2019 Annual Report to The School Community

School Name: Traralgon South Primary School (2114)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2019 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 2020 at 02:51 PM by Joel Blythman (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2020 at 07:22 AM by Duncan Mcallister (School Council President)

About Our School

School context

Traralgon South Primary School is situated in a picturesque bushland setting an approximate 10-minute drive south of Traralgon. Originally, the school predominantly served the local farming community. Today, our school is comprised of families from the Traralgon South, Callignee, Koornalla and Hazelwood North areas, as well as a growing number from the Traralgon township. We firmly believe that for every child, their learning experience should be enjoyable, challenging and successful. Every child is provided the opportunity to develop to their full potential in a safe, positive and stimulating environment. This philosophy is supported by both the size of the school and the commitment from all staff to deeply understand the personalities, skills and abilities of every child. This is also underpinned by our vision, where our school community challenges and inspires us to be inquisitive and motivated learners with high expectations of ourselves, and we will develop the skills to ably solve problems through life's challenges. Additionally, our RIPPER (Resilience, Independence, Persistence, Pride, Empathy and Respect) values reflect our ambition to be community minded citizens for today, tomorrow and the future.We are proud of the strong reputation we have built in the region as a Primary School that delivers a high-quality teaching and learning program, and achieves excellent results.

The learning program at Traralgon South Primary School reflects a strong commitment to the Victorian Curriculum, with an appropriate emphasis on English, Mathematics and student wellbeing. Best practise teaching is implemented across the school through the delivery of programs such as MAPPEN and VCOP, supported with regular teacher training and use of specialised software, including Mathletics, Literacy Pro and Literacy Planet. Additionally, high quality, special purpose programs are made available to all students, such as swimming, Life Education, camps and excursions. Our curriculum supports an effective transition to secondary school, strengthened by regular interaction with other local Primary Schools through inter-school camps and sporting activities.

The purpose of our 2016-2020 School Strategic Plan is to develop our:
- Vision, Values and Culture
- Instructional and Shared Leadership, and to
- Build Practice Excellence

In 2019, our SFOE was 0.3468 and our workforce comprised of a Principal, 7.2 EFT classroom teachers, a Business Manager and 2.03 EFT Education Support (integration Aide) staff, with our school having 123 enrolled students in six classrooms (Prep, Year 1, Year 2/3, Year 3/4, Year 4/5, and Year 6).

Framework for Improving Student Outcomes (FISO)

For 2019, the predominant focus of our work from our 2016-2020 School Strategic Plan centered around the FISO improvement dimensions of 'Building Practice Excellence', 'Evaluating Impact on Learning', 'Instructional and Shared Leadership', and 'Empowering Students and Building School Pride'. More specifically, the primary focus was on building the capacity of teaching teams to develop effective practices to plan for learning and to monitor and evaluate their impact of their teaching, subsequently leading to improved learning outcomes for all students in literacy and numeracy. This was achieved through the enaction of the following Key Improvement Strategies:
- Developing our whole school approach to the teaching of reading and writing
- Developing peer observation structures and processes
- Develop our capacity, use and understanding of PLC practices and procedures
- Embed the 'Targeted Teaching' model into all aspects of teacher planning and assessment
- Develop and implement a stronger student voice and agency framework across the school

Achievement

Our level of achievement in 2019 was pleasing, with many of our Year 3 and 5 NAPLAN data sets demonstrating ongoing improvement and progress. Our 2019 Year 3 Reading results are comparatively low, though our 4-year average remains above the median for all Victorian Government Primary Schools. Our 2019 Year 5 NAPLAN results

were particularly strong, and whilst this is especially pleasing and worth celebrating, we note this cohort of students are unique in this way. As such, we pay particular attention towards our Year 3 - Year 5 NAPLAN Learning Gain data, with notable growth for many of these Year 5 students in Numeracy, Writing, Spelling, and Grammar and Punctuation, irrespective of their starting position when they were assessed in Year 3 NAPLAN.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

To build on these improvements but also address areas of comparative weakness, in 2020 we plan on reducing the breadth of Key Improvement Strategies addressed in 2019 and instead focus on achieving a greater depth. Noting aspects of our performance summary above, in 2020 we will focus primarily on our whole school teaching approach to reading only, whilst continuing to build on our prior learning and improvements in PLCs and Peer Observations.

Engagement

With our level of student engagement measured primarily through our attendance data, or alternatively, the average number of student absence days, our school is similar when compared to other schools. Despite this data not indicating this is an area of significant concern for our school, we will continue to ensure we develop and maintain a culture that reflects high expectations of student engagement in their learning (attendance). In 2020, this will include a review of our current attendance policies, practices and procedures, and regularly communicating these expectations to our school community. Presently, classroom teachers and/or our Business Manager address student non-attendance through a same-day notification system, as required by the Department of Education and Training, supporting our engagement goals and outcomes.

Wellbeing

The measures used to identify our level of school performance in this domain relate to the percentage of positive endorsement from student responses in the annual Student Attitudes to School surveys, and more particularly, question sets linked to the 'Sense of Connectedness' and 'Management of Bullying' domains. For both of these, Traralgon South Primary School achieved results similar to other schools. This was achieved in 2019, but also as an average over a 3-year period. These results can be largely attributed to the time and attention we have spent towards the development of our RIPPER values, as well as our behaviour management practices and procedures.

Our focus towards developing student voice and agency continues to develop, with further improvements to be made in 2020. Increasing the profile of our student leaders, providing them with meaningful and relevant portfolios, and developing student agency in their learning journey will form key actions in this space over the coming 12 month period.

Financial performance and position

Traralgon South Primary School maintained a very sound financial position throughout 2019 despite receiving a negligible amount of equity funding. The 2016-2020 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of $87,543. This surplus can partly be attributed to additional state funding that supported our involvement in the University of Melbourne Network of Schools (UMNOS) program, as well as being a recipient for Maintenance Blitz funding, specifically targeting Bushfire Preparedness and a Planned Maintenance Program following a Rolling Facilities Evaluation.

For more detailed information regarding our school please visit our website at
https://www.traralgonsthps.vic.edu.au/

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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 124 students were enrolled at this school in 2019, 58 female and 66 male.

ND were EAL (English as an Additional Language) students and ND 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.

| low | low-mid | mid | high |

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).

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

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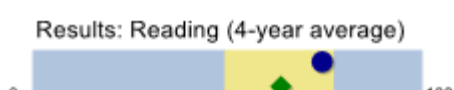
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ────────── 100 Results: Mathematics 0 ────────── 100	Above ● Above ●

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: ◆ | Key: | Similar School Comparison
 ● Above   ● Similar   ● Below |

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 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 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'.

Student Outcomes

Reading

Low	Medium	High
22 %	67 %	11 %

Numeracy

Low	Medium	High
11 %	44 %	44 %

Writing

Low	Medium	High
11 %	22 %	67 %

Spelling

Low	Medium	High
11 %	44 %	44 %

Grammar and Punctuation

Low	Medium	High
11 %	33 %	56 %

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Low	Medium	High
25%	50%	25%

Statewide Distribution of Learning Gain (all domains)

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: ◆	Key:	Similar School Comparison ● Above　● Similar　● Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ▉▉▉▉▉ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▉▉▉▉▉ 50 Few absences <------> Many absences	Similar ◯

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	92 %	91 %	93 %	93 %	92 %	94 %	92 %	

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ———————— 100 Results: 2017 - 2019 (3-year average) 0 ———————— 100	Similar ◯
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ———————— 100 Results: 2017 - 2019 (3-year average) 0 ———————— 100	Similar ◯

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$1,180,448	High Yield Investment Account	$208,106
Government Provided DET Grants	$219,470	Official Account	$12,615
Government Grants Commonwealth	$675	**Total Funds Available**	**$220,721**
Revenue Other	$32,693		
Locally Raised Funds	$66,256		
Total Operating Revenue	**$1,499,541**		

Equity¹		
Equity (Social Disadvantage)	$12,987
Equity Total	**$12,987**

Expenditure		**Financial Commitments**	
Student Resource Package²	$1,144,067	Operating Reserve	$40,183
Books & Publications	$170	Funds Received in Advance	$1,296
Communication Costs	$1,994	School Based Programs	$32,288
Consumables	$23,408	Funds for Committees/Shared Arrangements	$11,922
Miscellaneous Expense³	$83,573	Asset/Equipment Replacement < 12 months	$52,310
Professional Development	$26,563	Maintenance - Buildings/Grounds < 12 months	$45,977
Property and Equipment Services	$75,678	Asset/Equipment Replacement > 12 months	$30,000
Salaries & Allowances⁴	$29,404	Maintenance - Buildings/Grounds > 12 months	$19,393
Trading & Fundraising	$15,727	**Total Financial Commitments**	**$233,369**
Utilities	$11,409		

Total Operating Expenditure	**$1,411,993**
Net Operating Surplus/-Deficit	**$87,548**
Asset Acquisitions	**$0**

(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 26 February 2020 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)
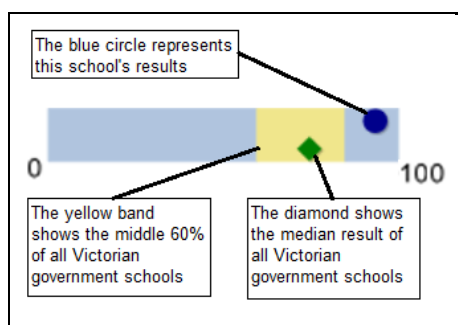
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above
Similar
Below
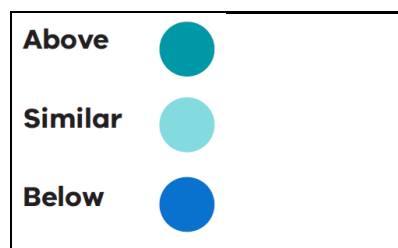
What does '*Data not available'* or *'ND'* mean?

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').