

2022 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 of the previous calendar year 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 15 March 2023 at 10:15 AM by Joel Blythman (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2023 at 07:08 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

In 2022, our SFOE index was 0.3427 (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, Year 1/2, Year 2/3, Year 3/4, and Year 5/6).

Progress towards strategic goals, student outcomes and student engagement

Learning

The following areas have been identified as key directions for the Traralgon South Primary School 2020-2024 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

In response to the COVID-19 pandemic and subsequent interruptions to student learning in previous years, in 2022 the Department of Education and Training (DET) required all schools to have a shared and consistent focus towards a Priorities Goal. This Priority Goal consisted of two common Key Improvement Strategies (KIS) for all schools. These KIS were:

1. Learning: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
2. Wellbeing: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Whilst we acknowledge the importance of the KIS outlined within the DETs 2022 Priority Goal, we also need to highlight the impact this had on our progress towards other KIS within our own 2020-2024 Strategic Plan. Despite this, our learning achievement data for 2022 was strong, with our school considered to be at the highest ("Influence") level of performance for 2022. Nevertheless, as a small school, care must be taken when interpreting student achievement data for an individual year level, as each child can equate to a significant percentage of the cohort in question.

We are confident our recent improvements in the evidence-based teaching of literacy in the junior years will see future positive growth in these associated data sets. In relation to our School Strategic Plan, further strengthening our approach to curriculum planning, instructional practice, and assessment will remain a high priority. This will be achieved primarily through the use of a whole-school instructional model, and collaborative teacher practices in teacher Professional Learning Communities.

Wellbeing

In 2022, we prioritised approaches to student wellbeing, including:

- Further embedding our school RIPPER values into our daily practices
- Our Prep/Year 6 buddy program
- Regular whole school events and activities
- Our approach to student management that includes student advocacy for outcomes, complemented with a restorative approach.
- Whole school monitoring of patterns in behaviour reports and the strategic responses to these
- Student leadership, and their coordination of lunchtime activities for peers
- Beginning to implement various evidence-based approaches to improve student wellbeing through the Mental Health Fund

These actions led to an increase in the sense of connectedness from students in 2021 (85.3%) to 2022 (90.7%) measured through the Attitudes to School Survey, with these results well 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 2023, we will continue to strengthen our approach to student wellbeing, primarily financed through the Mental Health Fund. We anticipate this will add another strong layer of support to student wellbeing, providing a positive and proactive response to supporting students at our school.

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 2022. 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. Our approach to student non-attendance in 2022 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 and notifications, 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 2023.

Other highlights from the school year

We continue to be very well supported by our community through the opportunities being a school in a rural environment provides. Connections to other small schools in our cluster allow our students to participate in school camps and a wide range of sporting events with other children, providing a wider social connection and supporting future transitions to secondary schools. In 2022, we were fortunate to have the support of the local Men's Shed, where through a grant, Grade 5/6 students built a Billy Cart with their family members after school before then decorating and racing them during school hours afterwards. This provides one tangible example of an activity that through strong community partnerships, students at our school have access to. Our End of Year Concert remains an annual highlight, with families sitting on picnic rugs on our oval whilst our student present various performances providing a beautiful end to the year.

Financial performance

When looking at 2022 in isolation, the staffing budget at Traralgon South Primary School was in a small surplus position at the end of 2022, however a much healthier surplus was able to be recorded due to a surplus brought forward from previous years. Funds are also held in reserve for contingency purposes, with the school remaining on the borderline of growing from five grades to six. Additionally, we are also reserving some funds for future facility upgrades, such as the replacement of interactive whiteboards in classrooms, painting and carpet.

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. Traralgon South Primary School attracted \$17,509 in equity funding that was used to support students in a range of wellbeing and academic intervention programs. As well as this, \$31,412 was provided by the DET for the Tutor Learning Initiative, with \$8,971 of this made up from surplus funds of our own from the previous year.

At the conclusion of 2022, the Traralgon South Primary School Council completed a procurement process to endorse a new contract cleaner for 2023-24, with this concluding in time for the beginning of the 2023 school year. Additionally, School Council agreed to provide our Out of School Hours Care provider a 12-month extension to their contract, with this to expire at the conclusion of 2023.

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 2.0 (FISO 2.0).

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 2022, 47 female and 66 male.

0 percent of students had English as an additional language and 5 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.

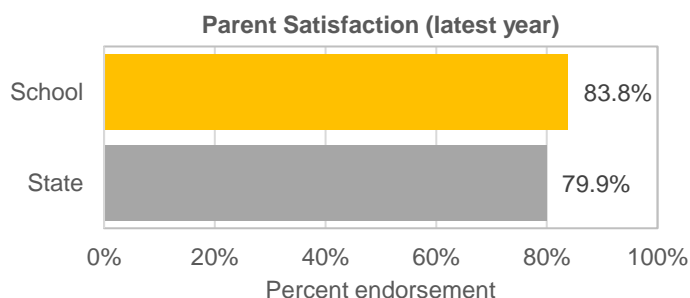
This school's SFOE band value is: Low - Medium

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	83.8%
State average (primary schools):	79.9%



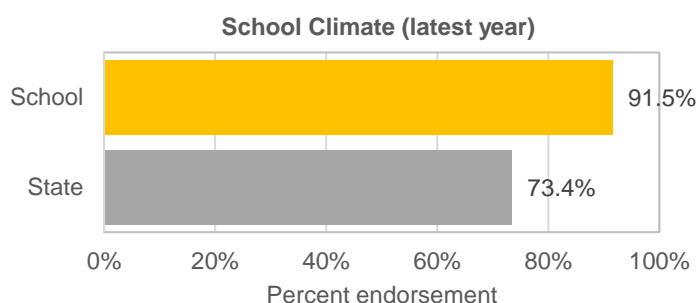
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	91.5%
State average (primary schools):	73.4%



LEARNING

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
(2022)

School percent of students at or above age expected standards:

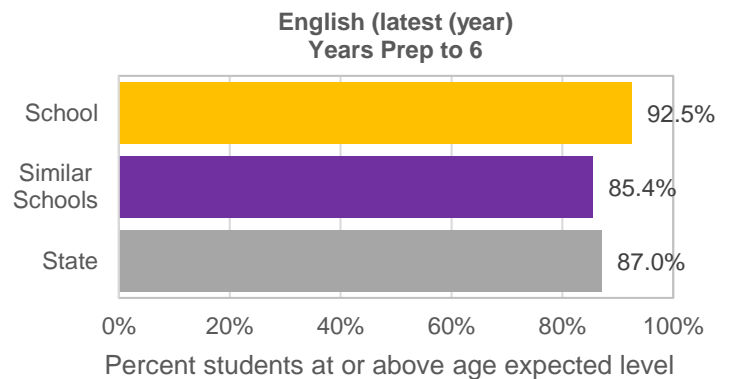
92.5%

Similar Schools average:

85.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

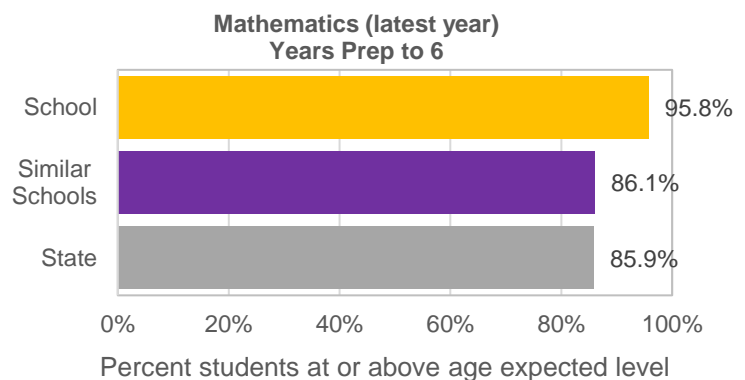
95.8%

Similar Schools average:

86.1%

State average:

85.9%



LEARNING (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.

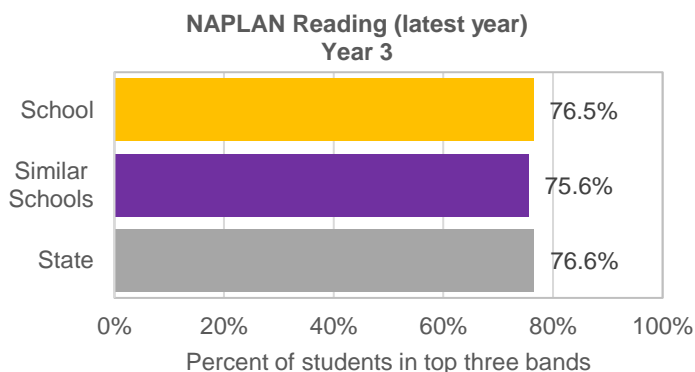
NAPLAN

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 2019, 2021 and 2022 data.

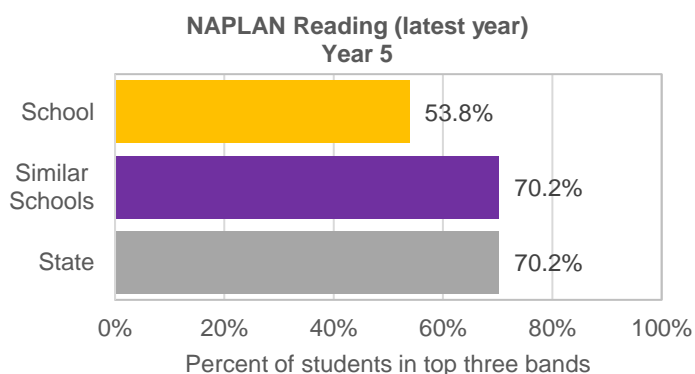
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.5%	71.4%
Similar Schools average:	75.6%	73.7%
State average:	76.6%	76.6%



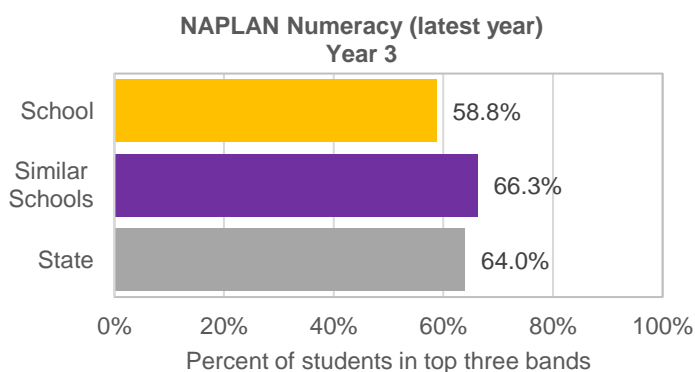
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.8%	68.6%
Similar Schools average:	70.2%	70.1%
State average:	70.2%	69.5%



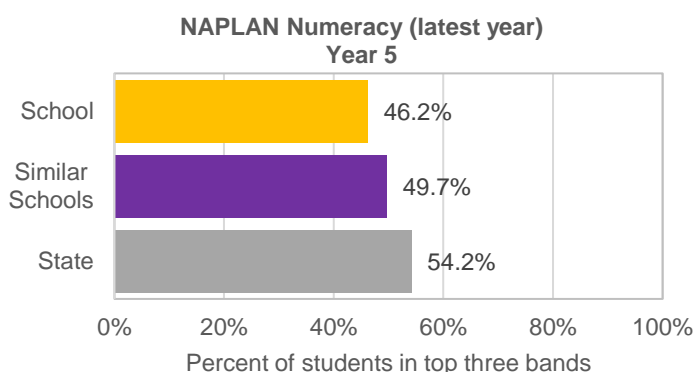
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.8%	64.0%
Similar Schools average:	66.3%	67.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.2%	57.1%
Similar Schools average:	49.7%	56.2%
State average:	54.2%	58.8%



WELLBEING

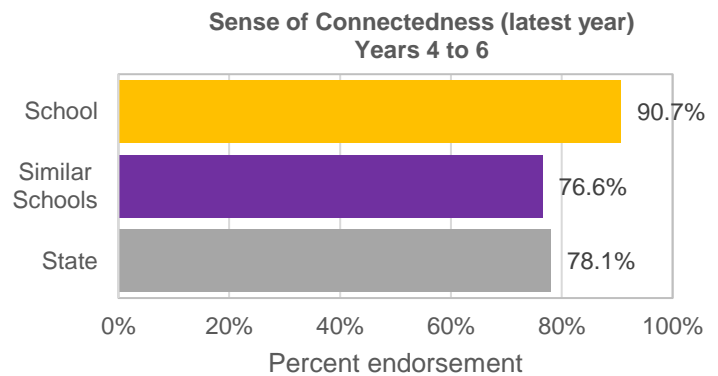
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School percent endorsement:	90.7%	85.2%
Similar Schools average:	76.6%	79.0%
State average:	78.1%	79.5%

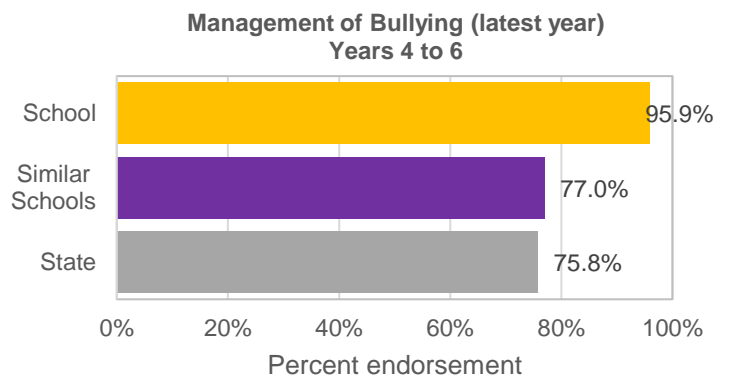


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	95.9%	86.4%
Similar Schools average:	77.0%	80.0%
State average:	75.8%	78.3%



ENGAGEMENT

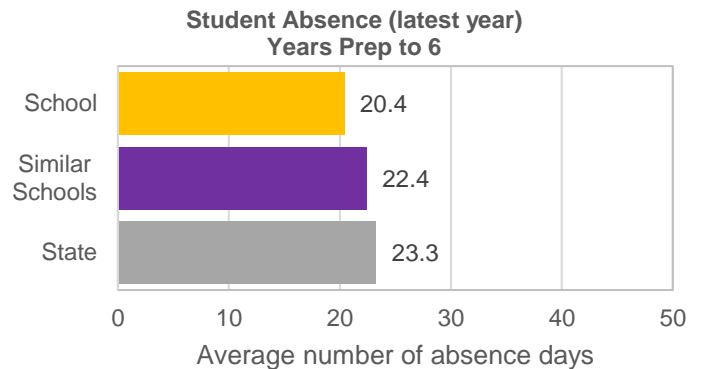
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.4	15.0
Similar Schools average:	22.4	16.6
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	91%	90%	88%	89%	92%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,248,665
Government Provided DET Grants	\$201,835
Government Grants Commonwealth	\$3,700
Government Grants State	\$0
Revenue Other	\$5,156
Locally Raised Funds	\$75,835
Capital Grants	\$0
Total Operating Revenue	\$1,535,191

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,509
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,509

Expenditure	Actual
Student Resource Package ²	\$1,199,553
Adjustments	\$0
Books & Publications	\$1,069
Camps/Excursions/Activities	\$22,301
Communication Costs	\$2,090
Consumables	\$17,805
Miscellaneous Expense ³	\$21,666
Professional Development	\$3,146
Equipment/Maintenance/Hire	\$16,961
Property Services	\$71,350
Salaries & Allowances ⁴	\$33,070
Support Services	\$11,623
Trading & Fundraising	\$17,906
Motor Vehicle Expenses	\$17
Travel & Subsistence	\$0
Utilities	\$12,765
Total Operating Expenditure	\$1,431,323
Net Operating Surplus/-Deficit	\$103,868
Asset Acquisitions	\$36,328

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$283,965
Official Account	\$27,809
Other Accounts	\$0
Total Funds Available	\$311,774

Financial Commitments	Actual
Operating Reserve	\$30,744
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$2,038
School Based Programs	\$36,117
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,807
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$34,573
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$44,210
Asset/Equipment Replacement > 12 months	\$41,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$47,460
Total Financial Commitments	\$254,949

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.