

2020 Annual Report to The School Community



School Name: Tallarook Primary School (1488)



- 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 30 April 2021 at 03:08 PM by Lynette Robberts (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 30 April 2021 at 07:15 PM by Cheryl Greenshields (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

Tallarook Primary School is a small rural school, established in 1875 and located in the town of Tallarook, approximately 95 kilometres north of Melbourne. Tallarook is located halfway between Seymour to the north and Broadford to the south. The School Wide Positive Behaviour Framework is the umbrella under which all wellbeing programs operate. The values and traits seen as central to our learning community, explicitly taught and encouraged by all members of our school community are: Respect, Responsibility, Personal Achievement, Caring and Fair Go.

The School's vision is: "To develop well adjusted individuals who strive to achieve their full potential in a dynamic, caring and supportive environment."

The school has a variety of standalone buildings on site. The original brick school building houses the administrative office, two Mod 5 buildings which provide indoor learning spaces and a multipurpose hall which houses the school library and a space for whole school meetings/events as well as a kitchen for the teaching and learning of cooking and science. Outdoors, there are three separate spaces, all on different levels, with play equipment and an asphalted basketball court which connects each learning space in the school as well as a grassed oval. Ramped access connects all levels. Within the grounds fruit trees, worm farms, compost bins and a chook house are used to integrate studies of sustainability into lifelong learning.

Fifteen students were enrolled and supported by a staffing profile which included a Principal, one FTE teacher, a 0.8 Education Support Staff member and a 0.3 FTE Pastoral Care Worker. In addition, visual art and library sessions were provided through the fortnightly Mobile Area Resource Centre (MARC) and Mobile Area Art Centre (MAAC) visits.

The school provides an approved curriculum framework, differentiated to meet student needs, based on the Victorian Curriculum with Afrikaans being the LOTE (Language Other Than English). Wellbeing support for students and their families is provided by visiting professional staff and partnerships with community agencies. Life skills are incorporated using Nationally recognised programs and events (such as National eSmart Week and the ResourceSmart Schools Program) to engage students. The school incorporates a variety of specific strategies and supports for individual students within the daily classroom routines.

Framework for Improving Student Outcomes (FISO)

In 2020, the Schools Annual Implementation focused on implementing the Key Improvement Strategies (KIS) related to the FISO (Framework for improving Student Outcomes) dimensions of Building Practice Excellence and Evaluating Impact on Learning, as well as, Setting Expectations and Promoting Inclusion. This included:

- ~ developing and building teacher and leadership capability to embed whole school documented approach to evidence-based pedagogy
- ~ developing teacher proficiency in using data and evidence to plan targeted teaching and learning as well as to track student progress
- ~ embedding regular staff, student and parent feedback processing utilising goal setting to build student engagement.

To support implementation of these KIS, a comprehensive professional learning plan was designed to ensure staff gained tools, skills and knowledge for embedding high quality practice, in line with the Response to Intervention Model, to improve literacy and numeracy outcomes.

Positive gains in the Parent Opinion Survey showed clear improvement in the areas of Effective Teaching and Stimulating Learning Environment with additional evidence gained during Parent Forums across the year, especially during remote and flexible learning periods.

Achievement

2020 was certainly an unprecedented year, with many challenges and immense new learnings for staff, students and school communities. It is to be noted that the focus of the 2020 AIP was somewhat adapted across the course of the year to meet the needs of the Tallarook Primary School community and the restrictions of a worldwide pandemic. Staff worked concerted to ensure ongoing growth for all students across a year filled with range of staff shortages and a worldwide pandemic! During remote and flexible learning, staff were able to utilise online resources for content delivery and assessment and consequently developed new ways of differentiating for students. Students were well supported with hands on learning materials as well as computers and iPads to ensure equity for all to access learning materials as well as online group and individual sessions with staff.

The focused work around Mathematics, following the school’s audit of current practices and resources, was put on hold for 2020, however initial work around introducing Top Ten Maths in 2021 has already begun. In the interim, students were still provided with a differentiated program, engaging activities and the opportunity to feedback on their learning.

Engagement

With the focus swiftly moving towards supporting student wellbeing as we progressed further into 2020, this goal had great attention and significant purpose. A genuine sense of team was developed, as all staff built their skills around their capacity to support students from both a wellbeing and instructional lens. Throughout the year, regardless of the circumstances, students, staff and parents remained connected with each other, and with the school. Clear communication ensured an open and transparent approach. Additional skills gained by students (and parents) during the remote and flexible learning period (around technology and self-management) was the result of a deliberately thought out and inclusive model of support

During remote and flexible learning staff continued the practice of regular face to face contact with students. This resulted in staff being able to consistently track engagement and learning and modify programs, as required. Feedback to students was timely and constructive, providing clear direction of the next steps in learning.

In 2021 the school will zoom in on the financial resourcing available so as to best target the Tutor Learning Project and Equity funds to support learning catch up and extension.

Wellbeing

We modified the delivery of health and well being supports to students and their families by diversifying existing programs such as Breakfast Club. Families were provided with hampers, as required, and students requiring support at school with face to face learning, or respite for parents, were rostered in onsite to ensure adequate supervision and social distancing. The support provided by the school chaplain to students, and then subsequently back to staff, was invaluable and resulted in loops/concerns being reduced or eliminated early on in the process.

The positive gains in relationships and connection with families during remote and flexible learning has set the school up well moving into 2021. Ensuring our students are happy and healthy will involve the school continuing with its strategic wellbeing approach.

Financial performance and position

The 2020-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities.

During the year all targeted funding received in 2019 which was carried over into 2020 was expended to complete Maintenance and Minor Works as well as compliance around Bushfire Vegetation Clearing and Essential Safety Measures. Equity funding was utilised to update Literacy resources after an audit on readers revealed a shortage of decodable readers for middle and senior students. Equity funding was also used to provide whole school staff professional learning on developing curriculum knowledge in mathematics. Equity funding that had been allocated to School Based Programs that did not occur due to COVID-19 were committed to School Based Programs for 2021.

For more detailed information regarding our school please visit our website at
<https://www.tallarookps.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 15 students were enrolled at this school in 2020, 4 female and 11 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

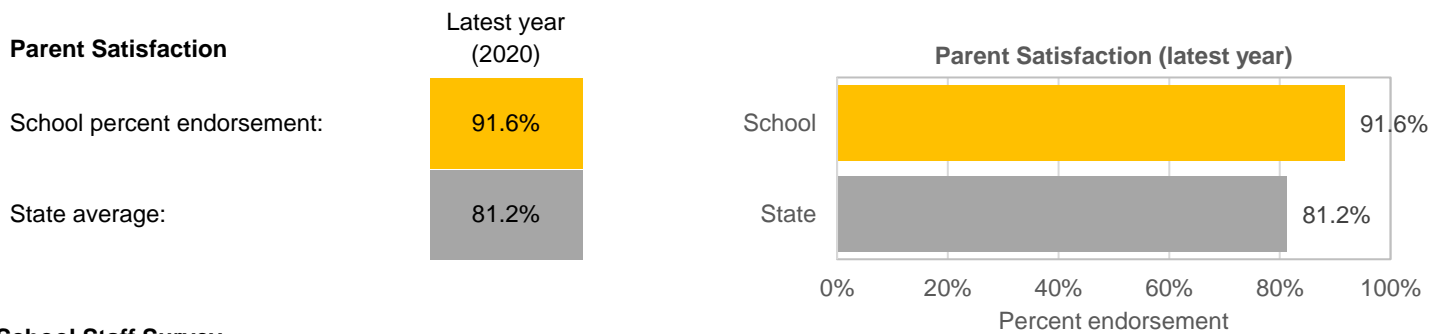
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

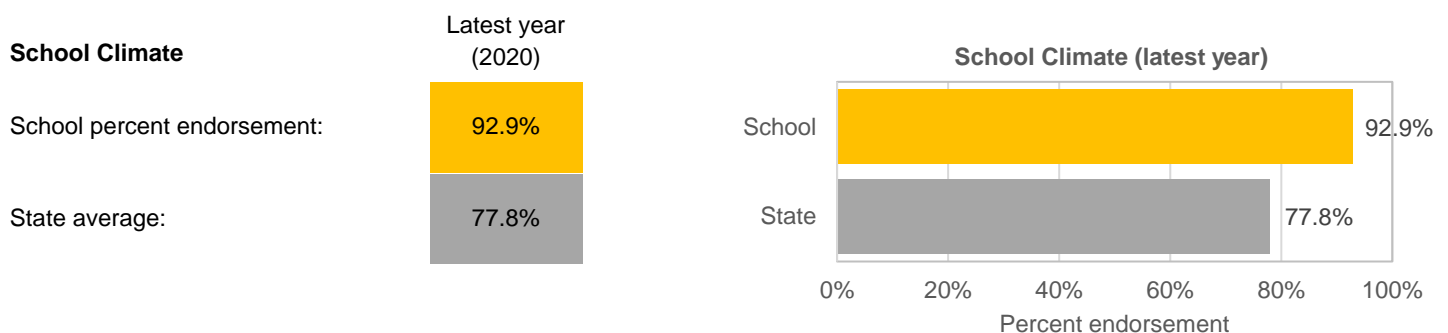


School Staff Survey

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.



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:

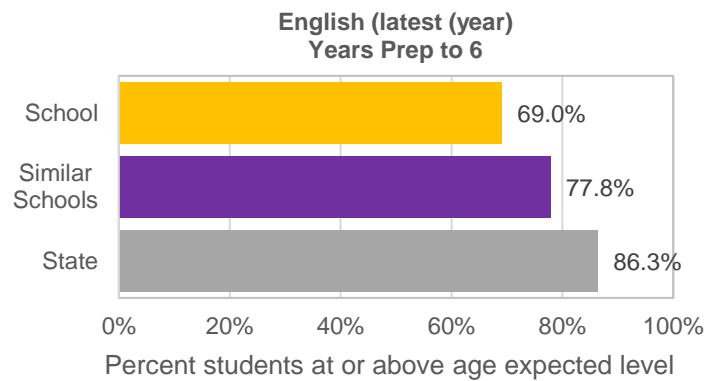
69.0%

Similar Schools average:

77.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

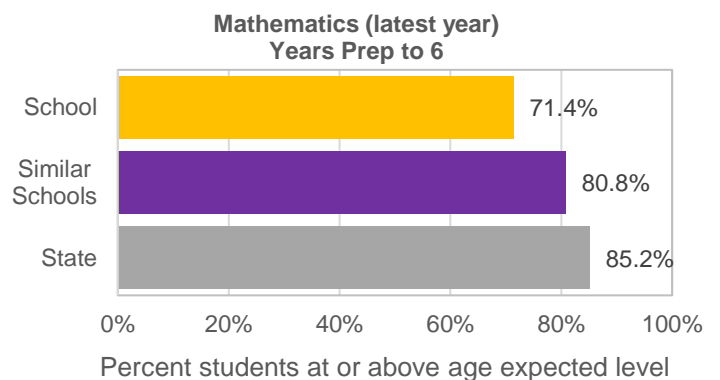
71.4%

Similar Schools average:

80.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

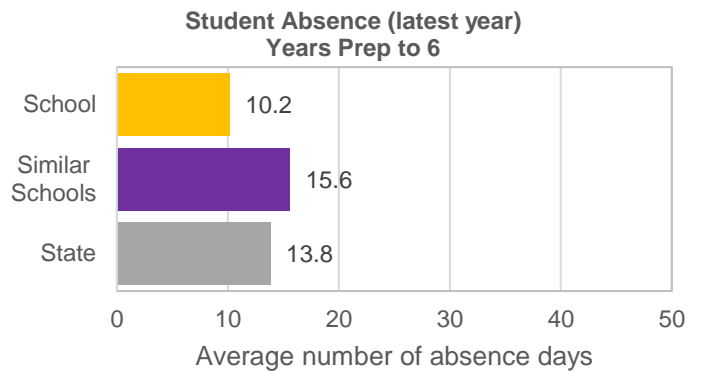
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.2	18.7
Similar Schools average:	15.6	16.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	NDP	NDA	93%	NDP	97%	NDP

WELLBEING

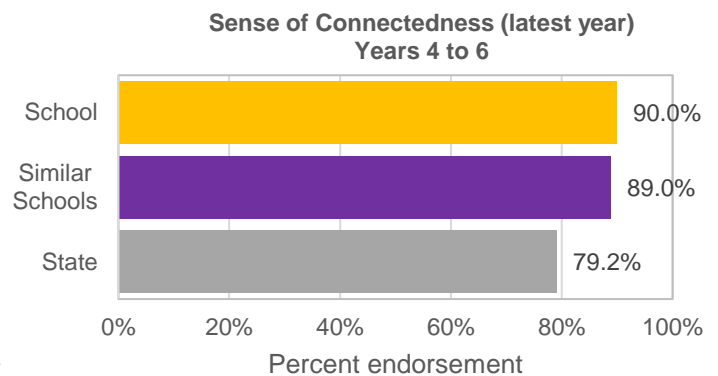
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	90.0%	78.5%
Similar Schools average:	89.0%	81.4%
State average:	79.2%	81.0%



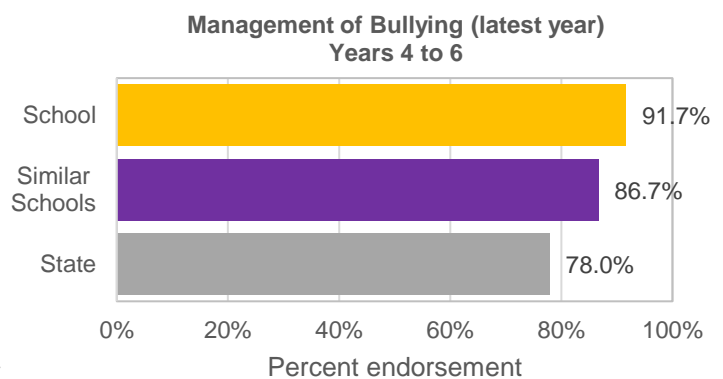
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	91.7%	77.2%
Similar Schools average:	86.7%	82.8%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$338,161
Government Provided DET Grants	\$173,791
Government Grants Commonwealth	\$2,204
Government Grants State	NDA
Revenue Other	\$2,229
Locally Raised Funds	\$6,703
Capital Grants	NDA
Total Operating Revenue	\$523,088

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,694
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$22,694

Expenditure	Actual
Student Resource Package ²	\$348,641
Adjustments	NDA
Books & Publications	\$1,199
Camps/Excursions/Activities	\$12,204
Communication Costs	\$1,098
Consumables	\$10,346
Miscellaneous Expense ³	\$4,452
Professional Development	\$1,041
Equipment/Maintenance/Hire	\$4,633
Property Services	\$50,971
Salaries & Allowances ⁴	\$8,788
Support Services	\$24,207
Trading & Fundraising	\$806
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$3,575
Total Operating Expenditure	\$471,960
Net Operating Surplus/-Deficit	\$51,127
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$60,826
Official Account	\$3,332
Other Accounts	NDA
Total Funds Available	\$64,158

Financial Commitments	Actual
Operating Reserve	\$16,316
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$5,491
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$1,200
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$13,143
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$36,150

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.