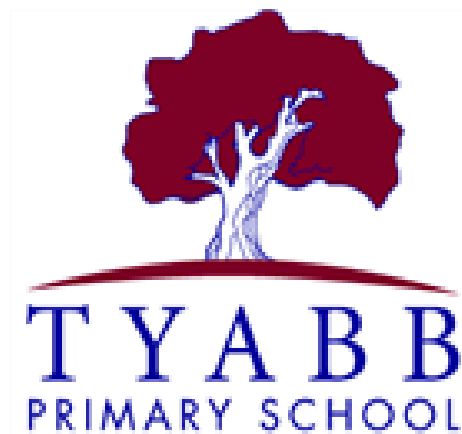


2022 Annual Report to the School Community

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).
- 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 of the previous calendar year 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 29 March 2023 at 02:07 PM by Carole Howden (Principal)

- This 2022 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

Attested on 31 March 2023 at 02:15 PM by Shelly Bellinger (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 as a school that reinforces strong values and provides outstanding teaching practices and specialist programs including Art, Music, PE, Auslan and Science. In addition, we have a variety of extra-curricular activities such as as Excursions, Camps, Swimming, Water Safety, Sporting Schools Program, Instrumental Music, Human Powered Vehicles and a Grade 5/6 electives program. To achieve our goals we encourage strong partnerships with parents and the broader community to enhance the educational, social and emotional wellbeing of our students.

In 2022, we started the year with a student enrolment of 416 (212 female and 204 male) which created our 18 classes. Of our 43 staff members, we had 1 Principal, 2 Assistant Principals, 2 Learning Specialists, 21 range 2 Teachers, 6 range 1 Teachers, 1 part time Business Manager, 1 full time and 2 part time Office Education Support Staff and 8 part time ES 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 equips 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

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers use a variety of school-based formative and summative assessments to make teacher judgements against the Victorian Curriculum and to provide learning experiences that target a student's individual point of need and ensure learning growth. Our student achievement data in 2022 was extremely positive. Teacher judgement of students in grades P- 6 data showed that our students performed better than similar schools and the state average in 2022 with 93% of students at or above the age expected standards in English in prep to grade 6 (compared to 88.3% of similar schools and 87% for the state average). 91.6% of students performed at or above age expected standards in Mathematics (compared to 87.1% of similar schools and 85.9% for the state average).

Our students performed extremely well in NAPLAN. For Year 3 Reading, 85.9% of our students performed in the top 3 bands (in comparison to similar schools 78.5% and the state average of 76.6%). This gave us a four-year average of 84.2%. NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data. Year 3 Numeracy data also showed results above similar schools and state averages with 73.4% in the top 3 bands (similar schools scored 66.7% and the state average 64%).

In Year 5 the NAPLAN data is also positive with 76.7% of students in the top 3 bands for reading (similar school average was 71.3% and state average was 76.6%) and 62.8% in the top 3 bands for numeracy (similar schools average was 51.6% and state average 54.2%). These percentages along with our 4-year averages are well above both similar schools and state averages as per the diagrams provided.

These pleasing results have been achieved by providing ongoing high-level programs, best practice in teaching and intervention and quality resources for all students. A whole school PLC (Professional Learning Community) approach ensures that teachers work in teams together to focus on student learning, learning growth and intervention. Teachers share teaching practices and consistent strategies to target students at their point of need. We have continued our use of ongoing formative assessments to ensure learning growth is maximised and we track our student data regularly using a variety of assessments across the school.

At Tyabb Primary School we have a consistent instructional model which follows a gradual release of control from explicit teacher instruction to small group and independent learning activities. Teachers use assessment data to set whole class, group and individual learning goals and target students from their individual point of need. 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 program and student-led conferences. Teachers continually reflect on their teaching practices and learn from each other or through whole school professional development. Our professional development focus for 2022 was to learn about and implement rich learning tasks in Mathematics. This will continue to be a focus in 2023.

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.

Wellbeing

Our student's sense of connectedness, as shown in our Attitudes to School Survey in 2022, is strong, with students feeling connected to and safe at school. Over the past four years, 80.5% of students have given a positive rating for their sense of connectedness with an 83.6% endorsement for 2022. Our results are significantly higher than similar schools 76.6% and the state average of 78.1%. Results for our management of bullying are extremely positive, with an overall result of 87.4% compared to similar schools 76.1% and a state average of 75.8%. Tyabb Primary School has been an accredited NDA (National Day Against Bullying) school for a number of years. Tyabb Primary School explicitly teaches the school values of Respect, Safety, Optimism, Responsibility and Integrity and embeds these expected behaviours into our daily interactions with each other. A number of activities/learning opportunities are used regularly to promote these across the school and as a result, the overall behaviour of our students and the culture of our school is extremely positive.

In 2022, we started the year with our 'start up' program to reinforce our school values, establish classroom expectations and to teach important social skills such as 'getting along'. We continued to implement strategies such as those in the School-Wide Positive Behaviour Support Program and Zones of Regulation. In term 1 of each year, our AP conducts classroom lessons on bullying prevention and respectful relationships to develop a consistent understanding

of the behaviours expected. These include what bullying is, what a bystander is and a reinforcement of our school values and expectations. Regular newsletter articles are written for parents with regards to our expectations and cover a range of welfare topics. Our AP dedicated to welfare also provides ongoing support to students with welfare and behaviour issues, conducting restorative conversations with students and developing health and behaviour plans when required. The whole school management system Sentral is being implemented across the school, with the Wellbeing module being utilised to monitor yard behaviours to ensure there is a follow-up, a restorative conversation and related consequences. Our AP has an 'open door' to parents and will have regular and open communication with parents to discuss any welfare and attendance concerns and develop plans to support students in positively moving forward. This support to students and their families has contributed to the positive feedback received from our Attitudes to School Survey and Parent Opinion Survey. We continue to have the services of a counsellor weekly at the school to further support students' social and emotional wellbeing. We look forward to 2023 and continuing the work we have been doing to support the health and wellbeing of our students.

Engagement

The key to engagement is having a positive school culture where children feel happy, safe and secure in their learning environment and are excited by the opportunities provided to them. Tyabb Primary School is committed to providing innovative and engaging programs, inclusive practices and high quality teaching and resources for all students. We offer engagement activities such as camps, excursions, electives, inquiry units, specialist programs and the exciting learning opportunities provided face to face by classroom teachers each day. We have a focus on building strong values and developing personal qualities, social skills and respectful relationships so that students look forward to coming to school each day. This is evident in our student attendance figures which are always extremely high thanks to our positive culture and a shared understanding with parents of the importance of a strong education and regular attendance. In the past our attendance rates across the school, from Prep to Year 6, have been above 90% but with over half of our students absent due to Covid in 2022 our rates fell slightly below this figure to 89% and 90% with a 20.7 day average per student. Whilst high, our 4-year average of 14.5 days shows the increase in absences due to Covid. Our absence rates are consistently below state and similar schools which is a reflection of our positive school culture.

Our school has maintained a strong focus on student engagement, regular attendance, punctuality and keeping the community aware that 'every day counts' and there is a 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. Parents of those students with high absence rates are contacted and individual support plans are established where necessary. Families who have regular late arrivals are also communicated with and offered support to assist with their child arriving on time. Tyabb Primary School prides itself on its excellent attendance rates and strives to maintain the positive culture that encourages our students to love school and want to come each day.

Financial performance

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. After the challenges of 2020 and 2021 due to the pandemic, it was nice to settle back in to a fairly 'normal' school year in 2022. Revenue increased through government grants to meet changes as a result of the new Victorian Government Schools Agreement 2022 and additional funding provided to support students with their learning through the Tutor Learning and Tier 2 Disability Inclusion Initiatives. Revenue naturally increased with the return of camps, excursions, sporting activities and canteen

and we also celebrated the return of fundraising activities with our best fundraising year for many years raising over \$40,000 to build on our resources and improve our buildings and grounds..

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 \$300,004 which includes a surplus in credit(staffing) of \$197,979 and a \$102,711 cash surplus. 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 cash surplus was a result of accumulated surplus over several years, reduced spending during the pandemic and projects that were not completed during this period. The remaining operating surplus is in the cash component of the SRP, the majority of which is committed for 2023. These commitments are demonstrated on the end of year Financial Commitment Summary included as part of the annual report.

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 2.0 (FISO 2.0).

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 421 students were enrolled at this school in 2022, 217 female and 204 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).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

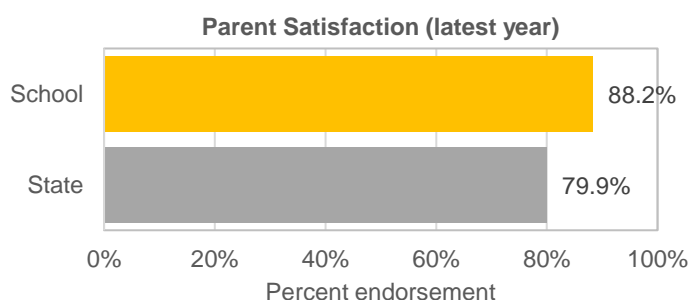
This school's SFOE band value is: Low - Medium

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	88.2%
State average (primary schools):	79.9%



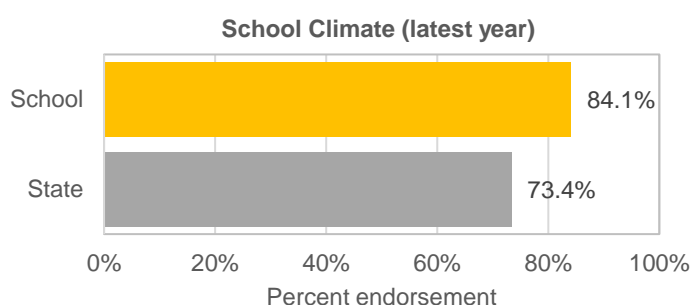
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	84.1%
State average (primary schools):	73.4%



LEARNING

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
(2022)

School percent of students at or above age expected standards:

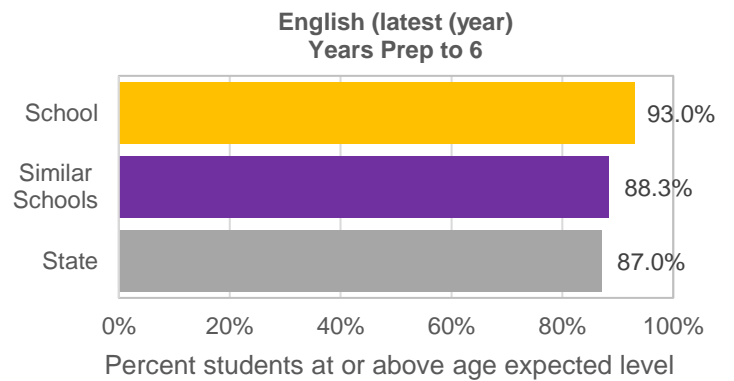
93.0%

Similar Schools average:

88.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

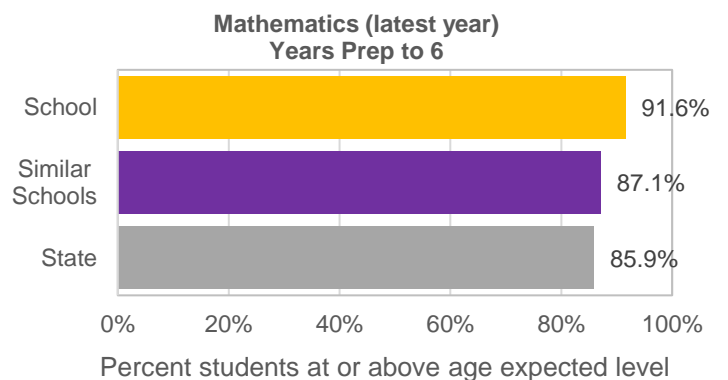
91.6%

Similar Schools average:

87.1%

State average:

85.9%



LEARNING (continued)

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.

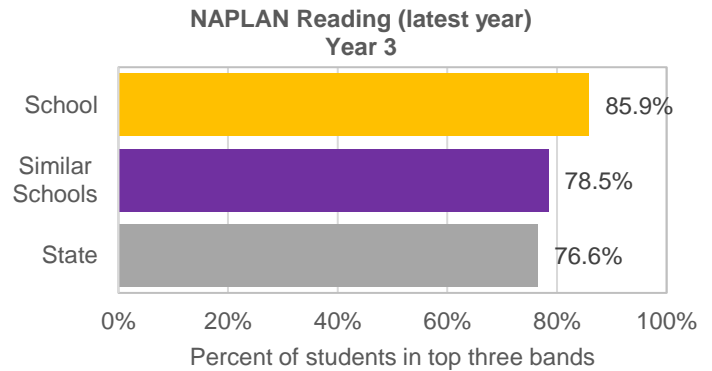
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

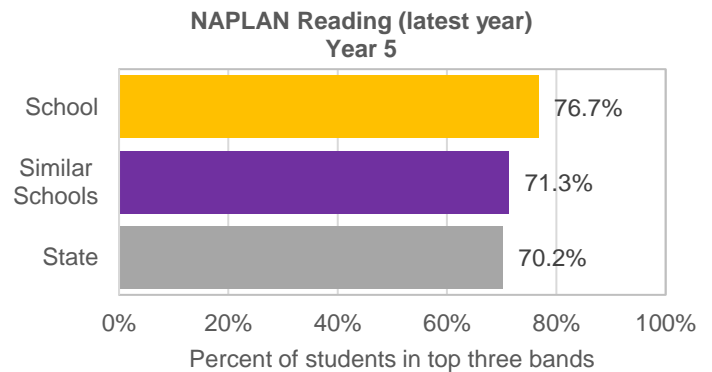
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.9%	84.2%
Similar Schools average:	78.5%	77.4%
State average:	76.6%	76.6%



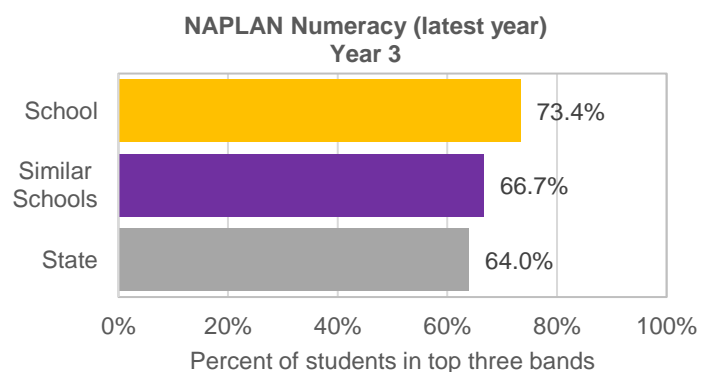
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.7%	74.7%
Similar Schools average:	71.3%	70.4%
State average:	70.2%	69.5%



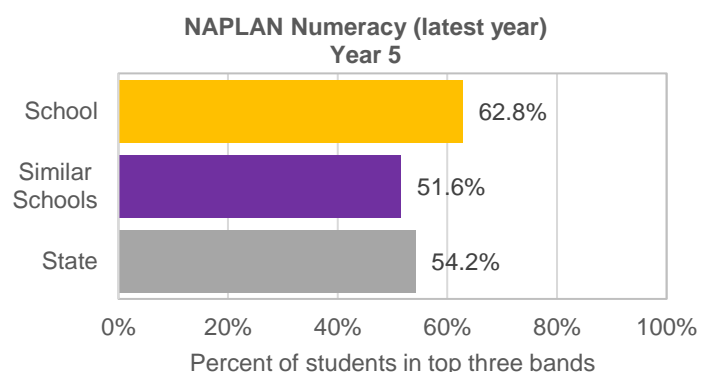
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.4%	72.0%
Similar Schools average:	66.7%	68.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.8%	54.3%
Similar Schools average:	51.6%	56.0%
State average:	54.2%	58.8%



WELLBEING

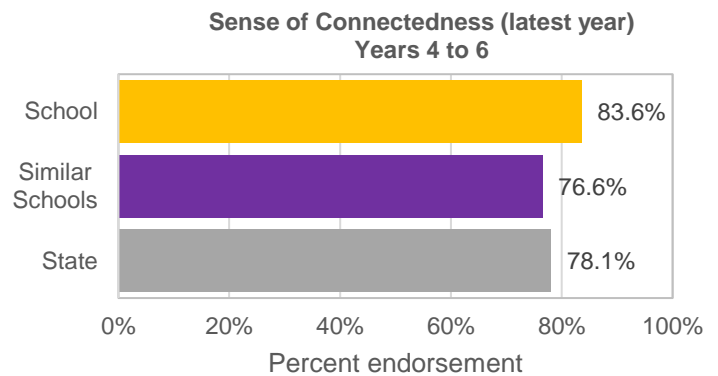
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	83.6%	80.5%
Similar Schools average:	76.6%	78.2%
State average:	78.1%	79.5%

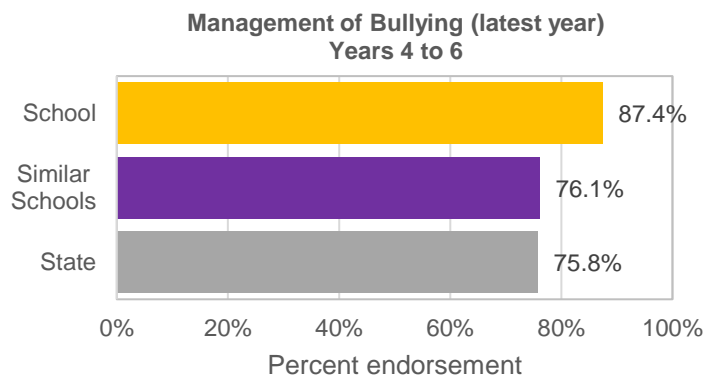


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	87.4%	85.9%
Similar Schools average:	76.1%	78.1%
State average:	75.8%	78.3%



ENGAGEMENT

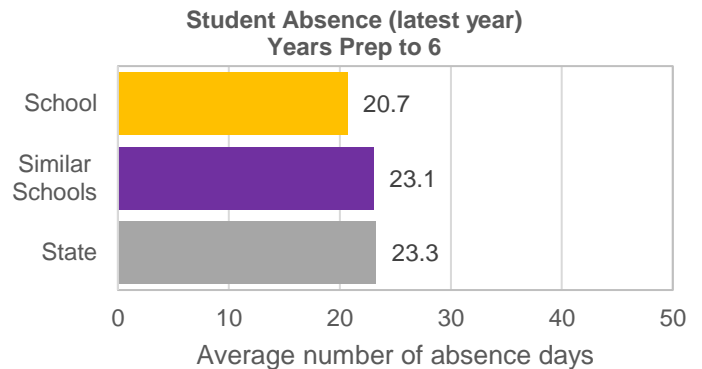
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.7	14.2
Similar Schools average:	23.1	16.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	89%	91%	89%	90%	90%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,922,570
Government Provided DET Grants	\$497,679
Government Grants Commonwealth	\$15,566
Government Grants State	\$0
Revenue Other	\$18,437
Locally Raised Funds	\$294,691
Capital Grants	\$0
Total Operating Revenue	\$4,748,943

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,964
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,964

Expenditure	Actual
Student Resource Package ²	\$3,724,591
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$121,569
Communication Costs	\$3,584
Consumables	\$90,198
Miscellaneous Expense ³	\$24,886
Professional Development	\$15,257
Equipment/Maintenance/Hire	\$39,337
Property Services	\$121,726
Salaries & Allowances ⁴	\$202,198
Support Services	\$0
Trading & Fundraising	\$80,460
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,135
Total Operating Expenditure	\$4,448,940
Net Operating Surplus/-Deficit	\$300,004
Asset Acquisitions	\$17,134

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$482,727
Official Account	\$20,610
Other Accounts	\$26,346
Total Funds Available	\$529,683

Financial Commitments	Actual
Operating Reserve	\$102,711
Other Recurrent Expenditure	\$6,039
Provision Accounts	\$0
Funds Received in Advance	\$121,426
School Based Programs	\$99,237
Beneficiary/Memorial Accounts	\$2,600
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$58,798
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$133,553
Total Financial Commitments	\$524,364

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.