

2021 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 2021 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 10 March 2022 at 03:06 PM by Joel Blythman (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 March 2022 at 05:58 PM by Erin Riseley (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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 Sounds-Write, MAPPEN and VCOP, supported with regular teacher training and use of specialised software, including Essential Assessment. 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 following areas have been identified as key directions for the 2020-2024 School Strategic Plan:

- Agency in learning to support students' engagement and learning growth
- Distributive instructional leadership across the school
- Literacy and numeracy student learning growth and achievement across the school
- Whole-school instructional model
- PLCs' collaborative teacher practice, peer observation and feedback
- Curriculum planning, instructional practice, and assessment

By further developing staff capabilities with high-impact teaching strategies, evaluation of impact on learning and collaborative practice across all levels through a PLC approach, also supported by the implementation of consistent documentation and processes, student outcomes will improve. Furthermore, by developing and embedding a greater understanding and implementation of empowering students as self-regulated learners, then student participation as active learners and learning outcomes will improve. This work will be strategically sequenced over a four-year period, with the school community engaged at key touch points.

In 2021, our SFOE index was 0.3308 (low-medium band) and our workforce comprised of a Principal, 6.2 EFT classroom teachers, a 0.95 EFT Business Manager and 1.58 EFT Education Support (integration Aide) staff, with our school having 113 enrolled students in five classrooms (Prep/1, Year 1/2, Year 2/3, Year 4/5, and Year 5/6). No staff members identified as Aboriginal or Torres Strait Islanders. Additionally, no overseas students were enrolled at Traralgon South Primary School in 2021 and thus no associated programs were offered.

Framework for Improving Student Outcomes (FISO)

In response to the COVID-19 pandemic and subsequent interruptions to student learning, in 2021 the Department of Education and Training required all schools to have a shared and consistent focus towards a Priorities Goal. This Priority Goal consisted of three common Key Improvement Strategies (KIS) for all schools. These KIS were:
1: 'Learning, Catch-Up and Extension' (FISO Improvement Dimension: Curriculum Planning and Assessment)

- 2: 'Happy, Active and Healthy Kids' (FISO Improvement Dimension: Health and Wellbeing), and
- 3: 'Connected Schools' (FISO Improvement Dimension: Building Communities).

These KIS had some natural links to those within our School Strategic Plan (SSP), particularly supporting the delivery of our KIS of "establishing a whole school approach to curriculum, planning, teaching and assessment" (FISO Improvement Dimension of Curriculum Planning and Assessment). To do so, we used weekly whole staff after school meetings to document a whole school approach to curriculum planning, with all teachers trialing this before making further adjustments following a whole staff review immediately afterwards. Additionally, a whole school approach to assessment was documented, using a similar model of collaborative development to that used for curriculum planning. This particularly supported teachers of our junior grades working collaboratively with experts and other schools to develop an evidence-based approach to teaching and assessment in literacy (reading, writing and spelling, with a focus on a structured synthetic phonics program Sounds-Write). This work will continue in 2022, with it providing the suitable preconditions for our next phase of development in PLC maturity in 2022, whereby teachers can monitor the impact of their teaching on student learning through the delivery of both a consistent curriculum and assessment schedule.

With the statewide KIS focus areas highlighted above, and in addition to numerous and further periods of remote and flexible learning throughout 2021 and their impact on normal school operations, progress towards other KIS within our SSP were impacted upon. As an example, we began work associated with our SSP KIS of 'establishing consistent and whole school processes and practices to enable all students to monitor their own learning growth and identify the next level of learning' through the introduction of Student Led Conferences, however this will need further attention in 2022.

Achievement

Throughout 2021, students at Traralgon South Primary School responded well to multiple periods of remote and flexible learning. This was evidenced by strong levels of student attendance at daily live lessons and check-ins provided by teachers to students in their grades, ensuring clarity of daily tasks, opportunities for deeper understanding, and regular social connections were provided. High levels of work submission by students during these periods was also noted, however it is worthwhile highlighting that there was a gradual yet noticeable decline in these observations at each instance of remote and flexible learning throughout the year.

Our school achievement measures (teacher judgments in both English and Mathematics for all students from Prep to Year 6) bettered the averages for similar schools and state averages, with a higher percentage of students achieving at or above the expected standard in each of these curriculum areas. Through the implementation of our Tutor Learning Initiative in 2021, students involved in this program were also able to demonstrate growth and improvement in their level of achievement against the Victorian Curriculum. Pleasingly, our approach to this initiative was used as an exemplar within the Inner Gippsland network and we look forward to building upon this in 2022, further refining our response to intervention across the school.

Student achievement in NAPLAN reading and numeracy for Year 3 and Year 5 students were slightly below similar schools and state averages in 2021. However, when analysing Year 3 (2019) to Year 5 (2021) NAPLAN Learning Gain, students demonstrated greater levels of High Gain growth to similar schools in Numeracy and Spelling, indicating our ability to stretch and grow our students irrespective of their academic starting point. As a comparative weakness, these results were not as strong in Reading, Writing, and Grammar and Punctuation, though we are confident our recent improvements in the evidence-based teaching of literacy in the junior years through the Sounds-Write approach will see future positive growth in these areas.

In relation to our School Strategic Plan, further strengthening our approach to curriculum planning, instructional practice, and assessment will remain a high priority in 2022. This will be achieved primarily through the development of a whole-school instructional model, and collaborative teacher practices in teacher Professional Learning Communities.

Engagement

Student engagement, as measured and evidenced by the average number of student absence days, saw Traralgon South Primary School achieve much stronger outcomes than similar schools and state averages in 2021. This can be attributed to our strong sense of community and connection with our school population, further evidenced by very strong results in the levels of parent satisfaction in our Parent Opinion Survey and the school climate measure in our annual Staff Survey, both of which are also well above state benchmarks.

To support and strengthen student engagement during periods of remote and flexible learning, daily live lessons and check-ins supported our ongoing efforts towards student attendance. Importantly, however, in a deliberate approach this too allowed for students to maintain social connections with one another whilst in periods of lockdown, and it is our firm belief this further strengthened levels of student engagement with our school.

Our approach to student non-attendance in 2021 is better reflecting 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. More specifically, daily messages, phone calls, letters, parent and student meetings, and the development of individualised targeted responses have seen improvements in these outcomes, with these to be employed again in 2022.

Wellbeing

In response to interruptions to normal school operations throughout the COVID-19 pandemic, Traralgon South Primary School prioritised approaches to student wellbeing throughout 2021, including:

- Further embedding our school RIPPER values into our daily practices
- Integrating the Respectful Relationships program into classroom learning
- Our Prep/Year 6 buddy program
- Regular whole school events and activities
- Our approach to student management that includes student advocacy for consequences and outcomes
- Whole school monitoring of patterns in behaviour reports and the strategic responses to these
- Student leadership, and their coordination of lunchtime activities for peers

These actions led to an increase in the sense of connectedness from students in 2020 (76.8%) to 2021 (85.3%) measured through the Attitudes to School Survey, with these results above both similar school and state benchmarks. Furthermore, it is pleasing to note that student positive responses to the management of bullying at our school also remain above state and similar school averages. further endorsing our collective efforts in this space.

Moving into 2022, we will continue to strengthen our approach to student wellbeing, particularly through the Mental Health Fund resource that will become available from Term 3. We anticipate this will add another layer of support to student wellbeing, providing a positive and proactive response to supporting students at our school.

Finance performance and position

At Traralgon South Primary School, the staffing budget was in a small deficit position at the end of 2021, however due to the strategic planning and effectiveness of the Business Manager and Principal, a healthy surplus was able to be recorded in 2021 due to a surplus brought forward from previous years. This final surplus can also be partly attributed to factors unique to 2021, including a reduction in day-to-day expenses for many budget areas for a portion of the year, as a fewer number of consumable items were required when students were working remotely from home, and a reduction in the number of Casual Relief Teachers required as there was a reduction in the number of teachers that needed replacing or releasing when working remotely from home.

Our school was fortunate to receive funding for our Shelter in Place building and for Bushfire Preparedness as a Bushfire at Risk (Category 3) school, with each spent as intended. Additionally, we were also in receipt of \$190,665 for the upgrade and replacement of our school septic system through the 2021 Minor Works Capital Grant, though due to ongoing impacts from COVID-19, these works have been held over for completion in 2022.

Traralgon South Primary School attracted \$18,198 in equity funding that was used to support students in a range of

wellbeing and academic intervention programs. As well as this, \$31,140 was provided by the DET for the Tutor Learning Initiative, with \$9,342 of this made up from surplus funds of our own from the previous year.

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 113 students were enrolled at this school in 2021, 42 female and 71 male.

0 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).

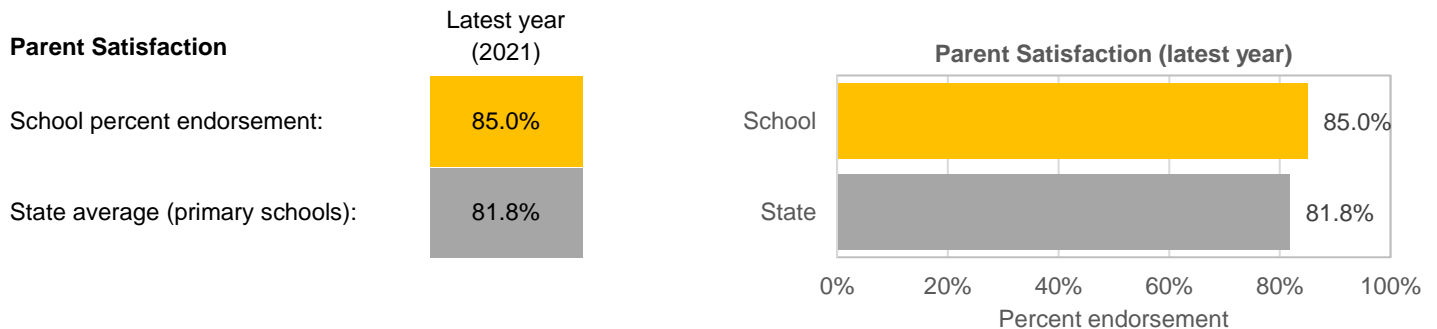
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

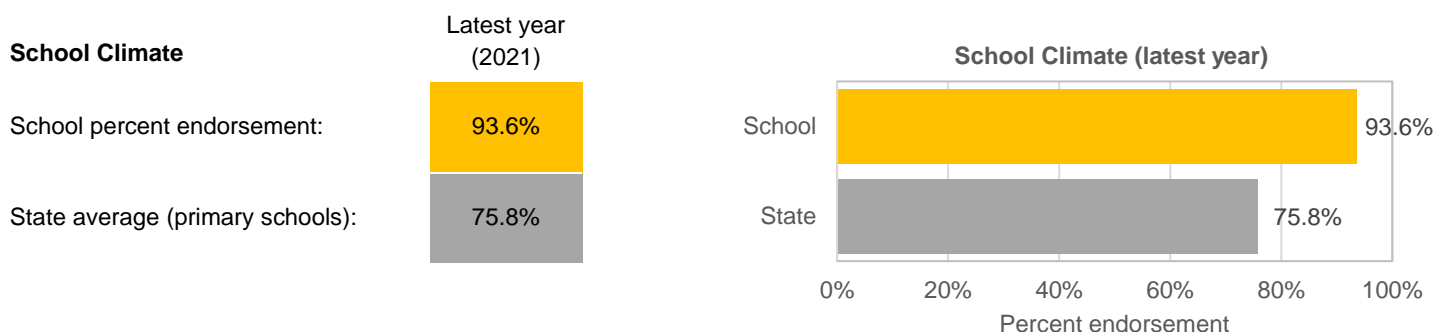


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

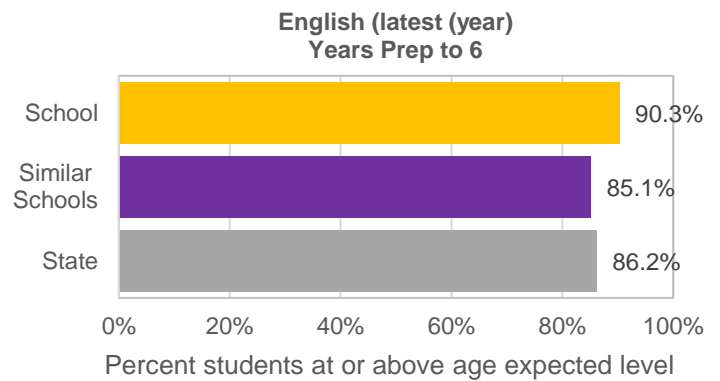
90.3%

Similar Schools average:

85.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

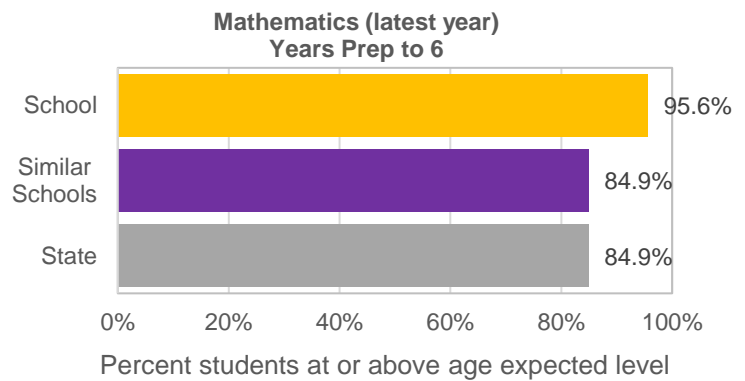
95.6%

Similar Schools average:

84.9%

State average:

84.9%



ACHIEVEMENT (continued)

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.

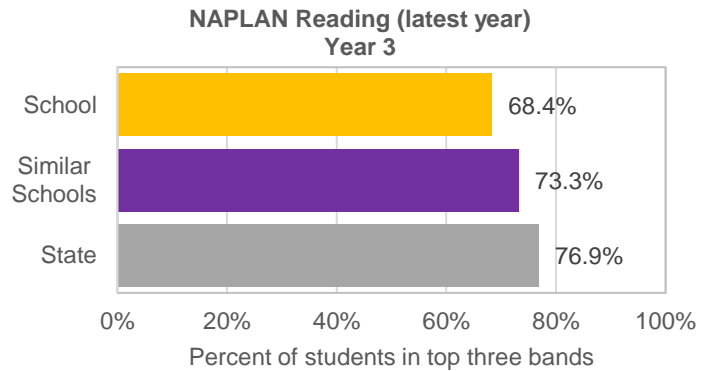
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

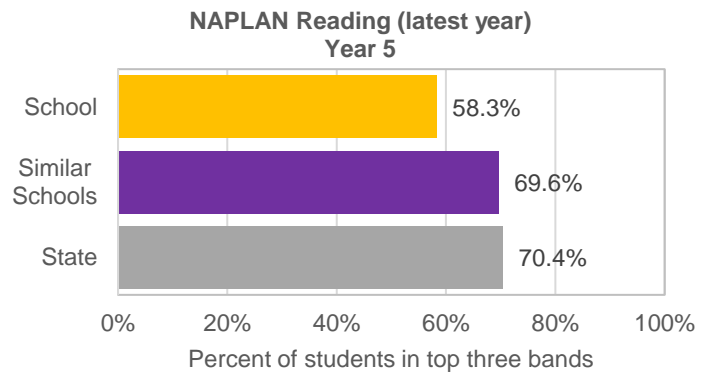
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	73.5%
Similar Schools average:	73.3%	73.0%
State average:	76.9%	76.5%



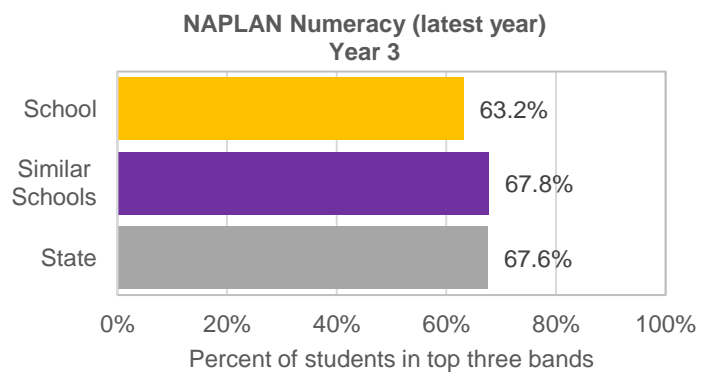
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.3%	76.7%
Similar Schools average:	69.6%	67.3%
State average:	70.4%	67.7%



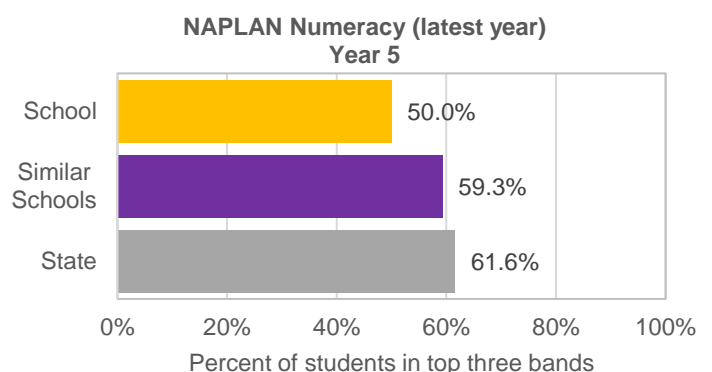
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.2%	66.0%
Similar Schools average:	67.8%	66.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	72.1%
Similar Schools average:	59.3%	57.7%
State average:	61.6%	60.0%



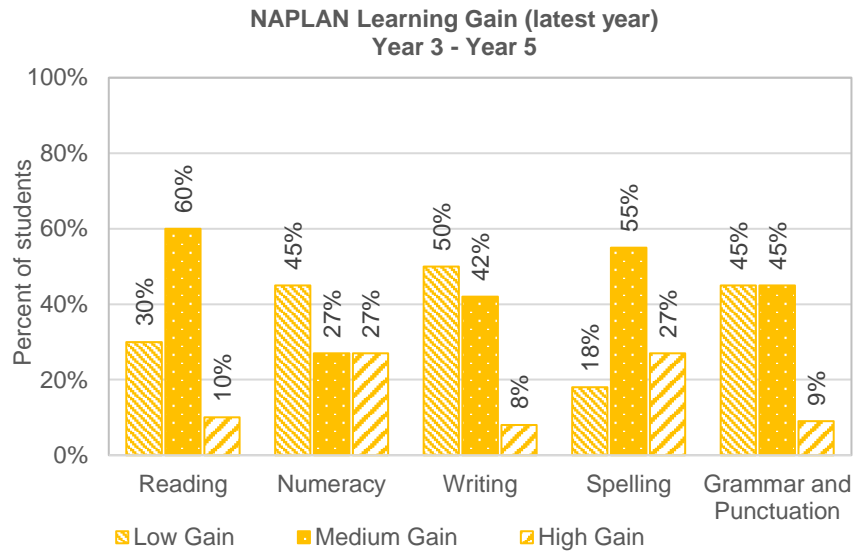
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	60%	10%	24%
Numeracy:	45%	27%	27%	26%
Writing:	50%	42%	8%	18%
Spelling:	18%	55%	27%	22%
Grammar and Punctuation:	45%	45%	9%	20%



ENGAGEMENT

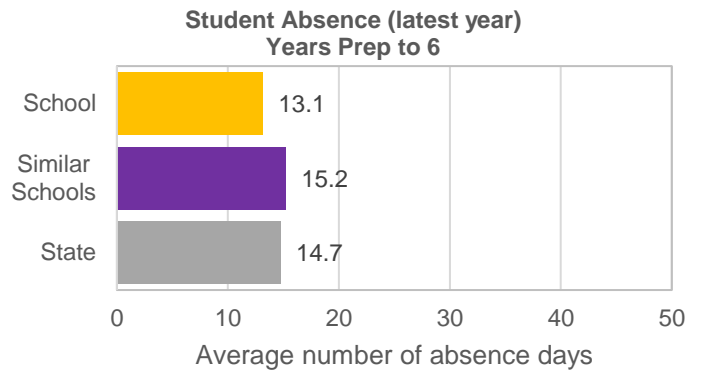
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.1	13.6
Similar Schools average:	15.2	15.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	93%	92%	94%	94%	93%	95%

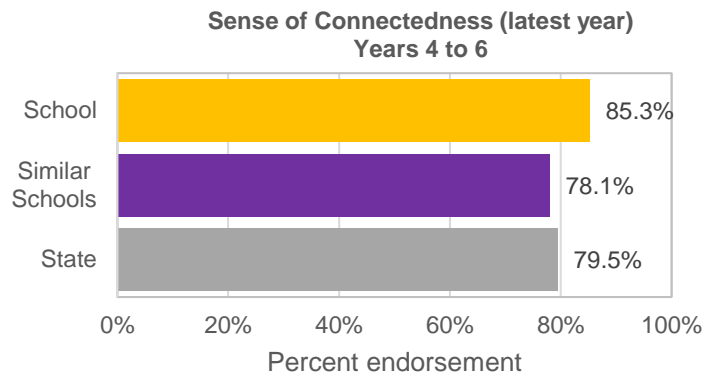
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	85.3%	82.3%
Similar Schools average:	78.1%	78.3%
State average:	79.5%	80.4%

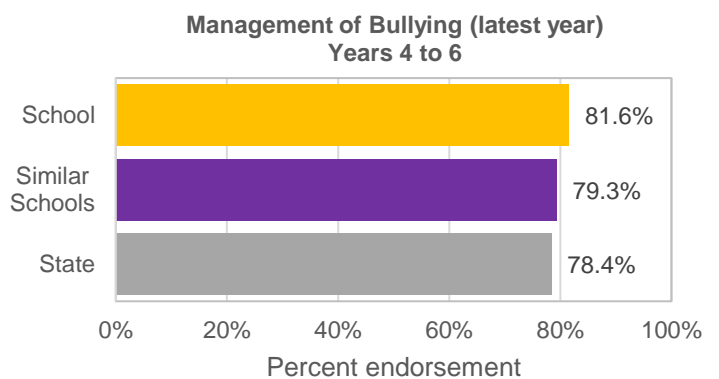


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.6%	82.6%
Similar Schools average:	79.3%	79.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,175,980
Government Provided DET Grants	\$173,701
Government Grants Commonwealth	\$3,118
Government Grants State	\$0
Revenue Other	\$19,030
Locally Raised Funds	\$51,669
Capital Grants	\$0
Total Operating Revenue	\$1,423,498

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,198
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,198

Expenditure	Actual
Student Resource Package ²	\$1,132,915
Adjustments	\$0
Books & Publications	\$80
Camps/Excursions/Activities	\$42,674
Communication Costs	\$2,405
Consumables	\$21,311
Miscellaneous Expense ³	\$4,809
Professional Development	\$2,755
Equipment/Maintenance/Hire	\$17,381
Property Services	\$72,367
Salaries & Allowances ⁴	\$22,651
Support Services	\$8,130
Trading & Fundraising	\$12,352
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,900
Total Operating Expenditure	\$1,350,729
Net Operating Surplus/-Deficit	\$72,769
Asset Acquisitions	\$13,464

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$271,697
Official Account	\$21,753
Other Accounts	\$0
Total Funds Available	\$293,450

Financial Commitments	Actual
Operating Reserve	\$30,439
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,036
School Based Programs	\$41,748
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,434
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$63,724
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$62,438
Asset/Equipment Replacement > 12 months	\$28,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$32,757
Total Financial Commitments	\$277,576

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.