

# 2018 Annual Report to The School Community



School Name: Tarwin Valley Primary School (5420)



- 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 2018 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 19 March 2019 at 12:09 PM by Gene Vanderzalm  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 April 2019 at 12:14 PM by Danielle Lacy (School  
Council President)

## About Our School

### School context

Tarwin Valley Primary School is situated in Meeniyan and provides high quality education for the students of the Tarwin Valley area. Current enrolment is 113 with 6 classes (Prep, 1, 2, 3/4, 3/4,5 /6).

The school has one Principal Class Officer (1.0 EFT), 12 Class and Specialist Teachers (8.6 EFT), 3 Education Support Officers, 1 Primary Welfare Officer (0.2 EFT), 1 Chaplain (0.4 EFT) and an Education Trainee (0.8 EFT). The school provides specialists classes in The Arts, Physical Education (PE), Library, French and Environmental Science.

The school qualifies for significant Equity Funding and the school uses the funds to directly support the funding of Annual Implementation Plan's actions to achieve School Strategic Plan goals. ('To raise the literacy and numeracy capabilities of every student' and 'To improve students' motivation, engagement and management of their own learning.'). Professional Conversations based on Observations and Feedback, PLTs, HITS PD, new Instructional model and Inquiry Learning were all deepened and embedded within our professional practices in our final School Strategic Plan year.

The school hosts a Mobile Area Resource Centre (MARC) van which services small schools across the Corner Inlet District.

The school has a Primary Welfare Officer, who continues the implementation of the KidsMatter framework with a revisiting of a Positive School Environment. The School Chaplain supports whole school and class activities, Student Wellbeing endeavours as well as supporting families and individuals.

The vision for our school is 'At TVPS students, staff and parents are part of a learning community which values academic, physical, emotional and social learning. Our students are encouraged and supported to be learners who continue to learn and transfer their knowledge and skills to different situations throughout their life on a local and national level.' The school endeavours to provide contemporary and effective approaches to teaching and learning in a purposeful learning environment by ongoing and collaborative staff learning. These approaches will support our attainment of our school's vision

Our community is integral to the wellbeing and growth of TVPS as a place of learning. All members of the school community work in a partnership to foster the growth of each other.

### Framework for Improving Student Outcomes (FISO)

In 2018 Tarwin Valley Primary School focussed on the FISO components Excellence in Teaching and Learning and Community Engagement in Learning.

The school used the Building Practice Excellence initiative to improve teacher knowledge and practice in maths instruction and increase engagement. The key implementation strategies were:

Maths

? Provision of a Professional Learning program to develop teachers' pedagogical and content knowledge [On-going, supported and fully integrated into the culture of the school]

? Further develop a PLT culture of collaboration, collective responsibility and reflection to develop and evaluate effective and consistent teaching practices and to improve student achievement. [Collaboration, involving reflection and feedback]

Engagement

? Create a culture of inquiry to develop curious and empowered learners

? Develop an Inquiry learning framework that promotes consistent inquiry approaches across the school

The school provided a rich professional development program including Professional Development sessions, professional readings, Peer Observation and Feedback, fortnightly Professional Learning Team meetings and external Professional Development. This was supplemented by the introduction of the HITS and the development of the TVPS Instructional Framework.

Building Communities was the Community Engagement in learning initiative. The Key Implementation Strategies were:

? Revisit and enhance KidsMatter Component 1: A Positive School Community to provide for greater parent-school, peer-school and peer- peer connectedness

? Create a culture which inherently allows for student agency to be an everyday expectation

? The Primary Welfare Officer led the Building Communities initiative and established a range of ways parents/carers can connect and contribute to the school.

The Principal was involved in a Community of Practice with peers that focussed on Building Practice Excellence to develop each Principal's capacity to provide a rich professional learning program for their teaching and educational support staff.

Parent Satisfaction with the school is 91.7% putting it in the High range, ahead of the median of Victorian government primary schools median of 85.5%. Specific areas of strengths are Parent Participation and Involvement (91%), School Support (96%), School Pride and Confidence (94%), Promoting Positive Behaviour (96%), School Connectedness (96%) These figures reinforces our wellbeing endeavours with the KidsMatter framework.

The School Climate measure on the School Staff Survey is 83.3% which is above the State median of 78.3%. The school is above the state in all of the sub categories of School Climate except for 'Parents and the wider community are involved in school activities and programs'. This is probably due to our focus on KidsMatter Component 1 : A positive and supportive school environment and the mismatch with our expectations and slow cultural change The school was in the upper 25% of schools for 'Staff are protected from intrusions that distract from learning and teaching.'

## Achievement

Our Performance Summary indicates that we are performing Similar to past results in most areas however we did dip lower in some important areas due mainly to small cohort factors.

As a result, the school is focussed more on 4 year trends. These trends indicate that we continue to achieve well above the State median for Parent and Staff satisfaction. Our Student survey results are mixed. For Student Safety we are well above the State median but for Connectedness to School and Stimulated Learning our results are still well below the State median. These issues will be addressed in the next Strategic Plan through the work the school does with George Telford.

The NAPLAN results were Similar for Year 5's in all areas. Reading and Numeracy were both down slightly and the school identified a trend of less students achieving high growth as well as working in the Top Two Bands in these areas. In Writing however, the school achieved well above median levels. Our school ranked third out of 50 'like schools' in Writing, a fantastic result for the dedication that staff have shown in PLT's.

In 2018, our NAPLAN results for year 3 were down on previous years. Results over the past 4 years still indicate strong improvements in Reading, Writing and Numeracy. In Reading and Writing, more than 50% of Year 3 students have been working in the Top 2 Bands and in Numeacy the average over the past 4 years has been close to 30% working in the Top 2 bands.

In 2018 we focussed on increasing teaching staff capacity to read, analyse and action assessment data formatively through more comprehensive and accessible assessment tools, techniques and representation. Reflecting on impact on learning became part of our PLT action cycle which allowed staff to be more precise in their practice and assignment of learning tasks

Our item analysis of NAPLAN maths and spelling data indicates our students need support with multistep problems where they are required to strategically and logically solve problems. We will be using the Worked Examples High Impact Teaching Strategy involving metacognition to demonstrate and develop logical and responsible problem solvers.

## Engagement

Our approach to engagement is strongly connected to curriculum and student wellbeing as the relationship between the three is interdependent. The Attitudes to School Survey indicated that there are two main factors that could be affecting attendance and general engagement at school. A Sense of Connectedness and

Motivation and Interest have decreased.

The Engagement measure of attendance is not a concern over the four year period. However the 2017 Lower than Like School rating, continued to cause concern into 2018 resulting in a Lower School Comparison rating again. If this continues, it will affect the four year average.

As a school we are aware of students who are away regularly and have implemented a personal approach involving the class teacher to ring on the second unexplained day. If the absence continues then the Principal contacts the parents to determine what the issue is. One major issue is the absence of students who travel to our school rather than their local school. Our unexplained absences have improved as has our 'unapproveds'. Our attendance rate is improving but there is still room for greater improvement.

## Wellbeing

Our students Sense of Connectedness rating on the Attitudes to School Survey is now Lower when compared to other schools and this is due to the large impact of an atypical few on a small data pool. The figures are reinforced by the Resiliency Youth Australia data which means there is an issue that needs addressing. However the parents rate School Connectedness as 94%. Our school has all the conditions that allow the students to feel safe, secure, cared for and confident. (Our Management of Bullying is above the State median). We employed a number of strategies and programs to engage these students to increase their sense of connectedness however they have outside interests they would rather pursue and didn't engage in what we offered. As a school we have offered many opportunities and we now have to encourage the willingness to do so by the students.

In 2019 we will be focussing on the Attitudes to School factors that affect school connectedness. We will be focussing greater student voice and agency and Motivation and Interest as co factors to school connectedness.

## Financial performance and position

The school is currently in surplus for the following reasons:

Facilities Reserve. We have gradually accrued funds remaining in the annual Facilities budget to fund large long term projects and larger facilities emergency and repairs. This is an expectation of the Department to manage and provide funds at a local level for such services.

Program Coordination School: We are the base school for the Tarwin Valley MARC scheme and Corner Inlet Cluster Sports, and must accumulate funds annually to pay for a new library van. In 2019 the van is being replaced which will expend the majority of those funds.

Sub Program Holding Fund. We operate a sub program holding fund to access if there is a major unexpected program budget need. Specifically it is to fund any major unexpected staffing expenditure that may unexpectedly arise such as long term, non claimable sick leave.

Equity Funding. The Repayable to DET is the unspent but 2019 committed funds from Equity Funding. This was purposefully carried into 2019 to fund a specific learning program that required extra funds.

# Performance Summary

The Government School Performance Summary 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

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 111 students were enrolled at this school in 2018, 66 female and 45 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.1	85.1	78.3	91.6

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.3	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.9	90.1	82.6	95.3	Similar
Mathematics	93.9	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	27.3	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	33.3	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	70.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	50.0	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	72.5	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	51.9	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	66.1	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	46.4	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	22.2	66.7	11.1
Numeracy	44.4	44.4	11.1
Writing	27.3	54.5	18.2
Spelling	18.2	72.7	9.1
Grammar and Punctuation	27.3	36.4	36.4

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.0	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.5	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	91	90	90	94	93	95

## WELLBEING

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.1	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	77.1	81.7	73.8	88.7	Lower

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	89.4	81.2	72.2	90.3	Similar
<b>Percent endorsement (2 year average)</b>	87.7	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,266,223
Government Provided DET Grants	\$229,433
Government Grants Commonwealth	\$3,025
Government Grants State	\$11,727
Revenue Other	\$24,055
Locally Raised Funds	\$53,728
<b>Total Operating Revenue</b>	<b>\$1,588,191</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$107,694
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$107,694</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,179,657
Adjustments	\$0
Books & Publications	\$6,964
Communication Costs	\$2,112
Consumables	\$16,423
Miscellaneous Expense <sup>3</sup>	\$113,767
Professional Development	\$6,658
Property and Equipment Services	\$43,484
Salaries & Allowances <sup>4</sup>	\$55,734
Trading & Fundraising	\$8,144
Travel & Subsistence	\$3,638
Utilities	\$9,297
<b>Total Operating Expenditure</b>	<b>\$1,445,878</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$142,314</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$185,283
Official Account	\$7,721
Other Accounts	\$28,719
<b>Total Funds Available</b>	<b>\$221,724</b>

Financial Commitments	Actual
Operating Reserve	\$43,089
Other Recurrent Expenditure	\$6,879
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$39,250
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$61,286
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,220
Capital - Buildings/Grounds < 12 months	\$55,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$221,724</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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*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.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

## WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

