

2023 Annual Report to the School Community

School Name: Teesdale Primary School (2065)



- 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 18 March 2024 at 10:47 AM by Samuel Irwin (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 24 April 2024 at 02:21 PM by Simon Murry (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

Every child at Teesdale Primary School is provided with a positive, safe and supportive learning environment which enables them to achieve their personal best. Our school is a learning community where all children have access to a broad, balanced, enriching and relevant curriculum, which is differentiated to meet their individual needs. Our learning environment fosters the dignity, respect and self-esteem of all children and enables them to succeed academically, socially and emotionally.

Over the past few years Teesdale has experienced significant enrolment growth across all year levels of the school and in 2023 had 234 full time enrolments. The school currently has 11 classes which with the exception of Foundation classes are composites to allow teachers to plan and work collaboratively together.

The school has had a significant increase in the number of students provided with adjustments on the National Consistent Collection of Data on school students with a disability (up from 15% in 2020 to 28% in 2023). The school has 14 students funded under either a Disability Inclusion Profile or the Program for Students with Disabilities.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school was proud of its 2023 achievement data, particularly its success in Writing which although not reflected in the Annual Report snapshot was above state, network and similar school averages. Until 2023 Literacy had been a sustained focus of staff professional learning including inquiry cycles.

The strong achievement in NAPLAN Reading data in both years 3 and 5 appears to reflect the sustained work teachers have put in to consistent and high level practice. Professional learning in 2023 focussed on developing teacher confidence and instructional practices in Numeracy. This work isn't reflected in 2023 NAPLAN performance results (give it is conducted in term 1).

The school now has established collaborative planning practices, instructional coaching cycles and peer observations that are designed to support consistent curriculum implementation across all classrooms and sustained success for all students with rigorous classroom instruction.

Wellbeing

Student Attitude to School (AToS) data improved in 2023 on 2022 levels. This was an encouraging result given the increased number of students requiring adjustments has nearly doubled in the past few years.

The number of students receiving Disability Inclusion Profile funding has increased significantly which has resulted in the recruitment of additional education support (inclusion) staff.

The increased number of inclusion support staff has required the development of strong partnerships between classroom teachers, education support staff and external allied health staff to ensure this resource is maximised across the school.

The school has strong Student Support Group processes which results in termly meetings chaired by the school's wellbeing co-ordinator. This has ensured positive school/home partnerships for these students.

Engagement

The school's average absence data was slightly higher than state and network averages by 1 day. The school had a number of families who opted to take extended family holidays in the 2023 school year which may impact this.

The school has a robust process for establishing, writing and reviewing Individual Education Plans (IEPS). Teachers are released to work collaboratively with the school's Wellbeing Learning Specialist termly to update these.

One particular engagement highlight was the establishment of a 'Curriculum Committee' to review the school's content knowledge units in literacy and allow students to provide feedback and future direction on aspects of unit delivery. This resulted in student feedback that teachers acted upon including reviewing/amending topics and the establishment of 'student voice' units across the year.

The school used Wellbeing Boost funds provided in Semester Two to host wellbeing fun days for each sub school (Foundation, Junior, Middle and Senior).

Financial performance

The school maintained a sound financial position in 2023. Council carefully monitored budgetary spending (particularly casual relief staff) to ensure it remained on track. Council identified a number of projects for completion across the school to improve both yard and classroom environments, the benefit of which will be seen across the 2024 school year (new sports shed, resurfacing of sports courts and installation of joinery in middle school classrooms).

School Council is a strong supporter of student leaders in the school; funding the opportunity for selected school leaders to attend the Beloka Leadership Camp (A working dog farm) and subsidise the year 6 graduation.

The school's Parent's Club provided several lunch order days for students across the year which are always thoroughly enjoyed by all students who participate.

For more detailed information regarding our school please visit our website at
<http://www.teesdaleps.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 234 students were enrolled at this school in 2023, 118 female and 116 male.

0 percent of students had English as an additional language and 3 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).

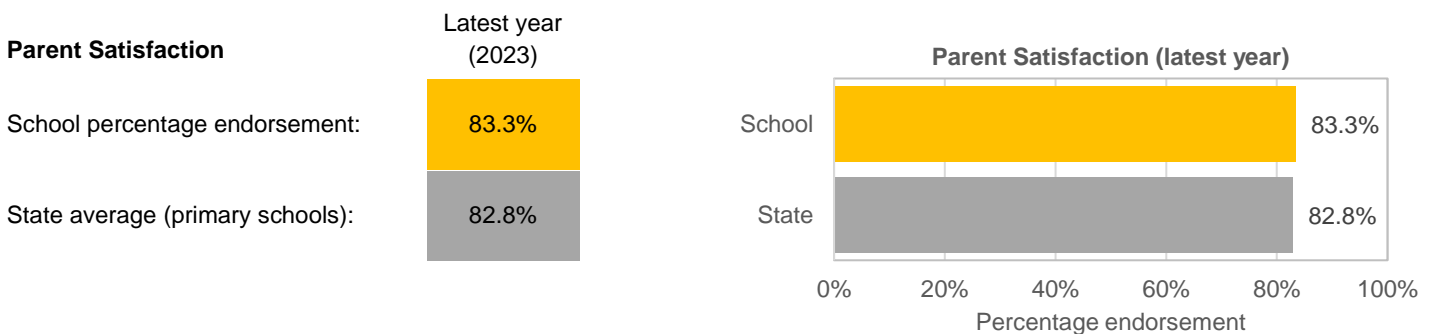
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

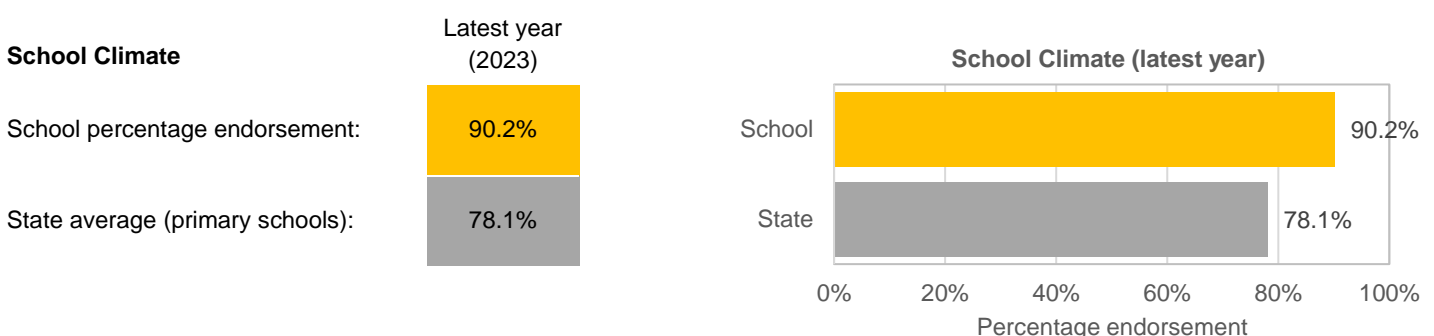


School Staff Survey

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:

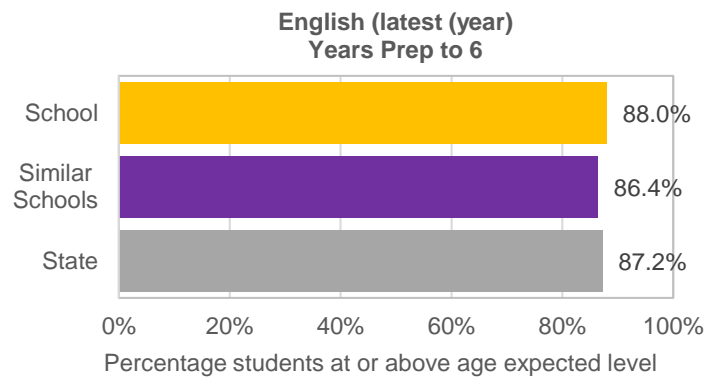
88.0%

Similar Schools average:

86.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

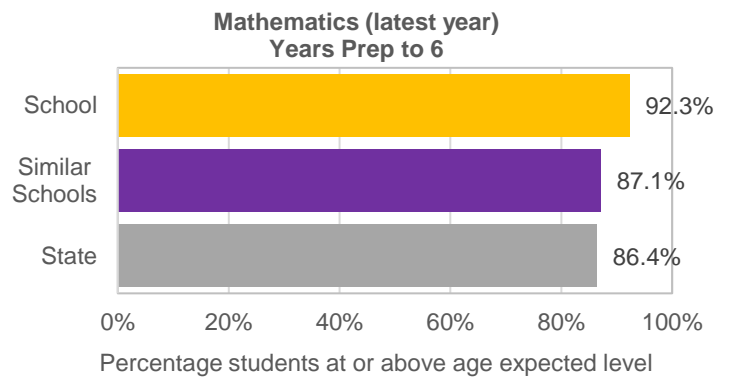
92.3%

Similar Schools average:

87.1%

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:

64.7%

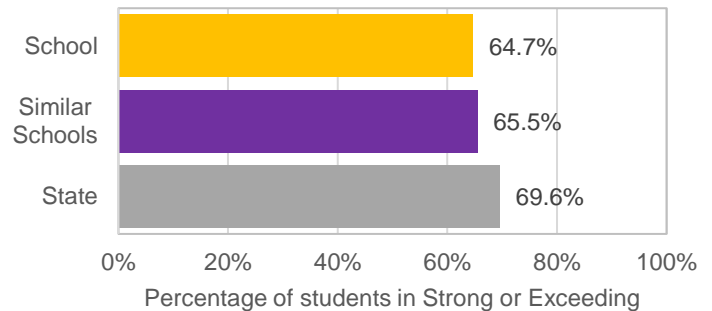
Similar Schools average:

65.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.4%

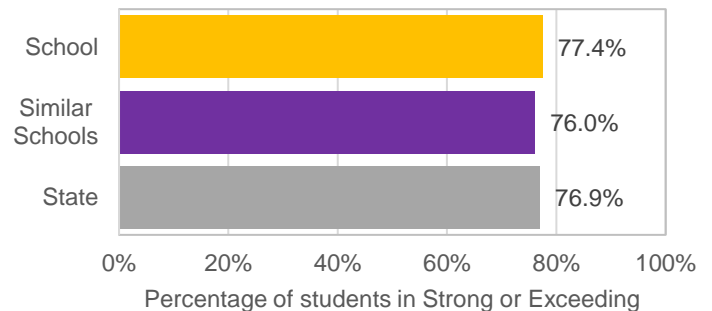
Similar Schools average:

76.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.8%

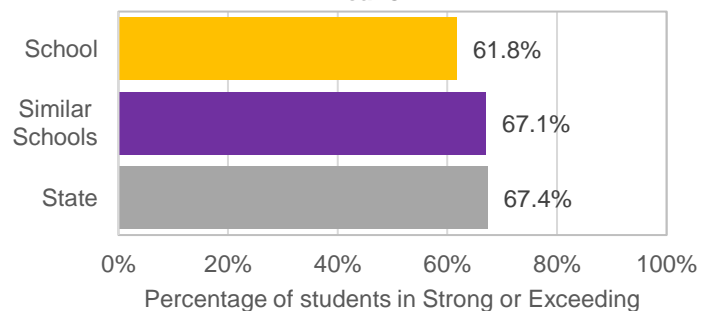
Similar Schools average:

67.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.1%

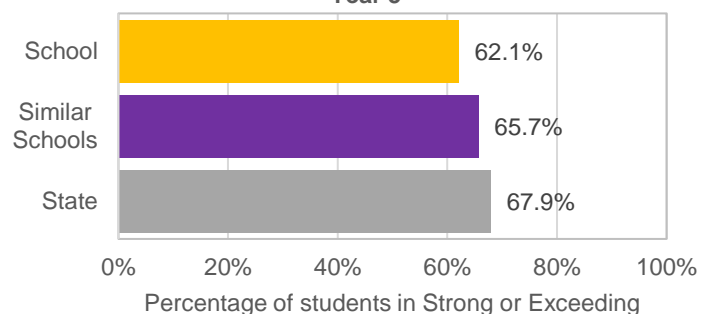
Similar Schools average:

65.7%

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:

75.9%

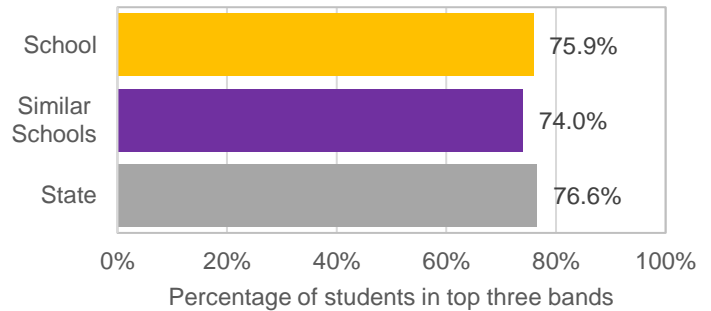
Similar Schools average:

74.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

72.0%

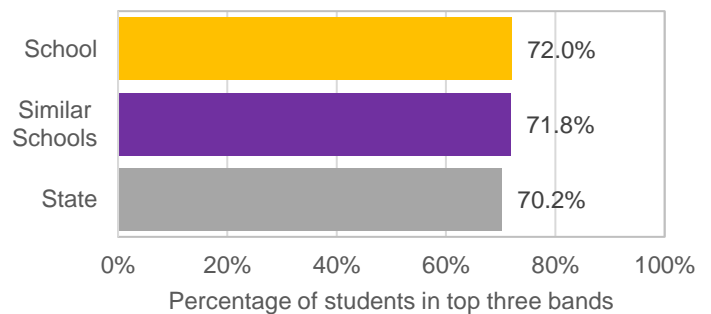
Similar Schools average:

71.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

58.6%

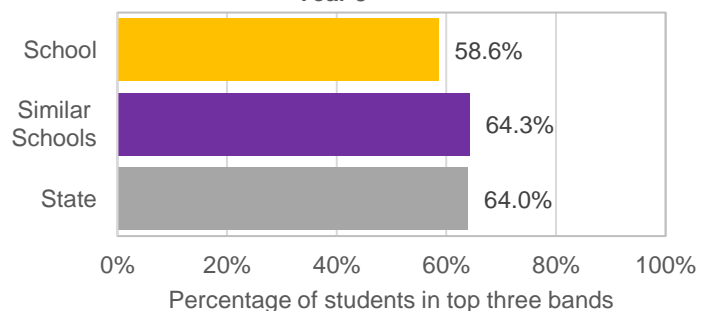
Similar Schools average:

64.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

48.0%

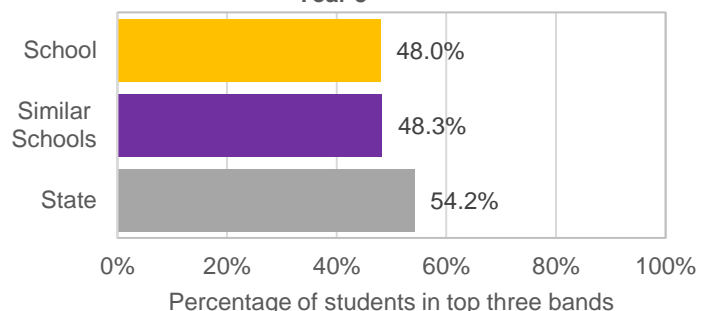
Similar Schools average:

48.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

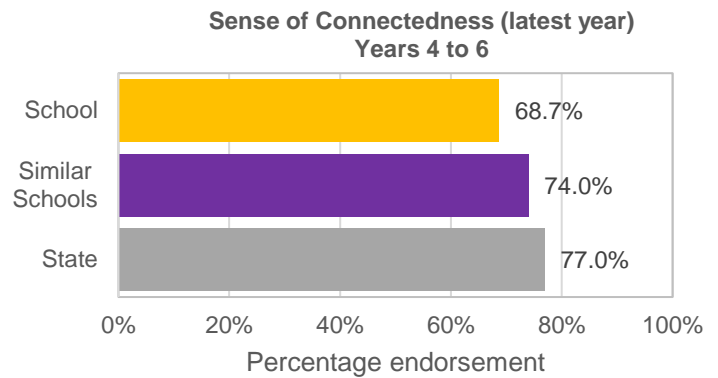
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	68.7%	69.3%
Similar Schools average:	74.0%	75.9%
State average:	77.0%	78.5%

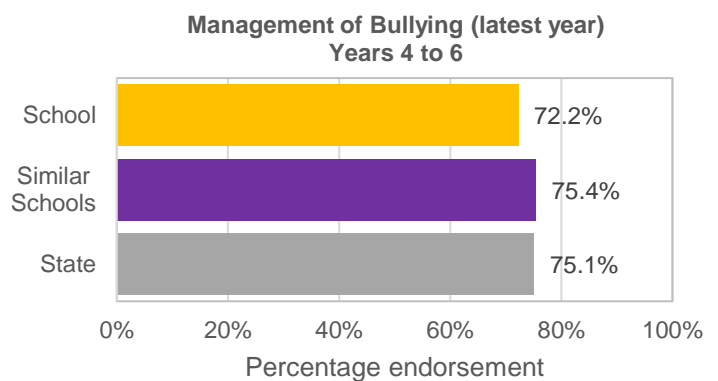


Student Attitudes to School – Management of Bullying

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:	72.2%	73.3%
Similar Schools average:	75.4%	77.2%
State average:	75.1%	76.9%



ENGAGEMENT

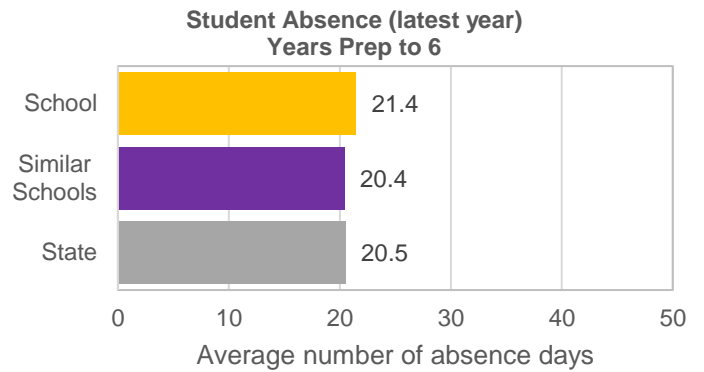
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.4	18.7
Similar Schools average:	20.4	18.1
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%	90%	90%	88%	90%	87%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,726,284
Government Provided DET Grants	\$367,802
Government Grants Commonwealth	\$559
Government Grants State	\$0
Revenue Other	\$26,142
Locally Raised Funds	\$77,558
Capital Grants	\$0
Total Operating Revenue	\$3,198,346

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,174
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,174

Expenditure	Actual
Student Resource Package ²	\$2,423,028
Adjustments	\$0
Books & Publications	\$254
Camps/Excursions/Activities	\$40,850
Communication Costs	\$2,245
Consumables	\$64,841
Miscellaneous Expense ³	\$10,733
Professional Development	\$8,635
Equipment/Maintenance/Hire	\$13,105
Property Services	\$149,712
Salaries & Allowances ⁴	\$103,261
Support Services	\$43,349
Trading & Fundraising	\$12,035
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,298
Total Operating Expenditure	\$2,889,345
Net Operating Surplus/-Deficit	\$309,001
Asset Acquisitions	\$17,505

- (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	\$230,612
Official Account	\$32,360
Other Accounts	\$0
Total Funds Available	\$262,972

Financial Commitments	Actual
Operating Reserve	\$63,151
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,191
School Based Programs	\$152,888
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$13,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$73,893
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$326,124

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.