

2017 Annual Report to the School Community



School Name: Tarwin Lower Primary School

School Number: 4275



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 50 on average. We have one teaching principal, two full time classroom teachers, 0.4 classroom teacher, and two part time specialist 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 2017 was Excellence in Teaching and Learning, with our leading initiative being Curriculum Planning and Assessment. Throughout 2017, the school focused on building teacher excellence through the work of Marzano and writing was our curriculum focus. We developed our Writing Instructional Practice document, which included our guiding principles (belief and actions), lesson structures, gradual release model, assessment and scope and sequence for text types.

We participated in High Performance Learning Culture with two other schools. Staff participated in cross-school peer observations on reading and utilising the HITS document to increase their teacher capacity and impact.

Achievement

Our schools ability to provide individual, targeted support has resulted in our students again 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.

Our students continue to achieve at or above the expected standard in both English and Mathematics NAPLAN. Our Grade 5 students all achieved about the National Minimum Standard (NMS), with 84% of our students in the upper two bands. All our grade 5 students were above the NMS in writing and spelling, with 29% in the upper two bands. In grammar and punctuation, all students met the NMS, and 42% of student results were in the upper two bands. Our grade 5 students were all students above the NMS in Numeracy, with 29% of students achieving in the highest band.

As only one Grade 3 child participated in NAPLAN in 2017, the results cannot be released due to confidentiality.

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. 100% of parent respondents believe we have a high expectation of success for all students. Increasing community engagement has been a focus for our school, and it is pleasing to see that 100% of respondents believe we have a strong relationship with the local community. Our school staff survey reflects the positive school climate in which staff member's work, as we were above the state median. Students Attitudes to School connectedness and a feeling of safety was the median for the state.




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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 39 students were enrolled at this school in 2017, 16 female and 23 male.

< 10 percent were EAL (English as an Additional Language) students and 8 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




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>No Data Available</p> <p> Higher</p> <p>No Data Available</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> Lower</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>17 % 50 % 33 % Low Medium High</p> <p>Numeracy</p> <p>14 % 43 % 43 % Low Medium High</p> <p>Writing</p> <p>13 % 75 % 13 % Low Medium High</p> <p>Spelling</p> <p>13 % 63 % 25 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>38 % 50 % 13 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison 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.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>91 %</td><td>84 %</td><td>92 %</td><td>94 %</td><td>92 %</td><td>94 %</td><td>95 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	84 %	92 %	94 %	92 %	94 %	95 %	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	84 %	92 %	94 %	92 %	94 %	95 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

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)

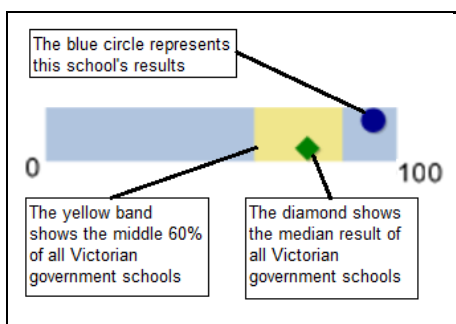
Engagement

- student attendance and engagement at school
- 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)
 - 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).

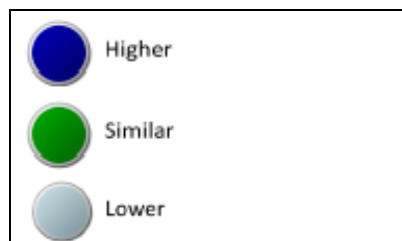


What does *School Comparison* refer to?

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.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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 their first 11 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').

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 a 0.4 classroom teacher.

Funding we have received for 2017 – Bald Hill Wind Farm - \$2000

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$467,416	High Yield Investment Account	\$74,632
Government Provided DET Grants	\$66,188	Official Account	\$1,321
Government Grants Commonwealth	\$3,600	Total Funds Available	\$75,953
Government Grants State	\$10,000		
Revenue Other	\$3,929		
Locally Raised Funds	\$24,699		
Total Operating Revenue	\$575,832		
Equity ¹			
Equity (Social Disadvantage)	\$5,000		
Transition Funding	\$5,817		
Equity Total	\$10,817		
Expenditure		Financial Commitments	
Student Resource Package ²	\$361,567	Operating Reserve	\$19,484
Books & Publications	\$761	Asset/Equipment Replacement < 12 months	\$27,844
Communication Costs	\$1,117	Maintenance - Buildings/Grounds incl SMS<12 months	\$14,000
Consumables	\$10,001	Other recurrent expenditure	\$6,625
Miscellaneous Expense ³	\$17,434	Asset/Equipment Replacement > 12 months	\$8,000
Professional Development	\$2,922	Total Financial Commitments	\$75,953
Property and Equipment Services	\$37,224		
Salaries & Allowances ⁴	\$55,692		
Trading & Fundraising	\$5,915		
Utilities	\$6,595		
Total Operating Expenditure	\$499,227		
Net Operating Surplus/-Deficit	\$76,605		
Asset Acquisitions	\$5,000		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.