

2022 Annual Report to the School Community

School Name: Garrang Wilam Primary School (5574)



- 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 27 March 2023 at 12:06 PM by Natalie Nelson (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 26 April 2023 at 09:20 PM by Quenton Walsh (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

Garrang Wilam Primary School (Prep - Year 6) was opened on Thursday 28th January 2021 by the Honourable James Merlino, Deputy Premier and Minister for Education. The school is located in Truganina 21 kms west of Melbourne and sits in a growth corridor. The name of our school Garrang Wilam (pronounced: garr-rang wheel- arm) is taken from the Woi-wurrung language, as spoken by the Wurundjeri people, and means 'eucalyptus home'. Deanne Gilson, a proud Wadawurrung woman and an award winning artist, was commissioned to create a symbol that was worthy of our story. A symbol to reflect who we are now and the journey we have travelled to get here; a connection between our first peoples, and our families.

The image was to represent four elements:

- we are all different, yet the same
- we have our own unique strengths
- we are all part of something bigger than ourselves
- but also held the vibrant colours of the Western Volcanic Plains and had a 'bush tucker' element to it.

The colours chosen are reminiscent of the native grasslands and eucalyptus trees that were here and have been replanted in the school.

The straw is the native grassland.

The green is the eucalyptus.

The magenta is the flowering gum.

The bright gold colour represents the sun and the hay from the farm.

The larger shapes represent elders or adults and the smaller shapes students.

There are four elders and four students.

They are all looking at each other in a circle.

Our logo means 'Elders and Students Focused Together'.

School Vision and Values

Our students excel in the vibrant, positive and connected community we create together.

Mission

We invite all students to come and learn, to belong and work collaboratively in their pursuit of learning. Our people are invested in deliberate practice to create a community that truly makes a difference. Our community will develop over time through shared experiences and an aligned focus on what matters; learning.

Values

Together, Focus, Strength, Lead

School Size and Structure

A total of 402 students were enrolled at this school in August 2022. The school had 5 x Prep classes, 4 x year 1 classes, 3 x year 2 classes, and 2x year 3 classes, 2 x year 4 classes, 2 x year 5 classes and 1 x year 6 class. Four specialist programs were offered (Physical Education, Music, Digital Technology and Visual Arts). By December 2021 we had 19.4 equivalent full time (1.0) classroom teachers, 4 equivalent full time (1.0) specialist teacher, 10 equivalent (0.8) integration education support staff, Office Manager, Business Manager, 2 equivalent Acting Learning Specialist, 2 equivalent (1.0) Assistant Principal, a Principal. We have 0 staff who identify as Aboriginal or Torres Strait Islander.

All classroom teachers have taught all areas of the Victorian Curriculum. Students have been offered additional classes in Physical Education, Sport, Visual Arts, Music, Digital Technology and Library throughout the year. 125 students have benefited from the Tutor Learning Initiative over the course of the year. In 2022 six teachers and one mentor had been involved in the Career Start program with the Department of Education and Training.

Over 34 languages are spoken at home. 77% of our students speak a language other than English at home. Of these 57% were born in Australia, but speak a language other than English at home. 26% of our students speak Punjabi. Students have transitioned from over 60 different schools from across the state, interstate and international.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Garrang Wilam Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Building Leadership Teams Empowering Students and Building School Pride, Setting Expectations and Promoting Inclusion and Building Communities.

Garrang Wilam Primary School delivered on our Key Improvement Strategy *Building Practice Excellence and Curriculum Planning and Assessment* as evidenced by

84.8% of students in Year Prep to 6 were working at or above expected standards according to teacher judgement of student achievement in English and 85% of students in Year Prep to 6 were working at or above expected standards according to teacher judgement of student achievement in Mathematics. Mathematics was above similar schools of 84.42% and slightly below the state average of 85.9 % and . We were slightly below the state average of 87% and similar schools at 85.9% in English.

We were very pleased with our NAPLAN results in Reading as indicated by our School Performance Report 2022. We achieved the domain performance group of *Influence* based on the 24.7% increase in students in the top 2 bands in reading in year 5 and the 32.1% significant decrease in students in the bottom two bands in reading. We achieved the domain performance group of *Stretch* based on the 5.6% increase in students

in the top 2 bands in numeracy in year 5 and the 26.6 significant decrease in students in the bottom two bands in numeracy.

We were very pleased with our NAPLAN results in Reading as indicated by our Performance Summary Report 2022. In reading 78% of our Year 3 students were in the top 3 bands which is above the state average of 76.6%. In numeracy 55% of our Year 3 students were in the top 3 bands which is below the state average of 64%. This has become a focus in our 2023 Annual Implementation plan.

Based on relevant data, evidence and artefacts the following had occurred by end of 2022.

Leaders have developed school based documentation to support a consistent and differentiated approach in Literacy and Numeracy.

Teachers have actively participated in highly successful Professional Learning Communities cycles of inquiry focused on Number and Reading. Teachers have built their capacity to utilise the GWPS pedagogical instructional model and identified and monitored students in need of targeted academic support. They have shown evidence of teacher differentiation in planning documentation and have set learning goals, supported by data sourced from Essential Assessment, Mathematics Online Interview (MOI) and Mathletics.

Students have participated in targeted learning at their individual level.

The percent endorsement by students on their satisfaction level for Effective Teaching Practice for Cognitive Engagement, as indicated by the Students Attitude to School Survey are:

- Results indicate effective teaching time 92%
- Results indicate differentiated learning challenge 92%
- Results indicate stimulated learning 92%
- Results indicate high expectations for success 95%

We were very pleased with our Student Attitude results in *Stimulated Learning* as indicated by our School Performance Report 2022. We achieved the domain performance group of *Influence* based on the 2.7% increase in positive endorsement in *Stimulated Learning* from our Year 5 and 6 students.

Wellbeing

We have maintained outstanding progress in student wellbeing by embedding social emotional learning to build resilience and encourage positive mental health in all students with a focus on improving student voice and agency.

We were very pleased with our Student Attitude results in *Sense of Confidence and Managing Bullying* as indicated by our School Performance Report 2022. We achieved the domain performance group of *Stretch* based on the 5.5% significant increase in positive endorsement in *Sense of Confidence* from our Year 5 and 6 students. This is also supported from the data of the Performance Summary Report 2022. 84.6% of our Year 4-6 students responded positively (agree or strongly agree) on *Sense of Connectedness* factor, as reported in the Attitudes to School Survey. This is above the state average of 78.1% and similar schools of 80.5%.

We achieved the domain performance group of *Stretch* based on the 8.3% significant increase in positive endorsement in *Managing Bullying* from our Year 5 and 6 students. This is also supported from the data of the Performance Summary Report 2022. 84.2% of our Year 4-6 students responded positively (agree or strongly agree) on *Managing Bullying* factor, as reported in the Attitudes to School Survey. This is above the state average of 75.8% and similar schools of 76.0%.

Based on relevant data, evidence and artefacts the following had occurred by the end of 2022:

- Leaders have established student leadership roles and responsibilities, provided professional learning for staff around implementation of SWPBS / Respectful Relationships, provided professional learning for staff on writing and reviewing effective Individual Education Plans and built staff capacity to identify and respond to signs of student distress and emerging mental health concerns.
- Our Key Learning Team of staff have undertaken a review of the School Behaviour Matrix incorporating student voice, developed an approach to explicitly teach social and emotional learning (aligning RRRR and SWPBS) and undertaken professional learning in RRRR to support their team with implementation of schoolwide Social and Emotional Learning program.
- Teachers have established classroom environments using whole school approaches, school values and expectations, supported, implement and strengthen school structures (SWPBS Behaviour matrix and the student behaviour continuum), explicitly taught the RRRR mandated curriculum topics throughout the year, incorporated into relevant curriculum areas and actively promoted, prompted and redirected student behaviour both in the classroom and in the yard reinforcing school values, SWPBS matrix and resilience.
- Students have provided feedback on school behaviour matrix and behaviour continuum, engaged in behaviour reflection sessions with members of leadership after serious incidents as required and engaged in lessons and strategies to build resilience and improve overall mental health.

Engagement

We are very pleased that the opinion survey data from parents, staff and students indicates our strategies focused on our Positive Climate for Learning has been very successful.

Our actions aligned to our strategies indicated in the Wellbeing section of this report. In addition our Wellbeing Team did the following directly support students' mental health and/or provide referrals, encourage family involvement to provide wraparound supports for students with mental and/or physical health concerns, liaised with Western Regional support staff to mobilise resources to support students and worked closely with community supports offered by Komail Tardy (Early Learning Centre and community outreach co located onsite).

We were very pleased with our Parent Satisfaction Summary and School Staff Survey as indicated by our Performance Summary Report 2022. 86.4% of parents at our school indicated a positive response (agree or strongly agree) to the *Parent Satisfaction* indicator as reported in the annual Parent Opinion Survey. This is above the state average of 79.9%. 78.5% of staff at our school indicated a positive response (agree or

strongly agree) to the *School Climate* indicator as reported in the annual School Staff Survey. This is above the state average of 73.4%.

Absence from school can impact on students' learning. Common reasons for non-attendance include illness (including Covid related) and extended family holidays.

The average proportion of formal school days in students in each year level from Prep to Year 6 ranged between 84% to 88%.

Other highlights from the school year

We were very pleased to offer an off site and an onsite School Camp for Years 3 to Year 6 in 2022.

We were also pleased to be able to offer a Year 6 graduation onsite which celebrated our Year 6 students with all of their family members. They were able to speak about their experiences at Garrang Wilam Primary School and conducted a musical performance for their families.

We were thrilled that a Year 5 student participated in Athletics at the District, Regional and State level becoming the U10 Victorian State Champion in Discuss.

Premier Daniel Andrews visited the school on Tuesday 15 March 2023 to celebrate our success.

Financial performance

Garrang Wilam Primary School maintained a very sound financial position in 2022. The 2022 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$178,708. This surplus occurred through extremely generous donations of locally raised funds and a number of initiatives including Career Start and Respectful Relationships as well as funding for Shade Sails that will be carried over to the 2023 budget. The amount of Planned Maintenance for Shade Sails of \$22,054 was not spent but was flagged to be completed in the 2023 budget and this is reflected in the Financial Commitment Summary. Also, within the Financial Commitment section of this report funds totalling \$89,195 are to provide for the two month operating reserve and School Based Programs \$46,605 which refers to the Respectful Relationships in Schools, Student Excellence, Swimming in Schools and Career Start. Maintenance Buildings/ Grounds and Inspections funds of \$20,536 were not spent and to be carried over due to works being completed in 2023.

For more detailed information regarding our school please visit our website at
<http://garrangwilamps.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 389 students were enrolled at this school in 2022, 186 female and 203 male.

77 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).

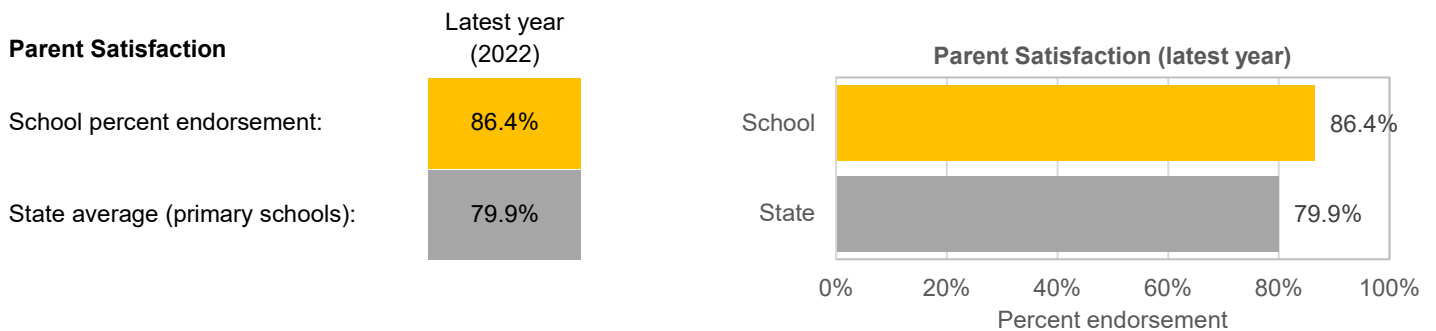
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

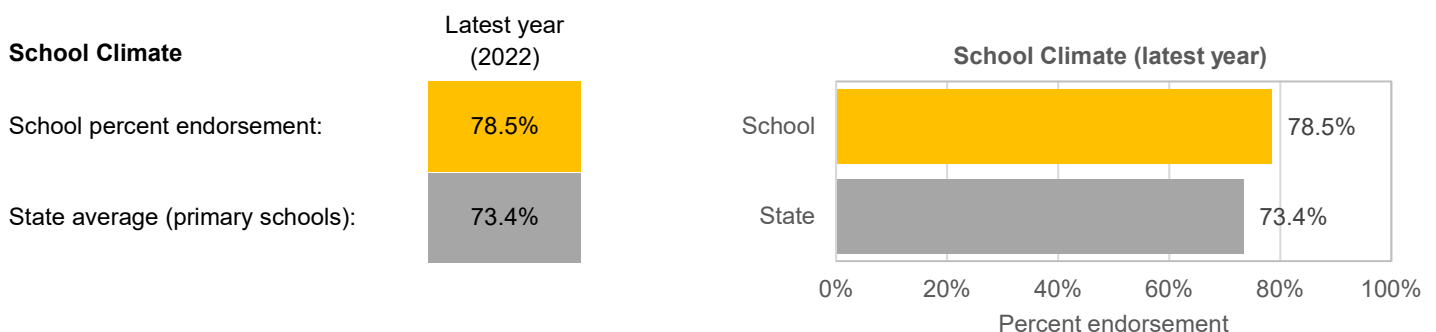


School Staff Survey

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:

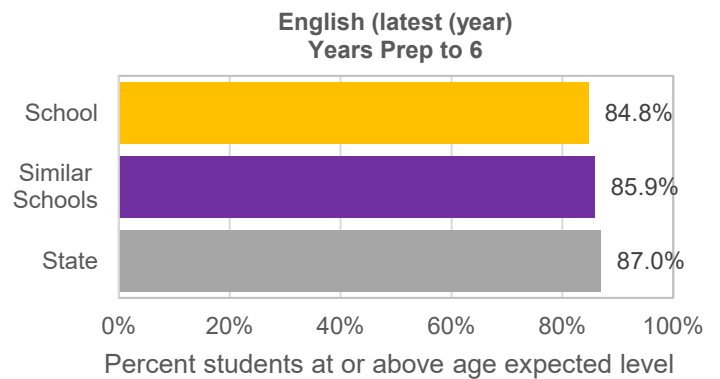
84.8%

Similar Schools average:

85.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

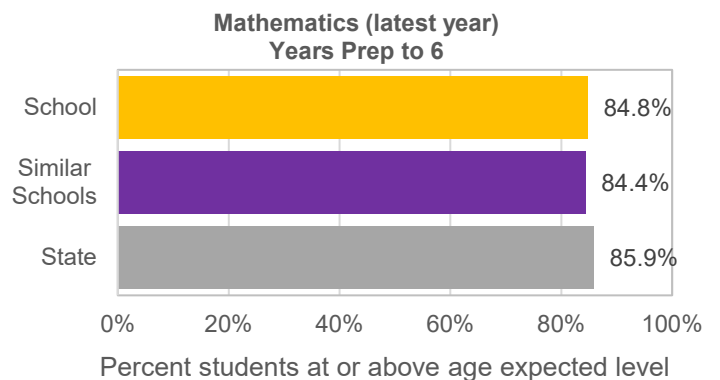
84.8%

Similar Schools average:

84.4%

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.

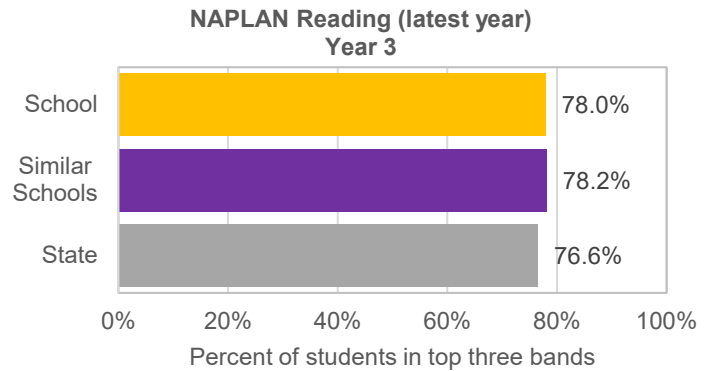
NAPLAN

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.

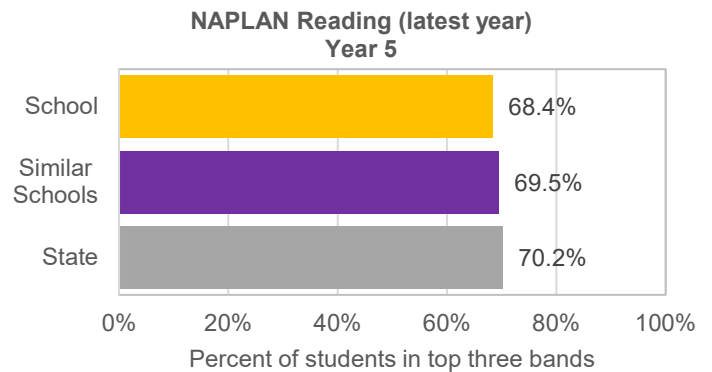
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.0%	73.5%
Similar Schools average:	78.2%	77.4%
State average:	76.6%	76.6%



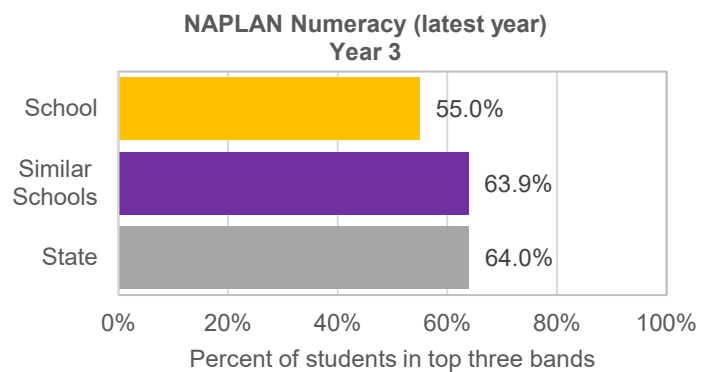
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.4%	56.6%
Similar Schools average:	69.5%	70.2%
State average:	70.2%	69.5%



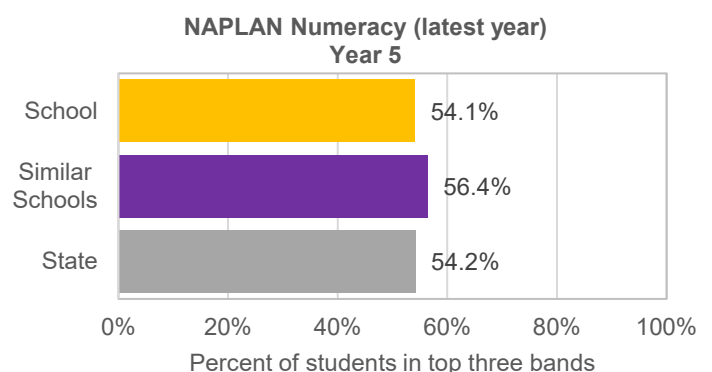
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.0%	52.2%
Similar Schools average:	63.9%	65.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.1%	45.1%
Similar Schools average:	56.4%	61.0%
State average:	54.2%	58.8%



WELLBEING

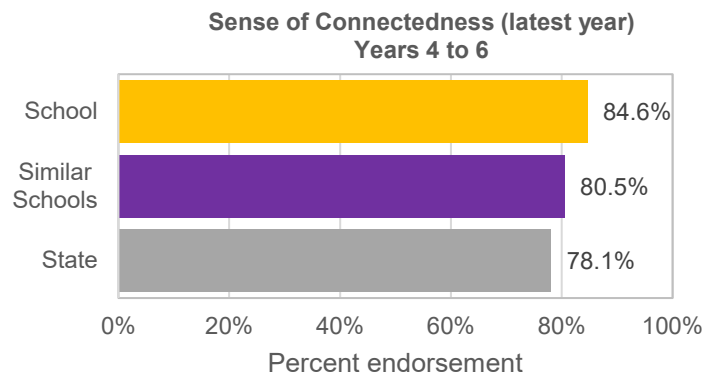
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.6%	84.7%
Similar Schools average:	80.5%	81.3%
State average:	78.1%	79.5%

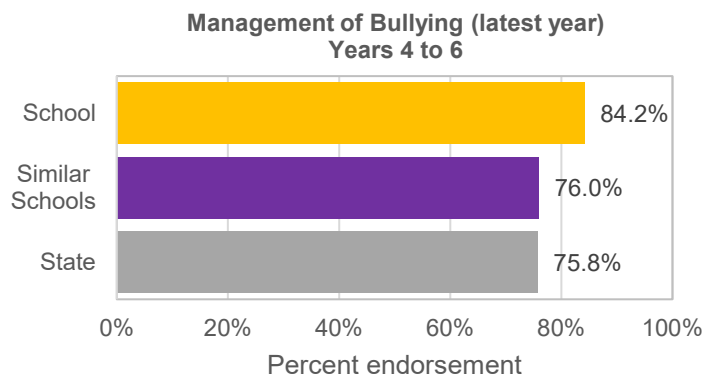


Student Attitudes to School – Management of Bullying

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:	84.2%	82.0%
Similar Schools average:	76.0%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

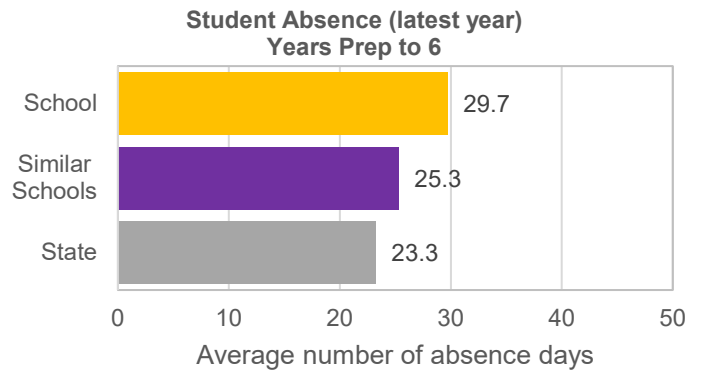
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	29.7	25.6
Similar Schools average:	25.3	19.2
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):	85%	84%	84%	85%	85%	88%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,788,439
Government Provided DET Grants	\$564,770
Government Grants Commonwealth	\$1,050
Government Grants State	\$0
Revenue Other	\$24,352
Locally Raised Funds	\$116,763
Capital Grants	\$0
Total Operating Revenue	\$4,495,374

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,584
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$3,619
Equity Total	\$27,203

Expenditure	Actual
Student Resource Package ²	\$3,613,837
Adjustments	\$0
Books & Publications	\$311
Camps/Excursions/Activities	\$41,110
Communication Costs	\$1,869
Consumables	\$61,773
Miscellaneous Expense ³	\$13,816
Professional Development	\$10,722
Equipment/Maintenance/Hire	\$76,085
Property Services	\$69,175
Salaries & Allowances ⁴	\$85,326
Support Services	\$175,207
Trading & Fundraising	\$2,920
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$55,649
Total Operating Expenditure	\$4,207,800
Net Operating Surplus/-Deficit	\$287,573
Asset Acquisitions	\$8,505

- (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 26 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	\$113,821
Official Account	\$23,929
Other Accounts	\$0
Total Funds Available	\$137,751

Financial Commitments	Actual
Operating Reserve	\$89,513
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$46,604
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$42,591
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$178,708

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.