

# 2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 March 2021 at 10:44 AM by Emma Slater (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 April 2021 at 09:57 AM by Troy Farrington (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

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 enrolment has remained steady, slightly increasing over the past several years at around 153. Large increases in enrolment are not expected due to adherence to zoning guidelines being enforced beginning 2019. The school provides specialist teaching in Art, Languages Indonesian, Physical Education and STEM. In 2020 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 camp, virtual excursions, competitions and even a pizza night for Year 6 students. The school has continued to employ a speech pathologist, who assisted with remote learning lessons, and offered the 'No Limit's oral language and 'Learning Guarantee' intervention programs.

The school employs a principal class officer and 11 teachers (8 classroom teachers, 1 leading teacher, 2 specialist teachers) and also employed 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 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.

### Framework for Improving Student Outcomes (FISO)

In 2020, 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 Covid-19 crisis through a developing a meaningful remote learning program, where staff worked in collaborative teams in response to student academic and social/emotional need identified in data obtained at the beginning of the school year.

A model of online live teaching, combined with live check-ins and independent tasks was created and implemented across F-6, with teachers planning in teams using online communication platforms.

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 connectedness to school and peers, despite physical distance for much of the year. This was evident in the level of student participation in online events and feedback provided to the school from the parent group.

### Achievement

During remote learning, staff developed online resources and made use of digital platforms for content-delivery and assessment. As a result we plan to incorporate more technology-based learning into our curriculum.

Our NAPLAN targets remain unchanged due to the tests not being carried out in 2020. These are to improve:

Reading and viewing from 84% (2018-19) to 85%

Writing from 77% (2018-19) to 78%

Number and algebra from 82% (2018-19) to 83%

To reduce the average absence days per student F-6 from 16.4 days (2019) to 15 days.  
 Improve the percentage of positive responses to the Year 4-6 Attitudes to School Survey:

Sense of confidence from 82% (2019) to 83%  
 Student voice and agency from 79% to 80%

**Engagement**

During the remote period, staff provided opportunities for engagement through whole-school events such as Book Week challenges, virtual excursions and even a virtual camp. Participation in these events was high across all year levels and encouragingly, drew interest from students that had failed to engage online in regular check-ins. In 2021, we have introduced AIP staff teams to coordinate whole-school events under the headings of: Learning Catch-Up and Extension, Happy, Active and Healthy Kids and Connectedness to School. These teams 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 2020, 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 - heading teams at a virtual camp and leading the daily challenges for whole-school events. They conducted virtual assemblies and hosted online dress-up parades, wrote letters to their younger buddies and established communication with members of a local retirement home. They lead by example, always demonstrating a positive attitude while working remotely, despite the challenges the year presented.

**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 were prioritized for staff, students and their families at TRSPS in 2020. The school recognizes the ongoing need for assistance following the Covid-19 crisis and has engaged a social worker, who has been available onsite since term 4, 2020, to assist students and their families experiencing hardships.

In 2021, TRSPS will welcome a chaplain, who will work with students during break times to improve their social skills through positive modelling and re-direction of negative reactions. The Chaplain will organise and oversee the Student Representative Council.

The school has implemented the SWPBS method for responding to student behaviour, including our reward system - Yabbies. In 2021 all staff will undertake training in the Berry Street model, which is an updated positive behaviour model. Reward systems such as the Yabby Shack will remain an important feature of the TRSPS well-being program.

**Financial performance and position**

Tyabb Railway Station Primary along with the 2020 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 2020 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 \$111,543 The school received \$83,759 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.

# 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 154 students were enrolled at this school in 2020, 62 female and 92 male.

0 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

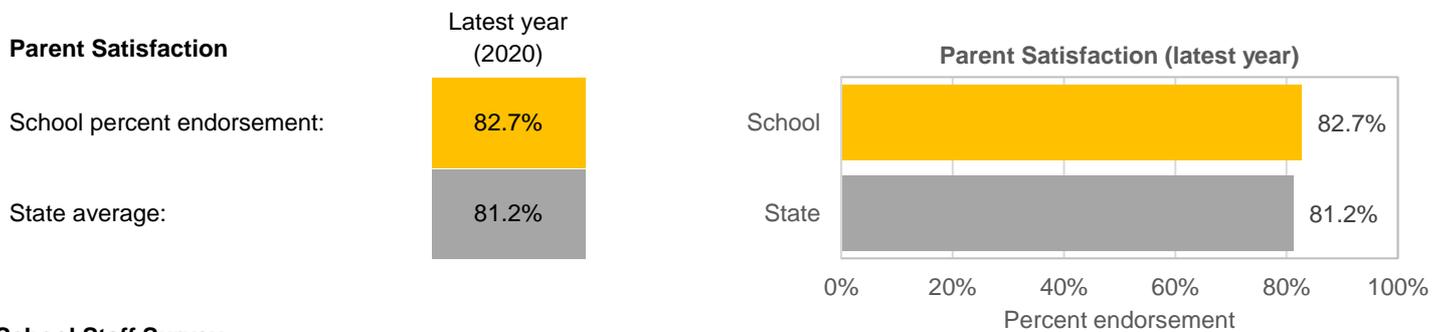
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

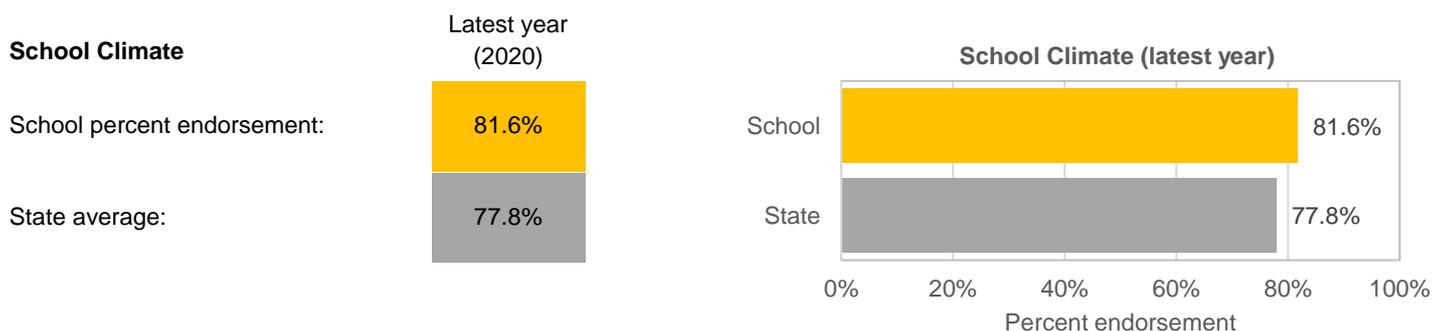


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

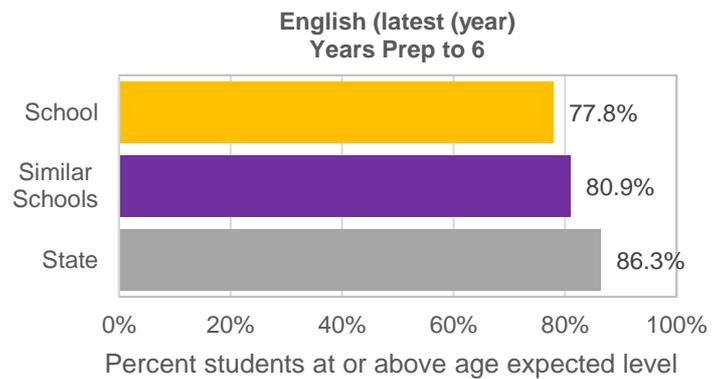
77.8%

Similar Schools average:

80.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

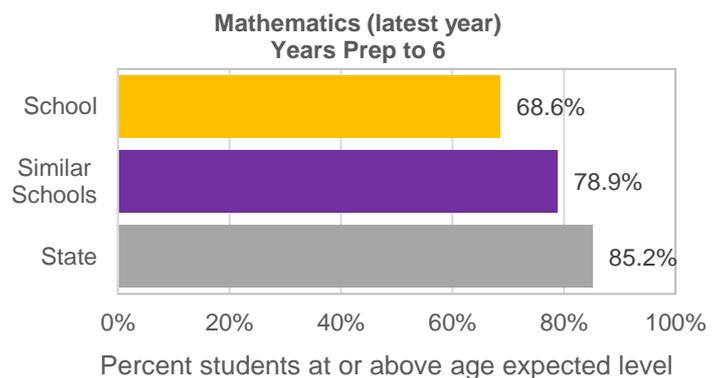
68.6%

Similar Schools average:

78.9%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

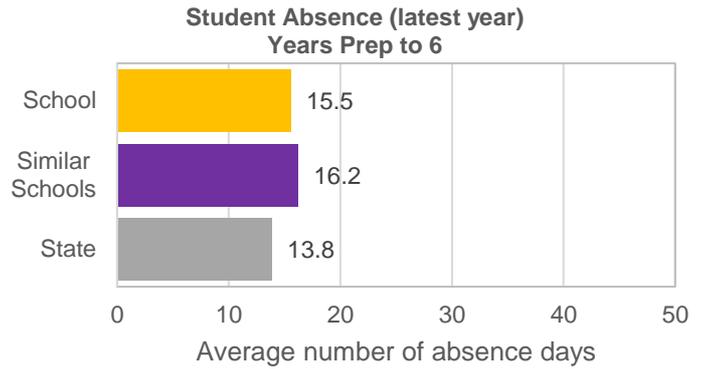
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.5	15.2
Similar Schools average:	16.2	16.5
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	94%	93%	90%	93%	93%	91%

**WELLBEING**

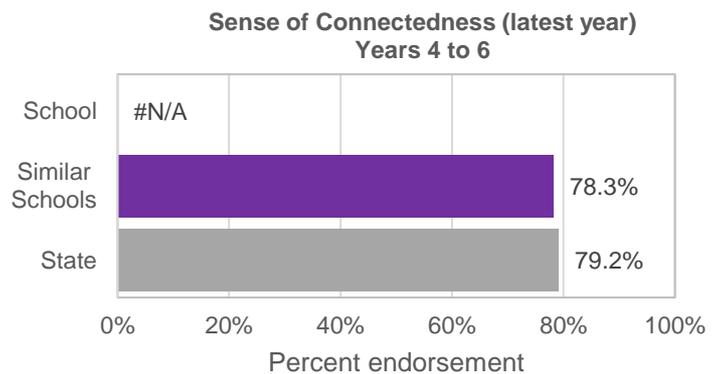
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	93.8%
Similar Schools average:	78.3%	78.7%
State average:	79.2%	81.0%



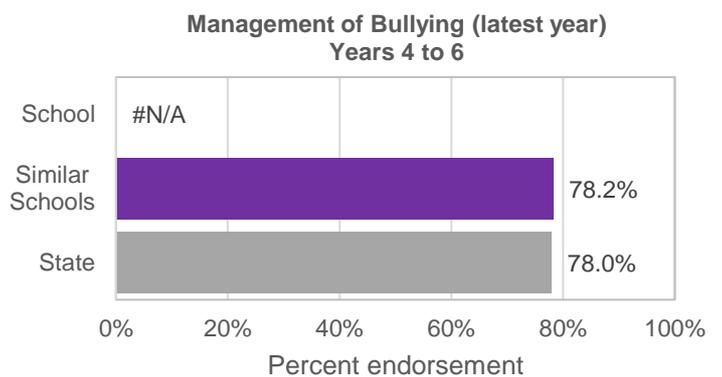
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.5%
Similar Schools average:	78.2%	79.3%
State average:	78.0%	80.4%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,514,894
Government Provided DET Grants	\$225,430
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$11,199
Locally Raised Funds	\$90,902
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,842,425</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$83,759
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$83,759</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,407,746
Adjustments	NDA
Books & Publications	\$1,230
Camps/Excursions/Activities	\$11,034
Communication Costs	\$4,028
Consumables	\$50,171
Miscellaneous Expense <sup>3</sup>	\$7,474
Professional Development	\$4,645
Equipment/Maintenance/Hire	\$41,910
Property Services	\$129,053
Salaries & Allowances <sup>4</sup>	\$21,575
Support Services	\$17,741
Trading & Fundraising	\$19,952
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$14,323
<b>Total Operating Expenditure</b>	<b>\$1,730,883</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$111,543</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$48,063
Official Account	\$3,927
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$51,990</b>

Financial Commitments	Actual
Operating Reserve	\$33,590
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$20,800
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$54,390</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.*