

# 2022 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](http://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 06 March 2023 at 01:15 PM by Jennifer Cox (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 12 May 2023 at 07:22 PM by Vanessa Fisher (School Council President)

## How to read the Annual Report

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### 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.

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### 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
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### 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)

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### 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.

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### 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.

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### 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

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## 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 4 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. 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Tarwin Lower Primary School went through its Review in 2022. Almost all goals and targets were met. A new Strategic Plan outlines mathematics and wellbeing as goals, as well as Student Voice, Agency and Leadership and differentiation. 2022 was the last year the school was involved in the Primary Mathematics and Science Specialists. 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. We revised 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. Our Year 3 reading remains very high as does our four year average in Year 5 reading. Our numeracy data in Year 3 and Year 5 remains high as a comparison across the 4 year average. It is important to note low student number impacts our school when analysing data, for example the NAPLAN data. The small cohort means that generalisations in regards to Year levels is not possible. 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. Mean scores and standard deviations are not provided for cohorts of fewer than 5 students. "Group level results for a group with fewer than ten students cannot be used to provide accurate or meaningful comparisons." NAPLAN Test Reporting Handbook. 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 two day a week chaplain attending school to support students, staff and families. Programs of Respectful Relationships, Smiling Minds, School Wide Positive Behaviour were implemented in 2022. 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. 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 was also introduced later in the year 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 everyday 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 continues to be above similar schools and the state average. This continues to be an area of focus, as well as late arrivals. Each student at our school was absent for nearly 28 days (or 4 and a half weeks), which is impacting their learning and sense of belonging.

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## Financial performance

Tarwin Lower Primary School finished 2022 with a healthy surplus in the SRP. Works at the school in 2022 include painting the toilets, new fence at front of school and fence around vegetable patch, shadesails, painting of mural and preparation of outdoor classroom. The school employs a gardener, groundskeeper and pays the difference to have a two 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 2022: • Mental Health Fund - \$15300 • Annual Contracts and Essential Safety Measures - \$12040 • Sporting Schools - \$2800.00 \* Tutor Learning - \$25000 \* Chaplaincy program - \$20280 \* Swimming in Schools - \$1350, PMSS - \$64752, Career Start - \$22034, Outside School Hours Establishment Grant - \$70000

# 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 52 students were enrolled at this school in 2022, 28 female and 24 male.

NDP 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).

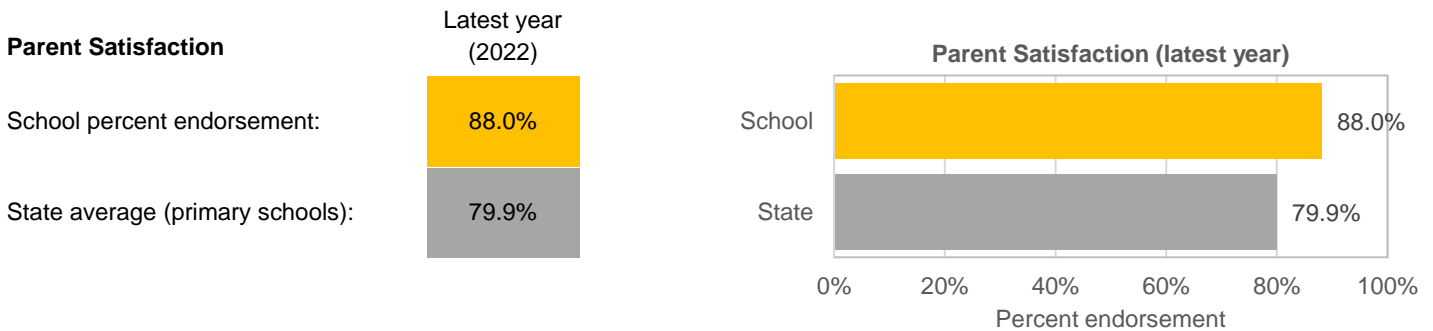
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

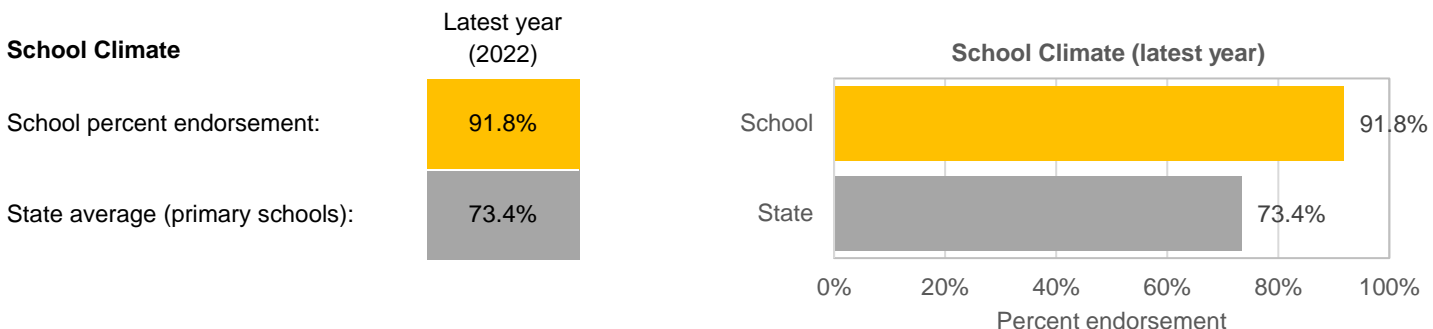


### School Staff Survey

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:

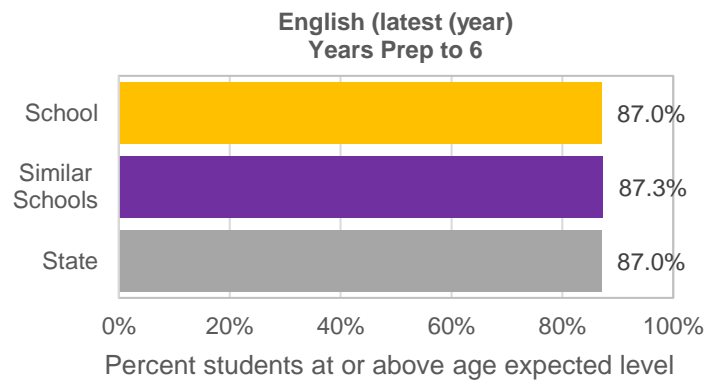
87.0%

Similar Schools average:

87.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

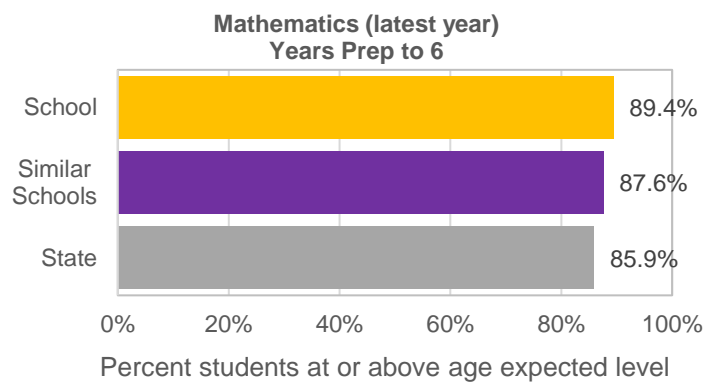
89.4%

Similar Schools average:

87.6%

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.

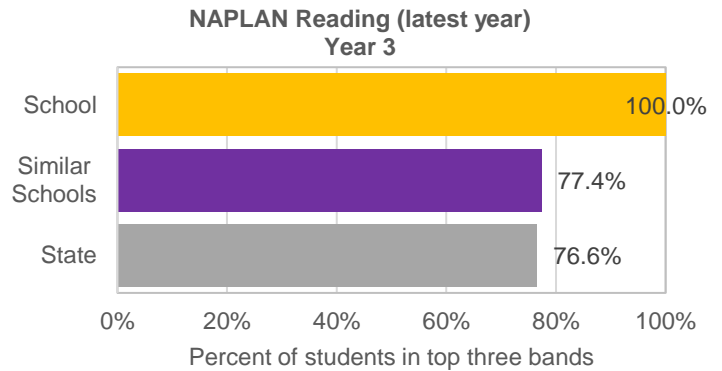
### NAPLAN

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.

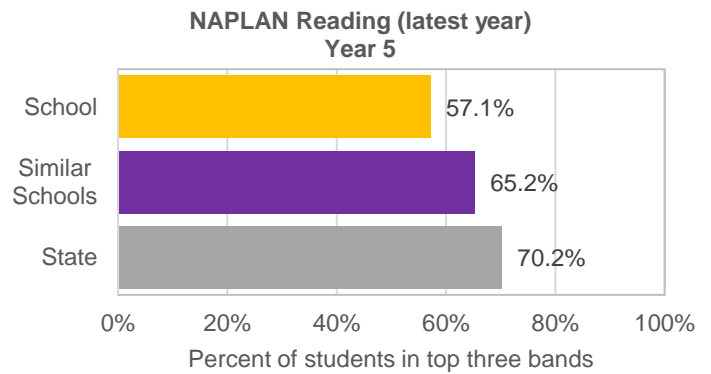
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	100.0%
Similar Schools average:	77.4%	75.7%
State average:	76.6%	76.6%



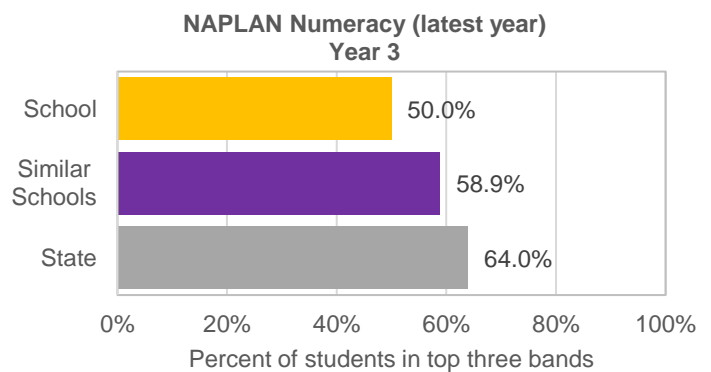
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	78.6%
Similar Schools average:	65.2%	64.1%
State average:	70.2%	69.5%



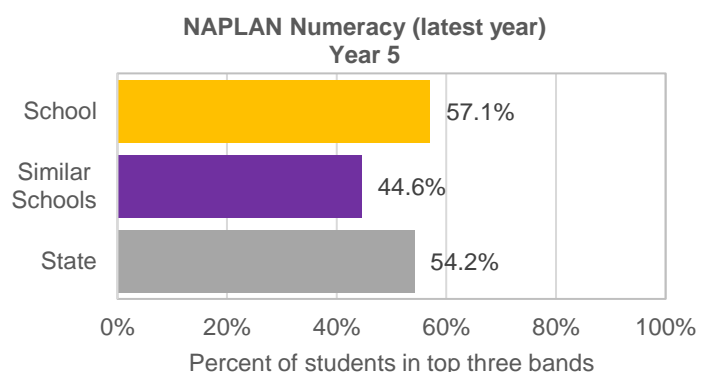
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	64.7%
Similar Schools average:	58.9%	64.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	57.1%
Similar Schools average:	44.6%	51.6%
State average:	54.2%	58.8%





## WELLBEING

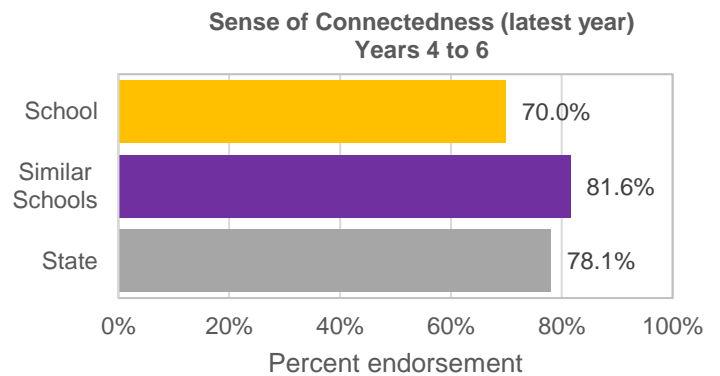
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	70.0%	78.7%
Similar Schools average:	81.6%	83.0%
State average:	78.1%	79.5%

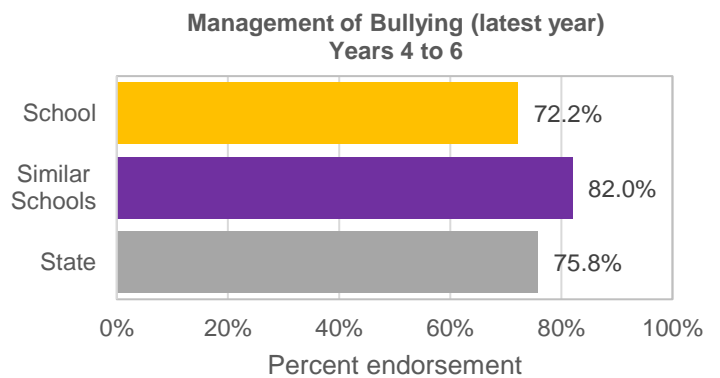


### Student Attitudes to School – Management of Bullying

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:	72.2%	83.7%
Similar Schools average:	82.0%	84.4%
State average:	75.8%	78.3%



## ENGAGEMENT

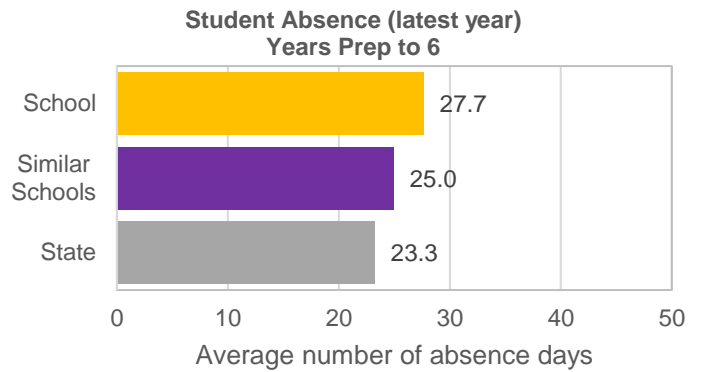
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.7	20.6
Similar Schools average:	25.0	18.2
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):	90%	86%	92%	76%	85%	77%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$697,600
Government Provided DET Grants	\$233,435
Government Grants Commonwealth	\$76,500
Government Grants State	\$0
Revenue Other	\$19,841
Locally Raised Funds	\$28,649
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,056,025</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,612
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$6,612</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$599,787
Adjustments	\$0
Books & Publications	\$438
Camps/Excursions/Activities	\$24,304
Communication Costs	\$957
Consumables	\$12,347
Miscellaneous Expense <sup>3</sup>	\$6,757
Professional Development	\$7,909
Equipment/Maintenance/Hire	\$10,710
Property Services	\$92,048
Salaries & Allowances <sup>4</sup>	\$71,444
Support Services	\$31,250
Trading & Fundraising	\$59,020
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$109
Utilities	\$8,051
<b>Total Operating Expenditure</b>	<b>\$925,131</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$130,894</b>
<b>Asset Acquisitions</b>	<b>\$4,545</b>

- (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 25 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$170,040
Official Account	\$7,954
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$177,993</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$42,468
Other Recurrent Expenditure	\$1,016
Provision Accounts	\$0
Funds Received in Advance	\$1,760
School Based Programs	\$101,112
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	\$24,000
Maintenance - Buildings/Grounds < 12 months	\$7,600
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$177,956</b>

*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.*