

2021 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 (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 2021 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 03 March 2022 at 03:47 PM by Jennifer Cox (Principal)

- This 2021 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 29 April 2022 at 02:08 PM by Kylie Laing (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

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 Indonesian, 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 two days a week to support wellbeing. There is also a Playgroup each Friday morning and before and after school care.

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 is respected and enhanced.
- An engaging and stimulating learning environment both inside the classroom and outside in the school and community.
- A wide and varied curriculum based on best practise models, preparing our students to be strong and active members of the community.

Framework for Improving Student Outcomes (FISO)

Tarwin Lower Primary Schools Framework for Improving Student Outcomes (FISO) priority for 2021 was again focusing on Teaching and Learning, with our learning initiatives being Curriculum Planning and Assessment and Building Practice Excellence. The school continued to focus on building teacher excellence through our work with other nearby schools on our Corner Inlet Learning Alliance (CILA) network of schools and utilising staff knowledge with peer observations and develop our understanding of HITS. Our focus for 2021 was on the mathematics curriculum. Learning Intentions and Success Criteria were explored. However, due to COVID, the content will need to be revisited in 2022 to be embedded.

Achievement

Due to the challenges of 2021, the students and staff continued to adapt to new ways of teaching and learning. Teachers worked on developing more differentiated tasks and ensuring that students entered any task at their level of learning and understanding. Staff undertook weekly professional learning designed to help them at their point of need and build their capacity.

The introduction of virtual excursions gave students a different perspective of the world and built a wide range of general knowledge and extended students interests.

During remote learning, staff were able to utilise online resources and in particular Google Classroom for content-delivery and assessment and consequently develop new ways of differentiating for students. Staff engaged in learning designed to support them with the introduction and use of the remote platform. This immediacy of need saw many staff build and grow their skills quickly and share new learning openly. Staff planned, filmed and shared explicit learning support sessions to support our most vulnerable students.

While the overall end of year achievement results for our student body was more conservative than in previous years,

staff focused on reporting only on learning that they had clear evidence for.

Our NAPLAN results over a four year average are higher than similar schools and the state average in reading. Our numeracy in year 3 is below similar schools and the state average. In year 5, however this has turned around the results show we are above similar schools and at the state average.

Engagement

A selection of students at Tarwin Lower Primary school, who previously displayed high levels of engagement at on-site school, experienced challenges in terms of their engagement at remote and flexible learning. To support our students to return to onsite learning, classroom teachers ensured that the first week was designed to support students to re-engage with staff, peers and routines before building expectations in task work. This regulation time was vital in seeing students return to school and re-engage. During home learning staff engaged with students and families through regular contact and support via WebEx and phone calls. Our school climate results are above the state average. Our absence rate continues to be above similar schools and the state average as we have high absenteeism.

Wellbeing

Wellbeing is always a critical part of the work at Tarwin Lower Primary School. In addition to the phone contact, staff also offered phone and or Webex student, parent, teacher conferences to help support students both on and offsite. Aiming to maintain predictability and expected routines was an important part of supporting the wider school community's wellbeing. The school remained a dependable and predictable place. Over the course of the year, Staff felt that the increasing need for welfare support and action was only going to be more prevalent once students had returned onsite. A school Chaplain has been employed and her hours have increased in 2022 to fully support all our community. Wellbeing Wednesday was introduced to ensure students, staff and families maintained a healthy balance of mental and physical health. Our parent satisfaction is the similar to the state average.

Finance performance and position

Tarwin Lower Primary School finished 2021 with a healthy surplus in the SRP. The Principal has a substantive teaching role within the school, which negates the need to employ an extra teacher. Likewise, the school cash accounts completed 2021 with a greater than expected surplus, in part attributed to the reduction in running expenditure due to remote and flexible learning. The school received the following extra funding in 2021:

- Bushfire Preparedness - \$20000
- Student Excellence Program - \$1650
- Annual Contracts and Essential Safety Measures - \$12143
- Sporting Schools - \$2, 800.00
- * Tutor Learning - \$25000
- * Chaplaincy program - \$20280
- * Swimming in Schools - \$810

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.

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 45 students were enrolled at this school in 2021, 23 female and 22 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).

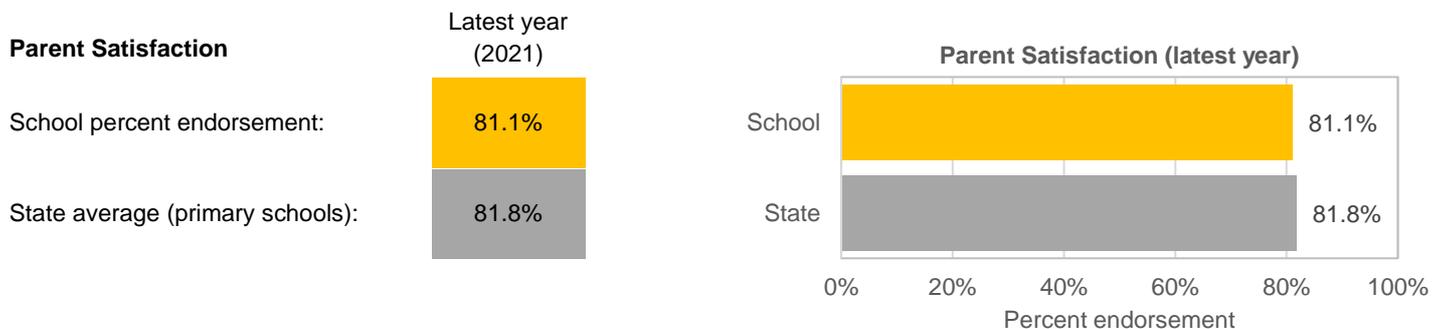
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

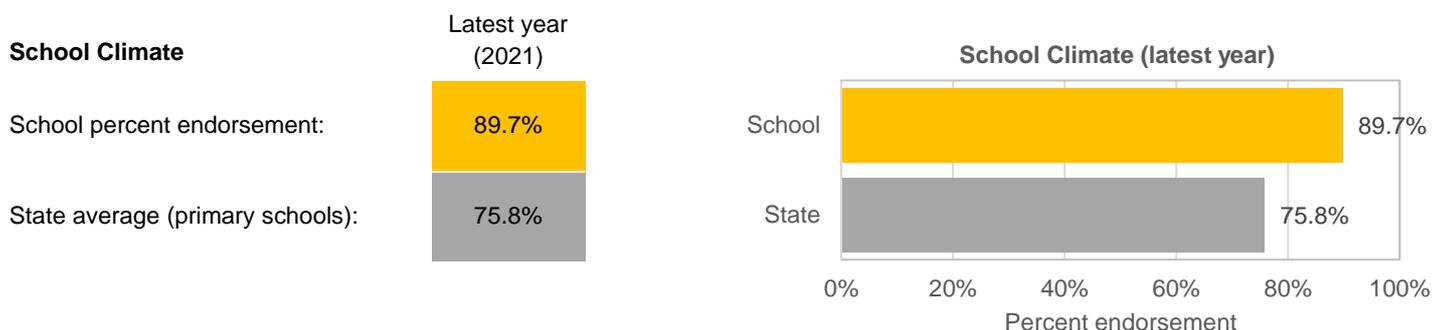


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

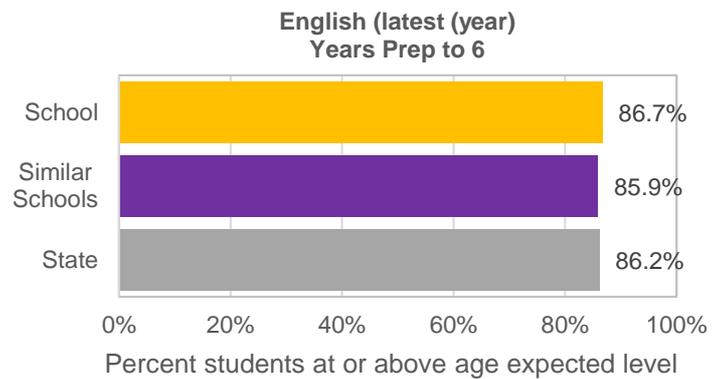
86.7%

Similar Schools average:

85.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

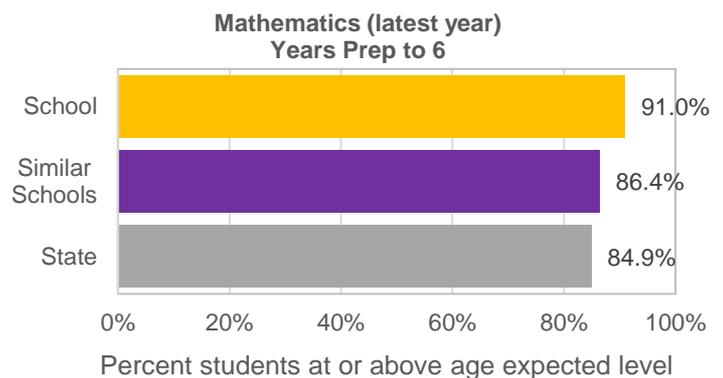
91.0%

Similar Schools average:

86.4%

State average:

84.9%



ACHIEVEMENT (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.

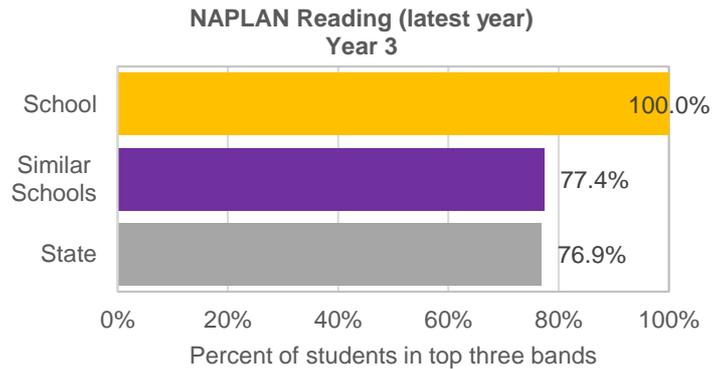
NAPLAN

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 2018, 2019 and 2021 data.

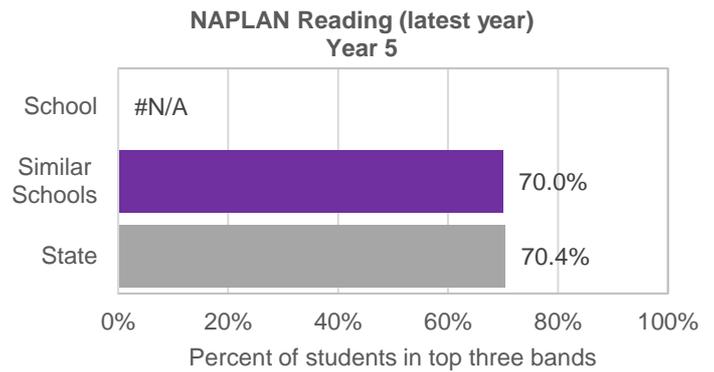
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	88.9%
Similar Schools average:	77.4%	75.1%
State average:	76.9%	76.5%



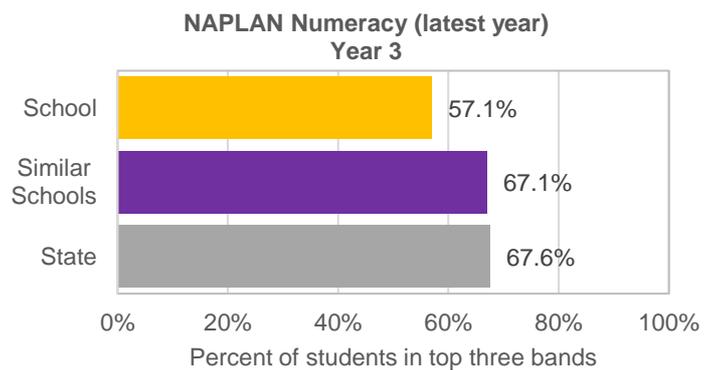
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	92.3%
Similar Schools average:	70.0%	67.5%
State average:	70.4%	67.7%



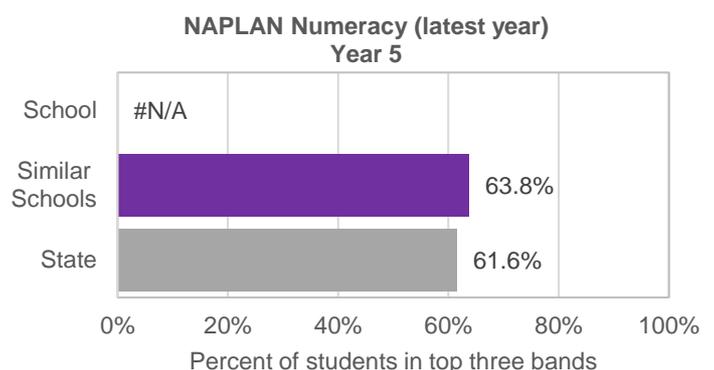
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.1%	57.9%
Similar Schools average:	67.1%	70.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	61.5%
Similar Schools average:	63.8%	57.4%
State average:	61.6%	60.0%



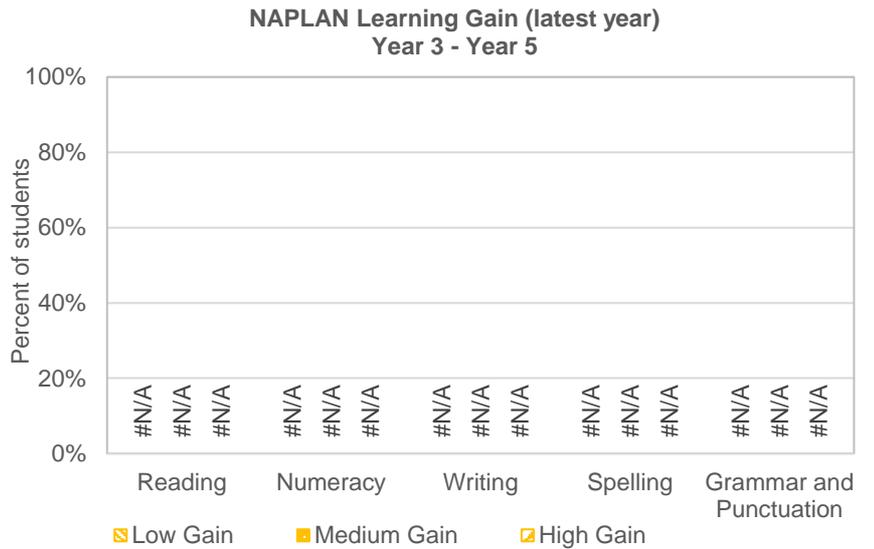
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	24%
Numeracy:	NDP	NDP	NDP	24%
Writing:	NDP	NDP	NDP	19%
Spelling:	NDP	NDP	NDP	20%
Grammar and Punctuation:	NDP	NDP	NDP	19%



ENGAGEMENT

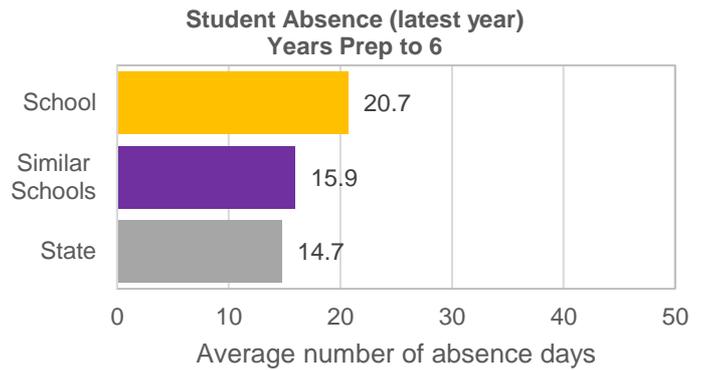
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	20.7	18.1
Similar Schools average:	15.9	15.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	91%	88%	90%	87%	93%	87%

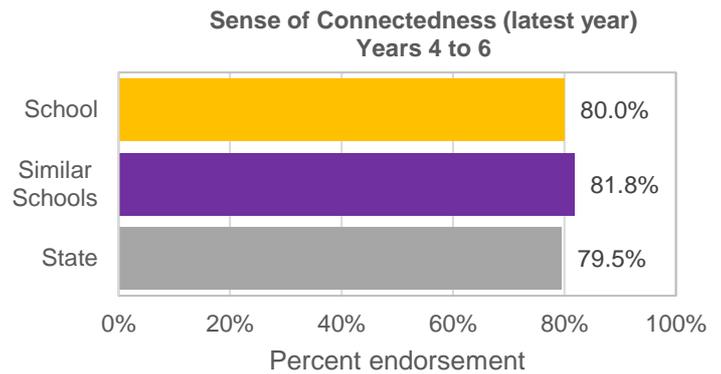
WELLBEING

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 (2021)	4-year average
School percent endorsement:	80.0%	75.1%
Similar Schools average:	81.8%	82.2%
State average:	79.5%	80.4%

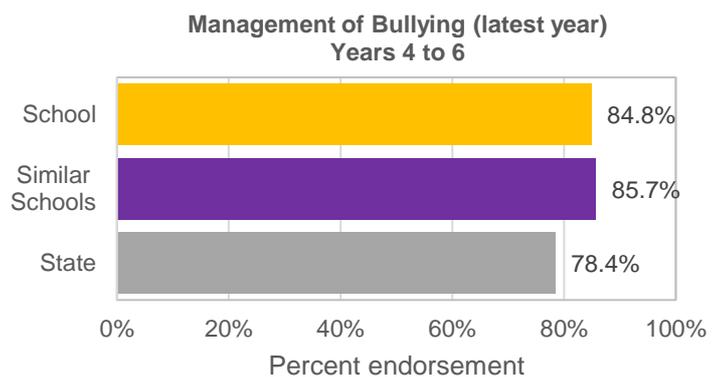


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	84.8%	82.1%
Similar Schools average:	85.7%	85.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$609,857
Government Provided DET Grants	\$177,641
Government Grants Commonwealth	\$1,800
Government Grants State	\$0
Revenue Other	\$2,991
Locally Raised Funds	\$15,760
Capital Grants	\$0
Total Operating Revenue	\$808,050

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,034
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,034

Expenditure	Actual
Student Resource Package ²	\$532,591
Adjustments	\$0
Books & Publications	\$53
Camps/Excursions/Activities	\$6,578
Communication Costs	\$956
Consumables	\$8,525
Miscellaneous Expense ³	\$8,774
Professional Development	\$1,763
Equipment/Maintenance/Hire	\$34,286
Property Services	\$66,839
Salaries & Allowances ⁴	\$43,895
Support Services	\$20,572
Trading & Fundraising	\$2,644
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,563
Total Operating Expenditure	\$735,040
Net Operating Surplus/-Deficit	\$73,010
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$91,037
Official Account	\$5,463
Other Accounts	\$0
Total Funds Available	\$96,500

Financial Commitments	Actual
Operating Reserve	\$26,809
Other Recurrent Expenditure	\$8,913
Provision Accounts	\$0
Funds Received in Advance	\$2,265
School Based Programs	\$22,222
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$7,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$10,000
Total Financial Commitments	\$97,210

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.