

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2024 at 10:03 AM by Emma Slater (Principal)

- This 2023 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 2024 at 12:26 PM by Karen Gibbons (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Tyabb Railway Station Primary School is situated on the Mornington Peninsula, southeast 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 and other members of the community engaging in a wide number of activities and volunteering their time.

The school has a Student Family Occupation and Education Index (SFOE) of 'Medium'. Enrolment has remained steady, with slight variation in Foundation enrolments from year to year. In 2023, the school had 147 students. Large increases in enrolment are not expected due to adherence to zoning guidelines being enforced beginning in 2020.

The school provides specialist teaching across several areas of the curriculum. In 2023, this includes Art, STEM, P.E., Music, and languages Indonesian. Intervention and extension programs run across the school, with the assistant principal overseeing the Disability Inclusion Program and tiered interventions.

The school supports student welfare by providing opportunities for whole-school and whole-cohort activities including excursions and incursions, sports days, and special events like Footy Day, fairs, and a Christmas concert.

In 2023, TRSPS is using inclusion funding to employ allied health workers, including a speech pathologist, occupational therapist, and psychologist, who complete assessments and work alongside classroom teachers to recommend and make adjustments for students with additional needs. In addition to this, they oversee or conduct small group programs in areas like emotional regulation and fine motor skills. A part-time wellbeing officer trained in counselling is also on site two days a week and works directly with individuals and their families, contributing to our engagement program and offering referrals to community services when necessary. The school employs a principal, and starting mid-2023, an assistant principal. There is a literacy learning specialist and a numeracy coordinator and a further five full-time teachers, four part-time specialist teachers, a business manager, an office manager, and seven part-time education support officers.

TRSPS introduced the Berry Street positive behaviour management approach in 2022, with all staff trained. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, our NAPLAN results for students in the top 2 bands exceeded our goal. This success could be attributed, in part, to a preparation program aimed at familiarising students with the online test format, including instruction on basic navigation skills and the use of online tools. Additionally, the school implemented strong intervention programs, ranging from the No Limits Oral Language program for Foundation students to targeted reading interventions across all other year levels, aimed at raising student achievement. Victorian schools were once again granted money to implement the Tutor Learning Initiative in 2023. The school was able to timetable hour-long sessions, four times a week for Reading. End of year results showed that 90% of students on the program made six months growth or higher per semester in Reading. Our Oral Language program in Foundation and small-group intervention in the school also yielded excellent results, with the majority of selected students making more than the expected level of growth across the semester in their target area. For students requiring tier 3 interventions, one-to-one assistance via our reading program (led by Sharon Webster and her team of volunteers) and additional Education Support staff hours were provided, giving every student at TRSPS the best chance of reaching their full potential academically. For those students needing extending, the school provided opportunities to work on small-group, student-led projects under the guidance of Donovan Bailey and his extension team. We were thrilled with the creative results of our students combining their passion for literature with their skills in STEM to build and to program a drone to carry an object to a "drop zone". We also had 3 students selected to be part of the state-wide high abilities program run by the Virtual School Victoria in both the Literacy and Numeracy streams.

Wellbeing

Amidst heightened concerns, notably during the 2022/2023 academic years, the school promptly responded to student needs by implementing a series of targeted wellbeing interventions:

Establishment of a 'ready to learn' room, providing a safe space for dysregulated students and their families to access support in the mornings. Staff members available to work closely with students and/or parents, assisting them in regulating emotions before smoothly transitioning them back into the classroom environment.

Provision of onsite counselling services, with a dedicated counsellor available two days a week to conduct private and small group therapy sessions, offering personalised support to students navigating emotional challenges.

Collaboration with Westernport Community Centre's social worker to extend referral services and emergency assistance to families facing adversity. This includes the provision of essential resources such as food packages, assistance with transportation to school, and connections to agencies offering financial and housing support.

Implementation of onsite engagement programs, including a girls' empowerment program, 'Living Free,' designed to foster safety and assertiveness among young girls in both physical and online environments.

Coordination of police visits focused on cyber safety and community building, with particular attention to students at risk of disengagement in their senior years. These visits aim to educate students on online safety practices while strengthening community ties.

Delivery of a comprehensive whole-school Respectful Relationships program, promoting a culture of mutual respect and understanding within the school community. Provision of parent workshops with a Vanessa Hamilton to provide clarity and information re Respectful Relationships content.

Engagement

Our 2023 attendance results represent an improvement over 2022, and with conditions returning to near pre-COVID levels, we anticipate further reductions in absenteeism. We have established procedures to promptly address absenteeism and ensure follow-up. Parents receive a daily notification if a child is absent. Classroom teachers make phone calls to parents to check on students who have been absent for two consecutive days, and all unexplained absences are followed up with a letter sent home. Chronic absenteeism triggers the development of an Attendance Plan made in collaboration with parents and our wellbeing team.

Additional support, including transportation assistance, is offered through the Westernport Community Centre's social worker service for extreme cases. In addition to the academic and wellbeing achievements of 2023, TRSPS also offered our students: a strengthened partnership with Willum Warrain and other indigenous associations, resulting in excursions and incursions for our students, *building a closer relationship with Western Port Community Support, including access our family counsellor, Laura Baxter. *Working more closely with local cluster schools, including cross-school projects like the Learning Guarantee and WPSC collaborative Music program. *Offering ongoing opportunities to see school as a place of connection and belonging as well as a place of learning through fetes, open nights, parades, family fun evenings, meet the teacher nights, camps, excursions, concerts and much more.

Other highlights from the school year

Supporting our equity-funded students has been an important focus at TRSPS, characterised by innovative approaches aimed at providing not only academic opportunities but also access to a diverse range of extra-curricular activities. Our commitment ensures that equity funded students have equal access to enriching experiences, mirroring those available to students in more advantaged areas. Key initiatives include:

Offering four cost-free excursions annually, broadening students' horizons and enriching their educational experiences without financial burden.

Providing access to free books, with a vast selection available for students to either keep or exchange, fostering a love for reading and expanding literary horizons.

Facilitating free entry to school sporting events throughout the year, inclusive of complimentary uniform and bus fees, promoting physical activity and community engagement.

Implementing a range of wellbeing activities, such as fitness sessions led by qualified coaches, cooking and crafting sessions facilitated by youth workers, and access to counselling services provided by our school counsellor, prioritising students' holistic wellbeing.

Establishing a small-group reading support programs at junior, middle and senior levels for equity funded students who are six months or more behind in reading, ensuring personalised intervention and targeted support to enhance literacy skills and foster academic success.

Financial performance

Tyabb Railway Station Primary along with the 2023 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 2023 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 \$351,000. The school received \$74,000 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 stable enrolment numbers. 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 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 148 students were enrolled at this school in 2023, 55 female and 93 male.

0 percent of students had English as an additional language and 5 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).

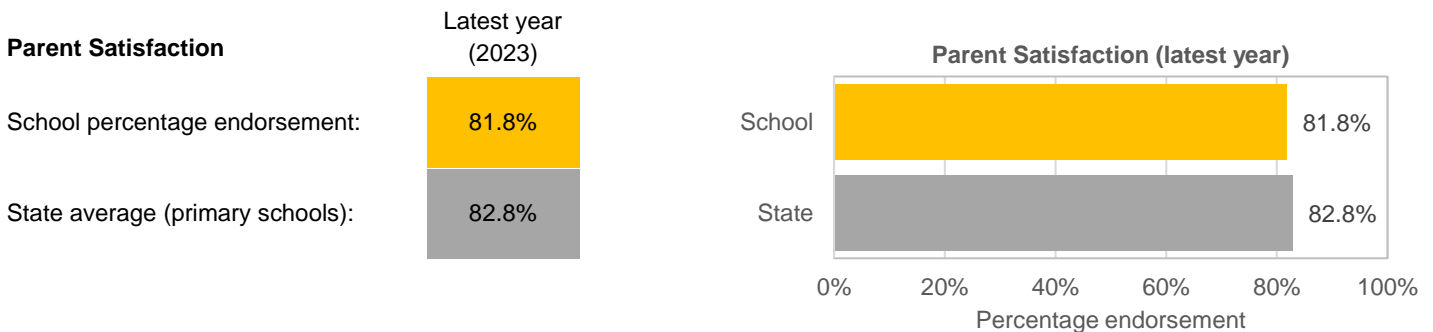
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

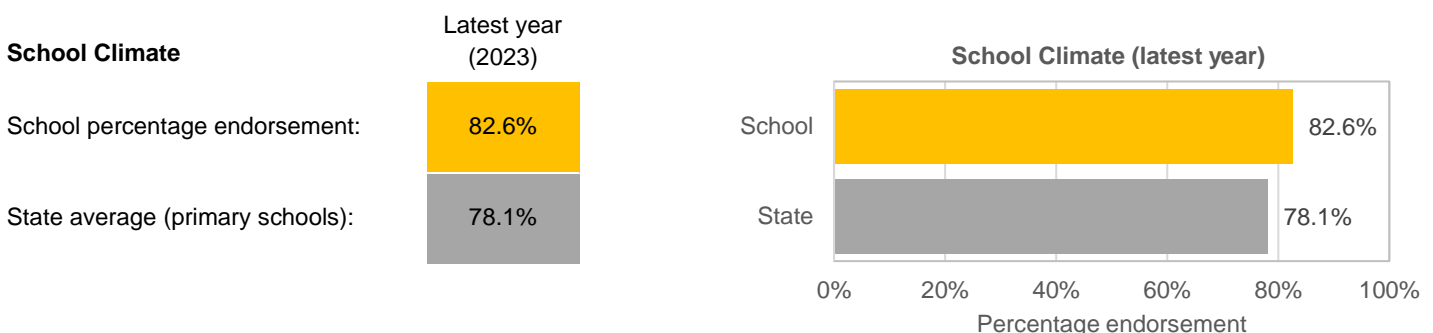


School Staff Survey

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.



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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

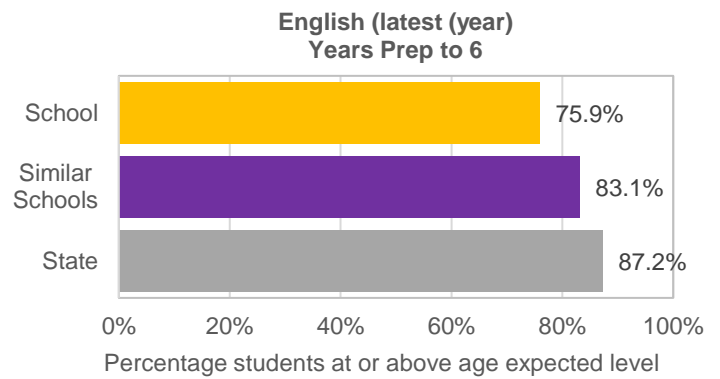
75.9%

Similar Schools average:

83.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

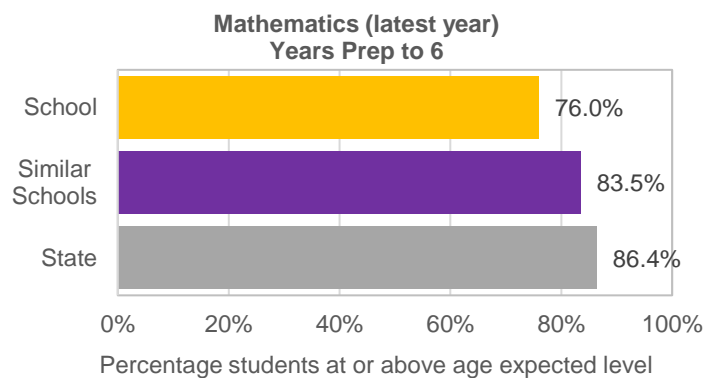
76.0%

Similar Schools average:

83.5%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

81.8%

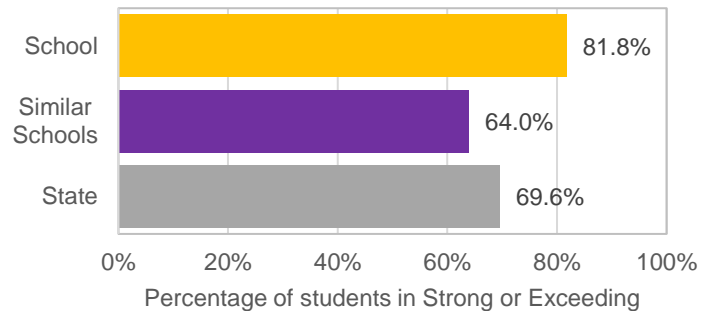
Similar Schools average:

64.0%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

69.0%

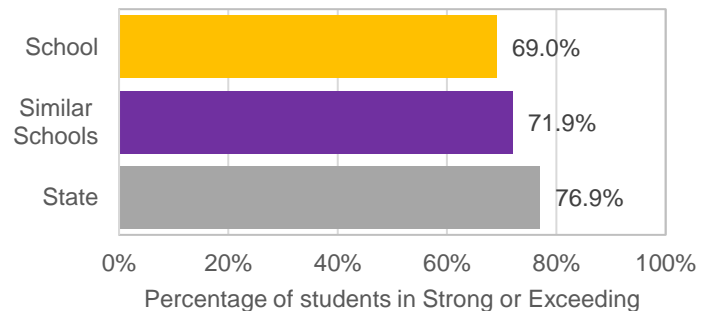
Similar Schools average:

71.9%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

68.2%

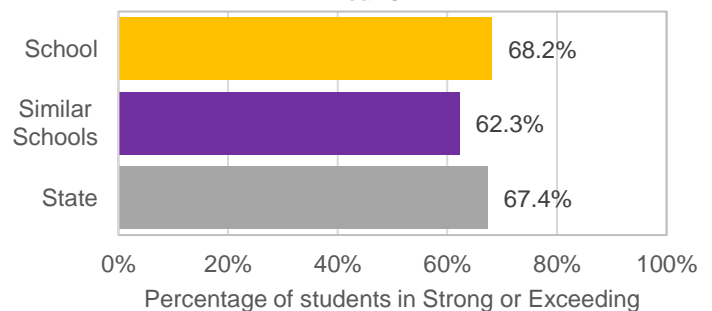
Similar Schools average:

62.3%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

69.0%

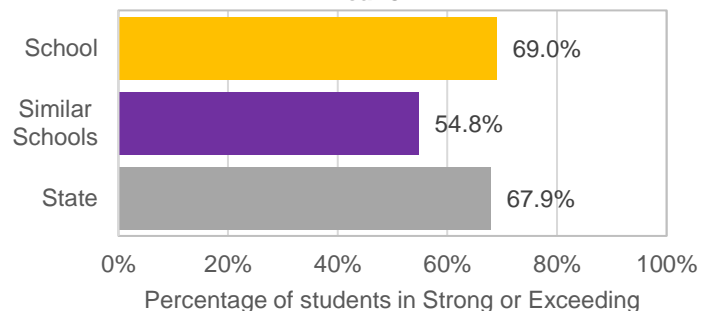
Similar Schools average:

54.8%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

73.9%

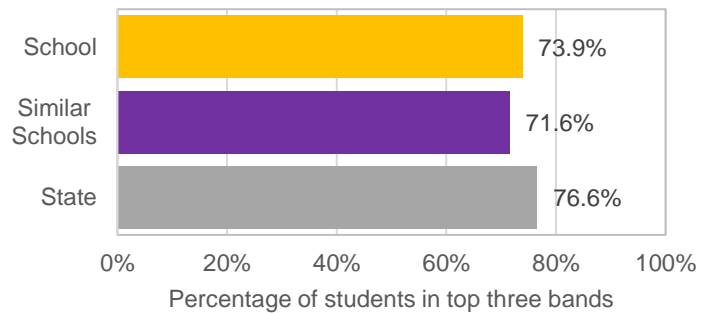
Similar Schools average:

71.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

88.9%

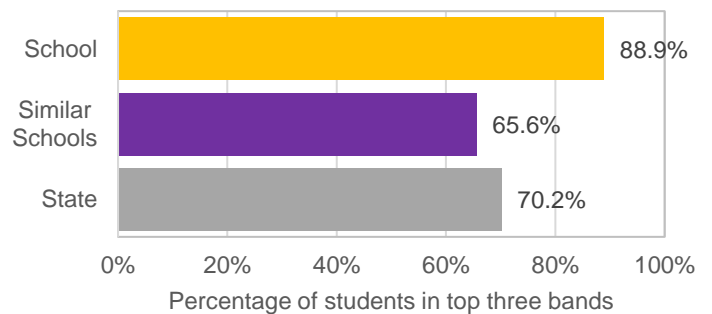
Similar Schools average:

65.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

75.0%

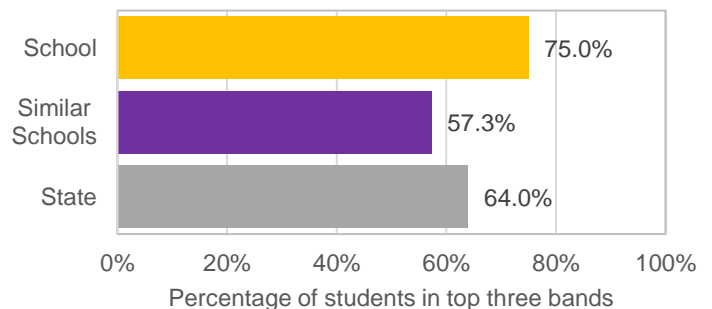
Similar Schools average:

57.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

100.0%

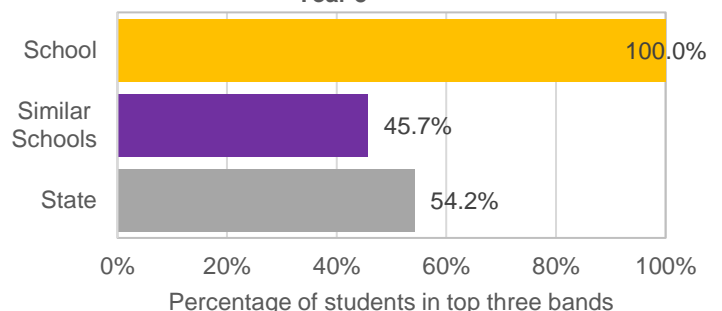
Similar Schools average:

45.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

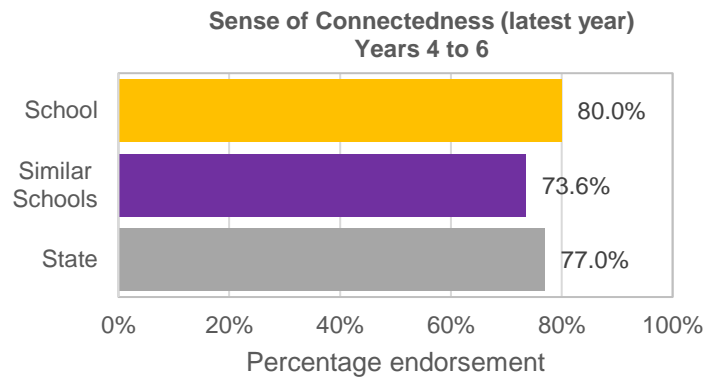
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	80.0%	83.9%
Similar Schools average:	73.6%	76.2%
State average:	77.0%	78.5%

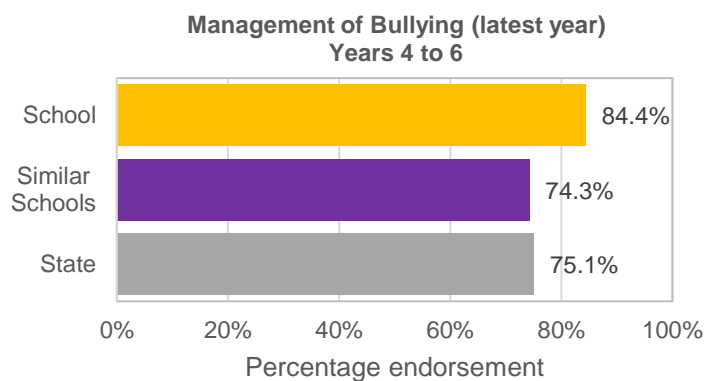


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	84.4%	87.8%
Similar Schools average:	74.3%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

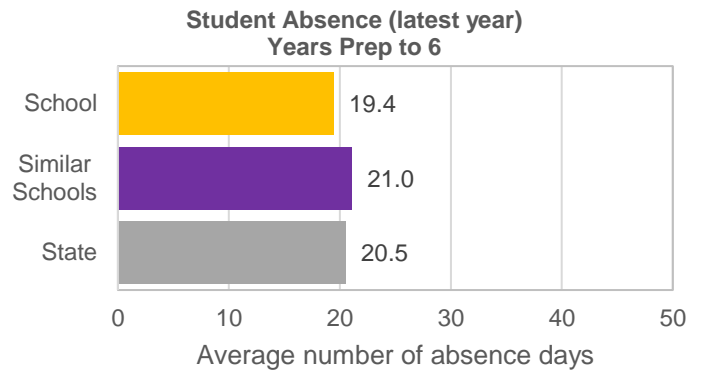
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	19.4	20.2
Similar Schools average:	21.0	19.8
State average:	20.5	18.1



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 (2023):	92%	92%	89%	91%	90%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,912,863
Government Provided DET Grants	\$286,979
Government Grants Commonwealth	\$1,725
Government Grants State	\$0
Revenue Other	\$4,380
Locally Raised Funds	\$300,435
Capital Grants	\$0
Total Operating Revenue	\$2,506,382

Equity ¹	Actual
Equity (Social Disadvantage)	\$74,604
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$74,604

Expenditure	Actual
Student Resource Package ²	\$1,678,995
Adjustments	\$0
Books & Publications	\$2,474
Camps/Excursions/Activities	\$52,827
Communication Costs	\$1,290
Consumables	\$48,774
Miscellaneous Expense ³	\$13,723
Professional Development	\$15,619
Equipment/Maintenance/Hire	\$44,859
Property Services	\$153,954
Salaries & Allowances ⁴	\$54,061
Support Services	\$56,720
Trading & Fundraising	\$18,463
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,578
Total Operating Expenditure	\$2,155,339
Net Operating Surplus/-Deficit	\$351,043
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$160,657
Official Account	\$17,267
Other Accounts	\$0
Total Funds Available	\$177,924

Financial Commitments	Actual
Operating Reserve	\$56,146
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	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$130,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$211,146

All funds received from the Department of Education, 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.