**2020 Annual Report to**

**The School Community

School Name: Tarnagulla Primary School (1023)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 01 April 2021 at 09:08 AM by Leigh Mellberg (Principal) |

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| 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 offline by School Council President and processed by Kaitlin Morris (SPOT Admin) on 01 April 2021 at 09:23 AM |

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| <<Please upload a school logo>> |  |

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**

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| School context |
|  Tarnagulla Primary School was established in 1874 and is located in the south of Loddon Shire, 47 kilometres west of Bendigo. The school has an SFO of 0.5000 and an SFOE of 0.4414 with over one-third of our current 29 students coming from low socio-economic backgrounds.  We believe that all students have the potential to learn and succeed in an environment of dignity and respect. Our mission statement, 'To Inspire Learning' emerges from this belief. This acknowledges that we can’t force learning; rather, at our best we seek to create the ideal conditions in which the school community (students, staff and parents) is motivated and engaged with a mindset oriented towards their intellectual and personal development. Therefore, teaching staff commit to striving for every student – no matter their level – to demonstrate learning and growth each year. In academic terms, it is to strive to see each student demonstrate at least one year of learning for each year of teaching. Striving for every student, however, is not just in the academic domain. Staff are committed to a holistic practice where staff meeting time is prioritised to present, evaluate and discuss observations and evidence about individual students, their struggles and development. This is to heighten our awareness and build collective responsibility to support and encourage student growth and maturity, socially, physically, emotionally and culturally. |
| Framework for Improving Student Outcomes (FISO) |
|  The school's Strategic Plan outlines the priority: to meet the personalised needs of each student and ensure strong learning growth in literacy and numeracy. Sitting within FISO's Excellence in Teaching and Learning, the school has worked to build practice excellence in developing a highly personalised approach to providing appropriate level curriculum to all students. During 2020, the school was required to instigate significant periods of remote learning in response to the risks of the SARS-CoV-2 virus, thereby challenging the basis upon which curriculum was delivered and how student progress was monitored and developed. Despite this variation in mode, the school has continued to implement tight policies and practices around timely and moderated assessment of student knowledge and skill development to ensure that there is quality assessment data to feed into the teaching and learning cycle. The main instrument for quantitative student assessment remains the Department's On-Demand Testing platform where students complete two cycles of eight levelling tests through the year in the literacy and numeracy domains. The benefit of this measure in a smaller cohort is that the whole process is a personal circle between the student, the teacher and the provided curriculum, resulting in every student having the very best opportunity to grow and succeed. |
| Achievement |
|  There were 19 students in the Year 2 to 6 cohort who each completed two cycles of 8 On-Demand tests for the 2020 year - notwithstanding some adjustments to the scheduling of tests due to the remote learning phases. There are two measures from the data that are significant: the level of each student (as a function of state averages for age peers), and the extent of growth for each student in the last 12 months. As a school, the 2020 data shows that on average students in this cohort were 0.5 years ahead (up from 0.1 last year) of state means in Literacy and a similar 0.5 years ahead (up from 0.3 last year) in Numeracy. This is the fourth year of recording this data and we are pleased that we have consistently tracked above the state means in student performance. Our provocation is to continue to challenge our high performing students while providing individualised curriculum delivery and support across the school.  The growth of each individual student was also measured using a Growth Index where a result of zero reflects the standard of one year of assessed growth being achieved in one year at school. Across this cohort, the Index was positive 0.4 in the Literacy domain and negative 0.3 in the Numeracy domain. Staff analysis of these results concluded that as a school we have continued to lift student standards to well above the state average in both Literacy and Numeracy and to increase their rate of growth in Literacy, but not in Numeracy. In 2021, the school will embark on a range of professional reading and development programs along with seeking to better understand the impact of student self-talk with respect to their performance and growth in the Numeracy domain. |
| Engagement |
|  It is not possible to generate quantitative data to measure the mind of children with respect to their motivation or engagement towards learning tasks. Attendance rates at school, however, provide somewhat of a proxy in that it is assumed that if students are enjoying and engaging in their learning environment, then they will want to come to school as often as possible. The average days absent across the school in 2020 was 7.5 days, a result that is 41% lower than similar schools and 46% less than the state average. Whilst acknowleding these strong results, the school continues to seek improvement in its attendance rate. As a school, however, we understand engagement in broader terms than attendance and hence we meet regularly as staff to report and discuss a range of observations as evidence of engagment - the more important include measures such as student time-on-task, participation in class discussions, care of personal belongings, and neatness of book-work. There is no student who meets all of these criterial all of the time, and so as staff, we are constatnly seeking to see improvement in these measure to lift engagement in learning. |
| Wellbeing |
|  Student wellbeing is culturally central to Tarnagulla Primary School, as is the wellbeing of all staff and families. We understand that students are not lifeless machines that come to school each day, but rather each arrives bringing with them all manner of moods, feelings and motivations. It follows that as a school we are not the only influence on student wellbing; the events at home, relationships within the family, past or current traumas, individual mental health, to name just a few. Our role and goal then, is to acknowledge and accept this diversity and complexity, and seek to provide a consistent school culture that is safe and predictable, with clear expectations and consequences, and to provide each child with the assurance that we are here for him or her. This year has been very different with extended periods of remote learning. This was challenging on many fronts, but certainly not universally negative. To the contrary, the school messaging was for students to see this as a unique opportunity to test and develop their organisational skills, their capacity for independent time management, and ultimately their self-motivation. On return, most students self-reported positive and productive home learning routines were developed, teachers reported a high level of student engagment in set tasks, and students' achievement levels and growth profiles hardly varied from a non-COVID year. As a staff we meet regularly to review our progress towards our welfare goals: to reflect on any student who appears to be losing focus and the possible causes; to implement interventions; and to use our whole-school assemblies and moments with the classroom to consider an aspect of growing and developing our egalitarian culture for the benefit of all. |
| Financial performance and position |
|  The school remains in a healthy financial position to ensure that funding is available so that teaching and learning and other programs are delvered to the highest standard. Some additional funding was provided by the Department to meed COVID compliance measures and cleaning was increased to twice-daily with priority given to high-touch surfaces. During the year, council purchased solar panels to contribute to broader carbon reduction and to reduce our costs, resulting in a lower Property Services expenditure for 2020. It is also noted in the report that the school received $26,720 in equity funding which was used to employ a specialist literacy teacher and additional resources in support of students.  |
| **For more detailed information regarding our school please visit our website at** [**http://tarnps.vic.edu.au**](http://tarnps.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 30 students were enrolled at this school in 2020, 13 female and 17 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) 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: 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | NDA |
| State average: | 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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 98.5% |
| State average: | 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.

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| **English****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 86.9% |
| Similar Schools average: | 84.1% |
| State average: | 86.3% |

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| **Mathematics****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 85.7% |
| Similar Schools average: | 83.8% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 7.5 | 12.8 |
| Similar Schools average: | 12.8 | 14.9 |
| State average: | 13.8 | 15.3 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 98% | NDP | NDP | 96% | 95% | NDP | 93% |

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.

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 74.7% |
| Similar Schools average: | 88.2% | 82.5% |
| 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.

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| **Management of Bullying****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 60.7% |
| Similar Schools average: | 89.9% | 85.3% |
| 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 | $492,565 |
| Government Provided DET Grants | $114,070 |
| Government Grants Commonwealth | $2,450 |
| Government Grants State | NDA |
| Revenue Other | $2,936 |
| Locally Raised Funds | $6,598 |
| Capital Grants | NDA |
| Total Operating Revenue | **$618,619** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $26,720 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$26,720** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $418,331 |
| Adjustments | NDA |
| Books & Publications | $1,368 |
| Camps/Excursions/Activities | $2,696 |
| Communication Costs | $998 |
| Consumables | $10,214 |
| Miscellaneous Expense 3 | $2,291 |
| Professional Development | $2,914 |
| Equipment/Maintenance/Hire | $3,319 |
| Property Services | $18,128 |
| Salaries & Allowances 4 | $29,886 |
| Support Services | NDA |
| Trading & Fundraising | $4,654 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $3,719 |
| Total Operating Expenditure | **$498,517** |
| Net Operating Surplus/-Deficit | **$120,102** |
| Asset Acquisitions | **$20,773** |

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 | $74,632 |
| Official Account | $2,179 |
| Other Accounts | NDA |
| Total Funds Available | **$76,811** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $12,674 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | $80,000 |
| 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 | **$92,674** |

*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.*