

# 2021 Annual Report to The School Community



**School Name: Tyabb Railway Station Primary School (3544)**



- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2022 at 03:03 PM by Emma Slater (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2022 at 12:09 PM by Troy Farrington (School Council President)

## How to read the Annual Report

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### 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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).

#### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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.

'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 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

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### School context

Tyabb Railway Station Primary School is situated on the Mornington Peninsula, south-east of Melbourne. The school places a strong emphasis on developing the quality and capacity of its teaching team to improve student learning. The school has a strong connection with its local community, with families engaging in a wide number of activities. The school had a Student Family Occupation and Education Index (SFOE) of 'Medium'. The enrollment has remained steady, with slight variation in Foundation enrollments from year to year. In 2021 the school had 156 students. Large increases in enrollment are not expected due to adherence to zoning guidelines being enforced beginning 2019. The school provides specialist teaching across several areas of the curriculum including, Art, STEM, Physical & Outdoor Education, Music and a cultural program based incorporating Indonesian language. In 2021 there were intervention and extension programs in reading and Mathematics across the school, which were able to operate remotely during lock-down. The school continued to support student welfare by providing opportunities for whole-school and whole cohort activities during remote learning, including a virtual footy day and incursions. The school has once again used funding to employ a speech pathologist, who assisted with remote learning lessons via the 'No Limit's oral language and 'Learning Guarantee' intervention programs.

The school employs a principal class officer and 10 teachers (7 classroom teachers, 1 leading teacher, 2 specialist teachers) and also employs 3 integration aides and 2 office staff.

The school continues to use a positive behaviour management approach that recognises and rewards positive behaviour, choices and actions. The school provides a comprehensive curriculum with a strong focus on English and Mathematics. The teaching strategies and approaches reflect current best evidence based practice and research. All programs continue to have a strong emphasis on meeting students' individual needs through promoting a growth mindset and celebrating individual growth and achievement. Our school vision: To improve the learning outcomes of every student in every classroom across the whole school and our school motto:- "To Be the Best I can Be" are at the core of all decision-making.

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### Framework for Improving Student Outcomes (FISO)

In 2021, Tyabb Railway Station Primary School's Framework for Improving Student Outcome (FISO) priorities and initiatives were:

1. Excellence in teaching and learning: Building Practice Excellence - Openness to Change - Mindsets - Collective Efficacy, responsibility and interest in improving practice.

Tyabb Railway Station Primary School responded to the second year of the Covid-19 crisis through refining our remote learning program to promote a strong curriculum-aligned and rigorous learning program that could be completed from home via virtual meetings and computer-based tasks. Staff worked in collaborative teams responding to student learning needs in order to minimize the impact a second year of extended offsite learning would have on student outcomes, both academically and from a social and emotional perspective.

The High Impact Strategies (HITS) for teaching and learning guided teacher planning with differentiation taking on the form of small group online sessions and both online and hard-copy learning activities dependent on student skill and access. Student voice and agency remained at the forefront of decision making, with teachers providing leadership roles within our online community and through whole-school activities. This maintained student-school-peer connections, despite physical distance for many weeks at a time.

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### Achievement

Despite the long periods of remote learning during over 2020 and 2021, our students performed very well in 2021 NAPLAN. As a result our new targets focus on maintaining high levels of achievement in Reading and Maths and improving overall achievement in Writing. 2022 NAPLAN goals are as follows:

\*Number of students in top 2 bands:

-Year 3 writing from 41% in 2021 to 50%

-Year 5 writing from 18% in 2021 to 25%

\*Maintain growth in numeracy with matched cohorts at at least 71% (2021)

By the end of 2022 reduce the average absence days per student F-6 from 20 days to 15 days

By the end of 2022 improve the percentage of positive response to the Year 4-6 Attitudes to School survey as follows:

-Sense of confidence/connectedness from 90% 2021 to 92%

-Student voice and agency from 74% 2021 to 80%

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## Engagement

A second year with periods of remote learning brought with it some different well-being challenges for our students, their families and staff. The school continued to provide opportunities for engagement through whole-school our virtual 'Footy Day' cohort challenges like our Kahootz quizzes and dress-up opportunities. There were a far greater number of students requiring onsite supervision during the 2021 lock-downs than the previous year and the school responded to that need by rostering staff to the onsite program and upgrading technical equipment to cope with the demand from both students learning at school and those needing devices to work from home. Our well-being officer was able to attend onsite at least once per week and make contact online with families needing supports for social and emotional issues.

Building upon our AIP teams of 2021, this coming year we have allocated staff to oversee different areas of the curriculum. It is envisaged that this will enable us to continue to improve upon the offering to our students with events such as whole-school sports days, open nights, fundraising events, arts experiences and leadership opportunities available to every member of our school community to access in some way throughout 2022. These opportunities will ensure that students are provided with many varied ways to participate in school life beyond the classroom, promoting a positive attitude to school and overall well-being.

In 2021, Tyabb Railway Station Primary School continued to work with families to ensure students were engaging with learning tasks and learning. The school tracked student attendance while remote through online check-ins and work submission. Parents were contacted where students were not present without reason. In special circumstances, families that had ongoing attendance issues, onsite learning was made available. The school consulted with the DET Health, Well Being and Specialist Services manager to support chronic absences and return to school processes. Families were provided with devices and internet access if needed and hard-copy work was available upon request for families that experience ongoing issues internet connectivity issues.

Student voice and agency is intertwined in all elements of the curriculum at TRSPS. Students work with their teachers in personal goal-setting for literacy and numeracy and have input into the direction of inquiry learning. Student leaders were given opportunities to lead their peers through online platforms - leading the daily challenges for whole-school events as well as taking leading roles in cohort and class level activities, both online and once we returned onsite.

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## Wellbeing

Health and well-being supports such as regular communication and check-ins, providing devices and internet access, food parcels and recommendations to agencies outside of school continued to be priorities for staff, students and their families at TRSPS in 2021. The school recognizes the ongoing need for assistance as the effects of the Covid-19 crisis continue to impact families and individuals in different ways even as the world embarks on the next phase and our 'new normal'. TRSPS has once again engaged a social worker, who has been available onsite and remotely throughout 2021 and into the new year to assist students and their families experiencing hardships. Part of the role of our onsite wellbeing officer will be to work with students during break times to improve their social skills through positive modelling and re-direction of negative reactions. In 2022, the well-being officer and Year 6 teacher will organise and oversee the Student Representative Council, which was delayed due to lock-downs in 2021.

The planned transition from SWPS to Berry Street as the model for the school's approach to behaviour management

has been delayed as staff were unable to complete the required training days in 2021 due to state-wide restrictions. The school continued to implemented the SWPBS method for responding to student behaviour, including our reward system - Yabbies. Training in the Berry Street model has re-commenced in 2022 and will be fully implemented across the school by the end of the year.

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### Finance performance and position

Tyabb Railway Station Primary along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas. Other funds have enabled the school to maintain resources and improve the school buildings and grounds. School Council have allocated funds to continue the school's improvement program. Property maintenance continues to be a focus of the school due to the age, size of the property and design of the buildings. The provision of philanthropic support and Equity Funding in 2021 has provided the school with options in regards to staffing and programs that are enriching our students' learning. The Financial Performance and Position report shows an end of year surplus of \$97,411. The school received \$80,686 of Equity Funding, which contributed towards the employment of literacy enhancement support and intervention staff. The school remains in a sound financial position, while maintaining programs within the school with reduced enrolments. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances.

**For more detailed information regarding our school please visit our website at**  
<https://www.tyabbrailps.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 153 students were enrolled at this school in 2021, 60 female and 93 male.

0 percent of students had English as an additional language and 4 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).

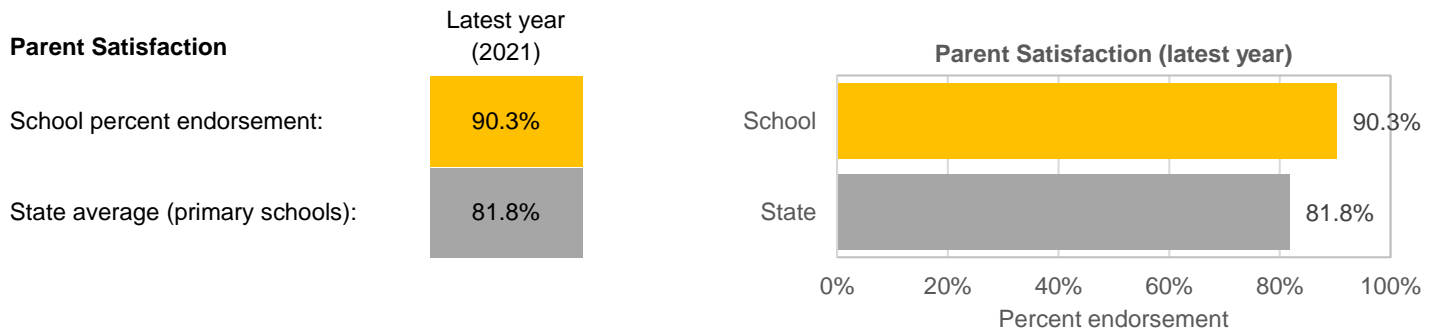
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

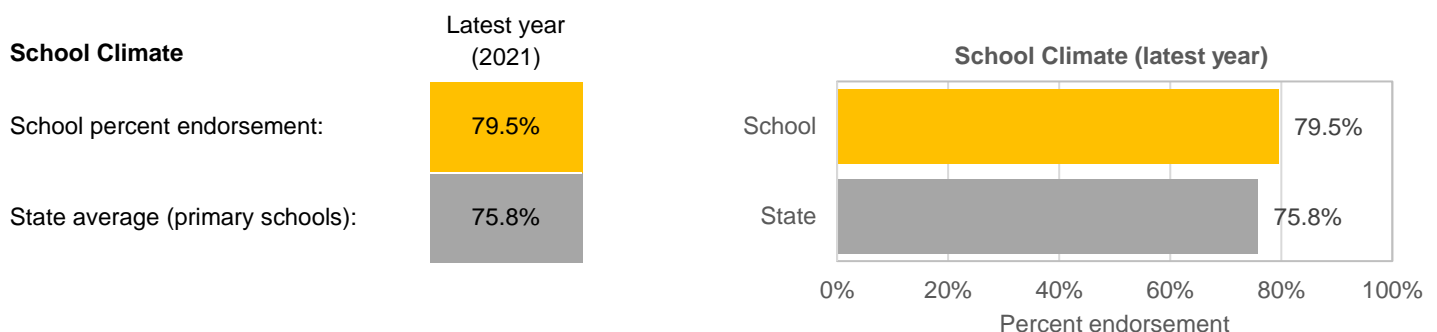


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

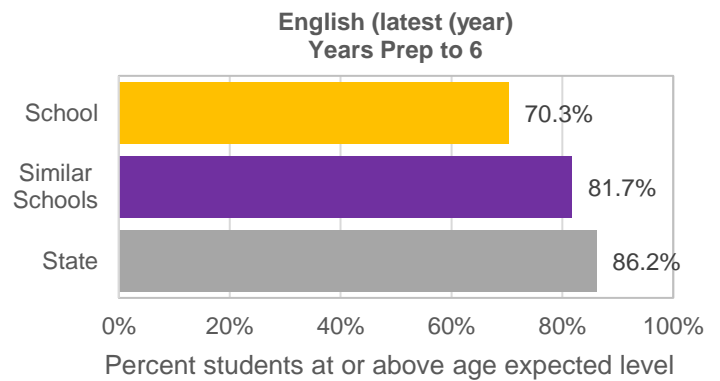
70.3%

Similar Schools average:

81.7%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

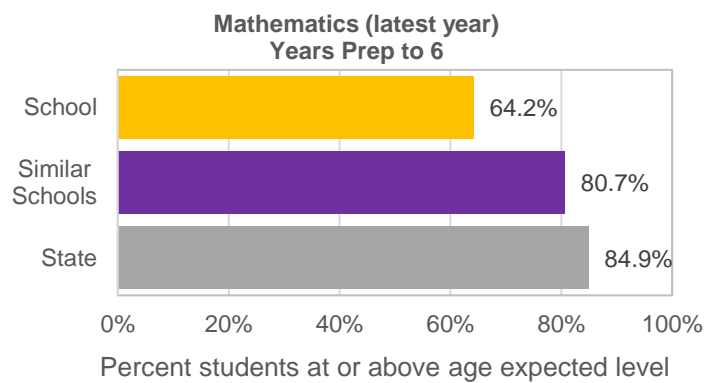
64.2%

Similar Schools average:

80.7%

State average:

84.9%





**ACHIEVEMENT (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.

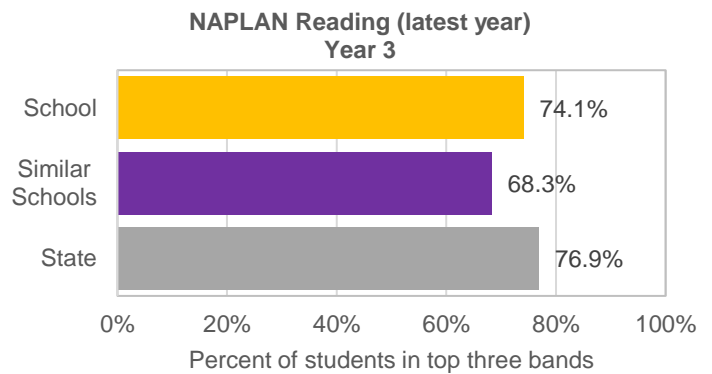
**NAPLAN**

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 2018, 2019 and 2021 data.

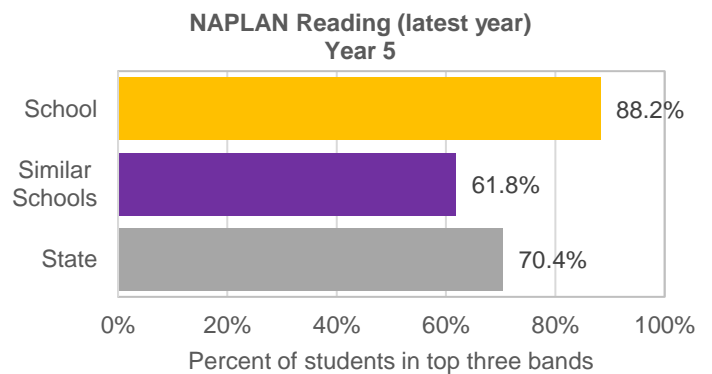
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.1%	78.5%
Similar Schools average:	68.3%	68.8%
State average:	76.9%	76.5%



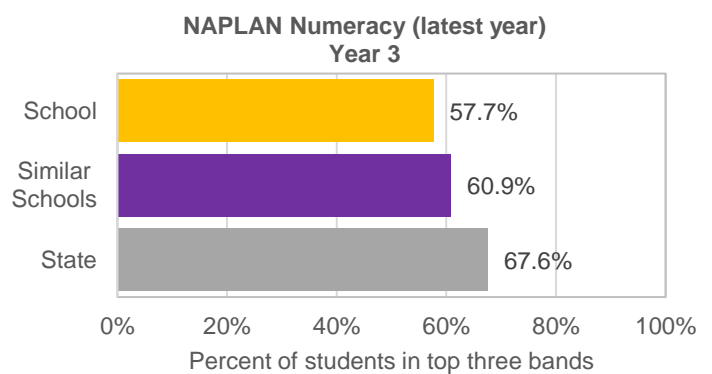
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	70.5%
Similar Schools average:	61.8%	61.9%
State average:	70.4%	67.7%



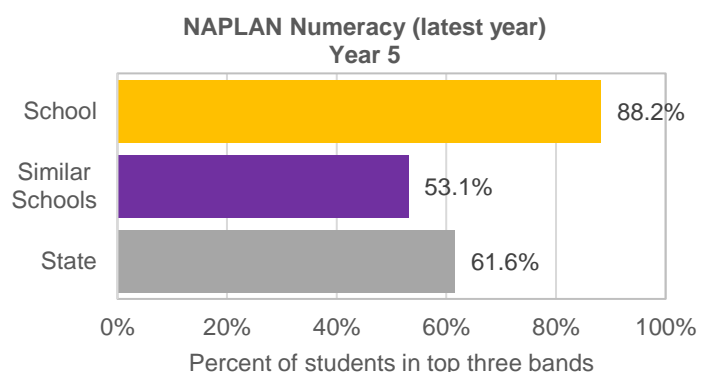
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.7%	68.8%
Similar Schools average:	60.9%	62.8%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	65.9%
Similar Schools average:	53.1%	50.4%
State average:	61.6%	60.0%



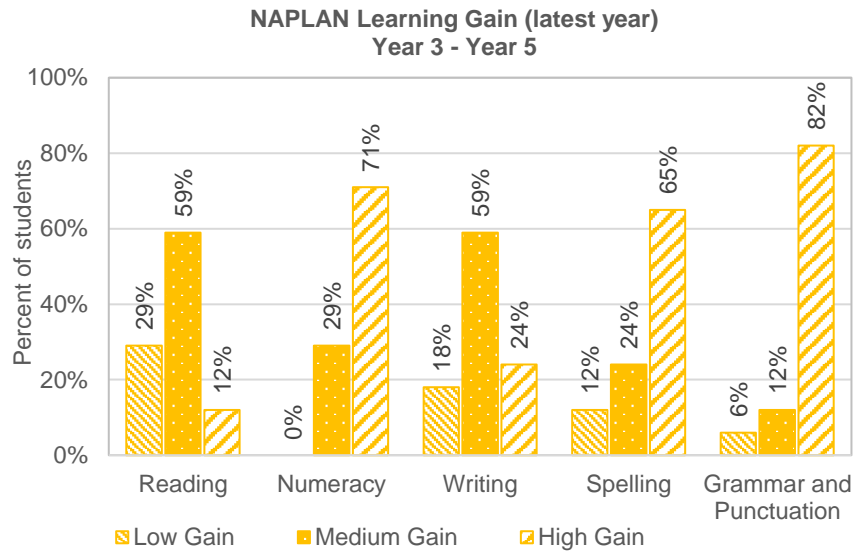
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	59%	12%	22%
Numeracy:	0%	29%	71%	21%
Writing:	18%	59%	24%	20%
Spelling:	12%	24%	65%	19%
Grammar and Punctuation:	6%	12%	82%	20%



## ENGAGEMENT

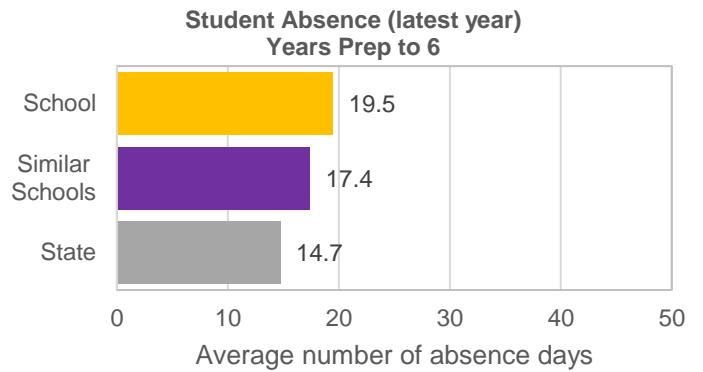
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.5	16.5
Similar Schools average:	17.4	16.7
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	89%	90%	90%	90%	91%	92%

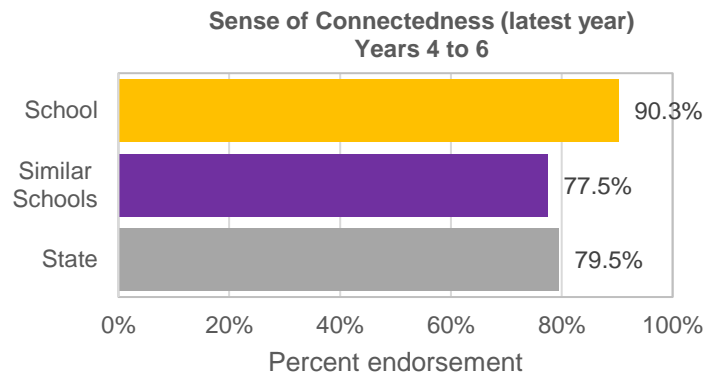
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	90.3%	94.0%
Similar Schools average:	77.5%	78.4%
State average:	79.5%	80.4%

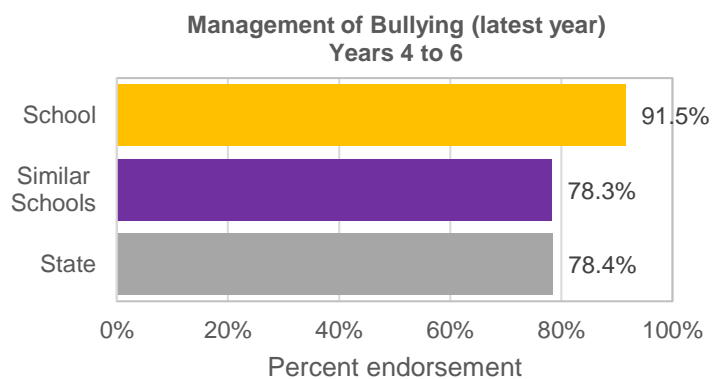


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	91.5%	93.2%
Similar Schools average:	78.3%	79.1%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,563,489
Government Provided DET Grants	\$300,552
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$1,287
Locally Raised Funds	\$121,800
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,987,129</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$80,686
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$80,686</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,514,371
Adjustments	\$0
Books & Publications	\$8,830
Camps/Excursions/Activities	\$42,214
Communication Costs	\$1,953
Consumables	\$51,623
Miscellaneous Expense <sup>3</sup>	\$8,118
Professional Development	\$10,420
Equipment/Maintenance/Hire	\$32,734
Property Services	\$139,709
Salaries & Allowances <sup>4</sup>	\$18,542
Support Services	\$22,545
Trading & Fundraising	\$25,035
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,625
<b>Total Operating Expenditure</b>	<b>\$1,889,718</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$97,411</b>
<b>Asset Acquisitions</b>	<b>\$28,440</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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$68,268
Official Account	\$5,539
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$73,807</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$40,882
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
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	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$90,882</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.*