

2022 Annual Report to the School Community

School Name: Tyers Primary School (2182)



- 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 16 March 2023 at 01:37 PM by Gwen Hunter (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 05 May 2023 at 02:28 PM by Derrick Smith (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
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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

Tyers Primary School is nestled in the delightful township of Tyers, just a short drive from the CBD of Traralgon. The school is surrounded by beautiful rolling hills and paddocks, offering a calm, tranquil, rural setting.

Our school grounds consist of natural gardens with engaging play spaces for all ages. Students enjoy a large, lush oval, two generous basketball and netball courts, a sand pit, three separate adventure playground spaces, a rotunda, Fairy Garden and several picnic tables to sit at. A favourite space for many students is the Veggie Garden and Chicken Coop where the students are welcome to pick fruit and vegetables at their own discretion and collect any eggs to distribute to the community or use as the need arises.

Currently, our school team consists of the Principal and experienced teachers who share the responsibilities of school management and curriculum delivery. This includes four caring classroom teachers and skilled part time specialist teachers for Art, Music, PE and AUSLAN. A Business Manager, three fantastic Education Support Staff and our fabulous before and after school care co-ordinator complete our staffing profile.

Our school has a successful and consistent history of providing high quality education and developing confident, happy and capable students. Students enjoy the benefits of skilled and passionate educators who are constantly involved in professional development, always learning about and implementing evidence-based educational research and initiatives. We are a strong team and together have developed a well-regarded school with excellent programs and a focus on developing the whole child. Positive relationships and a genuine focus on individual wellbeing play a crucial role in how we achieve our successful learning outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

Tyers Primary School has high expectations of students with a strong focus on personal learning growth. Our school prioritises academic focus alongside student wellbeing, since the one is most definitely intertwined with the other. Both of these priorities are guided by the most effective teaching methods which align with evidence-based practise.

Our school uses an Explicit Direct Instructional approach to teaching. We explicitly plan and teach to the 5 core components of Literacy: Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension, based on the soundest research guided by the science of reading.

Our school has an engaging specialist program with AUSLAN taught from Prep-6. Our students learn music, visual arts and PE, with opportunities to be involved in our kitchen garden and caring for the school's chickens.

Extracurricular activities are important for students to pursue their interests. They also help to foster a sense of belonging, school connectedness and school pride. Students have the opportunity to compete in a wide range of sports including, athletics, basketball, swimming, AFL, soccer and cross-country running. We also annually enter student Art work in our local Tyers Art Show Festival.

Wellbeing

Staff are committed to building positive relationships with students and are dedicated to supporting those with learning differences, providing an inclusive environment for all. Our school uses the Berry Street Education Model and the Zones of Regulation which are proactive approaches to teaching emotional regulation. These approaches are being explicitly taught in all grade levels and are becoming embedded into all aspects of life at Tyers Primary School. Tyers Primary School has made significant progress in student wellbeing over the past two years and this is reflected in the ongoing improvements in our Attitudes to School Survey (AToSS) results. In 2022 students at Tyers Primary School indicated positive attitudes across all factors and indicated a high average level of endorsement, with an overall improvement since 2020. Student wellbeing continues to be a focus. If students are not feeling safe, learning can often be difficult. In 2022, the school continued implementation of the Zones of Regulation, Berry Street Education Model and the Resilience, Rights and Respectful Relationships Program. We will continue to refine and develop these practices in 2023. These are based on shared values and collaborative relationships, to manage the changes in the schools growth and development as we move forward into the next Strategic Plan period. Tyers Primary School has a number of enrolments from outside its immediate area with many families looking for a smaller school environment. Tyers Primary School cooperates closely with its only Kindergarten and conducts a comprehensive transition plan with them beginning in Term 2 each year. We also connect with our main feeder secondary college, Traralgon College, in facilitating a broad orientation program for exiting students. This

program includes an Awareness Day and Orientation Day for all Grade 5 & 6 students and visits by staff from Traralgon College to speak with Grade 6 students. Student pathways and transitions are further supported through the early identification of students at risk and gifted students so an appropriate transition program can be implemented to support these students.

Engagement

Tyers Primary School students are engaged and connected to their school and we are proud of the programs and support provided to build the resilience and confidence of each of our students and enhance their opportunities to fully participate in the teaching and learning programs. In 2022 Tyers Primary School focused on KIS related to the FISO dimensions related to Building Practice Excellence, Curriculum Planning and Assessment, Evaluating impact on learning. Actions undertaken have included:

- Specific teaching and learning programs in relation to Zones of Regulation, Berry Street Education Model and the Science of Reading and neuroscience implemented across the school
- Student leaders provided opportunities to take on specific roles and responsibilities across the school
- Student forums conducted across the school
- Implementation of the Resilience, Rights and Respectful Relationships Program.

Whilst students show a high level of engagement, attendance rates of students at Tyers Primary School in 2022 varied across the year levels, with 27% of students having less than 10 days absent. Across the classes the absence rate varied ranging from a high of 60% in Years 5 and 6 to a low of 36% in Years 2, 3 and 4. School comparison measures indicate the absence rate at Tyers Primary School is better than what would be expected given the background characteristics of our students. In 2022, Tyers Primary School continued to work with families to ensure students were at school and learning as much as possible. The school continued to contact parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after several days of absence. A number of practices will be continued in 2023 to improve attendance, including:

- Parents will be contacted if no notification has been received for a student absence
- School staff will regularly review absence data with staff to determine if current practices are effective
- Absence data will be included in student reports
- The school will work with SSSO staff and outside agencies to support students with high levels of absenteeism
- The school will actively promote the importance of student attendance to parents and wider community through its communications and interactions.

The school had a focus on improving students' sense of confidence, resilience, motivation, and goal setting. The target of 95% of positive endorsement has been exceeded by being at an average of 97% (as referenced in AToSS - students and parent surveys) in 2022.

Other highlights from the school year

Tyers Primary School values a strong partnership with our families and the local community providing many opportunities for parent involvement, such as regular working bees, parent teacher conversations, school council and Parents Association events.

Financial performance

Tyers Primary School showed a conservative net operating surplus at the end of 2022.

During 2022 equity funding supported the following initiatives at Tyers Primary School:

- Additional teaching support, small class sizes and the viability of specialist programs.
- Purchase of resources & assets – literacy & reading intervention resources.
- Employment of a Tutor for ten months to intensive Numeracy and Literacy support.
- Professional learning for staff including the Berry Street Education Model which supports all students to feel safe, valued and be ready to learn.

Tyers Primary School is in a sound financial position with surplus funds carried forward into 2023.

For more detailed information regarding our school please visit our website at
<https://www.tyersps.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 71 students were enrolled at this school in 2022, 29 female and 42 male.

NDP percent of students had English as an additional language and 7 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).

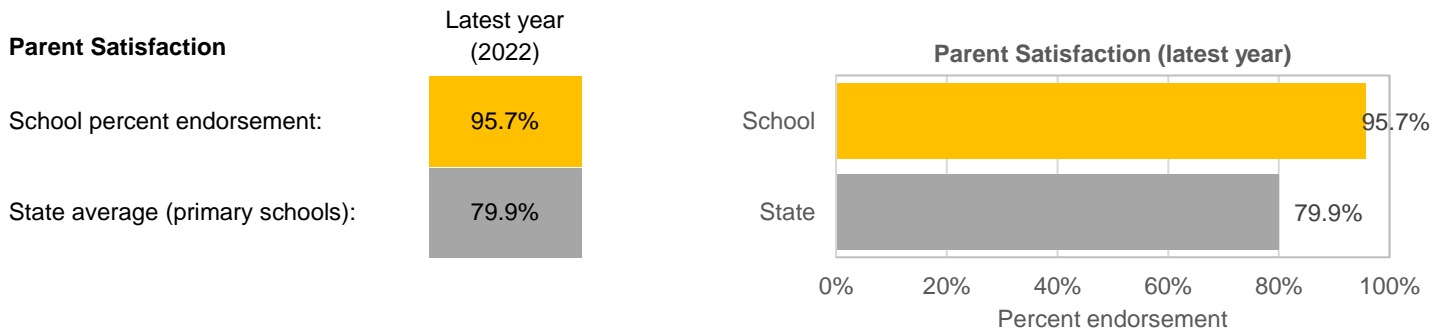
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

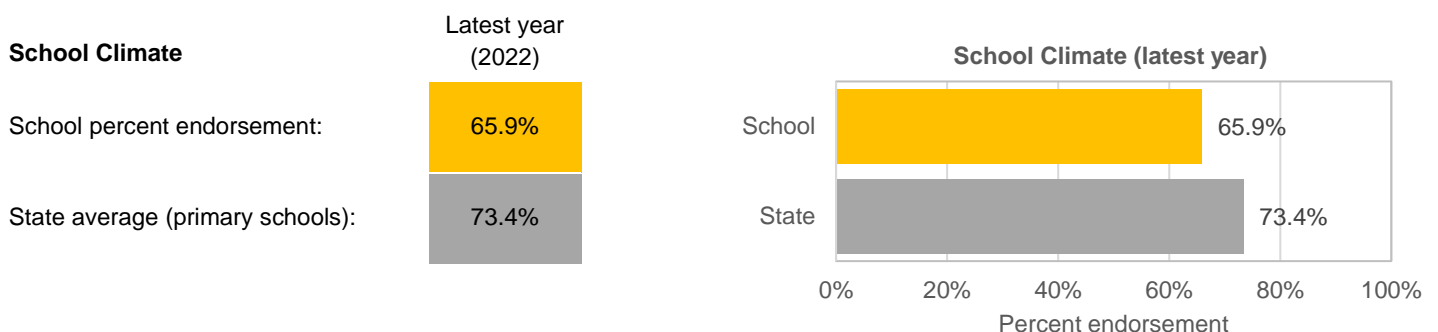


School Staff Survey

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.



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:

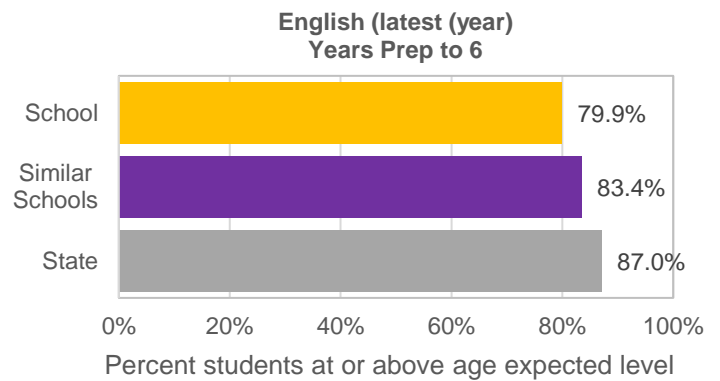
79.9%

Similar Schools average:

83.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

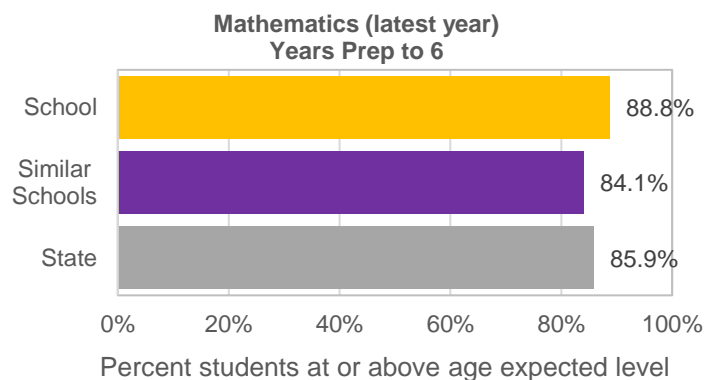
88.8%

Similar Schools average:

84.1%

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.

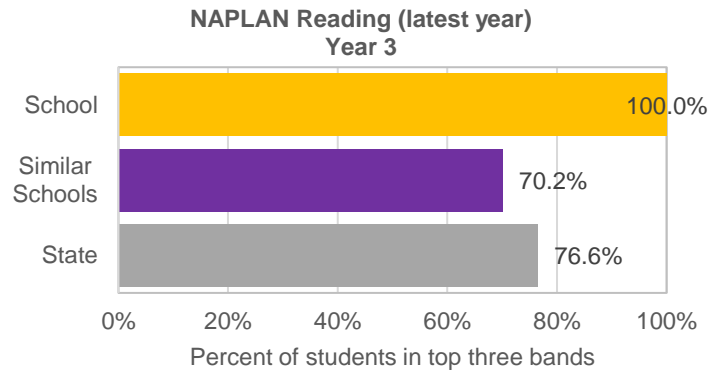
NAPLAN

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.

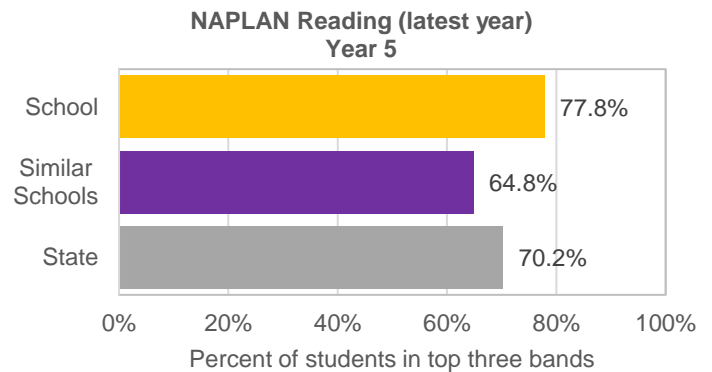
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 100.0% | 73.5% |
| Similar Schools average: | 70.2% | 71.2% |
| State average: | 76.6% | 76.6% |



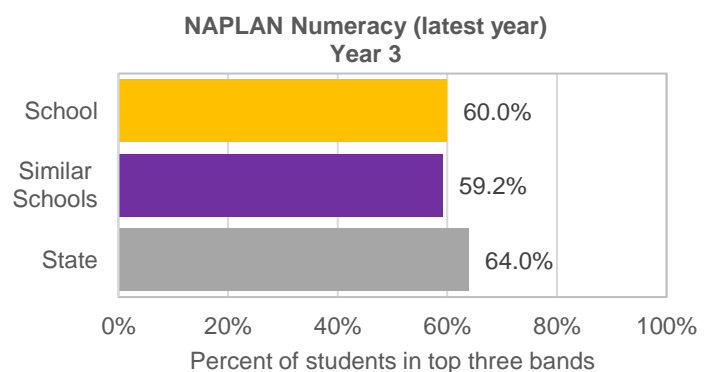
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 77.8% | 59.5% |
| Similar Schools average: | 64.8% | 63.3% |
| State average: | 70.2% | 69.5% |



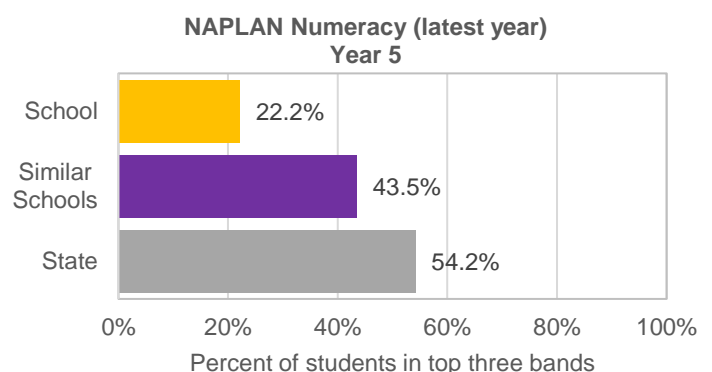
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 60.0% | 57.6% |
| Similar Schools average: | 59.2% | 61.8% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 22.2% | 56.1% |
| Similar Schools average: | 43.5% | 50.5% |
| State average: | 54.2% | 58.8% |



WELLBEING

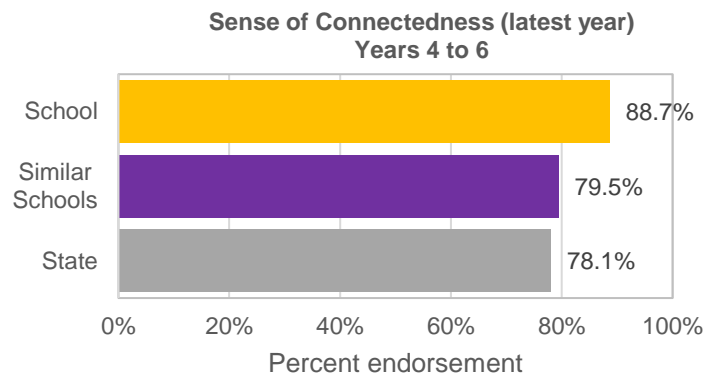
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 88.7% | 83.9% |
| Similar Schools average: | 79.5% | 80.3% |
| State average: | 78.1% | 79.5% |

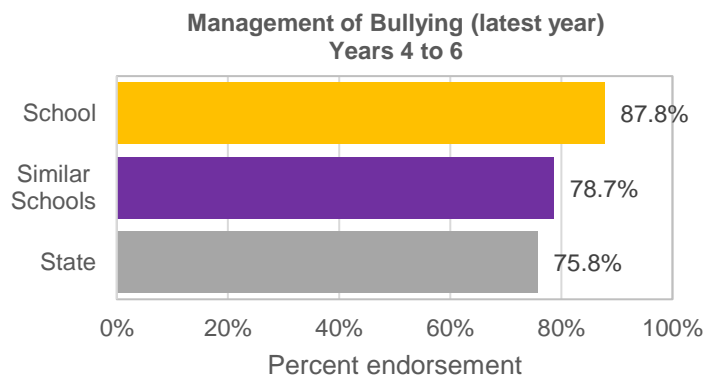


Student Attitudes to School – Management of Bullying

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: | 87.8% | 90.0% |
| Similar Schools average: | 78.7% | 82.9% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

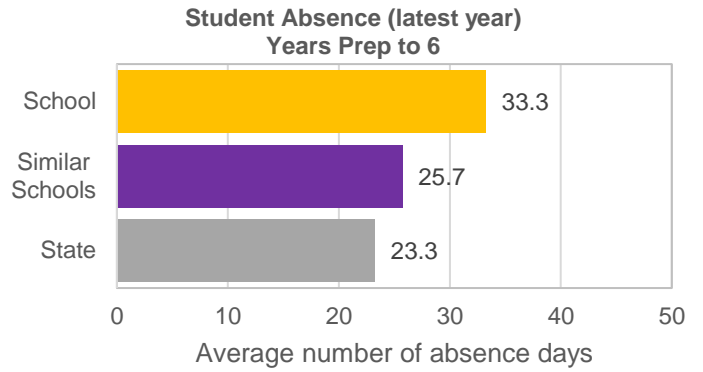
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 33.3 | 26.1 |
| Similar Schools average: | 25.7 | 19.3 |
| 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): | 87% | 87% | 86% | 84% | 82% | 84% | 76% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,151,243 |
| Government Provided DET Grants | \$265,733 |
| Government Grants Commonwealth | \$23,252 |
| Government Grants State | \$856 |
| Revenue Other | \$24,196 |
| Locally Raised Funds | \$48,220 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$1,513,501 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$145,573 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$145,573 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,061,016 |
| Adjustments | \$0 |
| Books & Publications | \$3,608 |
| Camps/Excursions/Activities | \$40,160 |
| Communication Costs | \$3,407 |
| Consumables | \$37,527 |
| Miscellaneous Expense ³ | \$16,201 |
| Professional Development | \$5,074 |
| Equipment/Maintenance/Hire | \$7,587 |
| Property Services | \$51,122 |
| Salaries & Allowances ⁴ | \$28,981 |
| Support Services | \$0 |
| Trading & Fundraising | \$16,859 |
| Motor Vehicle Expenses | \$125 |
| Travel & Subsistence | \$0 |
| Utilities | \$10,643 |
| Total Operating Expenditure | \$1,282,309 |
| Net Operating Surplus/-Deficit | \$231,192 |
| Asset Acquisitions | \$19,155 |

- (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 | \$399,409 |
| Official Account | \$45,999 |
| Other Accounts | \$0 |
| Total Funds Available | \$445,408 |

| Financial Commitments | Actual |
|---|-----------------|
| Operating Reserve | \$33,567 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$10,020 |
| 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 | \$15,658 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$59,245 |

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.