

2023 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 \(VIT\)](#)
- 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 21 March 2024 at 04:54 PM by Gwen Hunter (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 01 May 2024 at 09:03 AM by Casey Murphy (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

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, Performing Arts, DigiTech 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.

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.

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.

Our school uses an Explicit Direct Instruction 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, Performing Arts, DigiTech 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.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

The schools NAPLAN results in 2023 indicated a high performance for our Grade 3 students in Reading and 50% of students either strong or exceeding in Numeracy. This was stronger performance than state, like and network schools. Whereas the Grade 5's had lower performance levels and were below state, like and network schools in both areas, although an encouraging relative growth since their Grade 3 NAPLAN testing. The school met both of it's targets for Literacy and Numeracy from the 2023 Annual Implementation Plan by both our internal based DIBELS (reading data) and PAT Numeracy data improving for all cohorts.

The school's 2023 performance report placed the school in the "Stretch" range. This indicates "performance is improving from a moderate or low base, and could be high performing if they stretch and continue to improve. This also indicates that the majority of domains and measures have been improving". This report also recognises the school as a system leader within the area of school climate with very high endorsements in the areas of collective efficacy and instructional leadership.

At the end of the 2023 school year, Tyers Primary School had 19 students who had Individual Education Plans (approximately 30% of the schools population). Individual goals were established for these students and progress was monitored regularly. Goals were reviewed with the families each term through Student Support Group Meetings. The students comprise of those with diagnosed

disabilities who met DET Program for Students with Disabilities requirements (4), students with a diagnosed disabilities but not on the DET PSD list (10), students in Court Ordered Out of Home Care (2), Koorie students (2) and EAL students (3).

Wellbeing

Tyers Primary School has an unwavering focus on student wellbeing and this was strengthened in 2022 and maintained in 2023 to support students to return to school after the continued hangover of two years of remote and flexible learning. The school continued to embed the Berry Street Education Model and Zones of Regulation as the Tier 1, prosocial development, at a universal level. This year the school continued to refine the practices of Berry Street and train/expose the education support staff to strategies and practices so that the approach can be supported by all staff across the school. PLC and meeting schedule time was dedicated to revisited various components to maintain consistently and high expectations as a school wide approach. The school employed a Wellbeing support staff member to identify students needing greater amounts of support and began to run individual and small group sessions to develop their prosocial skills and allow time for valuable coping and resilience conversations. also ran small group programs to support students who needed coping strategies or social skills. The students report in their Attitudes to School Survey that they feel that bullying is managed well, that teachers have a high concern for their students, that their learning is being differentiated where needed and that classroom behaviour is effective and conducive to learning. All of these factors are reported to be much higher than other students in Victoria.

Engagement

To support student engagement the school follows the Inner Gippsland Approach to responding to attendance. The school has strong universal practices in place to manage attendance. Staff and admin monitor attendance data carefully to respond to cohorts and individuals. Compared to like, network and state schools is comparative to the percentage of other schools with students having more than 20 days of non-attendance across the year. The school worked closely with families and agencies to holistically support students who were having difficulty settling into school routines, organising specialist appointments and supports during the school day and not attending due to location concerns as a result of the local bridge from Traralgon to Tyers being closed. The school has continued to focus on building student leadership and voice through more specific and defined role descriptions and dedicated time to a staff member to run Junior School Council.

Other highlights from the school year

Due to it's size the school is always very proud to take part in rural schools network events such as sporting opportunities and camps. These opportunities are a fabulous for students to develop long lasting relationships with other students from similar contextual backgrounds to ours, so that when they move through to secondary school they can often know and be familiar with many other students than from their own school. Camps in 2023 were to 'Phillip Island Adventure Park' for the Grade 5/6's and 'Camp Rumbug' for the Grade 3/4's.

In 2023 we had several students achieve some fabulous results in their athletics performances, moving through to district and then one student onto regional finals in triple jump.

Our leadership program at Tyers is always well received with a two year cycle of an internally run program called "The Young Leaders Program" designed by renowned Michael Grose, and the excitement of going to the GRIP Leadership Conference at the Melbourne Convention Centre. The internal program is run offsite at the Tyers Hall and focus' on personal and public leadership skills, culminating with some fun games and a special lunch just for the 5/6's. The GRIP Leadership course focus' on the big ideas of stepping forward, sacrifices to be made and the extra steps that some leaders may forget.

Our Core Knowledge Curriculum at each year level has been a specific focus of development in 2023. Each year level now has some fabulous opportunities for students to learn about a very diverse range of global topics in order to open up their scope of experiences across the world. These experiences are now being linked to local excursions and those further afield to really allow for connections and memories to be made.

At the end of the year the school held it's annual Christmas concert where classes performed for families Christmas songs and songs based on an Australian theme. The event was well attended, and families enjoyed a picnic dinner afterwards to celebrate the wonderful year.

Financial performance

Tyers Primary School showed a net operating surplus of \$44,347 at the end of 2023 with a good balance in the school's bank account.

The 2020-2024 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for allocation of funds to support school programs and priorities. These included but were not limited to:

- Maintaining small class sizes to provide the additional support required for the 30% of students on IEP's
- purchase of a set of new student laptops
- employment of a Wellbeing and Disability Inclusion staff member 0.2
- a comprehensive schoolwide swimming program

The carried forward surplus will be utilised in 2024 for an increase in Education Support staffing until DI applications can be made.

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 68 students were enrolled at this school in 2023, 29 female and 39 male.

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

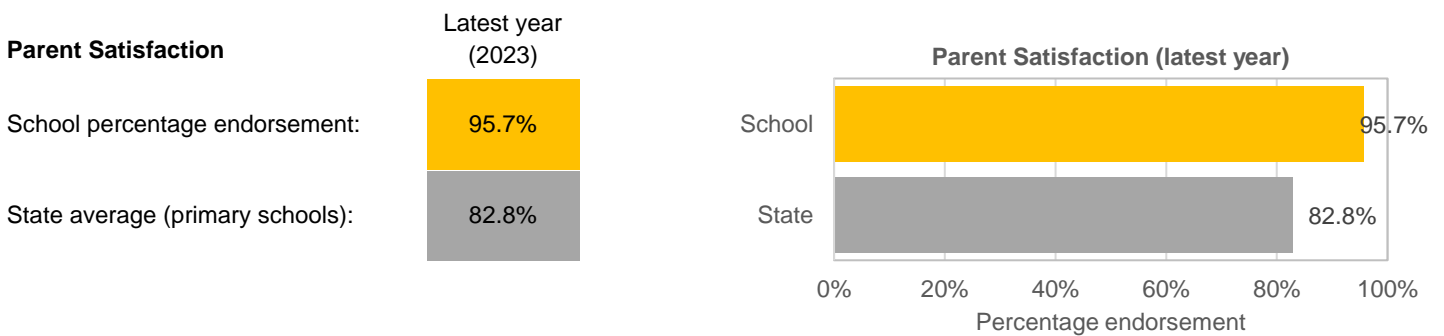
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

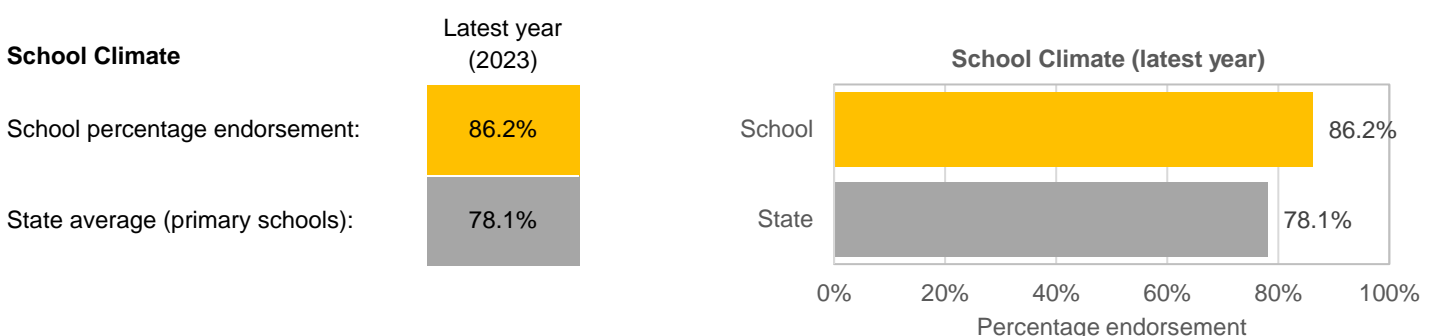


School Staff Survey

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:

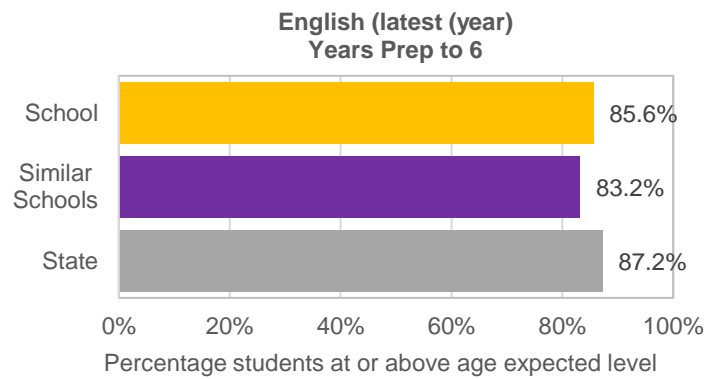
85.6%

Similar Schools average:

83.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

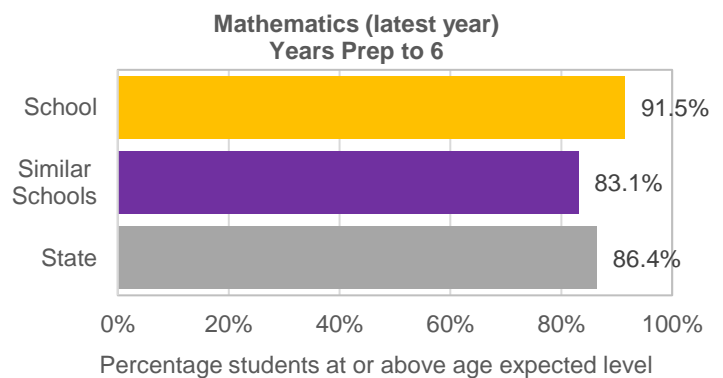
91.5%

Similar Schools average:

83.1%

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:

70.0%

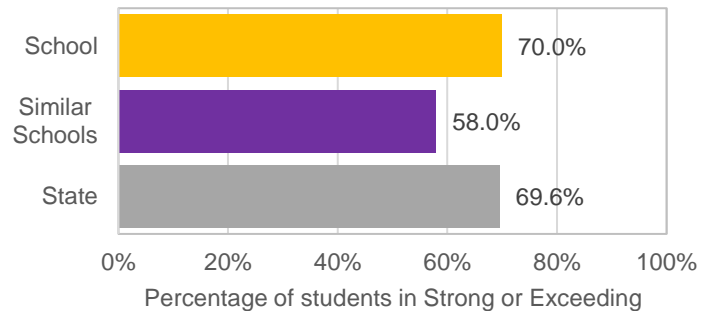
Similar Schools average:

58.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

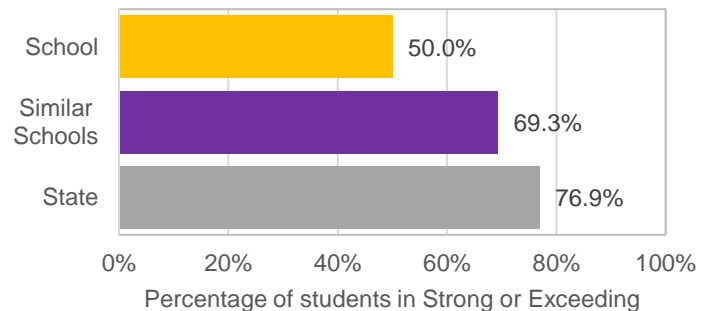
Similar Schools average:

69.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

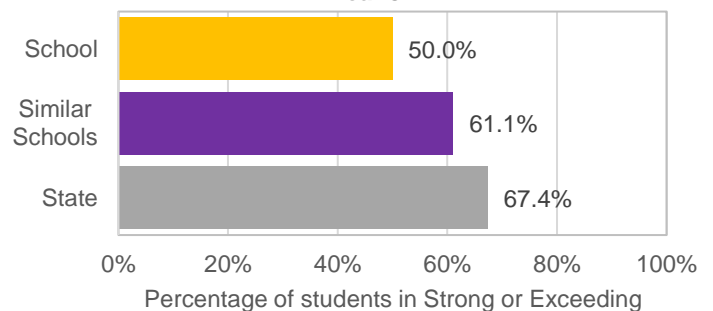
Similar Schools average:

61.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

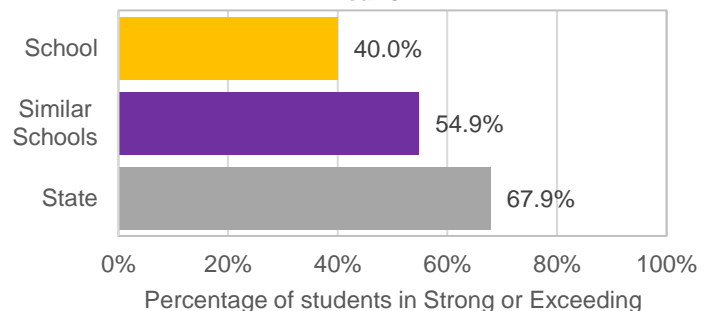
Similar Schools average:

54.9%

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:

100.0%

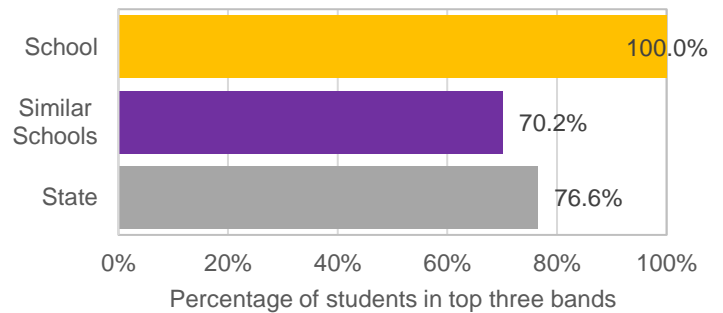
Similar Schools average:

70.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.8%

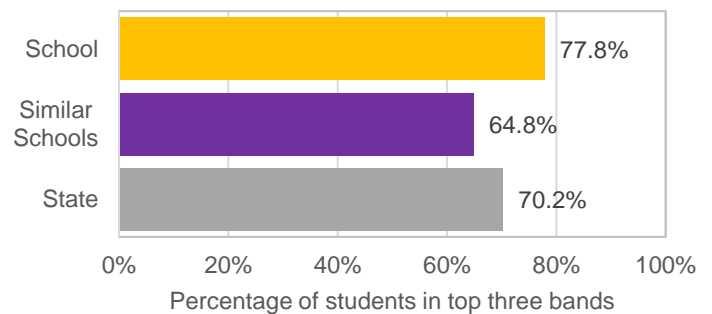
Similar Schools average:

64.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

60.0%

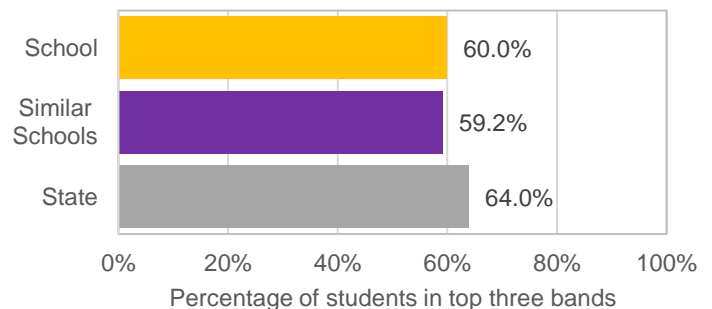
Similar Schools average:

59.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

22.2%

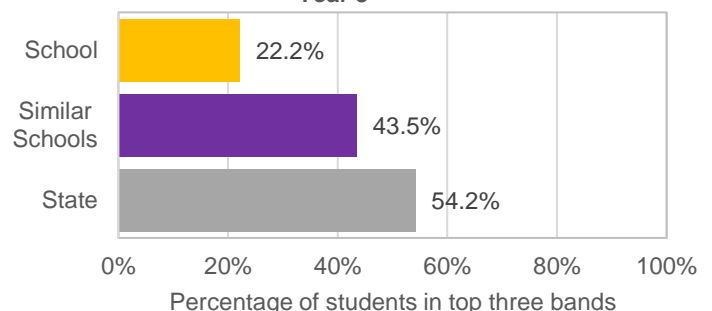
Similar Schools average:

43.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

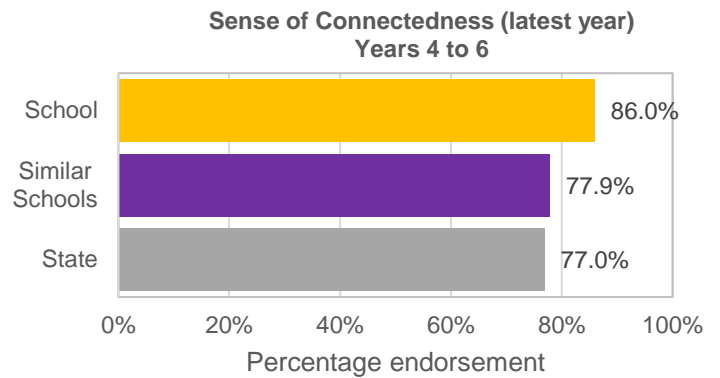
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.0%	80.7%
Similar Schools average:	77.9%	79.3%
State average:	77.0%	78.5%

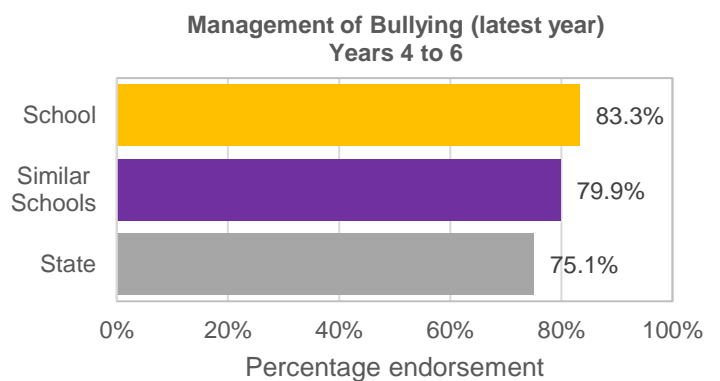


Student Attitudes to School – Management of Bullying

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:	83.3%	86.1%
Similar Schools average:	79.9%	81.9%
State average:	75.1%	76.9%



ENGAGEMENT

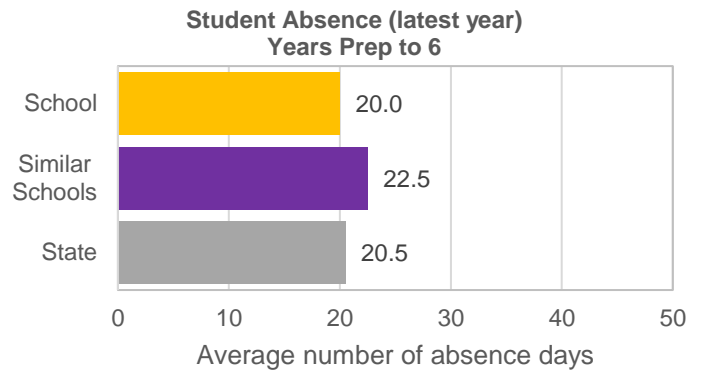
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.0	26.1
Similar Schools average:	22.5	20.3
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):	93%	89%	90%	90%	84%	89%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,093,776
Government Provided DET Grants	\$341,044
Government Grants Commonwealth	\$65,902
Government Grants State	\$0
Revenue Other	\$23,554
Locally Raised Funds	\$52,336
Capital Grants	\$0
Total Operating Revenue	\$1,576,611

Equity ¹	Actual
Equity (Social Disadvantage)	\$91,081
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$91,081

Expenditure	Actual
Student Resource Package ²	\$1,045,912
Adjustments	\$0
Books & Publications	\$751
Camps/Excursions/Activities	\$18,291
Communication Costs	\$3,020
Consumables	\$19,917
Miscellaneous Expense ³	\$18,303
Professional Development	\$2,135
Equipment/Maintenance/Hire	\$49,317
Property Services	\$61,358
Salaries & Allowances ⁴	\$51,035
Support Services	\$1,891
Trading & Fundraising	\$20,372
Motor Vehicle Expenses	\$130
Travel & Subsistence	\$0
Utilities	\$7,951
Total Operating Expenditure	\$1,300,383
Net Operating Surplus/-Deficit	\$276,228
Asset Acquisitions	\$12,255

- (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	\$637,823
Official Account	\$24,421
Other Accounts	\$0
Total Funds Available	\$662,244

Financial Commitments	Actual
Operating Reserve	\$36,239
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$59,982
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	\$50,499
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$146,720

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.