

2021 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 (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 2021 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 28 April 2022 at 12:37 PM by Samuel Irwin (Principal)

- This 2021 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 28 April 2022 at 12:59 PM by Brad Andrews (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

In 2021, Teesdale Primary School continued to experience strong enrolment growth, resulting in being allocated additional facilities and commencing on an Enrolment Management Plan. The school ran 10 classes for its 220 enrolments. The increase to 220 enrolments saw the school tip over its capacity for the first time in its history, prompting the provision of a new modular 5 (double portable) building. The school strengthened its leadership profile with a Learning Specialist, responsible for Student Wellbeing having a 0.8 out of class allocation to work with the school's Inclusion Team and provide instructional coaching support. The school saw this as an important role to support its 7.0 Full-time equivalent students, as well as the many students who had been impacted by lockdowns.

Framework for Improving Student Outcomes (FISO)

In 2021, the school was part of the Differentiated Support for Schools Initiative (DSSI) which meant they had an additional Learning Partner on the school's School Improvement Team at a 0.4 allocation. The work of the Learning Partner focused initially on supporting the initiation of Inquiry Cycles in PLC teams and then reviewing the school's instructional approach to Reading. This resulted in changes to assessment practice that aligned more efficiently with PLCs and the decision to move away from some instructional practices in favor of those more strongly supported by evidence and research. The school continued to focus on strong routines and the use of School-Wide Positive Behaviour Support practices as students moved between on-site and remote and flexible learning.

Achievement

The school will conduct its 4 year review in 2022. Despite the interruptions of the past two years 2021 proved to be a successful year academically. The school has been able to decrease the percentage of students achieving low growth in Reading and Numeracy, and achieved an 'Influence' rating in these areas on its School Performance Report for the percentage of students in Year 5 in the top two bands of NAPLAN achievement. The exceptional work of staff in delivering the school's Remote Learning Hub and being able to adapt progressively as the need required was considered a strong contributor to these outcomes improving.

Engagement

Classroom teachers and school leadership were diligent across the year connecting with families who required wellbeing and attendance support. Over the period of the School's Strategic Plan Student Opinion Survey data has continued to trend positively. Throughout remote learning the school ran extra curricular events used to engage students and families including a virtual whole school sleepout. The inclusion team was used to provide check-in support virtually and on-site support for vulnerable students. The school utilised Student Support Services heavily for families in need. Once returned to school teachers had a strong lens on classroom routines and student wellbeing, incorporating plenty of outdoor learning, physical activity and brain breaks on a daily basis.

Wellbeing

The wellbeing of staff, students and parents was an overarching priority across the year and particularly during periods of remote and flexible learning. The workload of staff was carefully managed by Leadership. Teachers in turn checked in regularly with families to monitor family and student wellbeing at home. Where required, students were provided time on-site to support families in need. Staff professional learning remained a strong focus across the year, particularly in the area of Reading instruction. This proved to be an outlet that 'energised' staff across the year and the change in practice that occurred from the enthusiasm in this learning was a testament to staff.

Finance performance and position

The school maintained a strong financial position over this period. School Council built over this time a Covered Outdoor Learning Area, which is a terrific facility that provides shade and shelter all year round for outdoor physical activity. School Council in this time elected to outsource the school's Outside School Hours Care (OSHC) and entered into a two year partnership with CommunityOSH. This has alleviated the workload of managing staffing and registration burden from Council. Looking forward to 2022, the school's growth has resulted in a second Learning Specialist being appointed, with a focus on Teaching and Learning, effectively splitting the current Learning Specialist role into two separate roles.

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 222 students were enrolled at this school in 2021, 110 female and 112 male.

0 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).

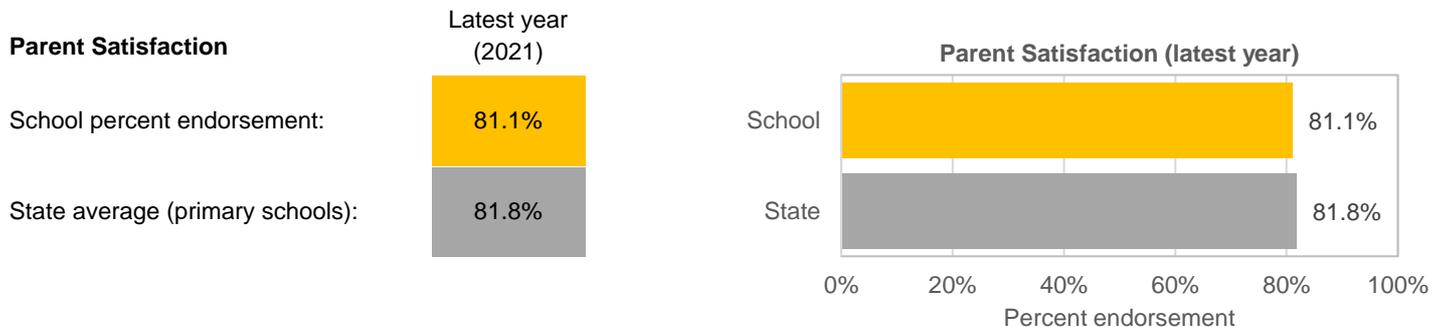
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

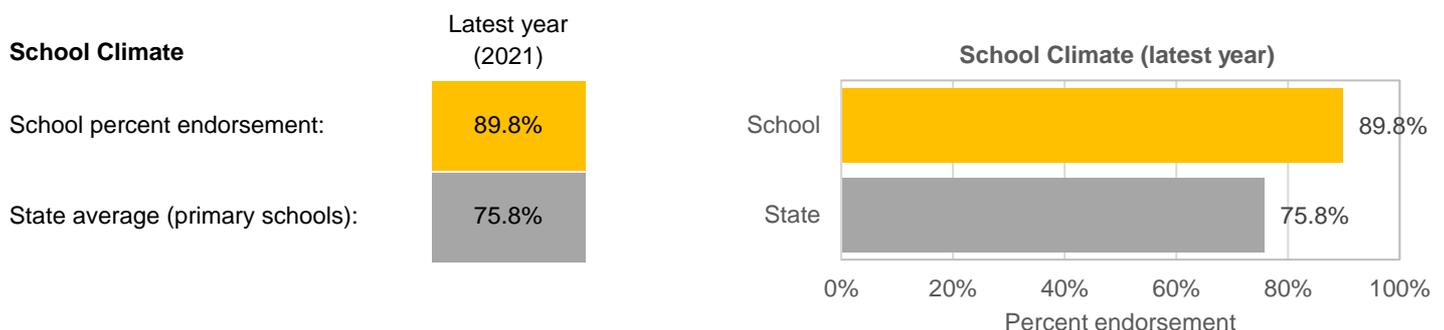


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

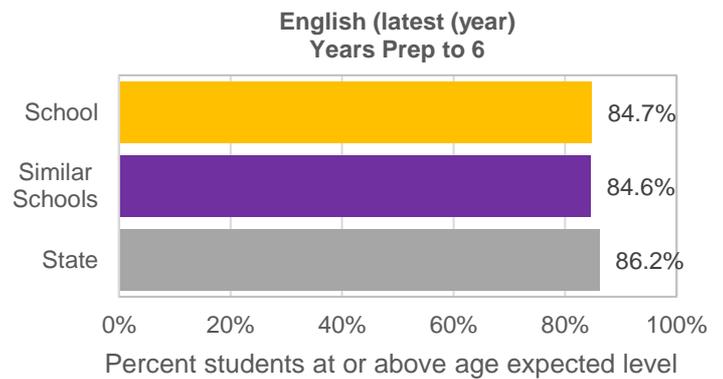
84.7%

Similar Schools average:

84.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

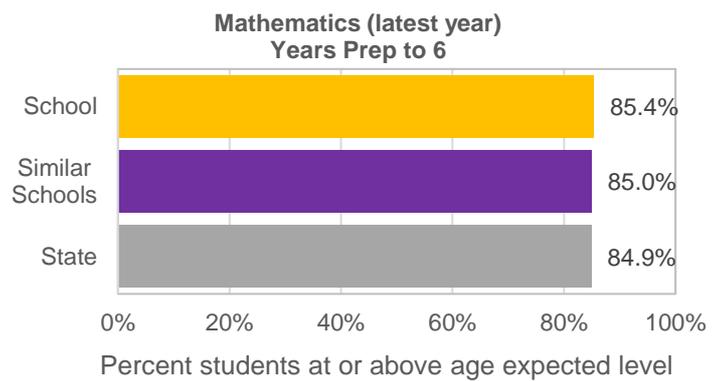
85.4%

Similar Schools average:

85.0%

State average:

84.9%



ACHIEVEMENT (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.

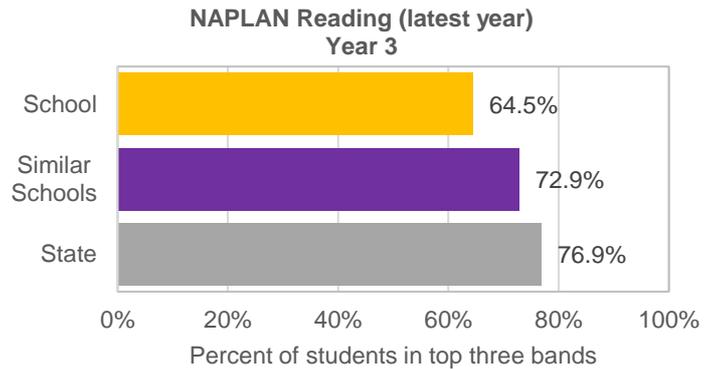
NAPLAN

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 2018, 2019 and 2021 data.

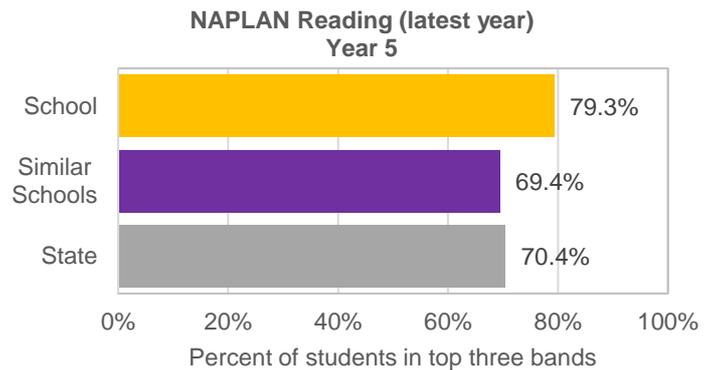
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.5%	70.4%
Similar Schools average:	72.9%	73.6%
State average:	76.9%	76.5%



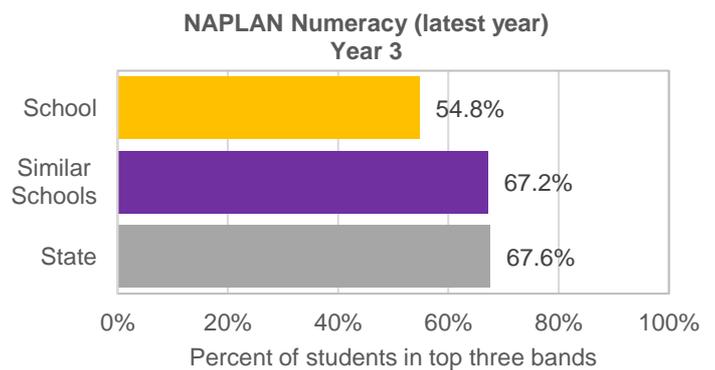
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.3%	72.9%
Similar Schools average:	69.4%	67.7%
State average:	70.4%	67.7%



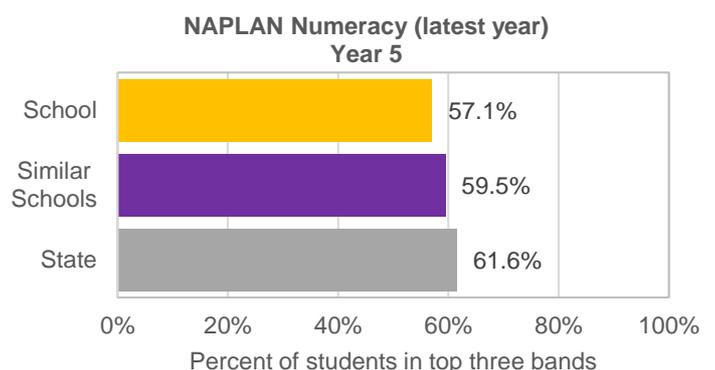
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.8%	64.3%
Similar Schools average:	67.2%	68.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.1%	64.2%
Similar Schools average:	59.5%	59.0%
State average:	61.6%	60.0%



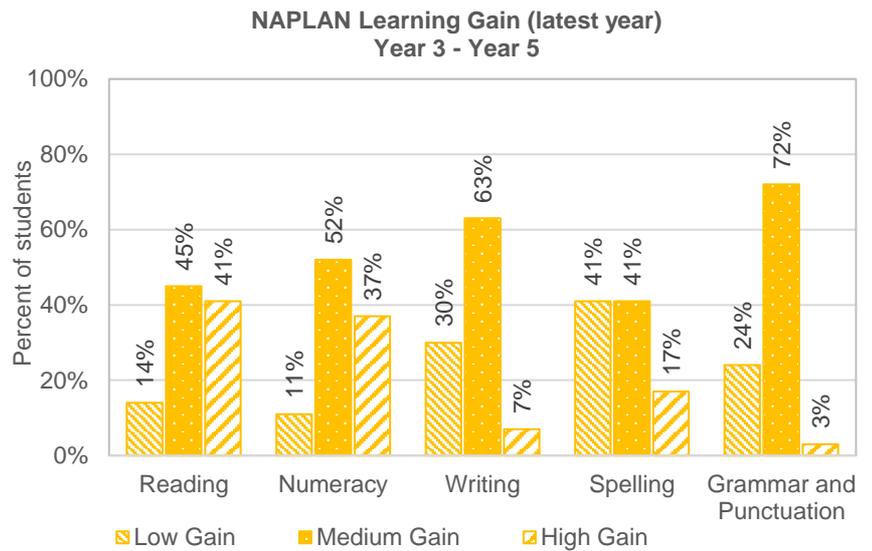
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	14%	45%	41%	25%
Numeracy:	11%	52%	37%	23%
Writing:	30%	63%	7%	19%
Spelling:	41%	41%	17%	22%
Grammar and Punctuation:	24%	72%	3%	19%



ENGAGEMENT

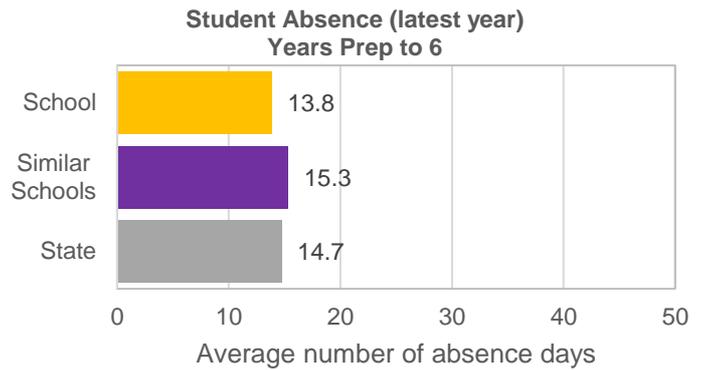
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.8	14.4
Similar Schools average:	15.3	15.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	92%	92%	93%	90%	96%	93%

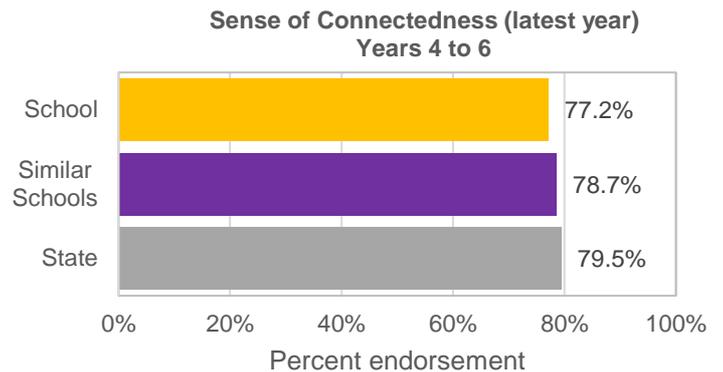
WELLBEING

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 (2021)	4-year average
School percent endorsement:	77.2%	72.9%
Similar Schools average:	78.7%	78.5%
State average:	79.5%	80.4%

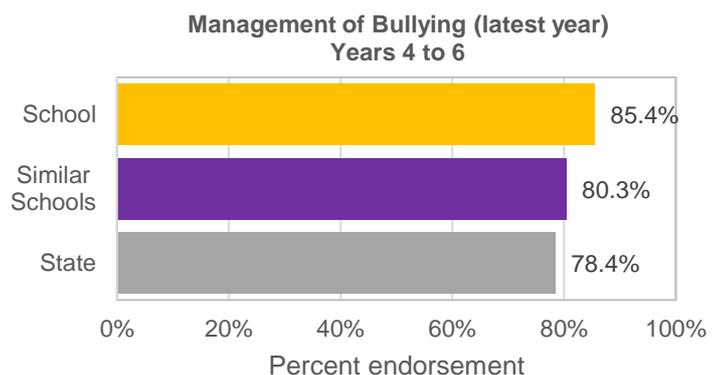


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	85.4%	77.9%
Similar Schools average:	80.3%	80.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,923,258
Government Provided DET Grants	\$261,632
Government Grants Commonwealth	\$34,448
Government Grants State	\$937
Revenue Other	\$2,216
Locally Raised Funds	\$117,687
Capital Grants	\$0
Total Operating Revenue	\$2,340,178

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,230
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,230

Expenditure	Actual
Student Resource Package ²	\$1,777,289
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$38,618
Communication Costs	\$7,163
Consumables	\$54,920
Miscellaneous Expense ³	\$29,610
Professional Development	\$4,351
Equipment/Maintenance/Hire	\$31,529
Property Services	\$97,577
Salaries & Allowances ⁴	\$105,988
Support Services	\$7,309
Trading & Fundraising	\$11,487
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,532
Total Operating Expenditure	\$2,179,374
Net Operating Surplus/-Deficit	\$160,805
Asset Acquisitions	\$76,338

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$301,482
Official Account	\$19,867
Other Accounts	\$0
Total Funds Available	\$321,348

Financial Commitments	Actual
Operating Reserve	\$59,578
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$2,219
School Based Programs	\$141,551
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$83,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$321,348

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.