

# 2020 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](http://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 19 March 2021 at 04:21 PM by Joanne Wood (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 23 March 2021 at 09:14 AM by Cheree Presser (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Tinternvale Primary School is situated in a beautiful natural bushland environment in the outer eastern suburbs. The school is committed to the continuous improvement of student learning outcomes through the improvement areas of achievement, engagement, wellbeing and productivity. Our school's vision is 'Be the Best You Can Be' and this is reflected in all our work. Our aim is for every student to achieve at least 12 months growth in a school year. The workforce in 2020 comprised Principal, Assistant Principal, two Learning Specialists, teachers and ES staff. A total of 368 students were enrolled in 2020; 162 female and 206 male. Our Student Family Occupation and Education index was in the high socio economic group with an SFO index of 0.3390. EAL students made up 8% of our student population and there was one Aboriginal student. 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, Inter-school Sport, camps and excursions, Joggers Club, Junior School Council, Environment Committee, Computer Club, Percussion Group, Dance Club, Yoga, 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 interactive whiteboards or 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

Due to the COVID-19 pandemic we did not had the opportunity to participate in NAPLAN in 2020 and therefore we do not have up to date data. We have, however, continued to strive for improvement for every student. In 2019 the percentage of students achieving at or above the expected level in English was 91% for Reading, 97% for Speaking and Listening and 88% for Writing. In Mathematics, we were above the results of similar schools with Number at 94% of students at or above the expected level, Measurement & Geometry at 95% and Statistics and Probability at 96%. In 2019 our NAPLAN results indicated that 43% of Year 3 students performed in the top two bands in Numeracy, 51% in Reading and 54% in Writing. Year 5 NAPALN results indicated 31% of students performing in the top two bands in Numeracy, 35% in Reading and 17% in Writing. The relative gain results indicated the number of students achieving above benchmark to be less than similar schools in Numeracy and Reading but above similar schools in Writing. In

2019, the focus of the school Annual Implementation Plan was Writing so it was pleasing to see improved results in this area. In 2020 our Numeracy Learning Specialist continued to work with teachers in Prep - 6, now that we have implemented our whole school documented curriculum in Maths. Our Literacy Learning Specialist provided professional development to all staff on our whole school reading program and revised our expectations and practices. 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 the students on the Program for Students with Disabilities. These students are supported to meet their social and academic goals. Our students with English as an Additional Language had a dedicated support teacher who assisted them further to meet their goals, prior to the COVID lockdown.

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. Our results indicate that there continues to be a wider spread of results in teacher judgements as compared to previous years. 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 in the areas of formative assessment and High Impact Teaching Strategies.

### Engagement

The introduction of Remote Learning was a huge change for our whole school community. A focus on wellbeing and regular communication enabled us to transition into this new 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. We continue 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, build 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. The continuation of our whole school 'Dream Big' Inquiry enabled students to choose activities that encouraged them to step outside their comfort zone and try something new. 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 2020 and we are also promoting student voice 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 continue to be a focus for our school. In 2020 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. 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. In 2020 we had three school dogs, Lilly, Samson and Vikki. Lilly and Samson are owned by two staff members and Vikki is a seeing-eye dog puppy who is being trained by one of our Integration Aides. Vikki, Lilly and Samson 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.

In 2020, we have been trained in Respectful Relationships, ready for implementation into our curriculum.

### **Financial performance and position**

We do not expect to commence 2021 with a large surplus due to staff returning from family leave. We also employed extra Integration Aides in 2020 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 2020 due to the COVID -19 pandemic, however we used school funds to complete some much needed maintenance tasks and purchase new resources school wide. We were successful in obtaining a Grant of \$25,000 for shade sails over two playground equipment areas and \$300,000 as part of the Minor Capital Works funding for new school perimeter fencing and security cameras.

**For more detailed information regarding our school please visit our website at**  
<https://www.tinternvaleps.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 360 students were enrolled at this school in 2020, 158 female and 202 male.

8 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.

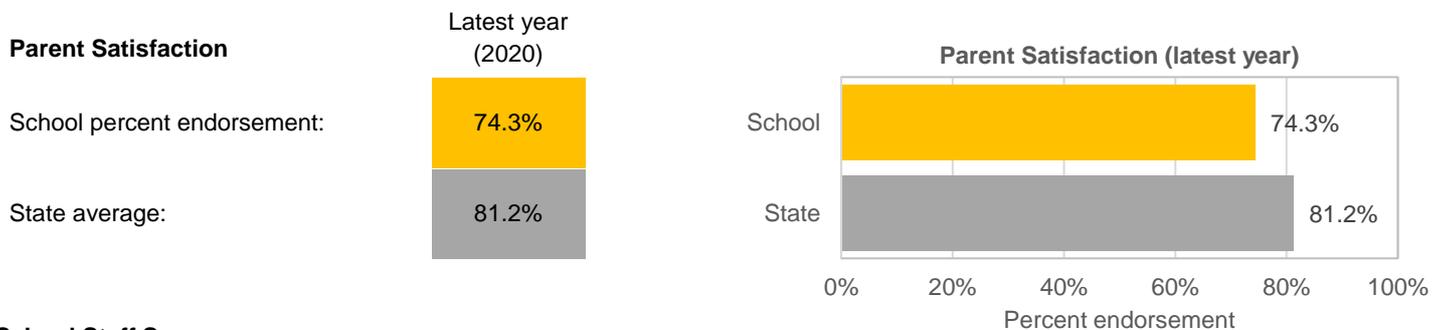
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

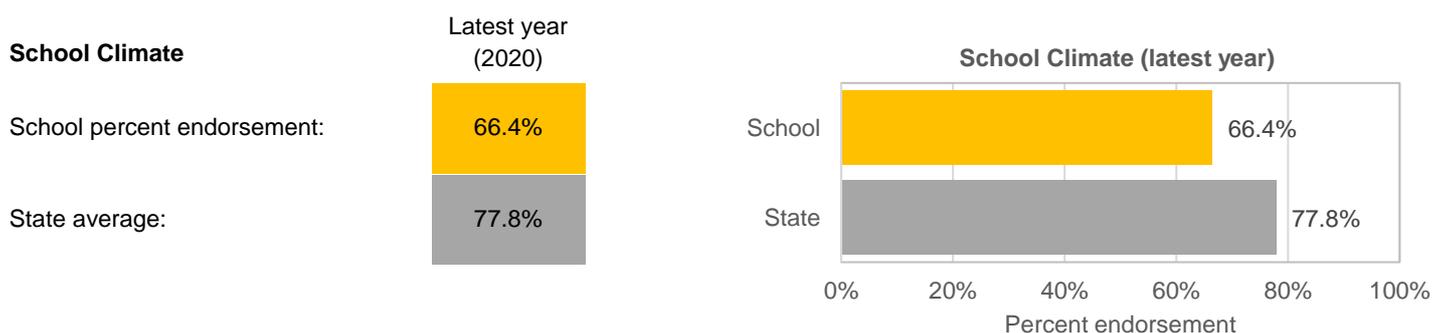


### School Staff Survey

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:

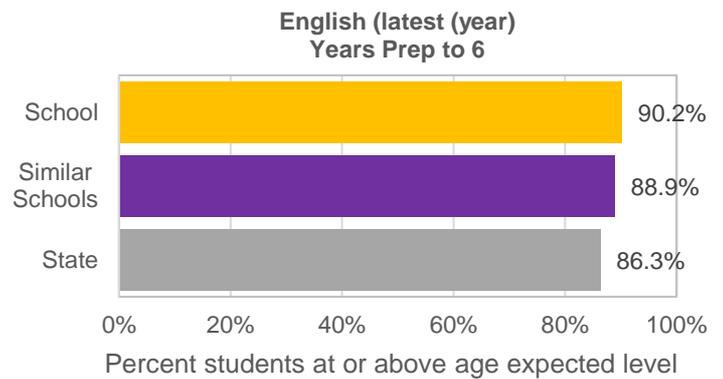
90.2%

Similar Schools average:

88.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

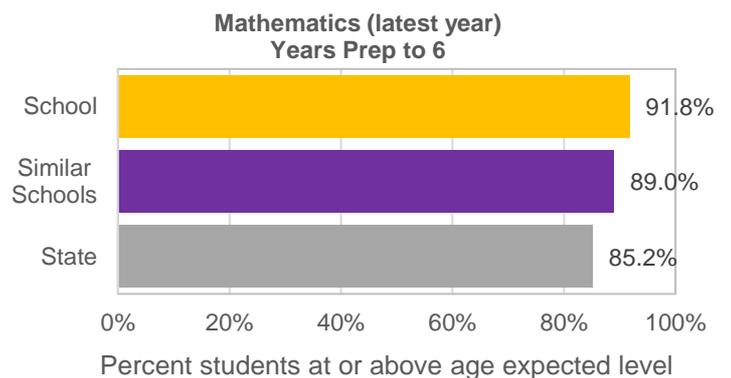
91.8%

Similar Schools average:

89.0%

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

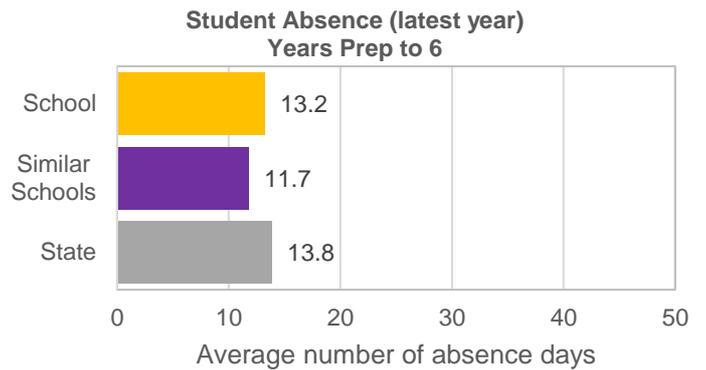
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	13.2	13.8
Similar Schools average:	11.7	14.4
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):	94%	95%	94%	95%	94%	87%	93%

**WELLBEING**

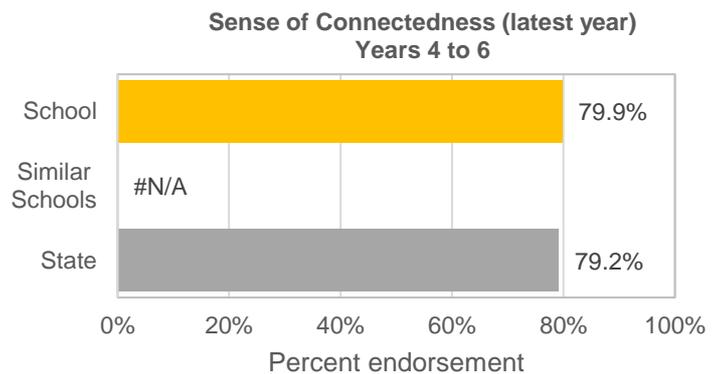
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	79.9%	87.9%
Similar Schools average:	NDP	80.5%
State average:	79.2%	81.0%



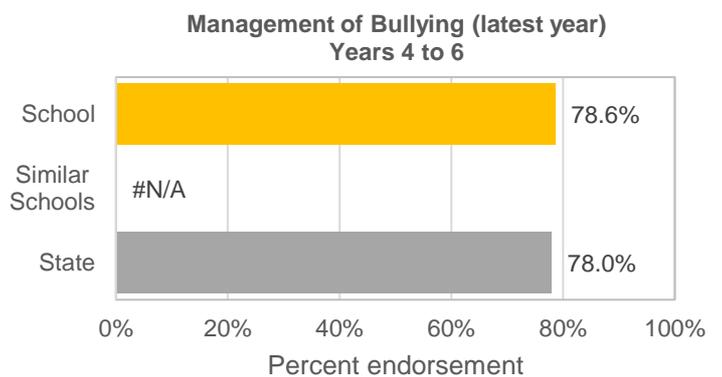
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	78.6%	89.1%
Similar Schools average:	NDP	81.2%
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	\$3,067,642
Government Provided DET Grants	\$278,232
Government Grants Commonwealth	\$4,329
Government Grants State	\$81,958
Revenue Other	\$9,842
Locally Raised Funds	\$157,632
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,599,634</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$32,388
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$32,388</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,953,197
Adjustments	NDA
Books & Publications	\$2,010
Camps/Excursions/Activities	\$2,634
Communication Costs	\$13,257
Consumables	\$71,112
Miscellaneous Expense <sup>3</sup>	\$17,369
Professional Development	\$11,957
Equipment/Maintenance/Hire	\$148,253
Property Services	\$101,321
Salaries & Allowances <sup>4</sup>	\$49,798
Support Services	\$126,749
Trading & Fundraising	\$28,628
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$25,705
<b>Total Operating Expenditure</b>	<b>\$3,551,987</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$47,647</b>
<b>Asset Acquisitions</b>	<b>\$15,529</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$74,287
Official Account	\$29,653
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$103,940</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$83,538
Other Recurrent Expenditure	NDA
Provision Accounts	\$4,909
Funds Received in Advance	\$58,333
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$753
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$6,149
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$153,682</b>

*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.*