

2023 Annual Report to the School Community

School Name: Tarwin Lower Primary School (4275)



- 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 28 March 2024 at 09:28 AM by Ashton Webster (Principal)

- This 2023 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 17 April 2024 at 10:01 AM by Vanessa Fisher (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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Tarwin Lower Primary school is located in beautiful South Gippsland, near the Tarwin River. The school is a central part of the local community and provides many opportunities for collaboration between the students and wider community. The school values of Co-operation, Resilience, Kindness and Respect are demonstrated by staff and students in everything we do. Each child is unique and Tarwin Lower Primary School ensures that all students are cared for, nurtured and supported throughout all areas of their learning. Tarwin Lower Primary School comprises of one central classroom space, which is divided into three large classrooms, a library and several smaller learning spaces. Small class sizes and a varied curriculum ensures that all students are catered for within the stimulating learning environment. The school has one Principal and 3 full-time teachers. The students enjoy a range of specialist subjects and participate in AUSLAN, Music, the Mobile Library with specialist teachers. Students also have one-hour lessons of ICT, HPE, and ART. The grade 2/3 students also have one lesson of Kitchen Garden through the Stephanie Alexander Kitchen Garden Program. We have a Chaplain 1.5 days a week to support wellbeing. There is also a Playgroup each Thursday morning. Tarwin Lower continues to pride itself on offering all students a learner-centred approach, with a strong emphasis on individualised and small group instruction. A strong social and emotional program where student self-identity, participation and expression are respected and enhanced. Also, an engaging and stimulating learning environment both inside the classroom and outside in the school and community. We provide a wide and varied curriculum based on best practice models, preparing our students to be strong and active members of the community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Tarwin Lower Primary School went through its Review in 2022. The new Strategic Plan outlines mathematics and wellbeing as goals, as well as Student Voice, Agency and Leadership and differentiation. The school continued to focus on building teacher excellence through utilising staff knowledge with peer observations and develop our understanding of HITS and using a PLC approach to drive improvement. We continued to revise our Instructional Model and deconstructed the introduction of lessons, as well as enabling and extending prompts. Our data for teacher judgement across English and Mathematics remains high with Speaking and Listening above State and Similar Schools. In NAPLAN, Relative Growth remains high, particularly in Reading. It is important to note low student number impacts our school when analysing data, for example the NAPLAN data. When numbers in a cohort are small, the mean score can be misleading as it may be affected by a few high or low performing students. There is no data available for transitional relative growth (Y5-Y7) in a small school.

Wellbeing

Wellbeing is always a critical part of the work at Tarwin Lower Primary School. We have a 1.5 day a week chaplain attending school to support students, staff and families. Programs of Respectful Relationships, The Resilience Project, Zones of Regulation, Smiling Minds, School Wide Positive Behaviour were implemented in 2023. Support from SSSO's, DET staff and professional development (external and internal) were utilised. A 0.2 Wellbeing Leader worked with staff to implement and support staff with new programs and was allocated time to plan whole school implementation. We continued to implement eSmart, lunchtime clubs, breakfast program, Stephanie Alexander Kitchen Program, sports and swimming programs and be involved in the community. A school wellbeing dog has continued to help students regulate emotions and support wellbeing. Our focus on wellbeing is reflected in our high parent satisfaction endorsement, which is higher than the state average. As well as our very high school climate endorsement from staff as compared to the state average.

Engagement

Our school offers a breakfast program to encourage students to arrive to school on time, as well as support those that need to best start to the day. We celebrate student attendance at the end of each term through certificates and prizes, these students are then published at a school level to encourage families to send their children to school every day and a reminder of the importance of school attendance. Extracurricular activities include camps, excursions, and incursions. Camps are offered to students in Years 3-

6, and we were fortunate to have free camps for our students through the positive start funding. Students are a part of the swimming and athletics days in our cluster. Incursions are also organised as a cluster. Our attendance rate is just below similar schools and the state average coming in at 22 days average for the year which is impacting the learning of the students. This continues to be an area of focus, as well as late arrivals.

Financial performance

Tarwin Lower Primary School finished 2023 with a small surplus in the SRP.

Works at the school in 2023 include:

- Tree removal \$7 600.00
- Concreting for outdoor classroom \$6 600.00
- Painting of the office \$6 655.00
- OSHC Cupboards \$14 844.00
- Staffroom Cupboards \$4 257.00
- Outdoor Classroom Tables \$24 200.00

The school employs a gardener, groundskeeper and pays the difference to have a 1.5 day a week chaplain. Due to the shortage of CRTs, classes were reconfigured more than usual, or the principal replaced the teacher, although this is far from ideal, there were financial benefits. The school received the following extra funding in 2023: Mental Health Fund - \$22397 with a Student Wellbeing Boost of \$15000, Annual Contracts and Essential Safety Measures - \$12745 that has an additional \$25,593, Tutor Learning - \$25000, Swimming in Schools - \$810, Career Start - \$18463, Outside School Hours Establishment Grant - \$73340, Sporting Grants - \$3600

For more detailed information regarding our school please visit our website at <https://www.tarwinlowerps.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 33 students were enrolled at this school in 2023, 20 female and 13 male.

NDP percent of students had English as an additional language and 0 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).

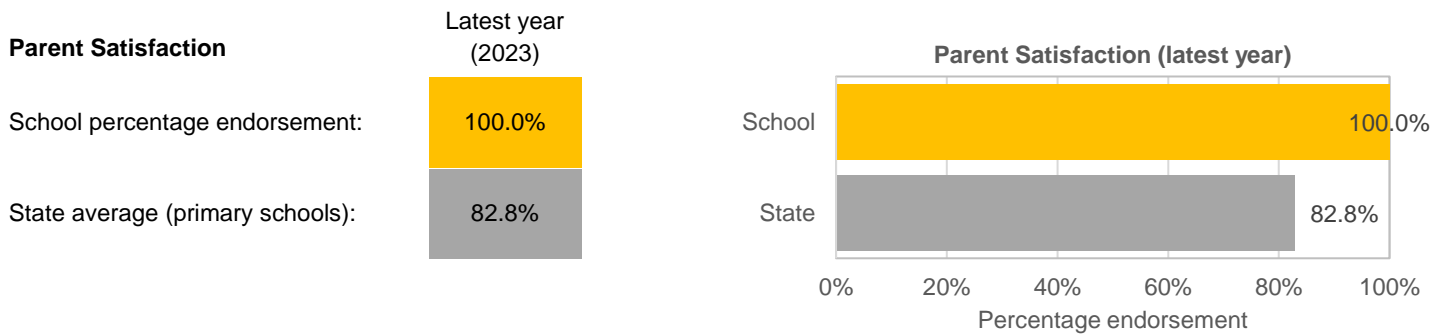
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

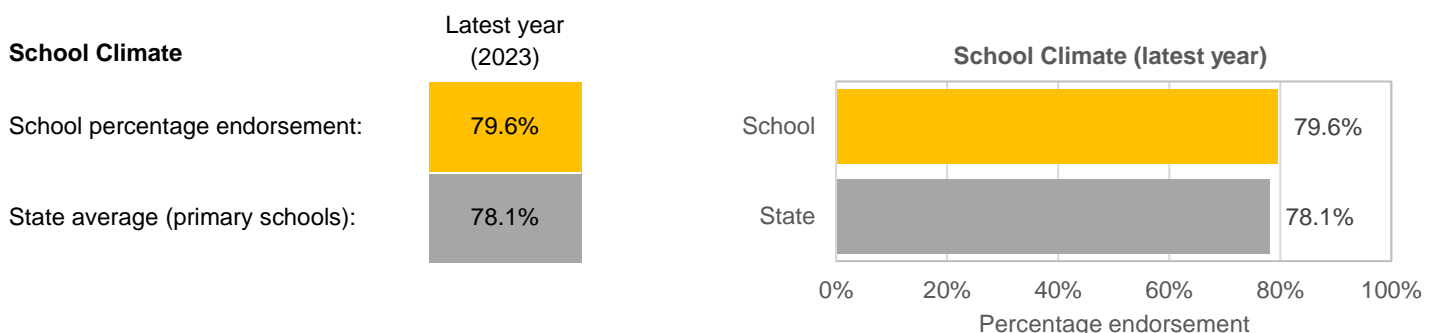


School Staff Survey

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.



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
(2023)

School percentage of students at or above age expected standards:

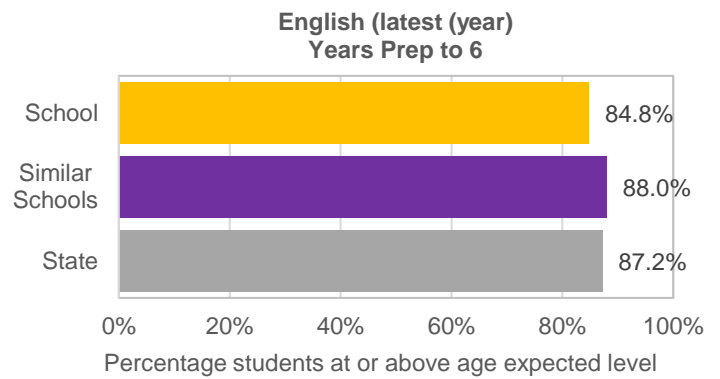
84.8%

Similar Schools average:

88.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

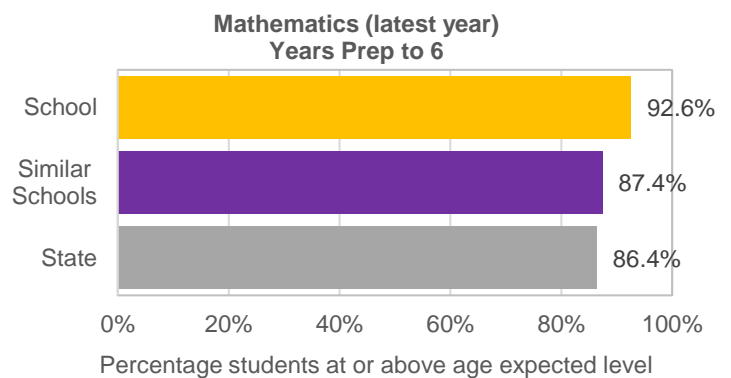
92.6%

Similar Schools average:

87.4%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

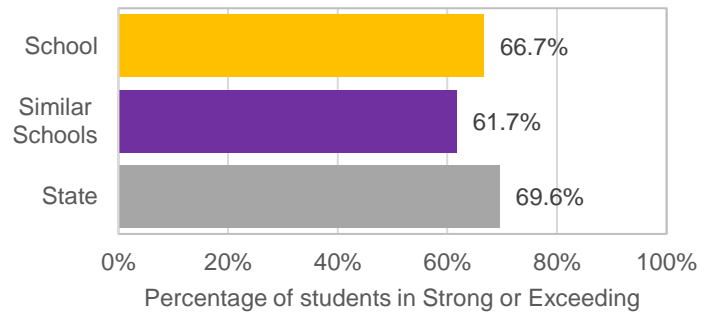
Similar Schools average:

61.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

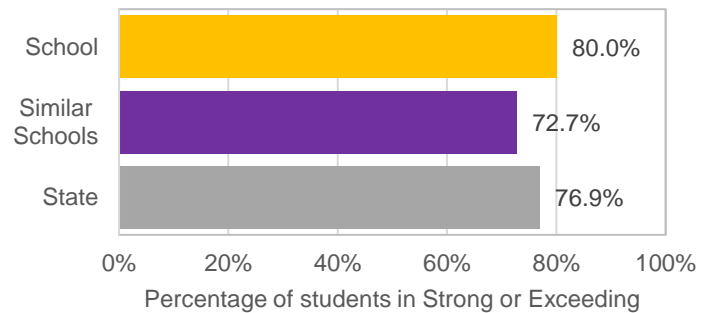
Similar Schools average:

72.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

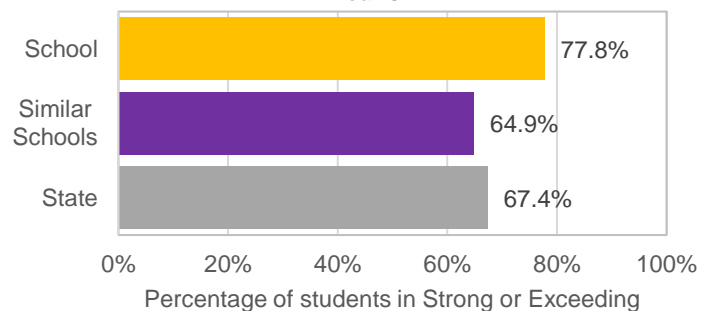
Similar Schools average:

64.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

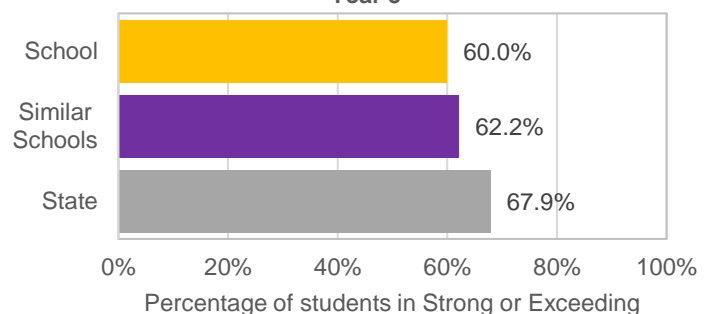
Similar Schools average:

62.2%

State average:

67.9%

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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

100.0%

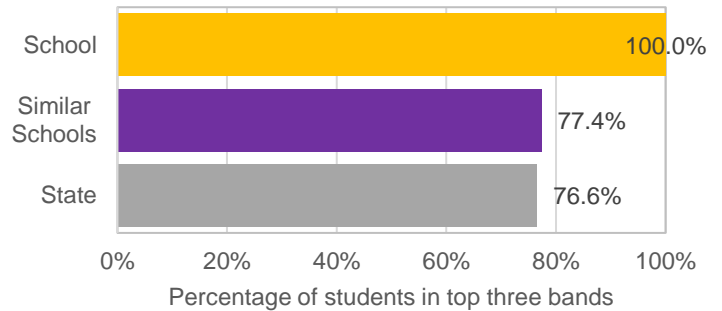
Similar Schools average:

77.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.1%

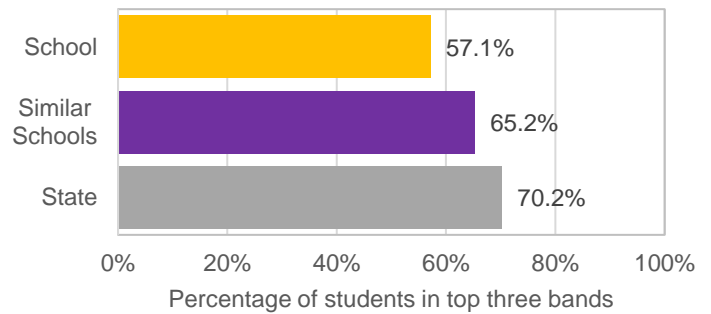
Similar Schools average:

65.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

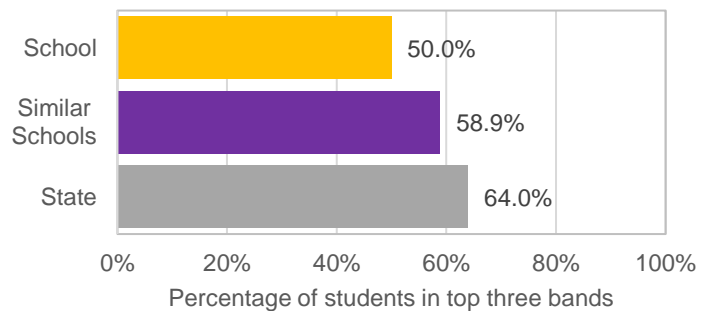
Similar Schools average:

58.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.1%

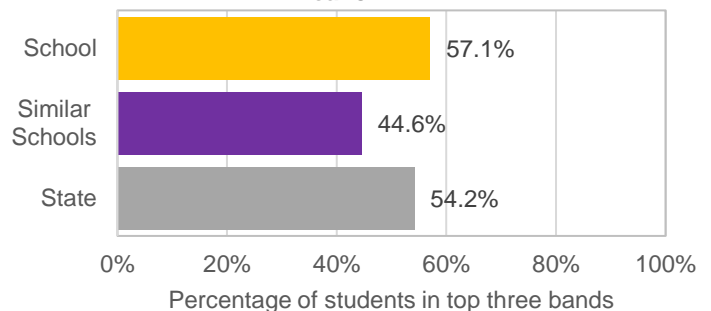
Similar Schools average:

44.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

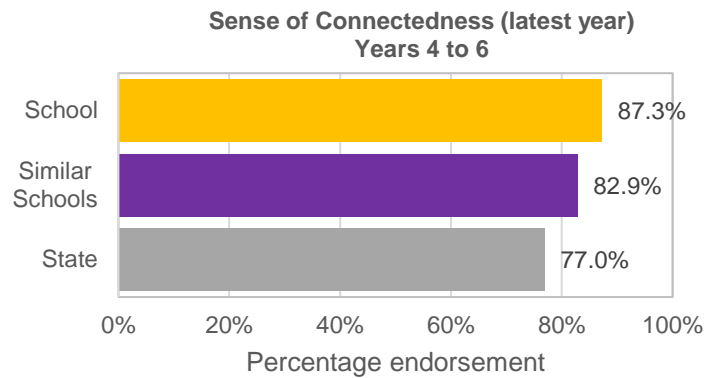
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	87.3%	77.5%
Similar Schools average:	82.9%	82.6%
State average:	77.0%	78.5%

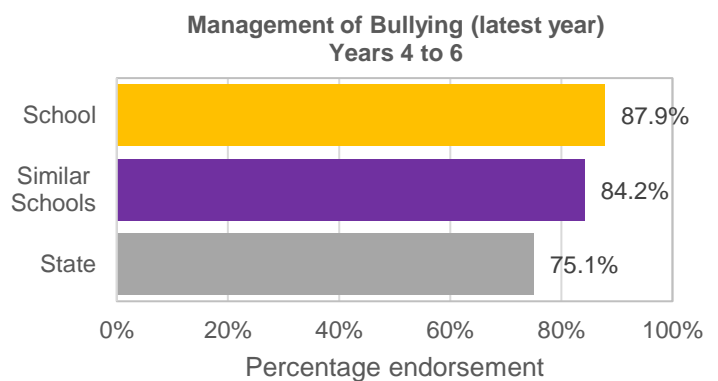


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	87.9%	80.0%
Similar Schools average:	84.2%	84.0%
State average:	75.1%	76.9%



ENGAGEMENT

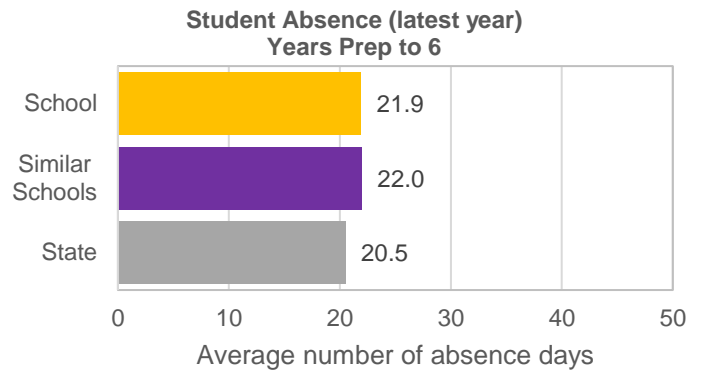
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.9	21.7
Similar Schools average:	22.0	19.3
State average:	20.5	18.1



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 (2023):	NDP	87%	91%	90%	NDP	90%	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$632,973
Government Provided DET Grants	\$313,629
Government Grants Commonwealth	\$3,600
Government Grants State	\$0
Revenue Other	\$13,111
Locally Raised Funds	\$44,330
Capital Grants	\$0
Total Operating Revenue	\$1,007,644

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,227
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,227

Expenditure	Actual
Student Resource Package ²	\$626,793
Adjustments	\$0
Books & Publications	\$1,112
Camps/Excursions/Activities	\$6,913
Communication Costs	\$1,022
Consumables	\$27,481
Miscellaneous Expense ³	\$6,457
Professional Development	\$632
Equipment/Maintenance/Hire	\$10,363
Property Services	\$66,739
Salaries & Allowances ⁴	\$52,861
Support Services	\$42,146
Trading & Fundraising	\$10,277
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,946
Total Operating Expenditure	\$858,744
Net Operating Surplus/-Deficit	\$148,900
Asset Acquisitions	\$41,087

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$287,930
Official Account	\$4,774
Other Accounts	\$0
Total Funds Available	\$292,704

Financial Commitments	Actual
Operating Reserve	\$30,753
Other Recurrent Expenditure	\$2,455
Provision Accounts	\$0
Funds Received in Advance	\$1,710
School Based Programs	\$166,412
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	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$17,900
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$254,230

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.