

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2025 at 08:36 AM by Daniel Forster (Principal)

- As executive officer of the school council, I attest that this 2024 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 18 March 2025 at 08:36 AM by Daniel Forster (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 2024 the school had an enrolment of 151 students. The school is composed of three Learning Centres, a multipurpose facility and an Art / STEM 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 2024 the school had seven full-time and six part-time teaching staff (9.6 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 and Pakenham.

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 0.3903 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

Progress towards strategic goals, student outcomes and student engagement

Learning

At Garfield Primary School, we are working towards becoming a Professional Learning Community (PLC). 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.

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.

In 2024, we transitioned to the Mathematics 2.0 curriculum which was the first of a 2-year window in which to do so. We feel that having made this transition in 2024, we are well positioned to make this transition in Literacy throughout 2025 and in all subject areas by 2026.

Our NAPLAN results demonstrate particularly strong results in Reading among our Year 3 students. A comparison between our NAPLAN and teacher-judgment data also highlights a strong correlation due to a rigorous assessment schedule.

In the latter stages of 2024, Garfield Primary School began to explore the Victorian Teaching and Learning Model 2.0 to familiarise staff and determine what adjustments may be required to our current teaching and learning frameworks in future to ensure that our practices are aligned with this model.

Wellbeing

The health and wellbeing, in particular the mental health, of all community members was again of paramount importance throughout 2024. 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 Leading Teacher of Wellbeing and Inclusion 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 gold 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 Respectful Relationships curriculum will be fully embedded in 2025. We have continued our association with Korus Connect to provide chaplaincy support for students who would benefit from pastoral care. Headspace.

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 2024 school year and will continue to be embedded into the weekly practices of the school in 2025. 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.

Throughout 2024, all schools in the Cardinia network transitioned to the Disability Inclusion funding and support model for students with additional needs. In doing so, Garfield Primary School refined and strengthened our Individual Education Plans and through the guidance of our new Leading Teacher of Wellbeing and Inclusion, we enhanced teacher capacity to make appropriate adjustments for students with additional needs across the school.

In 2024, we formed a close connection with Headspace in Pakenham who ran an information session for parents in the region about 'creating connection with your adolescent'. We aim to run a series of parent information sessions in future, aiming for one per term. These will be free and for all families in the region, not just families of Garfield Primary School.

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 students are placed on an Individual Learning Plan if the level of non-attendance is reaching the threshold considered as chronic absence (below 70%). 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 2024 was 22.6 which is up from 19.7 in 2022. 37% of our students had more than 20-days of absence in 2024, which is below similar schools (41%), network (45%) and state (39%).

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 or the Leading Teacher of Wellbeing and Inclusion 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

In 2024, we undertook our 4-yearly School Strategic Review. This highlighted some significant positives in addition to areas in which we could improve outcomes with a renewed focus or through changes in approach.

On the sporting field, some of the highlights of 2024 were 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 were also hugely successful. Our girls netball team made the regional finals and narrowly missed out on qualifying for the state finals.

In 2024 we ran a day camp for our Year 3\4 students to the Summit Camp in Trafalgar East. Our Year 5\6 students had a 2-night camp to Forest Lodge in Jack River. We also held our annual F-2 overnight Camp Experience in Term Two.

We were able to run special breakfasts for our school community on Mother's and Father's Days. Our Garfield Football League ran in term three with the Grand Final being well attended by the school community.

We saw our Leadership Team grow in 2024 to include a Leading Teacher (Wellbeing and Inclusion) and Learning Specialist (Curriculum and Pedagogy) whereas we had a single Learning Specialist in the past that oversaw curriculum, pedagogy and wellbeing. This has provided a strong leadership structure to support out whole-school improvement endeavors.

We had a change in Out Of Hours Care providers in 2025, after consulting with our school community and School Council.

We had a colour run in Term Four that raised nearly \$4,000 for our Student Representative Council and was very well attended by our school community.

Financial performance

In 2024, Garfield Primary School consolidated its strong financial position, utilising 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 2024 year with a strong net operating surplus. During 2025, the school entered a new agreement with a new Out Of School Hours Care provider, that created increased revenue.

Equity funding was utilised to continue resourcing a 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.

Some significant purchases included:

- Significant painting of external buildings and student toilet areas
- An upgrade of our Year 5\6 Learning Centre, including thorough painting and the construction of a wall to separate classes.
- Installation of cabinetry in the office area of another portable building
- Adding to our class libraries with the addition of many popular authors and book series, Resourcing this was partly funded by donations from the Garfield and Bunyip Community Opportunity Shops.
- Purchased a new bank of chromebooks for our Junior School students

The surplus carried forward from 2024 will be used to further enhance the learning experiences for all children through the provision of new items such as iPads, as well as upgrading and enhancing our classrooms. A number of facility enhancements are being considered by our Student Representative Council, School Council and our Parents and Friends Committee.

Garfield Primary School is also committed to the provision of Learning Tutors in 2025 (using the additional Government funding) to address gaps in student achievement levels. We also remain committed to the School Chaplaincy program, using equity funding to support this appointment.

For more detailed information regarding our school please visit our website at <https://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 154 students were enrolled at this school in 2024, 75 female and 79 male.

3 percent of students had English as an additional language and 3 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).

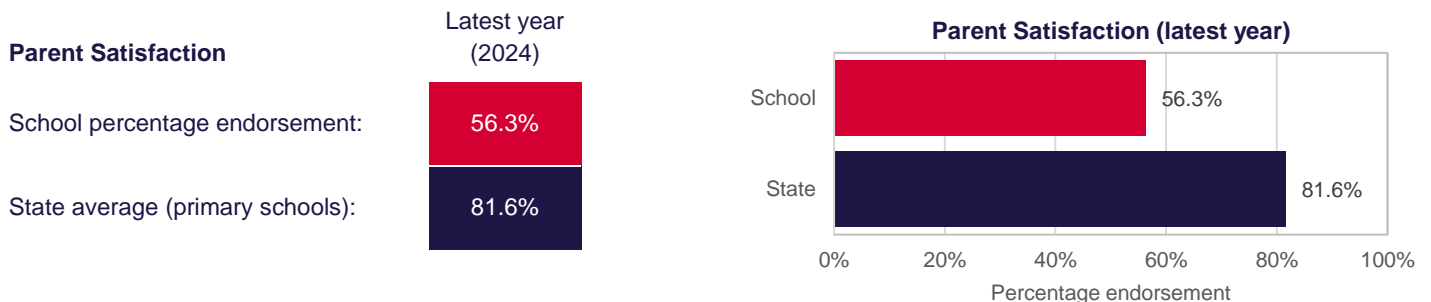
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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



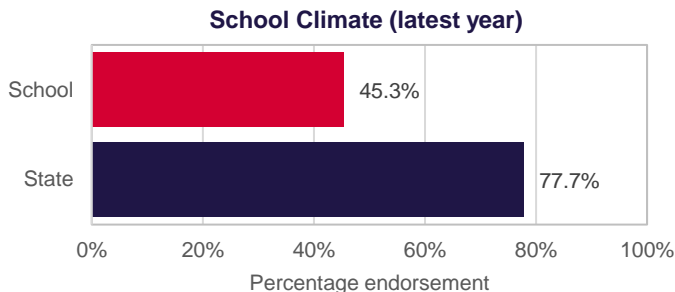
School Staff Survey

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

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

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

School Climate	Latest year (2024)
School percentage endorsement:	45.3%
State average (primary schools):	77.7%



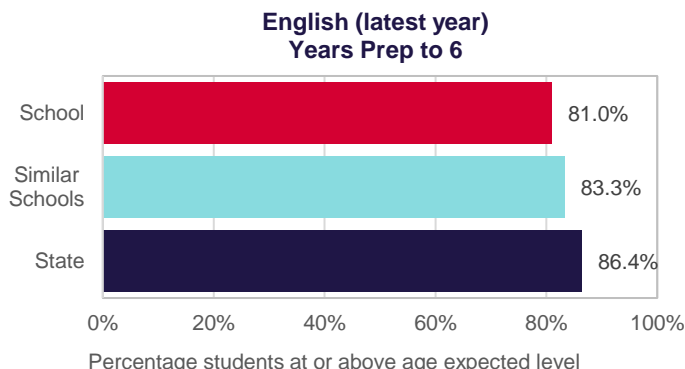
LEARNING

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

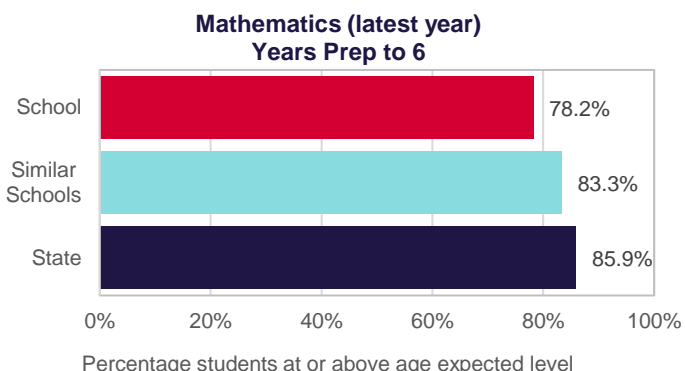
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	81.0%
Similar Schools average:	83.3%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	78.2%
Similar Schools average:	83.3%
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

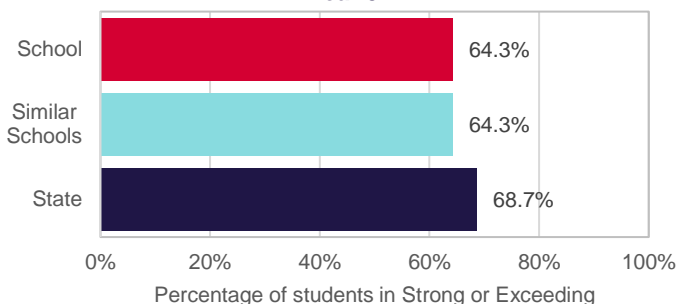
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.3%	55.6%
Similar Schools average:	64.3%	63.8%
State average:	68.7%	69.2%

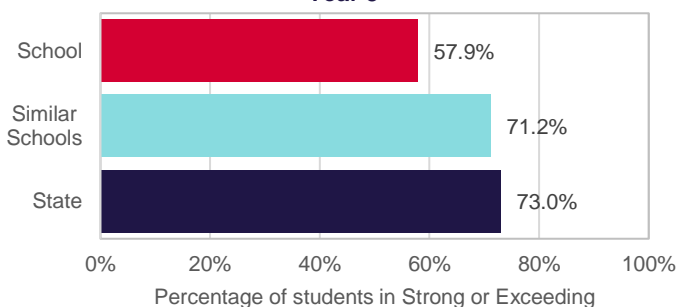
NAPLAN Reading (latest year) Year 3



Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.9%	75.6%
Similar Schools average:	71.2%	72.1%
State average:	73.0%	75.0%

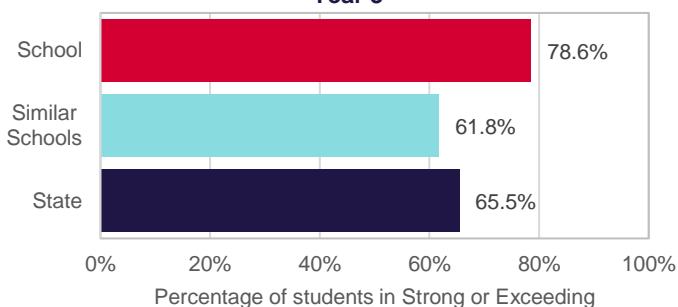
NAPLAN Reading (latest year) Year 5



Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.6%	73.3%
Similar Schools average:	61.8%	63.0%
State average:	65.5%	66.4%

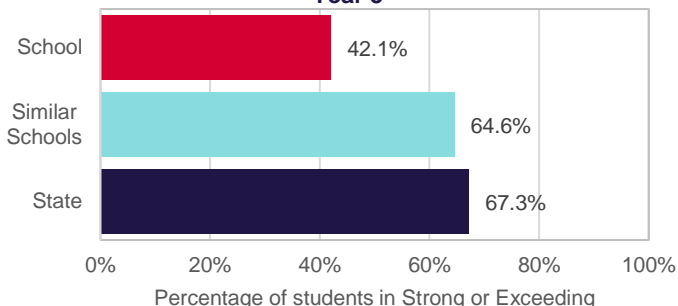
NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.1%	55.6%
Similar Schools average:	64.6%	62.1%
State average:	67.3%	67.6%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

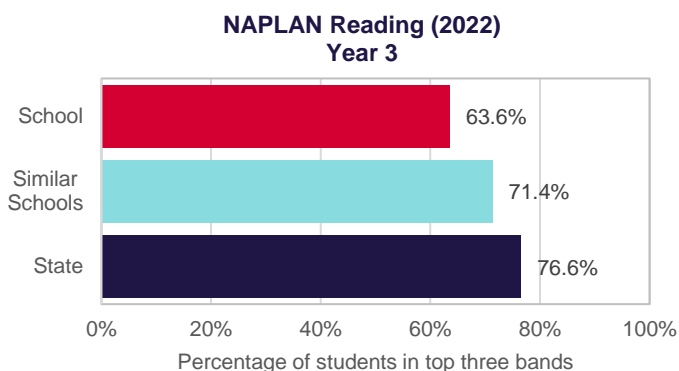
63.6%

Similar Schools average:

71.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

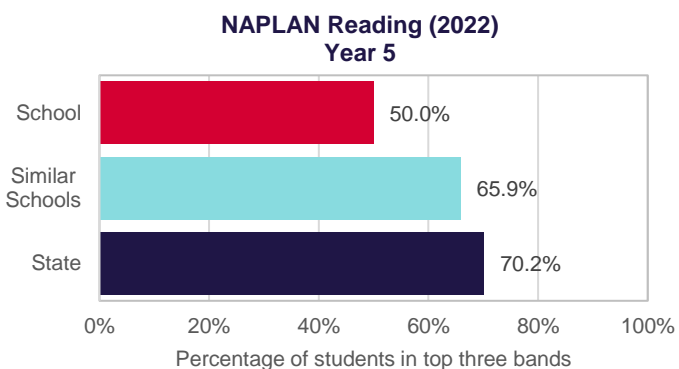
50.0%

Similar Schools average:

65.9%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

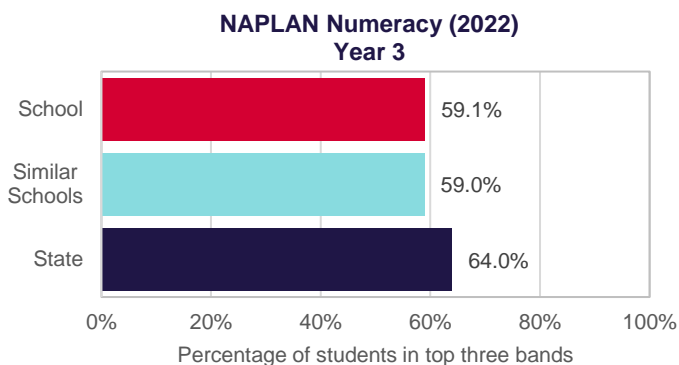
59.1%

Similar Schools average:

59.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

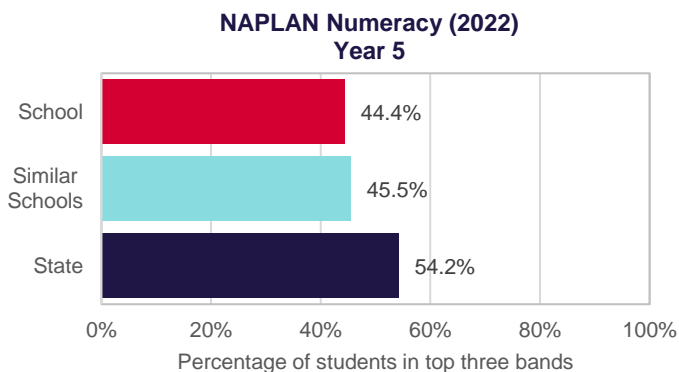
44.4%

Similar Schools average:

45.5%

State average:

54.2%



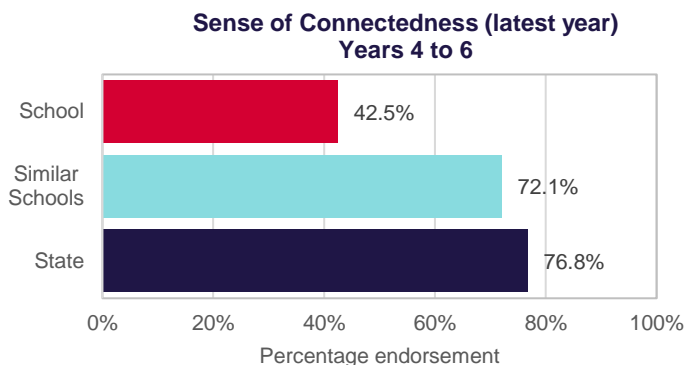
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

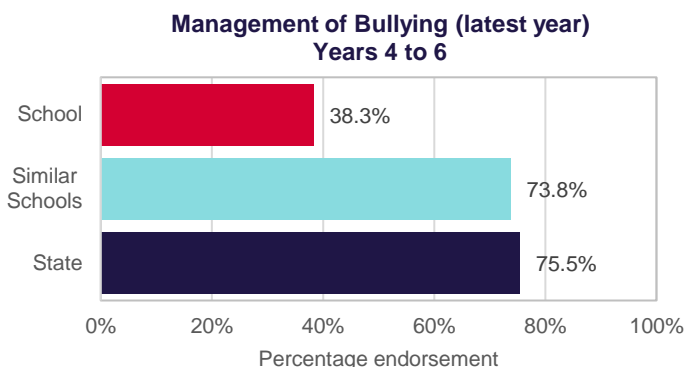
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	42.5%	67.1%
Similar Schools average:	72.1%	74.8%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	38.3%	67.0%
Similar Schools average:	73.8%	75.9%
State average:	75.5%	76.3%



ENGAGEMENT

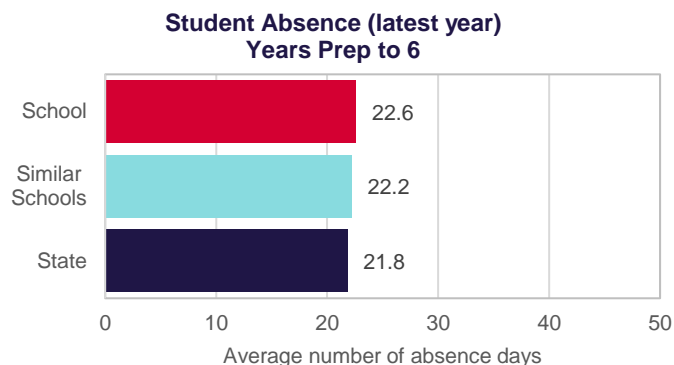
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	22.6	20.7
Similar Schools average:	22.2	20.9
State average:	21.8	20.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	88%	92%	89%	90%	81%	89%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,696,294
Government Provided DET Grants	\$235,709
Government Grants Commonwealth	\$4,644
Government Grants State	\$0
Revenue Other	\$13,549
Locally Raised Funds	\$59,938
Capital Grants	\$0
Total Operating Revenue	\$2,010,133

Equity ¹	Actual
Equity (Social Disadvantage)	\$50,893
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$50,893

Expenditure	Actual
Student Resource Package ²	\$1,645,047
Adjustments	\$0
Books & Publications	\$4,020
Camps/Excursions/Activities	\$35,254
Communication Costs	\$1,909
Consumables	\$34,775
Miscellaneous Expense ³	\$13,214
Professional Development	\$13,625
Equipment/Maintenance/Hire	\$27,359
Property Services	\$72,545
Salaries & Allowances ⁴	\$34,948
Support Services	\$85,229
Trading & Fundraising	\$7,710
Motor Vehicle Expenses	\$133
Travel & Subsistence	\$0
Utilities	\$20,061
Total Operating Expenditure	\$1,995,831
Net Operating Surplus/-Deficit	\$14,303
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$283,934
Official Account	\$21,218
Other Accounts	\$0
Total Funds Available	\$305,152

Financial Commitments	Actual
Operating Reserve	\$59,014
Other Recurrent Expenditure	\$7,999
Provision Accounts	\$0
Funds Received in Advance	\$62,308
School Based Programs	\$23,888
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,281
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,174
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$174,664

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

