

2022 Annual Report to the School Community

School Name: Tanjil South Primary School (2840)



- 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 19 April 2023 at 10:15 AM by Kenneth Horton (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 19 May 2023 at 12:38 PM by Margaret Wills (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

Tanjil South Primary School is a learning community that believes in the potential of every child. Our vision is to create a safe, respectful, and inclusive environment that fosters a love for learning and supports students in achieving their goals. At the heart of our school are our values of Cooperation, Achievement, Respect and Empathy.

Tanjil South Primary School is a small learning community that believes in the potential of every child. Our vision is to create a safe, respectful, and inclusive environment supports students in achieving their goals. We understand that every child has unique learning needs. Therefore, we strive to provide a suitable level of challenge for each student while still supporting and encouraging them to develop a lifelong love of learning. At the heart of our school are our core values of Cooperation, Achievement, Respect, and Empathy, which guide us in all aspects of student learning. We recognize that every student has the capacity to learn and grow, and it is our responsibility as educators to nurture and cultivate their potential.

Our school is located in the Baw Baw Shire approximately 120km east of Melbourne. We serve a broad area and the current community connected with our students have chosen to attend the school because it's small size and friendly atmosphere. In 2022 we had a total of 13 students and a small staff team, all of whom are dedicated to creating a positive learning environment that meets the needs of every child.

Our school is structured to provide a range of challenging learning opportunities that cater to the needs and interests of each student. We have dedicated teams of educators who work collaboratively to provide a curriculum that supports the intellectual, social, emotional, and physical development of our students. We also offer a broad curriculum that encourages students to explore their passions and talents beyond the classroom.

At Tanjil South Primary School, we believe in creating an inclusive environment where every student feels valued and supported. We recognize that every student is unique and has their own learning needs, and we work hard to create a learning experience that meets those needs.

Our school has had a focus on excellence in teaching and learning. We are constantly seeking new and innovative ways to challenge and enhance the learning experience for our students. We are also committed to providing ongoing professional development opportunities for our staff, so that they can continue to grow and develop as educators. Our school has partnered with other small schools in the network area and have been working on supporting rigorous investigations and analysis of student achievement and teacher practice.

Overall, Tanjil South Primary School is an inclusive learning environment that strives provides every student with the best possible educational experience. We are proud of our achievements and our ongoing commitment to excellence in teaching and learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

The driving factor for student learning at Tanjil South Primary school is the school environment. Being a small rural school, it is important that learning experiences are maximised and learning expectations held are similar to those of that of larger schools. Staff have reviewed student learning progress from a wider range of data than those that the school is externally benchmarked and found that the small sample of data used hasn't been a practical indicator of student learning. In the review, the additional areas that were considered were assessment, school structure, consistent language, programs used, teacher practice, teacher learning, collaboration, student agency, network connections and the physical learning environment. From this review we began to gather a better understanding of our school performance and continued to adjust across the whole school.

Our teacher judgement data shows that student learning growth is still lower than other schools of similar size and across the state, however, there has been a shift in the percentage of students that are showing greater than expected growth over time. Our continued focus on improving teaching and learning had an expected result of our teacher judgment student outcomes to decline as teachers have focused on improving their awareness of current student performance and need. Additional time was given to analysis of Numeracy data and the improved use of Essential Assessment to help plan and deliver numeracy lessons that meet the needs of each student. Staff also improved the use of learning intentions and assisting students in understanding their role in setting and attaining goals. Although the state focus was on numeracy, the school continued to develop literacy programs that are in line with current views on teaching reading and writing such as having a focus on phonics across the school and the introduction of student rubrics for writing.

Wellbeing

One of the school driven initiatives for wellbeing was to renew our school values. 100% of our students were able to name our school values and articulate how important they were to make our school a happy and safe place to learn. The school created and promoted our value trees and rewarded students for demonstrating expected values in times of difficulty or community building. Each fortnight students were awarded a small token in the shape of a fruit from one of the four trees representing our values. Over time the trees became laden with fruit and created a visual representation of how our school thrives.

Additional to our school values, students participated in regular junior school council meetings to discuss concerns or issues, celebrate acts of kindness, and suggest activities or ideas for improving their experience at the school. The school participated in regular project time to work on collaborative projects such as understanding food security and how our eggs could support the school and others. Students collected plastic bottle tops for a long-term mural project and also worked on developing teamwork in a project which resulted in them constructing a box maze that the students could navigate through.

In term two the school welcomed a school dog (Winnie) into the community and later joined the Dogs Connect program to begin the transition and training of Winnie to become a Wellbeing Dog at the school.

Engagement

Student engagement focus continued to be on attendance. In term two, the school introduced the use of Compass to the school community. This move was to improve the communication and awareness of attendance expectations and improve attendance recording. As a result, our attendance data showed very high unapproved absences and highlighted the low engagement of our families regarding notification of absences. Another area of attendance that was confirmed was the high percentage of late arrivals. Despite adjusting our weekly timetable to reduce the impact of late arrival and hopefully reduce overall late arrivals, the use of Compass improved the recording of late arrivals. In discussions with families and the analysis of our data shows that due to 100% of our students living more than 8km away from the school and some as far as 26km away, it is difficult for families to transport students to school when events occur such as work commitments, car trouble, financial reasons, and parent / family illness. In some cases, these absences are out of control of the school and the family however the school continued to communicate the importance of attendance. The school introduced a traffic light indicator of attendance which was sent home with student reports. Although this gives the family a better visual overview of each student's attendance, the school will work towards having more up to date information available and support families in improving attendance.

The school also continued to improve capturing relevant student engagement data. Unfortunately, the school did not participate in the Attitude to Schools Survey in 2022 but it continues to develop methods of student engagement and wellbeing through collection of student feedback, student profile interviews and regular wellbeing/mood monitoring.

Other highlights from the school year

The school can celebrate some amazing achievements and events throughout 2022:

- The school successfully participated in the DUET music program which supported the school in delivering a 10-session music program with the talented music teacher, Teresa Duddy and provided the school with \$4000 worth of new music equipment.
- Students were assisted through the Kaleidoscope program and musician Philip Beggs to write their own songs which were professionally recorded. This included writing a school song which is now sung at assemblies and special events.
- The basketball court was repaired and resurfaced, finalising the playground improvements minor capital works grant.
- Shade sails were installed and will increase the useability of the area once landscaping works are completed.
- Major improvements were made to the roofing of three of the buildings including complete reroofing of the toilet block and installing solar lighting, replacing roof capping on multipurpose building, and relaying incorrectly fitted roof sheeting of the classroom.
- Students attended a free camp at the Upper Plenty Conference Centre through the Positive Start program.
- The school hosted the Victorian Electoral Commission as a polling booth and held a community open day to engage with the local community. The day was very successful with some great feedback and connections with the locals.
- Students participated in a 10-week tennis program delivered at school by a tennis coach with the support of a sporting schools grant.
- GippSport delivered a 10-week young athletes' program which gave the students an opportunity to participate in physical activities delivered by Young Athlete Special Olympic coaches and GippSport also gave our students the opportunity to

have a free skateboarding clinic which all the students participated in and experienced something not covered in our regular PE program.

- In term 4, the school held community family night to launch the recordings of the students' songs and released the CARE at Tanjil South USB (recording).

Financial performance

The financial position of the school has been deliberate in being able to provide a high level learning opportunities and classroom support in the form of teachers and education support staff. To do this the school maintained a high level of cash reserve to counterbalance the deficit in the staffing budget. Despite the deficit, the school is sitting in a comfortable financial position. The cash account at the end of the year was able to cover the future financial commitments made up of a \$10,000 operating reserve and a \$58,000 commitment to maintenance projects, as well as being in a comfortable position to be able to repay the staffing deficit of just over \$14,000.

We maintain the position of not creating a financial burden on families and carefully chose our programs to ensure that the students gained maximum benefit with no additional cost. The school council reviewed and set the voluntary parent payment fee and aligned with the current parent payment policy. This fee is optional and provides a reduced fee for families with multiple children attending the school.

The school will continue to maximise use of the funding provided and continue to reduce the financial pressures through applying for grants, review of expenditure, and utilizing programs that support small schools.

For more detailed information regarding our school please visit our website at

<https://www.tanjilsouthps.com.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 12 students were enrolled at this school in 2022, 8 female and 4 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).

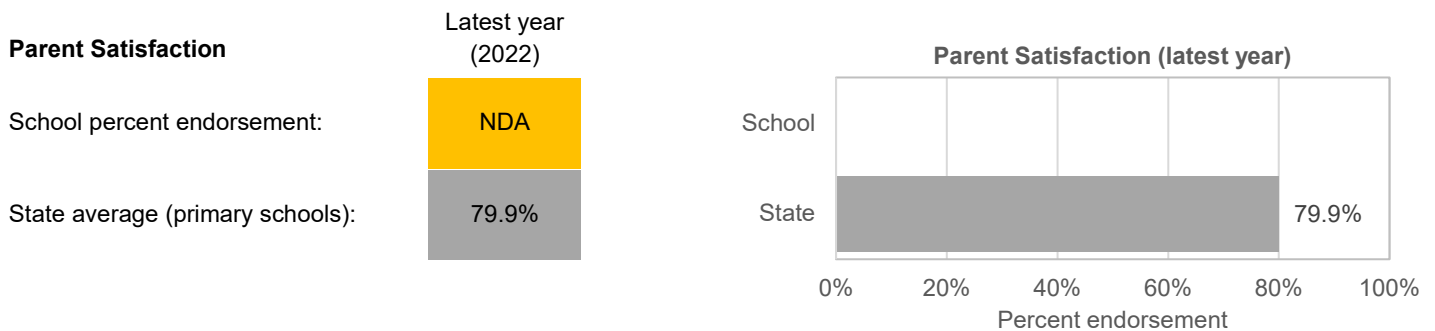
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

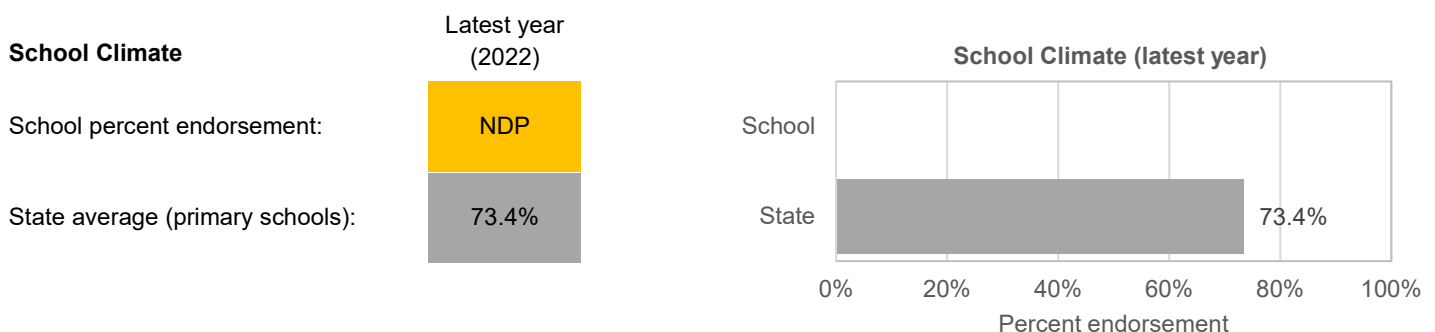


School Staff Survey

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.



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:

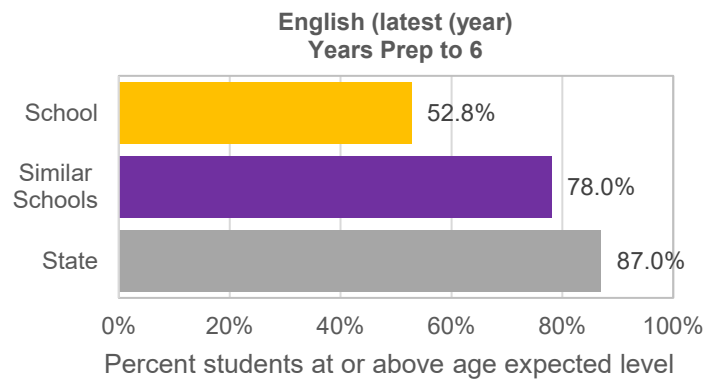
52.8%

Similar Schools average:

78.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

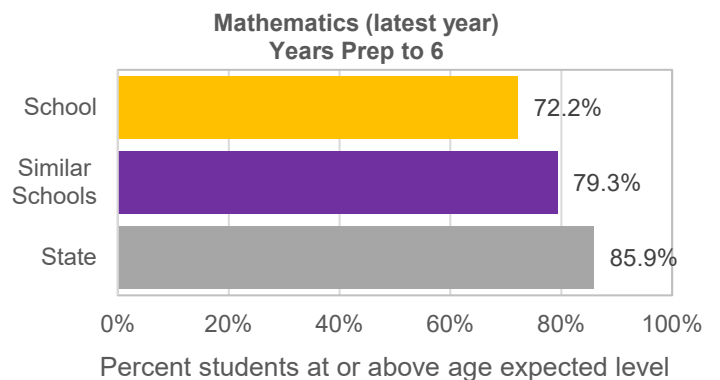
72.2%

Similar Schools average:

79.3%

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.

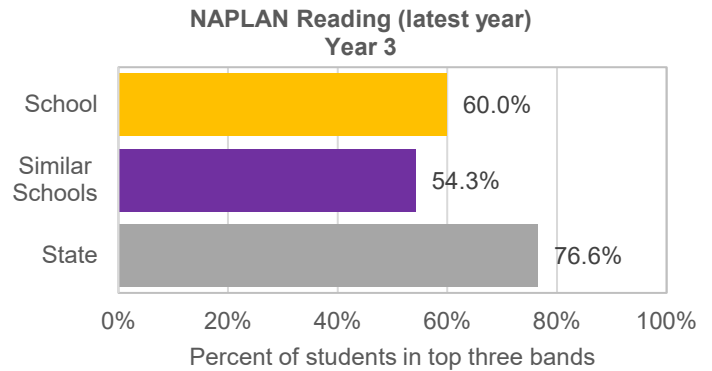
NAPLAN

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.

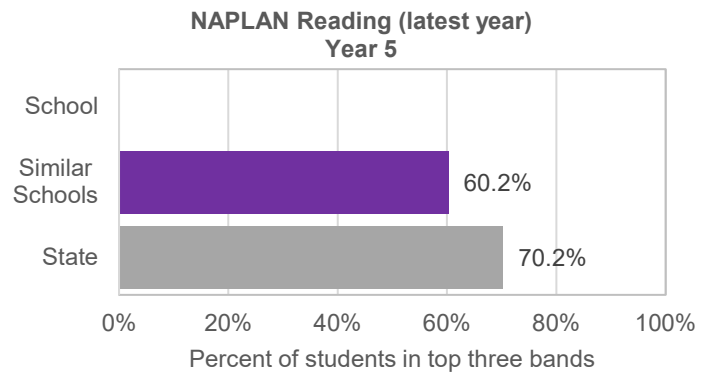
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	60.0%
Similar Schools average:	54.3%	57.9%
State average:	76.6%	76.6%



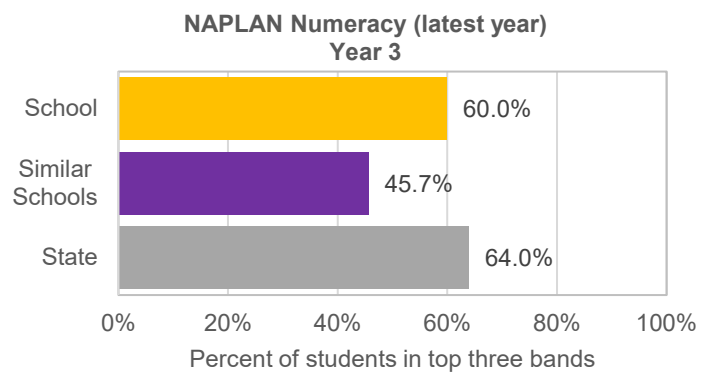
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	50.0%
Similar Schools average:	60.2%	59.4%
State average:	70.2%	69.5%



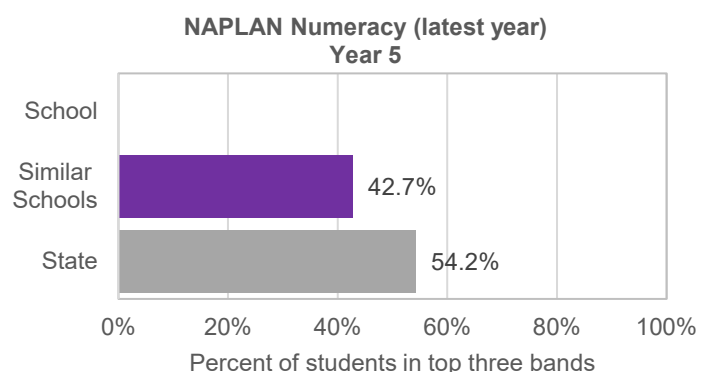
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	70.0%
Similar Schools average:	45.7%	50.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	50.0%
Similar Schools average:	42.7%	45.0%
State average:	54.2%	58.8%



WELLBEING

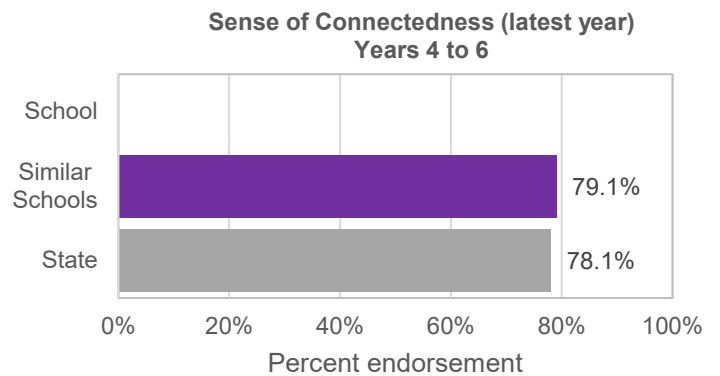
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	NDA	93.3%
Similar Schools average:	79.1%	83.3%
State average:	78.1%	79.5%

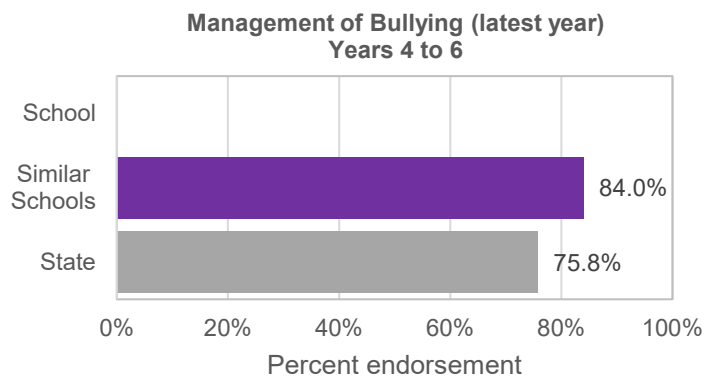


Student Attitudes to School – Management of Bullying

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:	NDA	93.3%
Similar Schools average:	84.0%	85.3%
State average:	75.8%	78.3%



ENGAGEMENT

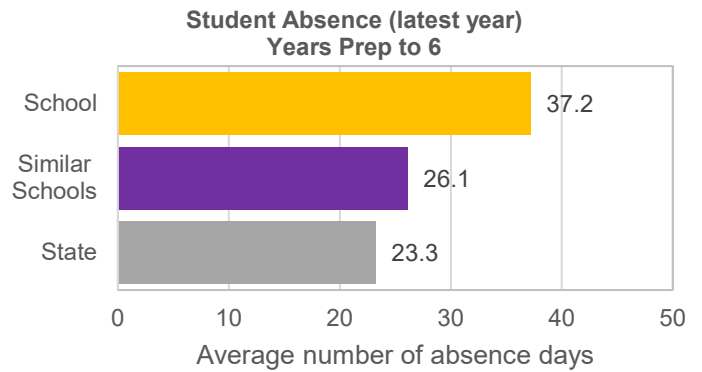
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	37.2	23.1
Similar Schools average:	26.1	19.8
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):	NDA	NDP	NDP	85%	78%	NDA	78%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$333,891
Government Provided DET Grants	\$105,456
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$1,671
Locally Raised Funds	\$4,857
Capital Grants	\$0
Total Operating Revenue	\$445,875

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,532
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,532

Expenditure	Actual
Student Resource Package ²	\$348,864
Adjustments	(\$260)
Books & Publications	\$0
Camps/Excursions/Activities	\$282
Communication Costs	\$2,033
Consumables	\$4,529
Miscellaneous Expense ³	\$1,172
Professional Development	\$180
Equipment/Maintenance/Hire	\$5,091
Property Services	\$34,979
Salaries & Allowances ⁴	\$13,090
Support Services	\$15,350
Trading & Fundraising	\$392
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,782
Total Operating Expenditure	\$431,483
Net Operating Surplus/-Deficit	\$14,392
Asset Acquisitions	\$29,436

- (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	\$105,903
Official Account	\$11,987
Other Accounts	\$0
Total Funds Available	\$117,890

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$58,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$68,500

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.