

2021 Annual Report to The School Community



School Name: Tinternvale Primary School (5075)



- 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 2021 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.

«PrincipalSignDescription»

- This 2021 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

«PresidentSignDescription»

About Our School

School context

Tinternvale Primary School is situated in a beautiful natural bushland environment in the outer eastern suburbs. Our motto 'Learning Together' is defined through our school vision: Tinternvale PS strives for our students to become motivated and independent learners through the provision of a wide range of learning choices for students to demonstrate their understandings. We consistently encourage students to become life-long learners who value themselves, others and learning. We promote a social responsibility, resilience, perseverance and independence to capably prepare our students for an ever-changing world. We aim for every student is to achieve at least 12 months progress in 12 months. The workforce in 2021 included the Principal, Assistant Principal, two Learning Specialists, teachers and ES staff. A total of 368 students were enrolled in 2021: 162 female and 206 male. Our Student Family Occupation and Education index was in the high socio-economic group with an SFO index of 0.2490. EAL students made up 8% of our student population and there were 3 Indigenous students. There were 14 students on the Program for Students with Disabilities. Students are engaged and encouraged to reach their full potential through learning programs designed to foster independence, goal setting and high expectations. Open space learning is available to most levels in the school. Students' special talents and abilities are nurtured and broadened through our Specialist Program, featuring Japanese, Physical Education, Visual Arts and Performing Arts. We offer instrumental music, Junior, Senior and Specialist Choirs, Tournament of Minds, Gateways, Life Education, Swimming, Interschool Sport, camps, incursions, excursions, Joggers Club, Morning Movers, Junior School Council, Environment Committee, Computer Club, Percussion Group, Dance Club, Cheerleading and ICAS Testing. Learning Technologies are a feature in all classrooms with desktop, laptop computers and iPads available to all students. All classrooms have large television screens. Ensuring students develop positive relationships is a priority for us as well as high-level literacy and numeracy competencies. Student attendance was positive. Illness accounts for most absences.

Framework for Improving Student Outcomes (FISO)

Building practice excellence: Develop the capacity of all staff to use data for evidence-based targeted teaching in Literacy and Numeracy across the school. Develop teacher capacity to identify and use HITS to be more effective in their delivery of the learning and to gain further feedback from students to drive improvement. Develop teacher capacity to set challenging goals for themselves and their students and use the feedback from assessments, reflections and Instructional Rounds to strive for improvement. To improve student achievement in all areas of learning across the school. If teacher capacity is developed through the building of collaborative teams focussed on student learning, together with the implementation of a whole school agreed approach to curriculum, instruction and assessment, then student learning growth and achievement will improve.

Instructional and shared leadership: Develop the leadership capacity of the teaching and learning leaders and the School Improvement Team (SIT). Develop the capacity of the teaching and learning leaders (Team Leaders and SIT) to drive improvement and become instructional leaders. To ensure a culture where all students and staff are challenged through goal setting and effective feedback processes. If there is a whole school systematic approach to empowering student voice in their learning by setting challenging goals and providing effective feedback, together with explicit teaching of the student capabilities, then student learning and engagement will improve.

Achievement

At Tinternvale Primary School, we have continued to strive for improvement for every student. Our NAPLAN results in Literacy and Numeracy demonstrated an overall improvement from 2019 to 2021. This was an excellent result for our school, given the interruptions to onsite learning as a result of the COVID-19 lockdowns throughout 2020 and 2021. The percentage of year 5 students achieving at or above the expected level in Reading was 95%, 90% for Grammar and Punctuation and 90% for Writing. The percentage of year 3 students achieving at or above the expected level in Reading was 92%, 92% for Grammar and Punctuation, 94% for Spelling and 98% for Writing. The percentage of year 3

students achieving at or above the expected level in Numeracy was 92%. The percentage of year 5 students achieving at or above the expected level in Reading was 95%, 92% for Grammar and Punctuation, 63% for Spelling and 90% for Writing. The percentage of year 3 students achieving at or above the expected level in Numeracy was 92%.

Students who are achieving at the lower and higher ends of the learning spectrum are supported by Individual Education Plans and there is additional teacher support for students on the Program for Students with Disabilities. These students have continued to meet their social and academic goals.

Improvements in teachers' capacity to differentiate the curriculum will have a positive impact on our results as students continue individual goal setting based on targeted teaching. The use of formative assessment has enabled teachers to differentiate and assess more effectively. Level planning meetings where data is used to inform planning ensures that students receive differentiated learning at their point of need. The employment of Learning Specialists in a coaching role for teachers continues to enhance teacher capabilities.

Engagement

The continuation of Remote Learning was a disappointment for our whole school community. A focus on wellbeing and regular communication enabled us to successfully navigate this learning space, providing quality teaching programs for our students. At Tinternvale Primary School we are very proud of our school and continually strive to foster a positive attitude amongst our community. Parents are encouraged to participate in the student's learning, through assistance in curriculum programs both at school and home. A communication system between school and home is in place.

We are continuing to implement Positive Education school-wide. Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. Positive Education focuses on specific skills that assist students to strengthen their relationships, develop positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. Through teaching these valuable life skills, we aim to provide our students with an increased capacity to learn effectively, as well as offering them a strong foundation on which they can build a successful life.

Students are becoming more adept at individual goal setting, strengthening their participation in their learning and making them feel more connected to their education. A focus on learning intentions and success criteria continued to be a school wide focus in 2021 and we are also promoting student voice and agency school wide.

Wellbeing

At Tinternvale PS we believe that developing positive relationships is the best means of ensuring students feel safe, secure and engaged with their learning and school. Even though our data demonstrates we are achieving outstanding results in the wellbeing area, it will always be a focus for our school. We continued our journey in Positive Education by focussing on specific skills that assist students to strengthen their relationships, develop positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. In 2021, Respectful Relationships was implemented into our curriculum.

This year as we navigated our way through remote learning it strengthened the resilience of our whole school community. We worked towards everyone operating at their optimum level, tackling challenges with a positive attitude. Restorative Practices continues to be embedded in our school culture, providing a solution-orientated focus for issues that may arise. Other programs in our school that enhance the wellbeing of students include STARS, House Competition, Buddies, Clubs, Student Awards, Choir, etc. At Tinternvale PS we have three school dogs, Lilly, Colonel and Fern. The dogs are an important part of our school community and boost the wellbeing of all.

As much of the learning this year has been online, we have continued our commitment to educate our school community in the correct use of digital technologies, in particular social media. The school has been accredited as an eSmart school for the past five years. Our students in Out of Home Care have a dedicated mentor teacher and are supported by regular SSG meetings. The Kids Hope program provides positive mentors for students who may not have a significant positive adult in their lives.

Finance performance and position

We expect to commence 2022 with a surplus. We employed extra Integration Aides in 2021 to support an increased number of students with additional needs who were not supported by PSD funding. The school received Equity funding which was used to employ a support teacher to meet the needs of low achievers, mainly in Maths and Reading. We were unable to run any fundraising activities in 2021 due to the COVID -19 pandemic, however we used school funds to complete some much-needed maintenance tasks and purchase new resources school wide. In 2021 we were successful in applying for a \$300,000 grant which enabled us to get a security system with 16 cameras around the school and new, higher perimeter fencing. The new fencing and lockable gates mean we can now completely lock up the school grounds, which will reduce the number of break-ins and vandalism.

For more detailed information regarding our school please visit our website at
<https://www.tinternvaleps.vic.edu.au/>