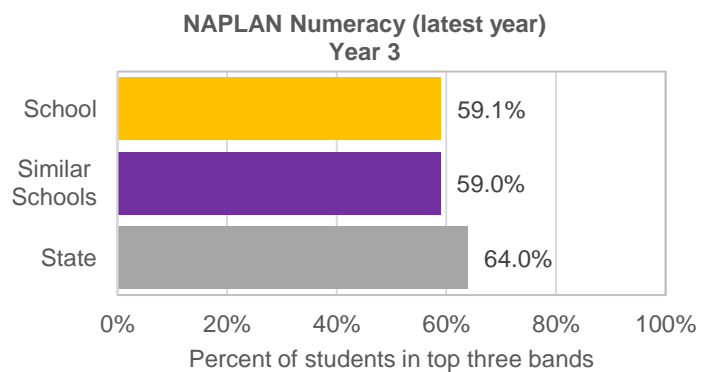
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	56.6%
Similar Schools average:	65.9%	65.0%
State average:	70.2%	69.5%



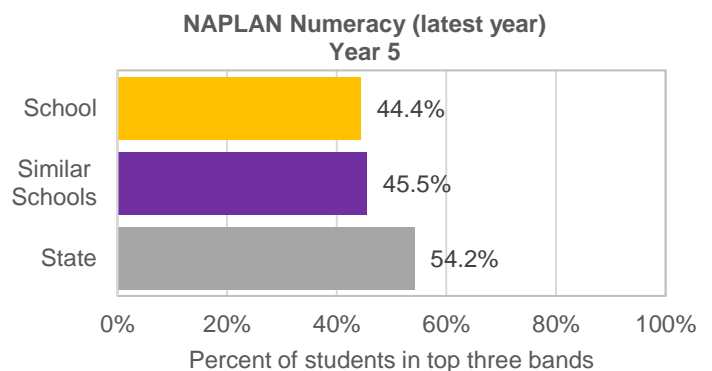
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.1%	64.6%
Similar Schools average:	59.0%	63.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	45.3%
Similar Schools average:	45.5%	50.5%
State average:	54.2%	58.8%



WELLBEING

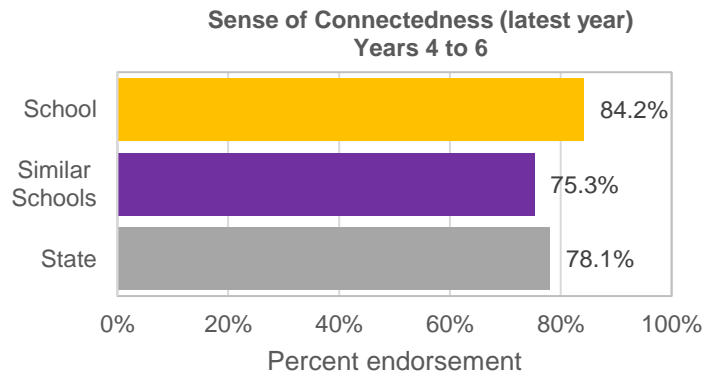
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.2%	80.5%
Similar Schools average:	75.3%	76.9%
State average:	78.1%	79.5%

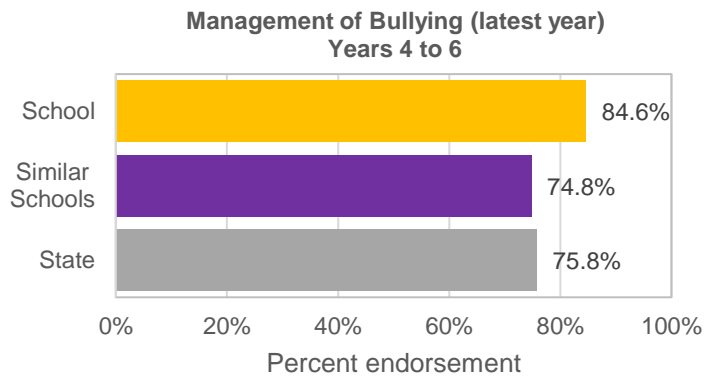


Student Attitudes to School – Management of Bullying

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:	84.6%	81.6%
Similar Schools average:	74.8%	77.3%
State average:	75.8%	78.3%



ENGAGEMENT

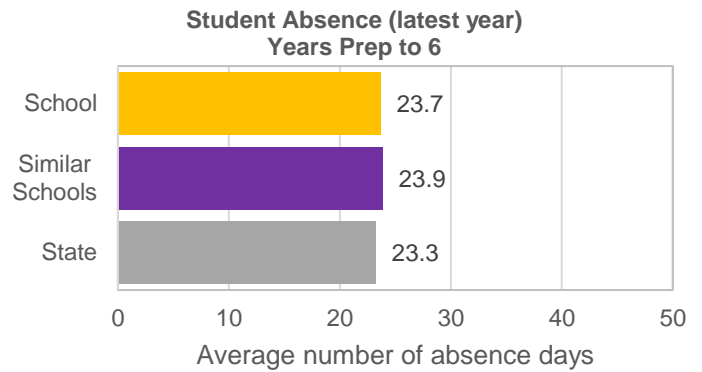
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.7	17.0
Similar Schools average:	23.9	17.7
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):	90%	86%	87%	87%	89%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,421,881
Government Provided DET Grants	\$195,146
Government Grants Commonwealth	\$9,160
Government Grants State	\$7,000
Revenue Other	\$7,410
Locally Raised Funds	\$71,099
Capital Grants	\$0
Total Operating Revenue	\$1,711,696

Equity ¹	Actual
Equity (Social Disadvantage)	\$64,331
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$64,331

Expenditure	Actual
Student Resource Package ²	\$1,358,861
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$41,137
Communication Costs	\$1,592
Consumables	\$58,142
Miscellaneous Expense ³	\$9,090
Professional Development	\$2,939
Equipment/Maintenance/Hire	\$35,029
Property Services	\$60,828
Salaries & Allowances ⁴	\$41,143
Support Services	\$41,783
Trading & Fundraising	\$11,055
Motor Vehicle Expenses	\$125
Travel & Subsistence	\$0
Utilities	\$18,017
Total Operating Expenditure	\$1,679,739
Net Operating Surplus/-Deficit	\$31,957
Asset Acquisitions	\$41,861

- (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

Funds available	Actual
High Yield Investment Account	\$279,173
Official Account	\$44,254
Other Accounts	\$0
Total Funds Available	\$323,427

Financial Commitments	Actual
Operating Reserve	\$46,375
Other Recurrent Expenditure	\$10,168
Provision Accounts	\$0
Funds Received in Advance	\$3,067
School Based Programs	\$5,352
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,920
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	\$129,130
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$209,012

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.