

2016 Annual Report to the School Community



School Name: Tarwin Lower Primary School

School Number: 4275



Name of School Principal:

Jennifer Cox

Name of School Council President:

Justine Irvine

Date of Endorsement:

[Enter date here]

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

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 School 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 have a school student population that remains at 40 on average. We have one teaching principal, two full time classroom teachers, two part time Education Support Staff, and three part time teachers. Our children enjoy weekly specialist subjects of Visual Arts, Music, LOTE (Indonesian), ICT and HPE. We also access our network Mobile Library on a weekly basis. 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.

At Tarwin Lower Primary we:

- * Teach the Whole Child; we believe students must be healthy, safe, engaged, supported, and challenged in their education.
- * 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.

Framework for Improving Student Outcomes (FISO)

Tarwin Lower Primary Schools Framework for Improving Student Outcomes (FISO) priority for 2016 was Excellence in Teaching and Learning, with our leading initiative being Curriculum Planning and Assessment. Throughout 2016, the school focused on building teacher excellence through the work of Marzano – “The Art and Science of Teaching”. Teachers attended a Professional Learning day and there were regular professional discussions during staff meetings. We also began our Peer Observations, which focused on an area of effective teaching. Culminating in an expectation of classroom teaching within the school. Developing a Guaranteed and Viable Curriculum in the area of Mathematics was a focus for the school. The strand of Number in the Victorian Curriculum was reviewed and a continuum of knowledge and skills was developed. Our PLTs discussed and analysed planning, teaching, assessment and monitoring. Resulting in teacher's embedding differentiation and learning objectives into their planning.

Achievement

Our students continue to achieve at or above the expected standard in both English and Mathematics NAPLAN. Our Year 3 student outcomes in both Reading and Numeracy are at the highest bands, well above the median for other Victorian government primary schools. Our schools ability to provide individual, targeted support has resulted in our students achieving high results. This is a reflection of our strong programs and the excellent teaching and learning that is occurring at the school. The success of Jolly Phonics gives our students a strong foundation on which to grow and continuously improve. As well as our Big Write/VCOP program and our highly engaging mathematics lessons. There is no data for grade 5 students, as there were none enrolled last year. Therefore, there is no data for NAPLAN learning gain.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

At Tarwin Lower Primary School, the students are at the heart of all we do. The low pupil-teacher ratios allow for individualised instruction and more attention given to students. Morale and leadership amongst our students tends to be higher because there are fewer students to be leaders. Hence, students are exposed to more opportunity to develop leadership skills in a greater diversity of situations. Literally everyone must participate in order to make a project a success. This promotes among students a sense of belonging, of pride in their community, their school and themselves. As a result, students are likely to have better attitudes toward school and each other. We also have strong support from parents and community members. All school staff, parents and students know each other well, leading to a strong sense of identification and belonging.

Our programs are engaging and real-life, such as sustainability, gardening, cooking and local community visits. We have programs at the school that allows all intelligences to shine through, from music and art, to sport and computers. All we do at the school is underpinned by the school values of Kindness, Cooperation, Resilience and Respect.

We continue to focus on student absences through parent, student and community education in newsletters. We are utilizing Compass for unexplained absences and lateness. Uploading photos onto FaceBook to show the happy and engaged students participating in a range of lessons, helps parents to understand that learning that occurs at school and trying to “catch up” is difficult.



Wellbeing

At Tarwin Lower Primary School, the wellbeing of our students, families and staff are of high importance to us. We strive to provide a safe and welcoming school environment that encourages a positive mindset and approach to learning. Wellbeing programs guided by the Kids Matter initiative are integrated into our curriculum and are the focus of weekly whole school lessons. The Better Buddies Program is implemented for our Prep students, Buddy reading and regular whole school activities also enhance student relationships across the school. Our staff regularly attend professional development sessions ensuring we are aware and well equipped with how to best meet the health and wellbeing needs of our students and families. Our teachers know their students as individuals and are familiar with their family backgrounds from which they come. The teachers have high expectations from their students because they know them well and care about what happens to them. Teachers have a lot of contact with parents and understand them as an important element in student success. All school staff, parents and students know each other well, leading to a strong sense of identification and belonging.

Our Parent Opinion Survey Summary indicates that we are slightly above the median of all Victorian government primary schools. We have 100% of parent respondents satisfied with the school. Increasing community engagement has been a focus for our school, and it is pleasing to see that there has been a positive result. This includes our breakfast program and involvement in community events. Our school staff survey reflects the positive school climate in which staff member's work, as 91% were positive about the school climate. Students Attitudes to School connectedness and a feeling of safety was the median for the state. Considering the upheaval the students who completed the survey had been through that year, with changing teachers and uncertainty, this was a pleasing result.

For more detailed information regarding our school please visit our website at
www.tarwinlowerps.vic.edu.au

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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 38 students were enrolled at this school in 2016, 16 female and 22 male. There were < 10% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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 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> Higher</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>86 %</td> <td>89 %</td> <td>73 %</td> <td>89 %</td> <td>93 %</td> <td>67 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	89 %	73 %	89 %	93 %	67 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	89 %	73 %	89 %	93 %	67 %	92 %										

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:

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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

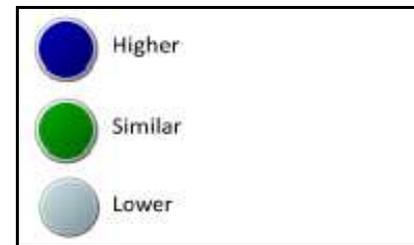
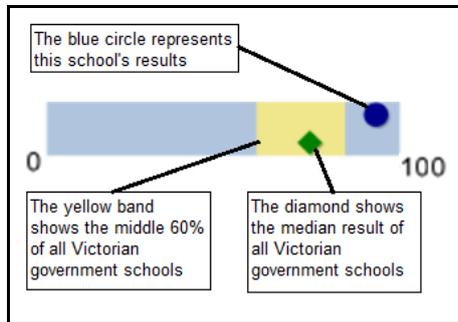
What are student outcomes?

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, P-12 and specialist schools, 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.

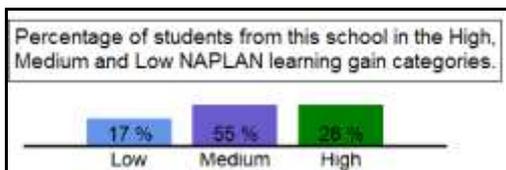
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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. Large items are anticipated to be purchased this year, as well as employment of an ES staff member for student support. The teaching load of the principal will be reduced this year. Funding we have received for 2016 – Bald Hill Wind Farm - \$3000

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$446,482	High Yield Investment Account	\$111,509
Government Provided DET Grants	\$137,797	Official Account	\$2,277
Government Grants Commonwealth	\$4,900	Total Funds Available	\$113,785
Revenue Other	\$3,584		
Locally Raised Funds	\$37,530		
Total Operating Revenue	\$630,293		
Expenditure		Financial Commitments	
Student Resource Package	\$381,029	Operating Reserve	\$17,144
Books & Publications	\$1,209	Asset/Equipment Replacement < 12 months	\$4,800
Communication Costs	\$1,409	Maintenance - Buildings/Grounds incl SMS<12 months	\$4,000
Consumables	\$11,350	Provision Accounts	\$80,000
Miscellaneous Expense	\$32,375	Other recurrent expenditure	\$841
Professional Development	\$2,720	Asset/Equipment Replacement > 12 months	\$7,000
Property and Equipment Services	\$39,912	Total Financial Commitments	\$113,785
Salaries & Allowances	\$21,505		
Trading & Fundraising	\$7,161		
Utilities	\$5,932		
Total Operating Expenditure	\$504,603		
Net Operating Surplus/-Deficit	\$125,691		
Asset Acquisitions	\$10,090		

Student Resource Package Expenditure figures are as of 06 March 2017 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.