

2015 Annual Report to the School Community

Tarwin Lower Primary School

School Number: 4275



Name of School Principal: Jennifer Cox

Name of School Council President: Keltem Aveling-Burston

Date of Endorsement: 2nd May 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Located in picturesque South Gippsland, Tarwin Lower Primary School prides itself on providing high quality education meeting the needs of our local coastal community. Our school values of Co-operation, Resilience, Kindness and Respect are central in all that we do. Each child's social, emotional and behavioural well-being is nurtured in a supportive and caring environment.

Tarwin Lower Primary operates three classrooms with small class sizes in state of the art, purpose built learning spaces. Our central building allows for collaborative and shared approach to teaching and learning. We operate our own well-resourced library as well as Art and Music rooms. A purpose built kitchen supports several teaching and learning programs within our school curriculum as well as being a resource used by our local community. Our children enjoy a comprehensive Arts program including music and art classes weekly. We also access our network Mobile Library on a weekly basis.

At Tarwin Lower Primary we aim to:

- Provide a teaching and learning environment that is meaningful, engaging and relevant to the individual and collective needs of our students.
- Teach a curriculum that develops our students to be "passionate life-long learners".

Prepare our students to be socially adept, resilient and competent members of the community.

Achievement

Our students continue to achieve at or above the expected standard in both English and Mathematics. Our Year 5 students, despite our small cohort, continue to place above national minimum standards in NAPLAN testing. The implementation of a whole school structured reading and writing program, has resulted in improved learning gains for our students. Our data shows 100% of our Year 5 students experiencing high growth in grammar and punctuation and 50% of students in reading and writing.

Our ability to provide individual, targeted support has resulted in our students achieving higher than expected growth across all areas of the curriculum. Our strong focus on phonics across the school is giving our students a strong foundation on which to grow and continuously improve.

Engagement

At Tarwin Lower PS we strive to provide a safe and welcoming school environment that encourages a positive mindset and approach to learning. Improved parent and student attitudes towards our school reflect this positivity with our students agreeing that our teachers are effective and that we provide a stimulating learning environment. Our students report feeling connected to their peers and the school.

Improving our student, parent and community attitudes towards school is an ongoing process and one that we continue to focus on. Our priorities are building strong social skills and community connectedness. Our success in securing funding for our Sustainable Edible Education Developing Students (S.E.E.D.S.) program is supporting our students and community in building pride, a deeper understanding of how to live sustainably and supporting our school values of Kindness, Cooperation, Resilience and Respect.

Wellbeing

The wellbeing of our students, families and staff are of high importance to us. Wellbeing programs guided by the KidsMatter initiative are integrated into our curriculum and are the focus of weekly whole school lessons. Our staff regularly attend professional development sessions ensuring we are aware and equipped with how to best meet the health and wellbeing needs of our students and families.

We have access to a regional support network of social workers, psychologists, and speech therapists who work with our students and families on meeting their wellbeing needs and supporting our staff on providing the best teaching and learning programs. When surveyed our parents continue to report that their children are motivated, learning great social skills and feel connected to the school and their peers.

Productivity

Through our staffing profile, our access to a range of specialist and extra curricula opportunities, excellent student/teacher ratios and efficient use of resources we have been able to maximize the learning outcomes for all students at Tarwin Lower Primary School. Our focus on ensuring all families have equal access to all opportunities available has led to a high efficacy approach allowing for lowest possible costs for camps, excursions and special programs.

Our membership of the Corner Inlet Learning Alliance (CILA) has led to meaningful collaboration and the provision of effective and efficient Professional Development, Leadership Development and peer support for staff and principals. Our school takes advantage of the opportunities that the Alliance and Clustering allows for improving our operation, event and time management.

Our parents are very proactive in raising funds to support and subsidise programs and resources otherwise not provided for in the

Student Resource Package. The fundraising activities throughout the year also contribute to the social capital and the building of a strong community.

Our highly effective Performance and Development process builds efficacy, high achievement, accountability across our school. This allows for the highly effective implementation and execution of the School Strategic Plan and Annual Implementation Plans. Effective and efficient long term planning and saving allow for our facilities to remain a safe environment that allows for effective teaching and learning.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 39 students were enrolled at this school in 2015, 19 female and 20 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



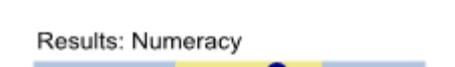
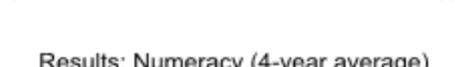
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels: ■
 Result for this school: ■ Median of all Victorian government primary year levels: ■

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>14%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>75%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>25%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	50%	38%	Numeracy	43%	14%	43%	Writing	29%	57%	14%	Spelling	13%	75%	12%	Grammar and Punctuation	38%	25%	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>84 %</td> <td>89 %</td> <td>93 %</td> <td>86 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	84 %	89 %	93 %	86 %	92 %	91 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	84 %	89 %	93 %	86 %	92 %	91 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

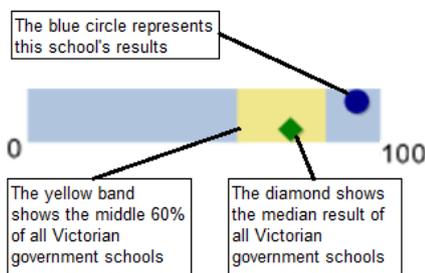
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

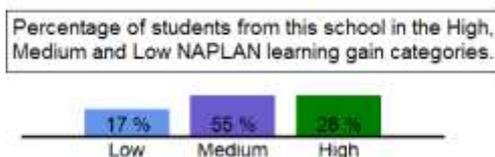
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

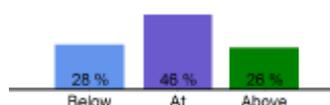


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

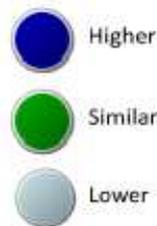


What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$448,362	High Yield Investment Account	\$55,888
Government Provided DET Grants	\$63,406	Official Account	\$6,011
Government Grants Commonwealth	\$6,424	Total Funds Available	\$61,899
Revenue Other	\$5,295		
Locally Raised Funds	\$29,924		
Total Operating Revenue	\$553,411		
Expenditure		Financial Commitments	
Student Resource Package	\$349,297	Operating Reserve	\$15,307
Books & Publications	\$870	Asset/Equipment Replacement < 12 months	\$10,000
Communication Costs	\$1,500	Maintenance - Buildings/Grounds incl SMS<12 months	\$16,000
Consumables	\$8,641	Other recurrent expenditure	\$20,592
Miscellaneous Expense	\$15,039	Total Financial Commitments	\$61,899
Professional Development	\$2,086		
Property and Equipment Services	\$24,260		
Salaries & Allowances	\$34,210		
Trading & Fundraising	\$6,858		
Utilities	\$6,409		
Total Operating Expenditure	\$449,171		
Net Operating Surplus/-Deficit	\$104,240		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Our school is in a surplus. This is a result of correct financial planning and management of resources. All large purchased items are planned for and written into the budget. We buy items that will last and don't need constant upgrading. The principal takes on a substantial teaching role, reducing the extra cost of employing a teacher. Funding we have received for 2015 - RE Ross Trust of \$7600, Donation of \$2200 and Building Resilience in Schools of \$3500