

2020 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 2020 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 25 March 2021 at 02:49 PM by Joel Blythman (Principal)

The 2020 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 27 April 2021 at 05:23 PM by Erin Riseley (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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.

In 2020, our SFOE was 0.3486 and our workforce comprised of a Principal, 7.2 EFT classroom teachers, a Business Manager and 1.58 EFT Education Support (integration Aide) staff, with our school having 118 enrolled students in five classrooms (Prep/1, Year 1/2, Year 2/3, Year 3/4, and Year 5/6).

Framework for Improving Student Outcomes (FISO)

Our 2020 AIP was initially developed as an interim document given our school review was scheduled for Term 2, with the FISO improvement dimensions of 'Building Practice Excellence', 'Evaluating Impact on Learning', and 'Empowering Students and Building School Pride' framing much of our work. The subsequent impact of COVID-19 resulted in a deferring of the school review and a shift to remote and flexible learning in Term 2, suddenly pausing actions associated with many of our Key Improvement Strategies linked to these improvement dimensions.

Nevertheless, with teachers developing videos and live lessons in response to the demands of remote and flexible learning, the levels of anxiety associated with classroom peer observations decreased slightly, thus providing the foundations for teachers to use these as a tool to build practice excellence.

Additionally, despite the interruptions of two periods of remote and flexible learning throughout 2020, we were also able to support the development of a middle leader and their capacity to lead the work of PLCs, linked to the FISO improvement dimension of 'Evaluating Impact on Learning'. This was achieved through our ongoing involvement in a Middle Leaders Community of Practice and engaging the ongoing mentorship from a local PLC Link school to coach a PLC team.

Our final KIS, linked to 'Empowering Students and Building School Pride', had a focus on building agency within our students. Unfortunately, this work was effectively paused for 2020 due to the impact of COVID-19 on normal school operations.

Achievement

Our level of achievement in 2020 was pleasing, particularly despite the significant toll two extended periods of lockdown had on our wider school community. With great support from many within our parent community, our students responded well to remote learning and engaged in many of the online live lessons and portfolio submission requirements. During these periods, staff were also able to effectively use online resources for content delivery and assessment, consequently developing new ways of differentiating for students.

In the absence of NAPLAN data for 2020, our school achievement measures (teacher judgments in both English and Mathematics) bettered the averages for similar schools and state averages.

To build on these improvements but also address areas of comparative weakness, in 2021 we plan on strengthening our approach to curriculum planning and assessment, thus building greater consistency from P-6. Whilst our teacher judgements have historically demonstrated a strong correlation to NAPLAN achievement, given known inconsistencies between teachers and teaching teams, we believe our capacity and practice in this area requires further refinement. This process will enable PLC teams to work more effectively, and alongside ongoing coaching through the PLC Link School resource, teachers will be supported to become increasingly effective in their approach to targeted teaching.

Furthermore, our implementation of the Tutor Learning Initiative in 2021 will enable accurate identification of students requiring additional support to reach the expected standard in literacy and numeracy, further strengthening overall levels of student achievement.

Engagement

To support and strengthen student engagement during two extended periods of remote and flexible learning, we introduced live lessons and live daily check-ins via the DET-approved Webex platform. This also supported the recording of student attendance whilst students were not physically on-site during these periods, reflected in the average number of P-6 student absence days in 2020. Pleasingly, this data was better than similar schools and state averages, with an average of 11.0 days absence recorded throughout 2020. It is worthwhile noting that whilst we had implemented measures such as those identified within this section of the Annual Report, it is still likely this data was influenced by the impact of remote and flexible learning, as students who would normally be absent from school due to illness pre-COVID were still able to remotely connect and engage with the learning program.

Looking ahead to 2021, we will streamline our approach to student non-attendance to better reflect the agreed approach within the Inner Gippsland and Latrobe Valley region, utilising appropriate support mechanisms and intervention strategies that are consistent with all schools in the area.

Wellbeing

The impact of COVID and associated extended periods of remote and flexible learning had a significant impact on the wellbeing of those within our school community. To ensure we remained connected to our school community as best as we were able, we utilised live lessons and daily live check-ins with students, especially during the second period of remote and flexible learning. Additionally, we incorporated a stronger focus on wellbeing during our second period of remote and flexible learning, with 'Wellbeing Wednesday' and 'Feel Good Friday' events scheduled throughout. Nevertheless, upon returning to on-site schooling, the 'Sense of Connectedness' reported by students in Years 4-6 through the Student Attitudes to School Survey indicated a significant decline in the percentage of endorsement when compared to results from previous years, despite these still being on par with similar school and state averages in 2020.

Moving into 2021, we will continue to strengthen our approach to student wellbeing, particularly through the stronger proactive response to patterns of student behaviour via a new Learning Management System. Additionally, our implementation of the Respectful Relationships program from P-6 was interrupted in 2020 and we expect to see further progress with this during 2021. Finally, our school also plans to continue to strengthen our focus on our RIPPER values, blending a fun day themed on these values with bullying prevention pledges, and the like.

Financial performance and position

Our school concluded 2020 in a strong financial position, with a healthy surplus for the year reported. This is due to a number of factors unique to 2020, and a financial result that whilst positive, is not likely to be repeated in subsequent years. This includes:

- A reduction in day-to-day expenses for many budget areas for a significant portion of the year, as the number of consumable items were simply not required when students were working remotely from home.
- A reduction in the number of Casual Relief Teachers required, as there was a significant reduction in the number of teachers that needed replacing or releasing when working remotely from home.
- A significant increase in grants associated with buildings and grounds improvements that were unable to be spent as intended during two periods of lockdown, such as Shelter In Place funding, Rolling Facilities Evaluation funding, Planned Maintenance Program funding, Bushfire Preparedness funding, Maintenance Blitz funding, and Minor Works grants. These will all be spent as intended in 2021.

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

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 118 students were enrolled at this school in 2020, 47 female and 71 male.

NDP percent of students had English as an additional language and NDP 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.

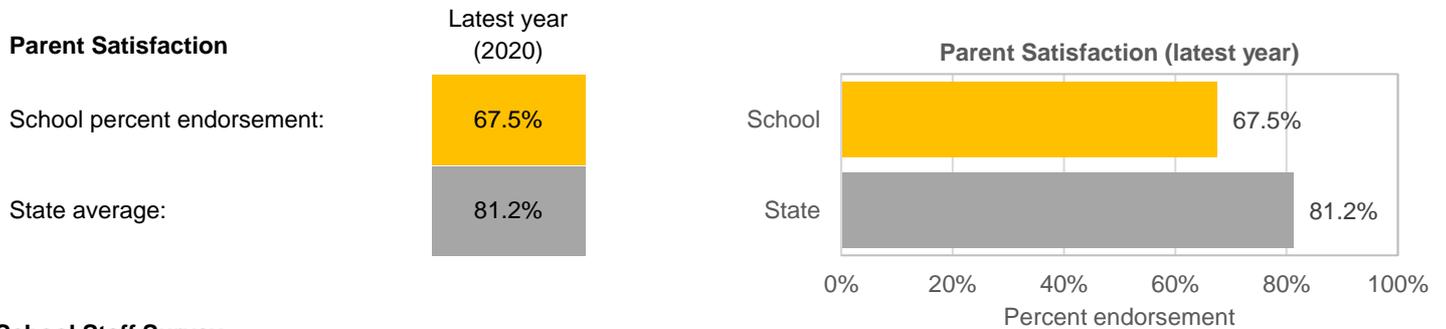
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

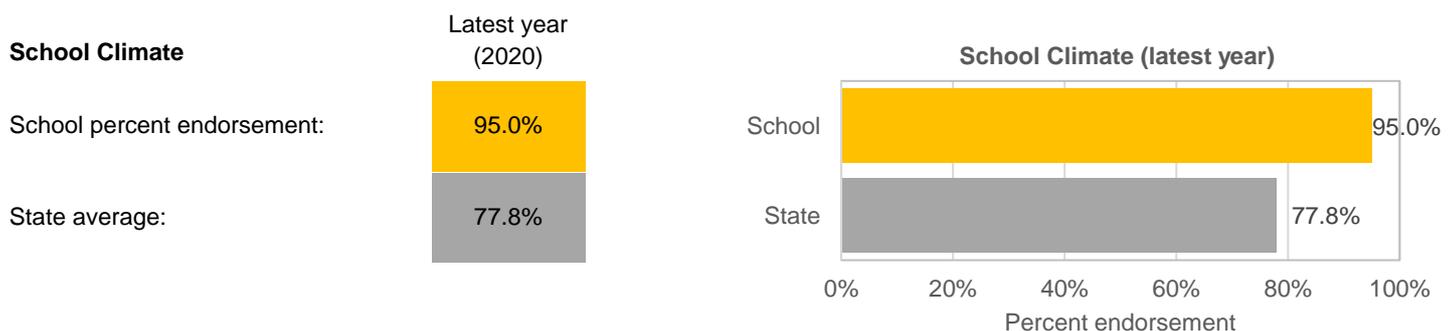


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

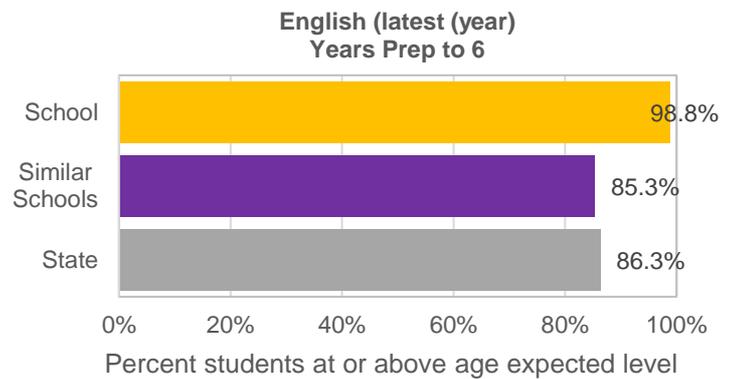
98.8%

Similar Schools average:

85.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

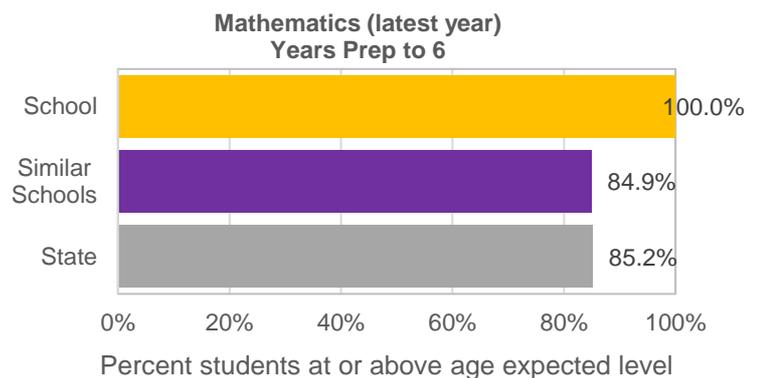
100.0%

Similar Schools average:

84.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

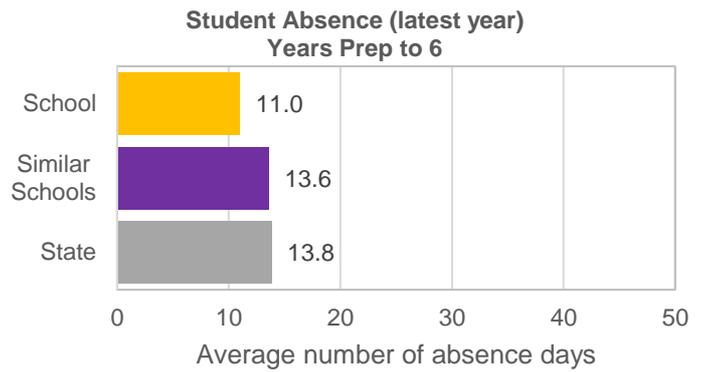
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.0	14.1
Similar Schools average:	13.6	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	94%	94%	95%	94%	93%	95%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

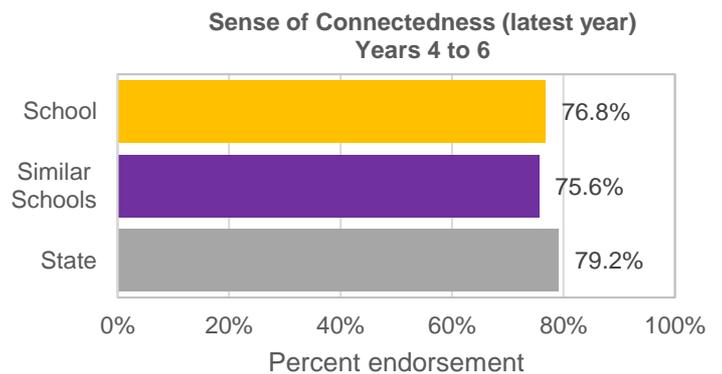
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	76.8%	82.2%
Similar Schools average:	75.6%	79.0%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

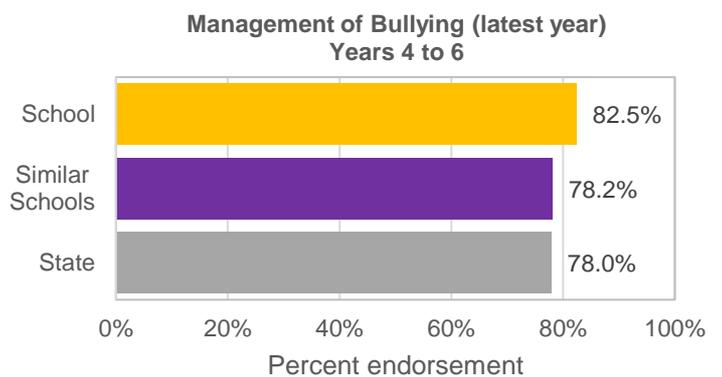
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	82.5%	84.6%
Similar Schools average:	78.2%	80.0%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,156,129
Government Provided DET Grants	\$213,669
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$3,602
Locally Raised Funds	\$39,997
Capital Grants	NDA
Total Operating Revenue	\$1,413,398

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,285
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$15,285

Expenditure	Actual
Student Resource Package ²	\$1,098,237
Adjustments	NDA
Books & Publications	\$662
Camps/Excursions/Activities	\$8,155
Communication Costs	\$2,576
Consumables	\$19,397
Miscellaneous Expense ³	\$3,031
Professional Development	\$17,539
Equipment/Maintenance/Hire	\$29,776
Property Services	\$77,179
Salaries & Allowances ⁴	\$15,935
Support Services	\$4,241
Trading & Fundraising	\$13,618
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$10,449
Total Operating Expenditure	\$1,300,796
Net Operating Surplus/-Deficit	\$112,602
Asset Acquisitions	NDA

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$266,309
Official Account	\$12,005
Other Accounts	NDA
Total Funds Available	\$278,314

Financial Commitments	Actual
Operating Reserve	\$27,326
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$3,874
School Based Programs	\$35,289
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$11,477
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$65,553
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$65,331
Asset/Equipment Replacement > 12 months	\$34,303
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$44,099
Total Financial Commitments	\$287,252

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.