2020 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 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 14 April 2021 at 01:59 PM by Kenneth Horton (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 04:01 PM by Gary Gobbett (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

Tanjil South Primary School provides a safe and supportive small school environment that promotes continuous improvement and high student achievement in all Learning Domains at all grade levels. In 2020, we have a school size of 14 students, and have a current staff compliment equivalent to 2.0 teachers who provide our students with a constantly evolving curriculum that is delivered in a family-like environment. Our school has specific strengths in the area of special needs students and we are focusing at the moment on improving Science outcomes for students. Additionally our literacy and Numeracy programs are supported by the use of online learning programs which also assisted the school during the periods of remote learning that was required due to the Covid-19 Pandemic. Staff undertake professional learning that aims to keep us up to date with new and innovative teaching practices which then transfer ultimately into improved student learning outcomes. We are mindful of the need for sufficient transition to secondary school for our students and engage with the local schools to ensure that the students are equipped for this. At Tanjil South Primary school we ensure the students wellbeing needs are considered and they are supported through the Resilience, Rights and Respectful Relationships Program across all year levels. Tanjil South Primary School offers students a safe, caring, friendly and stimulating environment in which to learn and grow. We have a strong partnership between parents, staff and the wider community and therefore enjoy much support for School Council, classroom helpers, fundraising, excursion helpers and social activities.

Framework for Improving Student Outcomes (FISO)

Tanjil South Primary School delivered on our KIS to develop a 3 year science program which was implemented at the beginning of the year. However, some of the AIP actions were modified due to remote learning. After the first period of remote learning there was an opportunity to collect and act on feedback from the community. To support student and family needs the school changed from sending home work packets and activities across all curriculum areas to relying on our online numeracy and literacy programs which were quickly and easily modified for individual student need, a familiar learning environment for the students and easy for the families to manage from home. Additionally a major focus for the school became future transition due to the retirement of the current principal with a focus on the sustainability of teaching and learning at Tanjil South Primary School.

Achievement

Despite having long periods of remote learning our students responded well to the familiar online learning environments for Literacy and Numeracy. Our teacher judgments show that we had grade six students achieving higher than expected level in numeracy and majority of students at the expected level. As a result our school performed better than than the state average. During 2020, one student qualified for Program for Students with Disabilities. Through the funding we were able to offer additional one on one assistance to support all the students, resulting in consistent achievement across all curriculum areas including social and wellbeing needs.

Engagement

Due to the long periods of remote learning there were some attendance concerns particularly after the first lockdown period. Initially engagement was approached through supplying a range of worksheets, take home packs, art supplies, videos for P.E. and Humanities to vary the content and to keep it interesting. After collecting feedback and having more confidence in understanding the learning environments for the students, adaptations were made to the structure and content of the learning to support engagement. This was mainly done through focusing on literacy and numeracy and directing learning through the online programs the students were already familiar with. Once school returned to onsite learning any attendance concerns were addressed directly with parents to understand any barriers to students attending and to express our expectations of regular attendance.

Wellbeing

Tanjil South Primary School values the wellbeing and welfare of all students and staff. There two formal programs that run to equip students with the necessary skills to be able to negotiate difficulties and problems that occur in the daily lives of most people. These are the Resilience, Rights and Respectful Relationships program and providing opportunities for students to explore a range of different experiences when building relationships with others through running weekly Developmental Play sessions focused on building skills in getting along with others. The normal transition programs that the school normally takes pride in were disrupted due to the Covid-19 pandemic, however transitioning students were individually supported in accessing information regarding their move into secondary school or participating in onsite activities at the end of the year to transition and familiarize themselves with attending the school in 2021.

Financial performance and position

At the close of 2019 the school had a budget surplus of $24,415. This reserved surplus was due to forward planning in 2019 and careful management to ensure the school can operate with the expected stable numbers during 2020 and 2021. The 2019 surplus contributed to ensuring the school would financially be viable for 2020 along with other contributions such as Equity funding, Country Area Program Grants, small school base funding and additional Covid-19 cleaning funds. All of this money was managed to ensure that the school could provide a safe and supportive school environment that promotes continuous improvement and high student achievement.

**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.

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   14 students were enrolled at this school in 2020,   8 female and   6 male.

0 percent of students had English as an additional language and 0 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.
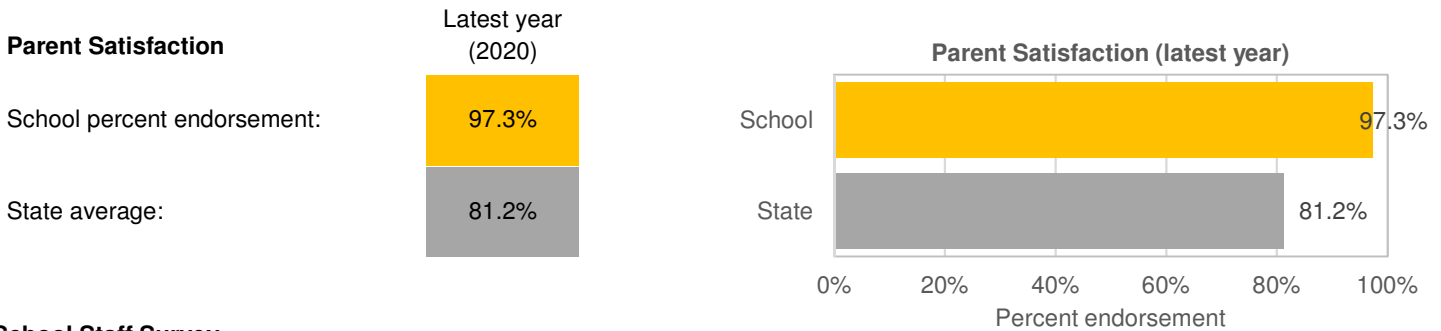
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	97.3%
State average:	81.2%

Parent Satisfaction (latest year)

School	97.3%
State	81.2%

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 (2020)
School percent endorsement:	NDA
State average:	77.8%

School Climate (latest year)
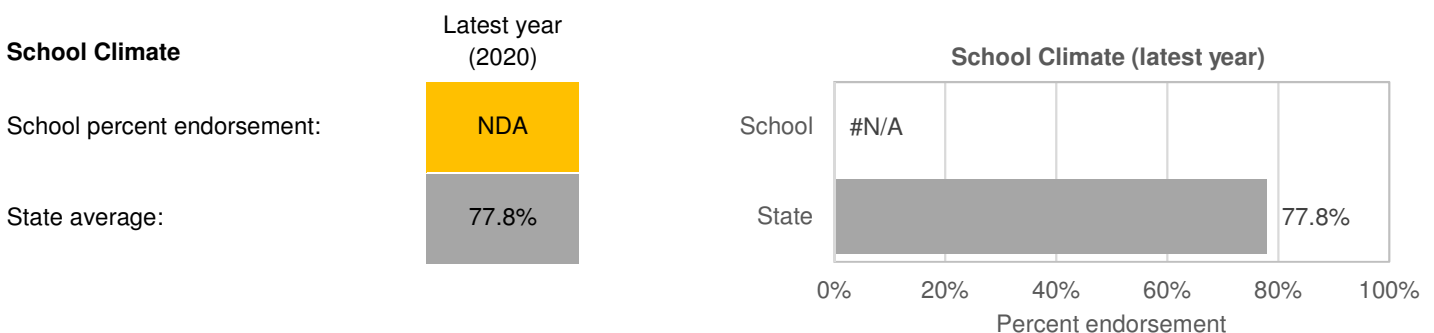
School	#N/A
State	77.8%

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)

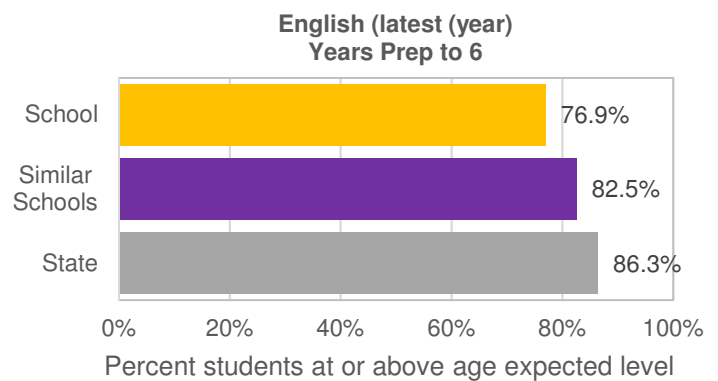|	
School percent of students at or above age expected standards:	76.9%
Similar Schools average:	82.5%
State average:	86.3%

**English (latest (year)
Years Prep to 6**

School	76.9%
Similar Schools	82.5%
State	86.3%

Percent students at or above age expected level

**Mathematics
Years Prep to 6**

Latest year (2020)

School percent of students at or above age expected standards:	92.3%
Similar Schools average:	84.1%
State average:	85.2%

**Mathematics (latest year)
Years Prep to 6**

School	92.3%
Similar Schools	84.1%
State	85.2%

Percent students at or above age expected level
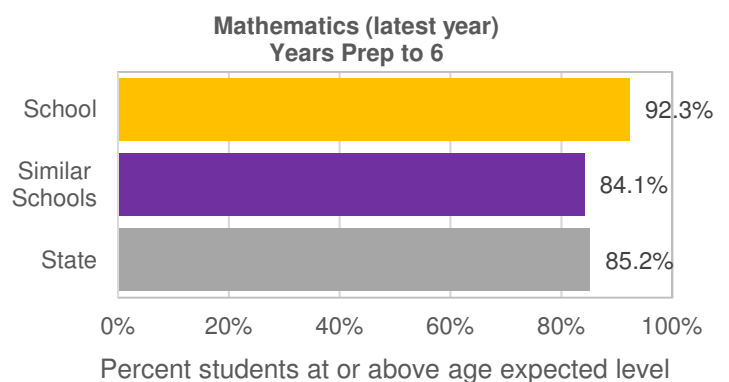
NAPLAN

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).
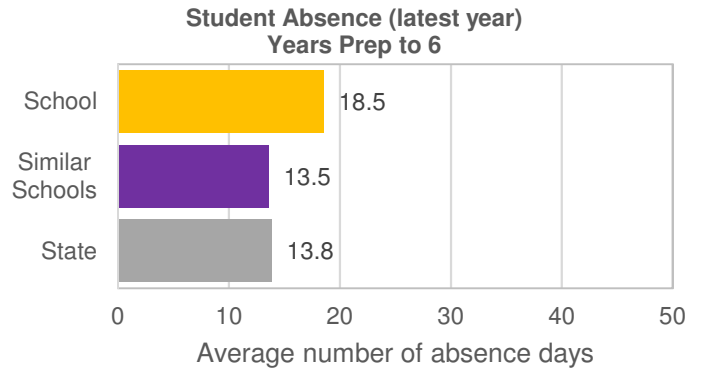
NAPLAN tests were not conducted in 2020.

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:	18.5	17.7
Similar Schools average:	13.5	15.6
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	18.5
Similar Schools	13.5
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	NDP	91%	NDA	91%	NDA	NDP

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:	100.0%	96.7%
Similar Schools average:	86.2%	81.1%
State average:	79.2%	81.0%
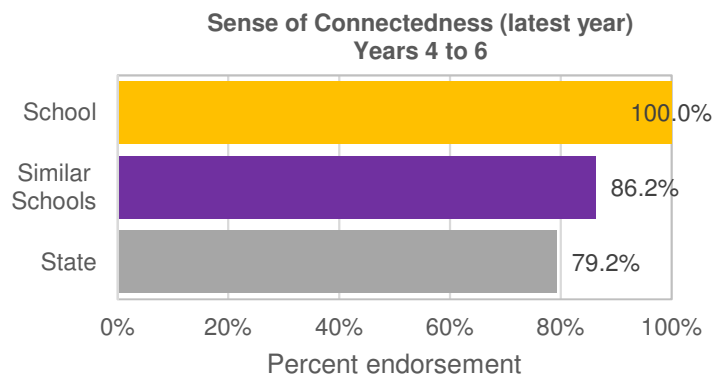
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

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:	100.0%	98.1%
Similar Schools average:	86.0%	82.6%
State average:	78.0%	80.4%
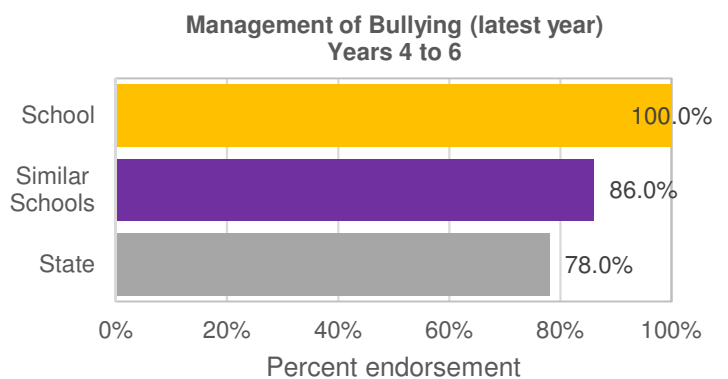
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$313,510
Government Provided DET Grants	$91,973
Government Grants Commonwealth	$650
Government Grants State	NDA
Revenue Other	$120
Locally Raised Funds	$18
Capital Grants	NDA
Total Operating Revenue	**$406,272**

Equity [1]	Actual
Equity (Social Disadvantage)	$10,639
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$10,639**

Expenditure	Actual
Student Resource Package [2]	$289,456
Adjustments	NDA
Books & Publications	$64
Camps/Excursions/Activities	$810
Communication Costs	$2,016
Consumables	$6,256
Miscellaneous Expense [3]	$7,317
Professional Development	$970
Equipment/Maintenance/Hire	$7,827
Property Services	$6,076
Salaries & Allowances [4]	$33,301
Support Services	$2,992
Trading & Fundraising	NDA
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$10,335
Total Operating Expenditure	**$367,420**
Net Operating Surplus/-Deficit	**$38,852**
Asset Acquisitions	**$5,909**

(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	$26,358
Official Account	$3,600
Other Accounts	NDA
Total Funds Available	**$29,958**

Financial Commitments	Actual
Operating Reserve	$12,066
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$12,066**

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.