

2024 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 25 March 2025 at 02:32 PM by Gregory Eddy (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 26 March 2025 at 11:21 AM by Gregory Eddy (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

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, and the Mobile Library (MARC) with specialist teachers. Students also have one-hour lessons of ICT, HPE, and ART. The grades prep/1/2/3/4 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 the wellbeing of students, families and staff. There is also a Playgroup each Thursday morning held on-site. 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, we foster 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

In 2022, Tarwin Lower Primary School underwent its formal review, resulting in a new School Strategic Plan that prioritises mathematics, student wellbeing, student voice, agency and leadership, and differentiated learning. The school remained committed to enhancing teaching excellence by utilising staff expertise, implementing peer observations, and deepening our understanding of High-Impact Teaching Strategies (HITS) through a Professional Learning Community (PLC) approach.

A key focus for 2024, as outlined in the Annual Implementation Plan (AIP), was to optimize learning growth for every student in numeracy and literacy. This goal was successfully met, with teacher assessments indicating that 83.3% of students achieved or exceeded the expected standards in literacy—closely aligning with both the state and similar school averages. Performance in mathematics was even stronger, with 90.6% of students meeting or surpassing

the expected standard, exceeding the averages of both comparable schools and the state by 5%.

Supporting these achievements, NAPLAN results highlighted exceptional performance, with 100% of Year 3 students scoring within the strong or exceeding categories in numeracy. However, it is important to acknowledge that the school's relatively small student population impacts data analysis. In particular, NAPLAN results can be influenced significantly by the performance of a few students, potentially skewing the overall mean score.

Tarwin Lower Primary School has now established a strong Professional Learning Community (PLC) culture, supported by a team of skilled middle leaders who drive continuous improvement. This has led to a targeted focus on addressing student misconceptions through data analysis, teacher collaboration, and enhancing professional knowledge through reflective teaching practices.

The school remains dedicated to delivering high-quality education in an environment where every student can thrive.

Wellbeing

Wellbeing remains a fundamental priority at Tarwin Lower Primary School. To support students, staff, and families, the school has a chaplain who initially attended 1.5 days per week, with an increase to two days per week throughout the year. In 2024, key wellbeing programs—including *Respectful Relationships*, *The Resilience Project*, *Zones of Regulation*, *Smiling Minds*, and *School-Wide Positive Behaviour*—were further developed and strengthened.

Additional support was accessed through Student Support Services Officers (SSSOs), Department of Education and Training (DET) staff, and both external and internal professional development opportunities. A Wellbeing Leader played a crucial role in guiding staff through the implementation of new programs, providing support, and overseeing whole-school wellbeing initiatives.

The school continued to offer a range of programs aimed at fostering student engagement and wellbeing, including lunchtime clubs, the breakfast program, the Stephanie Alexander Kitchen Program, as well as sports and swimming programs. Community involvement also remained a key focus. Unfortunately, the school's wellbeing dog program was discontinued.

Our commitment to student wellbeing is reflected in the school's exceptionally high *Connectedness to School* endorsement rate of 90.4%, significantly surpassing both similar school and state averages.

Engagement

Tarwin Lower Primary School runs a breakfast program to support students in starting their day well and to encourage punctual attendance. To promote regular school attendance, students with outstanding attendance records are recognized at the end of each term with certificates and prizes. These achievements are also shared at the school level to reinforce the importance of daily attendance and to encourage families to prioritize consistent school participation.

The school offers a range of extracurricular activities, including camps, excursions, and incursions. Students in Years 3–6 have the opportunity to participate in camps. Additionally, students engage in cluster-wide swimming and athletics events, as well as shared incursions with other schools in the network.

This year, our attendance rate improved to just above the state and similar school averages, with students averaging 18.2 days of absence per year. However, absenteeism and late arrivals continue to impact student learning and remain key areas of focus for ongoing improvement.

Financial performance

In 2024 Tarwin Primary School finished with a small surplus of \$19,153 in the School Resource Plan (SRP), whilst operating at small classroom sizes.

The school undertook the following works in 2024

- | | |
|---|--------------|
| • New Playground | \$31,196.00 |
| • Purchase of a 24 seat bus | \$62,564.90 |
| • Payment for a bus shelter roof over the basketball courts | \$ 57,071.00 |
| • Resurface of car park with signage and bollards | \$12,337.71 |

Tarwin Lower employs a Chaplain for a day a week, along with funding, this increases the chaplain to 2 days a week of employment. Tarwin employs a part-time gardener as well as a groundskeeper to maintain the grounds. Operating small class sizes, it is preferable to replace absent teachers with CRTs if available. However, this is not always the case and may result in the principal teaching or combining classes.

Some further funding came from the Sporting Schools program with two grants of \$2450 and \$2350. As well as \$16054.04 from the Bushfire program. Bald Hill Windfarm gave \$10000 towards the new playground.

**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 37 students were enrolled at this school in 2024, 21 female and 16 male.

0 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).

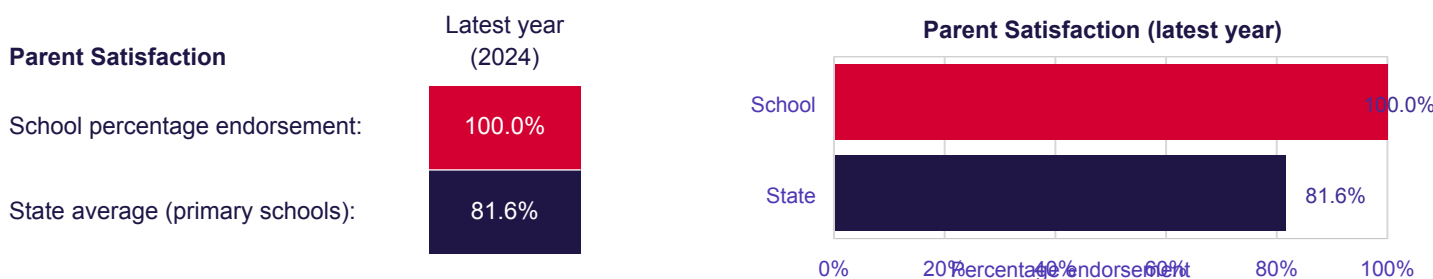
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

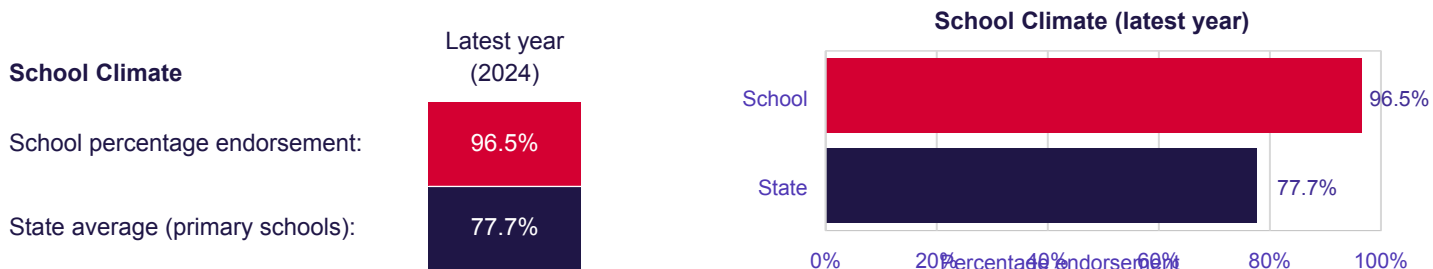


School Staff Survey

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

School percentage of students at or above age expected standards:

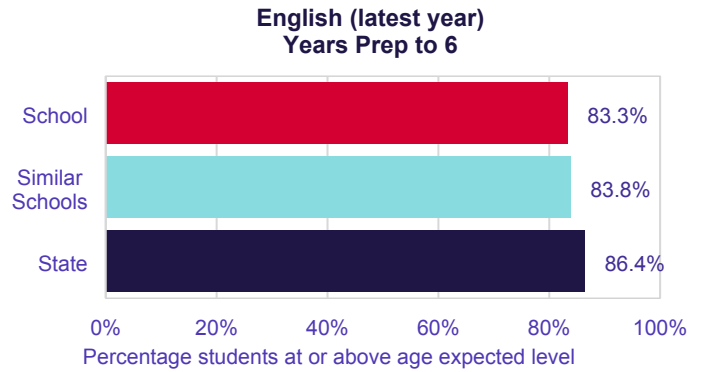
Latest year
(2024)
83.3%

Similar Schools average:

83.8%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

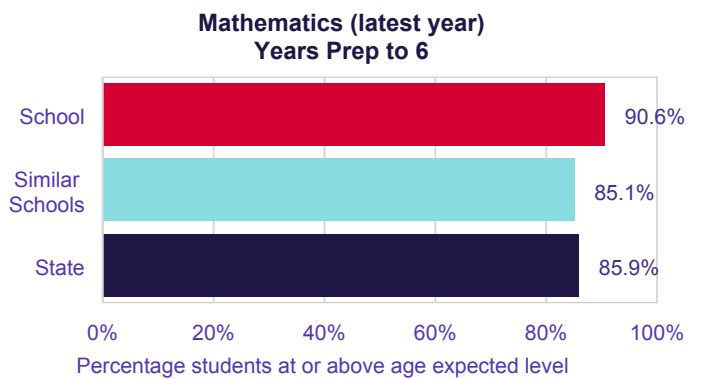
Latest year
(2024)
90.6%

Similar Schools average:

85.1%

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.

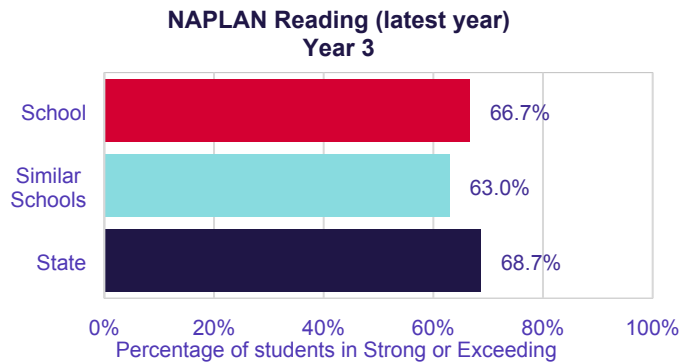
NAPLAN

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.

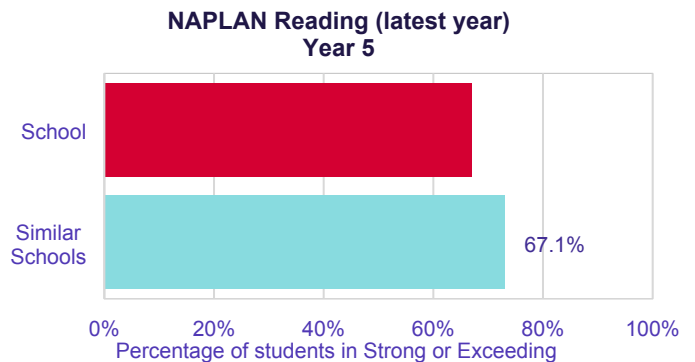
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	66.7%
Similar Schools average:	63.0%	63.1%
State average:	68.7%	69.2%



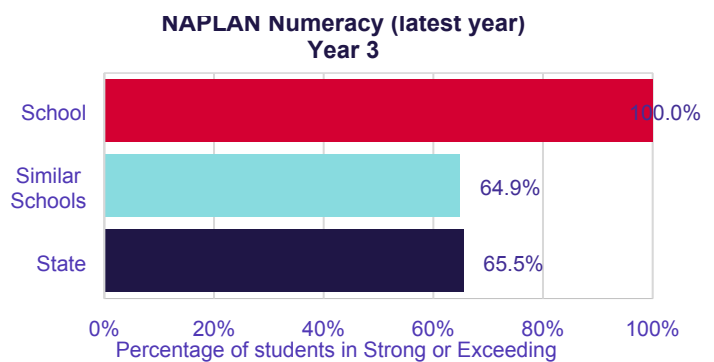
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	75.0%
Similar Schools average:	67.1%	68.6%
State average:	73.0%	75.0%



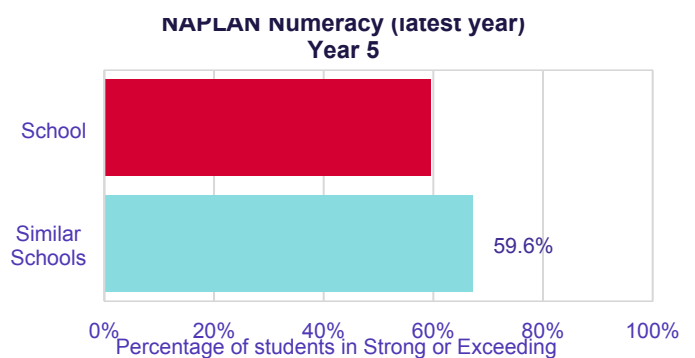
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	86.7%
Similar Schools average:	64.9%	65.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	75.0%
Similar Schools average:	59.6%	60.0%
State average:	67.3%	67.6%



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:

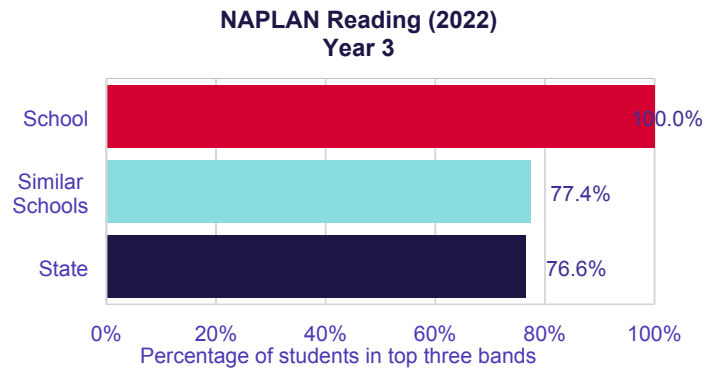
100.0%

Similar Schools average:

77.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

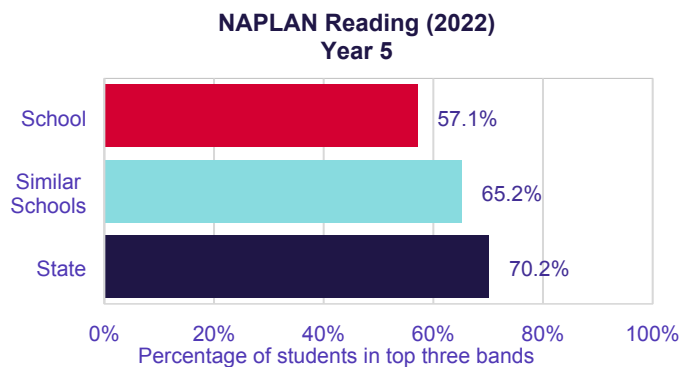
57.1%

Similar Schools average:

65.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

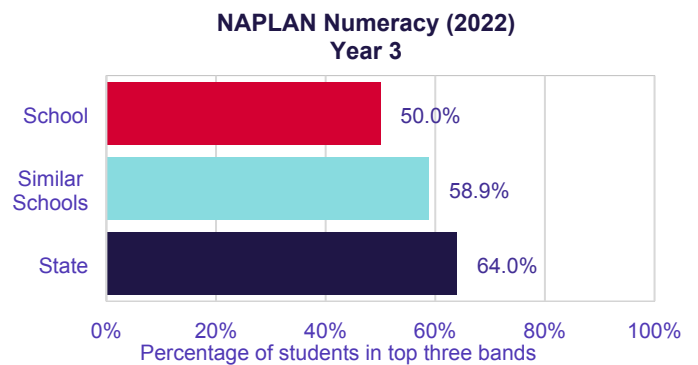
50.0%

Similar Schools average:

58.9%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

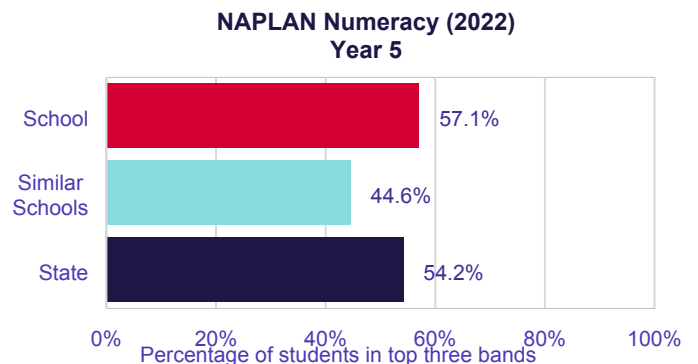
57.1%

Similar Schools average:

44.6%

State average:

54.2%



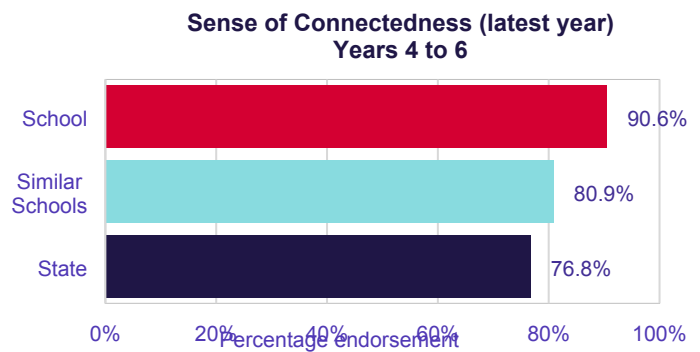
WELLBEING

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).

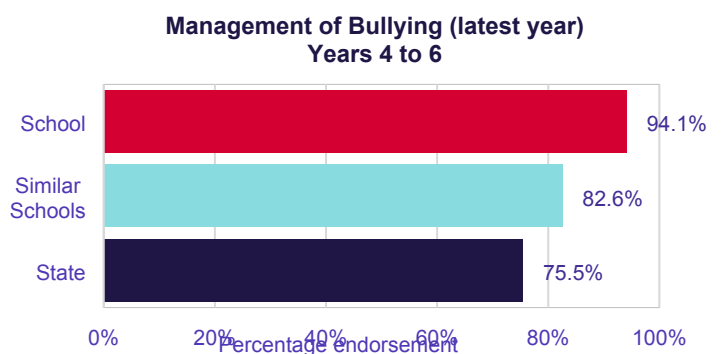
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	90.6%	81.4%
Similar Schools average:	80.9%	80.2%
State average:	76.8%	77.9%



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:	94.1%	84.2%
Similar Schools average:	82.6%	81.9%
State average:	75.5%	76.3%



ENGAGEMENT

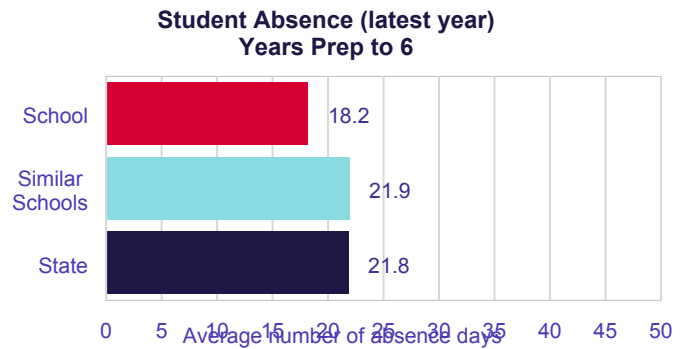
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.2	22.5
Similar Schools average:	21.9	20.7
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):	95%	NDP	90%	91%	90%	NDP	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$684,635
Government Provided DET Grants	\$212,424
Government Grants Commonwealth	\$4,800
Government Grants State	\$0
Revenue Other	\$36,338
Locally Raised Funds	\$29,007
Capital Grants	\$0
Total Operating Revenue	\$967,204

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,002
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,002

Expenditure	Actual
Student Resource Package ²	\$666,598
Adjustments	\$0
Books & Publications	\$415
Camps/Excursions/Activities	\$36,447
Communication Costs	\$878
Consumables	\$16,961
Miscellaneous Expense ³	\$6,159
Professional Development	\$3,535
Equipment/Maintenance/Hire	\$8,364
Property Services	\$57,050
Salaries & Allowances ⁴	\$54,884
Support Services	\$28,951
Trading & Fundraising	\$8,026
Motor Vehicle Expenses	\$2,873
Travel & Subsistence	\$0
Utilities	\$5,274
Total Operating Expenditure	\$896,415
Net Operating Surplus/-Deficit	\$70,789
Asset Acquisitions	\$140,120

- (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	\$120,091
Official Account	\$27,837
Other Accounts	\$0
Total Funds Available	\$147,928

Financial Commitments	Actual
Operating Reserve	\$38,303
Other Recurrent Expenditure	\$8,081
Provision Accounts	\$0
Funds Received in Advance	\$15,126
School Based Programs	\$38,400
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	\$1,900
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$101,809

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.