

# 2020 Annual Report to The School Community



School Name: Tyabb Primary School (3129)



- 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 15 March 2021 at 01:28 PM by Carole Howden (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 12 April 2021 at 07:25 PM by Shelly Bellinger (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

Established in 1891, Tyabb Primary School is firmly committed to meeting the needs of the 'whole child' by providing an engaging and supportive learning environment where children are challenged to achieve their personal best. We believe that learning and personal growth are dependent on developing personal skills, self-esteem and having positive, respectful relationships with others. We focus on the development of these personal skills as well as a student's academic achievements in Literacy, Numeracy and the eight learning areas of the Victorian Curriculum. As a Professional Learning Community, Tyabb P.S continues to use a personalised and differentiated approach that focuses on an individual student's interests, strengths and capabilities. Knowledge and skills are further developed through our specialist program and Inquiry Learning Approach aimed at developing thinking skills and the ability to question, locate, gather, analyse and apply information in a wide range of contexts.

Tyabb Primary School is situated on the Mornington Peninsula, in a welcoming, attractive and semi-rural environment. The school draws its enrolments from Tyabb, Somerville, Hastings, Moorooduc and further afield. The school prides itself on its reputation within the wider community as a school which reinforces strong values and provides outstanding teaching practices and specialist programs including Art, Music, PE, Science and Studies of Asia. In addition, we have a variety of extra-curricular activities such as the Sporting Schools Program, Instrumental Music, HPV and a Grade 5/6 electives program. We have a strong community focus. To achieve our goals we encourage strong partnerships with parents and the broader community to enhance the educational, social and emotional wellbeing of students.

In 2020, we started the year with a student enrolment of 434 (232 female and 202 male) which created our 18 classes. Of our 42 staff members we had 1 Principal, 2 Assistant Principals, 1 Learning Specialist, 15 range 2 Teachers, 11 range 1 Teachers, 1 part time Business Manager, 3 part time Office Education Support Staff and 8 part time Integration Aides. The majority of our teaching staff are full time with part time positions provided for flexible work arrangements and for specialist teachers and Education Support Staff.

Our motto is "From little things, big things grow". This represents what we aim to achieve in our school. It has obvious connections with our oak tree emblem and demonstrates a commitment to advance the academic and personal development of our students providing opportunities to achieve "big things" from their first small beginnings in grade prep.

Our Vision - All students are empowered to learn and achieve their personal best through high quality teaching and the best environment for learning which equip them with the knowledge, skills, values and positive mindset to become active, engaged and productive members of the local and global community.

School Values: RESPECT, RESPONSIBILITY, SAFETY, INTEGRITY, OPTIMISM

### Framework for Improving Student Outcomes (FISO)

Strategic Plan 2019-2023

Goal: To improve all students learning outcomes in English and Mathematics

KIS: Further build teacher capacity to differentiate teaching and learning

KIS: Develop school capacity to use formative assessment, set goals and provide effective feedback

In line with the goals and strategies in our 4 year Strategic Plan, we set a 2020 Key Improvement Strategy to, 'Develop teacher capacity to use formative assessment, set goals and provide effective feedback'. This key improvement strategy was identified as a priority in our 2019 review. From the data at that time (NAPLAN, Attitudes to School Survey, Parent Opinion Survey and Staff Surveys) results showed that whilst we had a large number of students working above expected standard in the junior grades in literacy and numeracy these standards were not always maintained as the students moved from year 3 - 6. We identified that we needed to build teacher capacity to use effective formative assessments to ensure that teaching is at a student's instructional point of need and that grade, group and individual learning goals are set to challenge and maximise learning. During term 1 we conducted

professional development on formative assessment, looking at the strategies of Dylan Williams in his book Embedding Formative Assessment. We also decided to continue to focus on the teaching of reading and employed a Reading Recovery trainer to train all staff on how to accurately take a running record to identify a student's instructional reading level so that texts are selected with the appropriate level of challenge. Teachers also learnt how to analyse the Running Record to understand the reading cues being used and reason behind the errors being made. This information was then used to set learning goals and guide teaching. Unfortunately, Covid and a shift to remote learning forced us to cancel our professional development plans in this area and we shifted to online platforms. Teachers used student assessments and data from online platforms such as Reading Eggs, Wushka and Essential Assessment Literacy to guide teaching but this was not as effective as using formative assessments conducted in person and at school. Assessments conducted when the students returned to school showed that the period of remote learning did have an impact on student learning, resulting in the new initiatives for 2021 to support a 'Learning Catch Up'.

Goal: Enhance Wellbeing and Build Respectful Relationships

KIS: Vision, values and culture. Develop a consistent approach to implementing and embedding the school values.

KIS: Health and wellbeing. Develop a process for monitoring, analysing and supporting the social and emotional needs of students.

Over the past few years we have changed and reviewed our school values which are embedded in our teaching and reinforced through our daily interactions with each other. Our students know our values and the behaviours expected. Whilst we have an extremely positive culture shown in our staff, student and parents surveys we have noticed a slight decline in a couple of areas regarding respect and classroom behaviour. As a result, we decided in 2020 to revisit our values and begin to implement strategies such as those in the School Wide Positive Behaviour Support Program and Zones of Regulation. During a whole school curriculum day our staff revisited our values and learnt about the SWPBS developing a behaviour matrix for different areas of the school. In term 1 our AP conducted classroom lessons on bullying prevention and respectful relationships. We also purchased a whole school management system (Sentral) which has a wellbeing module that will assist us in monitoring, analysing and supporting the social and emotional needs of students. Unfortunately our work in this area was halted due to Covid and remote learning but has been a great start to our focus for 2021.

## Achievement

Due to the cancellation of Naplan, as a result of Covid and remote learning, our performance summary, only includes Teacher Judgements against the Victorian Curriculum using a variety of school based formative and summative assessments. We do not have the usual year 3 and 5 comparisons with Naplan. This limits the information provided as Naplan results can be used to confirm the accuracy of teacher judgements. According to our teacher judgement data 88.3% of students finished the year at or above expected standard in English Prep – 6 which was higher than teacher judgements made in similar schools. In Mathematics our results were slightly below that for similar schools and the state average. Whilst this data is limited and without Naplan results, it is similar to last year where Naplan data showed that we were also above in English and slightly below in Mathematics. In response to this, we are currently providing professional development on the teaching of Mathematics and the development of Numeracy skills. Teachers have been learning about rich learning tasks and the use of ongoing formative assessments to ensure maximum learning growth. Teachers have received professional development on the use of Essential Assessment Mathematics which is a formative assessment tool that identifies a student's strengths, zone of proximal development and gaps in their learning directly related to the Victorian Curriculum. The assessment helps a teacher to set individual goals and differentiate in the classroom to cater for students at their point of need.

Given the disrupted year, it is worthwhile reflecting back on our data from 2019. Our NAPLAN learning gain performance summary report showed that across all curriculum areas we had too few students achieving high growth. We have identified that we need to work with all students to ensure that they achieve high levels of learning growth over the 2 year period between grades 3 and grades 5. We have identified students in the top 2 bands and have communicated this with our staff. We will consistently analyse learning data both formative and summative to ensure appropriate growth over time. These results have been used to direct our Annual Implementation Plan for 2021 with a continued focus on the PLC approach, the teaching of reading and ongoing formative assessment in all learning areas.

All students funded under the Program for Students with Disabilities (PSD) show progress at satisfactory or above in achieving their individual goals.

Tyabb Primary School is committed to providing high level programs, best practice in teaching and intervention and quality resources for all students. Students are also continually provided with opportunities to direct their own learning through individual goal setting from Foundation to year 6, an Inquiry Learning approach, grade 5 /6 electives and student led conferences. As a school we continue to analyse our results, reflect on our practice and look for new ways to ensure the very best opportunities for our students.

## Engagement

Tyabb Primary School is committed to providing innovative and engaging programs, best practice in teaching and intervention and quality resources for all students which in turn affects the engagement of our students. This is evident in our student attendance figures which are always extremely high thanks to a shared understanding with parents of the importance of a strong education and regular attendance. Our attendance rates are always above 90% with attendance during 2020 above 95% in all year levels. Teachers reported a strong engagement level during remote learning with the majority of parents ensuring that their children completed online tasks and attended online webex sessions. The average number of days absent during 2020 was lower than similar schools and the state average which has consistently been the case over the past few years. It is difficult to make a comparison with other schools as the disrupted year will have impacted schools and the engagement levels of students in different ways. The school has maintained a strong focus on student engagement, regular attendance, punctuality and keeping the community informed and aware of the direct connection between attendance and student learning. Parents of students with an unexplained absence are contacted on a daily basis to determine the reason for the absence. Individual attendance figures are highlighted with parents through Semester Reports on student progress. Parents of those students with high absence rates are contacted and individual support plans established where necessary. Due to Covid and remote learning our wellbeing team did not have the opportunity to implement new engagement programs or attendance initiatives such as 'on time all the time in August' but will look to continue with this in 2021. Tyabb Primary School prides itself on its excellent attendance rates and continues to try and maintain and where possible improve on these yearly.

## Wellbeing

Our student's sense of connectedness, on our Attitudes to School Survey for 2020, shows that our students feel connected to and safe at the school, though our results are slightly less than previous years and with the state average. It is important to note that due to lower participation rates and differences in the collection of data that these comparisons are difficult to make. Results also show a drop in positive endorsement for our management of bullying but once again the report states that comparisons are difficult to make given the disrupted year and the effects of remote learning. Tyabb Primary School is now an accredited NDA (National Day Against Bullying) school, further committing to eliminate bullying and develop positive relationships and social skills amongst our students. In 2020 we revisited our values and started to implement strategies such as those in the School Wide Positive Behaviour Support Program and Zones of Regulation. During a whole school curriculum day our staff revisited our values and learnt about the SWPBS developing a behaviour matrix for different areas of the school. In term 1 our AP conducted classroom lessons on bullying prevention and respectful relationships. We also purchased a whole school management system (Sentral) which has a wellbeing module that will assist us in monitoring, analysing and supporting the social and emotional needs of students. Unfortunately our work in this area was halted due to Covid and remote learning but has been a great start to our focus for 2021.

## Financial performance and position

Tyabb Primary School provides students with an extensive range of learning programs. The school is well resourced to provide educational experiences that support learning for the 21st century. Unfortunately due to the lockdowns that occurred as a result of the pandemic our revenue was down particularly in the area of Locally Raised Funds which includes – Fundraising, Commission, Hire of School Facilities (Camp Australia). This drop in revenue, along with no contractors or visitors on site has meant that we have been unable to take on a new grounds project as we do most

years. Expenditure has been reduced due to the school being closed during COVID19 although there was a significant increase to the sanitation budget.

The Finance Committee, of School Council, have applied the appropriate governance processes needed. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimise our students' learning experiences and fund school educational programs and improvements in infrastructure, buildings and grounds. Our SFO provides us with a small amount of equity funding to support the provision of a reading intervention aide for students needing additional support in our junior school. The annual result for Tyabb Primary School was a net operating surplus of \$297 724 which includes a surplus in credit(staffing) of \$152, 595 after the school's Tutor Program contribution of \$28,922 was taken into account. Whilst our staffing profile remains extremely stable, funds have accumulated over the past few years due to a couple of unexpected staffing changes. It is anticipated that our staffing profile will change dramatically over the next few years as our staff increase in experience and progress further up the salary classification range. A healthy surplus will help us to manage these additional costs in the future.

The remaining operating surplus is in the cash component of the SRP, the majority of which is committed for 2021 eg 108,764 funds received in advance for booklist items, payment in advance for the grade 6 camp. These commitments are also demonstrated on the end of year Financial Commitment Summary. At Tyabb Primary School we maximise the use of our Student Resource Package to ensure that resources ( staffing and cash component) are used to provide high quality teaching and programs that maximise the learning opportunities for our students.

**For more detailed information regarding our school please visit our website at**  
<http://www.tyabbps.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 434 students were enrolled at this school in 2020, 232 female and 202 male.

0 percent of students had English as an additional language and 1 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.

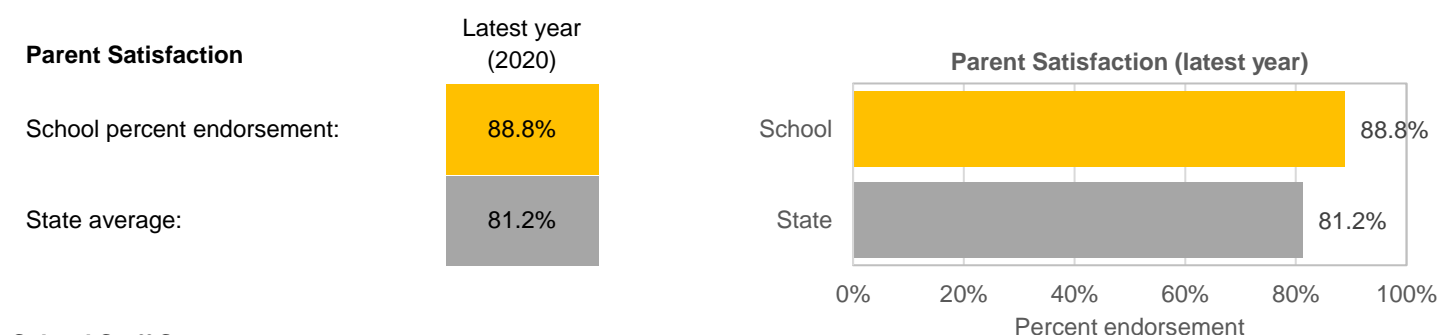
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

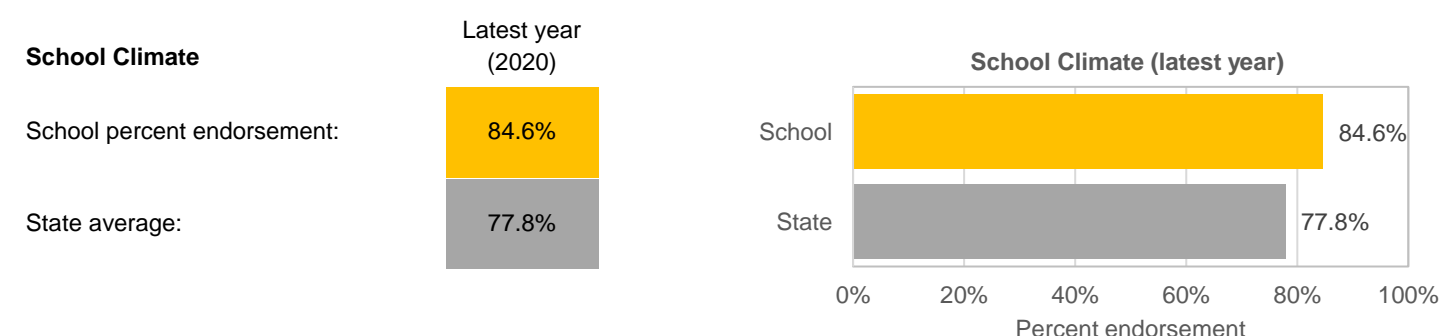


### School Staff Survey

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:

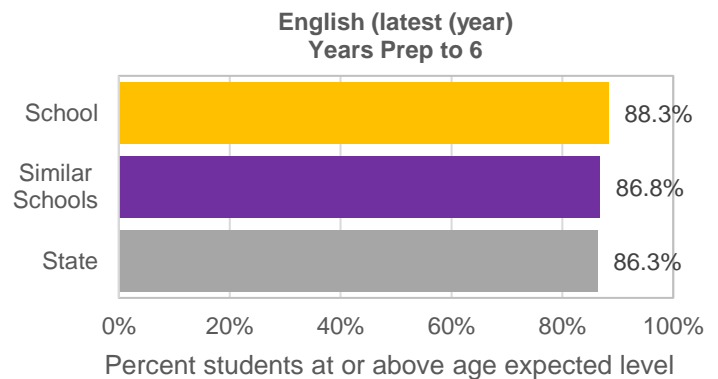
88.3%

Similar Schools average:

86.8%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

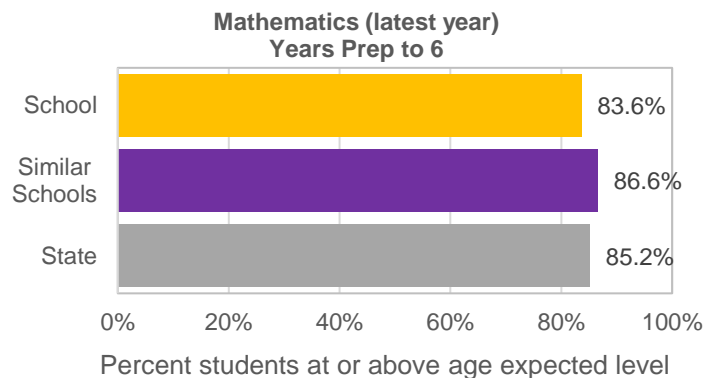
83.6%

Similar Schools average:

86.6%

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

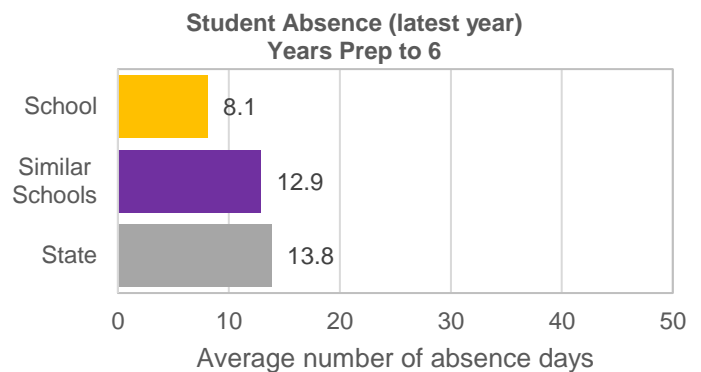
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	8.1	13.2
Similar Schools average:	12.9	14.8
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):	96%	95%	96%	96%	97%	95%	96%

## 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.

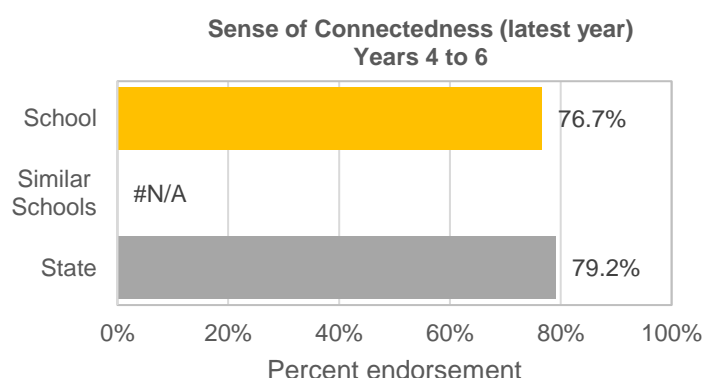
### Student Attitudes to School – Sense of Connectedness

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:	76.7%	82.0%
Similar Schools average:	NDP	79.8%
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.*

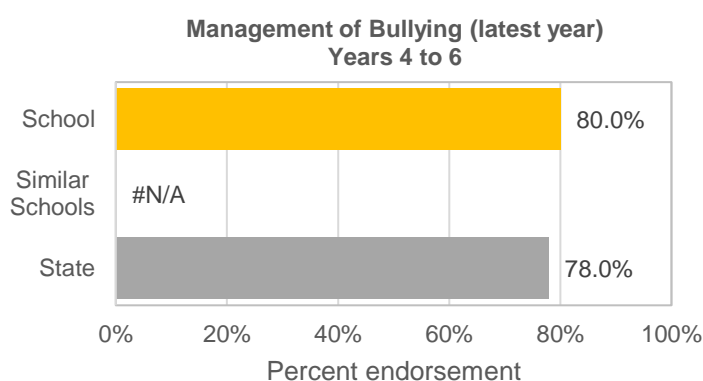
### Student Attitudes to School – Management of Bullying

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:	80.0%	87.2%
Similar Schools average:	NDP	80.0%
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	\$3,461,660
Government Provided DET Grants	\$430,594
Government Grants Commonwealth	\$2,942
Government Grants State	NDA
Revenue Other	\$8,452
Locally Raised Funds	\$260,452
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,164,101</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$33,122
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$33,122</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,315,079
Adjustments	NDA
Books & Publications	\$421
Camps/Excursions/Activities	\$23,319
Communication Costs	\$5,061
Consumables	\$122,244
Miscellaneous Expense <sup>3</sup>	\$18,181
Professional Development	\$10,448
Equipment/Maintenance/Hire	\$75,426
Property Services	\$123,250
Salaries & Allowances <sup>4</sup>	\$127,222
Support Services	\$1,033
Trading & Fundraising	\$18,695
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$25,998
<b>Total Operating Expenditure</b>	<b>\$3,866,377</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$297,724</b>
<b>Asset Acquisitions</b>	<b>NDA</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	\$393,485
Official Account	\$27,152
Other Accounts	\$19,509
<b>Total Funds Available</b>	<b>\$440,146</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$73,589
Other Recurrent Expenditure	\$12,438
Provision Accounts	NDA
Funds Received in Advance	\$108,764
School Based Programs	\$27,376
Beneficiary/Memorial Accounts	\$3,400
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	\$43,860
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$126,716
<b>Total Financial Commitments</b>	<b>\$396,143</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.*