THE EDUCATION STATE

VICTORIA State Government | Department of Education

2022 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 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 09 May 2023 at 05:43 PM by Samuel Irwin (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 16 May 2023 at 04:34 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).

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

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

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.

Teesdale Primary School expects students, teachers, parents, carers and the community to display our school values of Excellence, Respect, Friendship, Honesty and Resilience. We seek to promote our school values throughout the curriculum, in co-curricular activities and in our daily operations. We foster a learning community where everyone aims to do their best; values diversity, embraces differences and cares for the environment. We aim for an environment where we are united, supportive and kind to each other; are truthful in all that we say and do and can maintain a positive and resilient attitude.

In 2022 Teesdale Primary had 237 students across 11 classrooms and 3 specialist subjects. Despite the recent growth in size it maintains the warmth and feel of a country school, which is appreciated and valued by all members of the community. The school conducted it's 4 year review in 2022 which was an opportunity to celebrate significant achievements from the last 4 year period as well as set clear future focus for the coming years.

Progress towards strategic goals, student outcomes and student engagement

Learning

A continued focus in student learning was developing staff capacity in the teaching of literacy. NAPLAN data presented in the Annual Reports highlights Reading outcomes as a strength, which was verified through the review process which identified high level consistent and collaborative practice in classrooms and Professional Learning Communities. Tutor Learning Initiative resources focused on identifying and supporting students literacy needs. The model adopted supported students both in class as well as additional learning intervention groups adjacent to the literacy block. Assessment data collected indicated this intervention approach was supportive of identified students making literacy progress at a better rate than before. The school's use of assessment data, instructional approach and collaborative planning in literacy were the subject of interest at a system level. This included hosting schools for visits to view practices in action as well as sharing practice at a system level (e.g.at READ Ballarat).

Wellbeing

2022 marked the commencement of Disability Inclusion funding for the school. This allowed a stronger focus on inclusion and adjustments for students. Leadership support in the inclusion space had a focus of building staff capacity to provide adjustments for students. The school's relationship with Allied Health supports for students and it's Student Support Group program fostered positive and proactive partnerships with all stakeholders for students. Connectedness data showed a decline in 2022, particularly in the year 5 and 6 cohorts. This is reasonably attributed to the disruption students experienced in class due to unforeseen changes in staffing, and associated challenges that this presents. Staffing changes across the school in 2022 resulted in a change of staff to 3 classrooms and 3 specialist classes.

Engagement

An increase in absence last year is attributed to an increase in illness generally noted across the community and an increase in families electing to take extended family holidays after previous years of lockdown. The school recommenced a robust House system in 2022 which extended beyond sports but also into the school's Positive Behaviour Support systems. The school's 'Discovery' program provided teachers the chance to engage students in a range of curriculum areas in an in depth manner, including the introduction of Indigenous Studies which provided learning of indigenous culture and immersion of the school's local indigenous language. In term 4 an electives program was run for senior students which allowed them choice in some subject of their learning. Other engagement strategies that were frequent across the year were making use of the school's Kitchen Garden Facilities for cooking, as well as a Bike Riding Program 'Wheels Wednesday' to the local bike track.

Other highlights from the school year

The school continued with it's Leadership Camp which provides an opportunity for school leaders to attend a working farm to develop their leadership skills with Kelpie pups. This is run combined with other local schools. School Leaders develop a plan of action for activities they'd like to implement at school from participating on this camp. One such example was the 'morning message' where the School Principal and leaders deliver a daily morning welcome to the school with news and important announcements. The school continued to have a robust sports program with a house Cross Country and Athletics event as well as representative sides in football, soccer and netball.In the community the school hosted the Lantern Parade, a popular community event and participated in the Teesdale Carols. The students wrote their own carol to perform at this event which resulted in more students than ever participating on the night then before.

Financial performance

The school's financial position remained steady over 2022. There was an increased expenditure on local payroll staff due to higher than before staff absence right across the year. The school opted for an additional eleventh classroom to provide smaller class sizes than required in the junior school as a support for students who had missed extensive time away from school due to lockdowns. The nature of how the 2022 year transpired meant School Council elected not to progress with any 'big picture' projects. However, the school's Parents Club ran a very successful year of fundraising for playspace landscaping, notably a color run that raised around $8,000.

For more detailed information regarding our school please visit our website at
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 237 students were enrolled at this school in 2022, 117 female and 120 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).
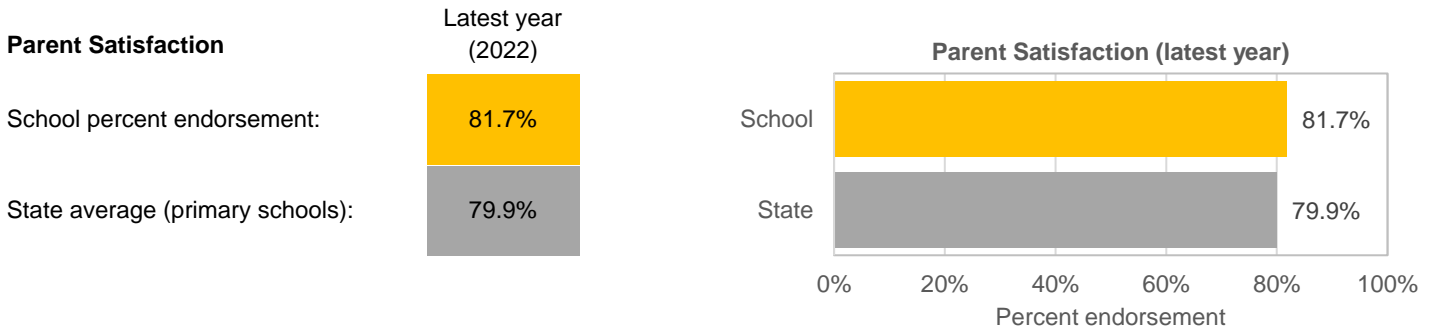
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

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

Parent Satisfaction Summary

The 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.
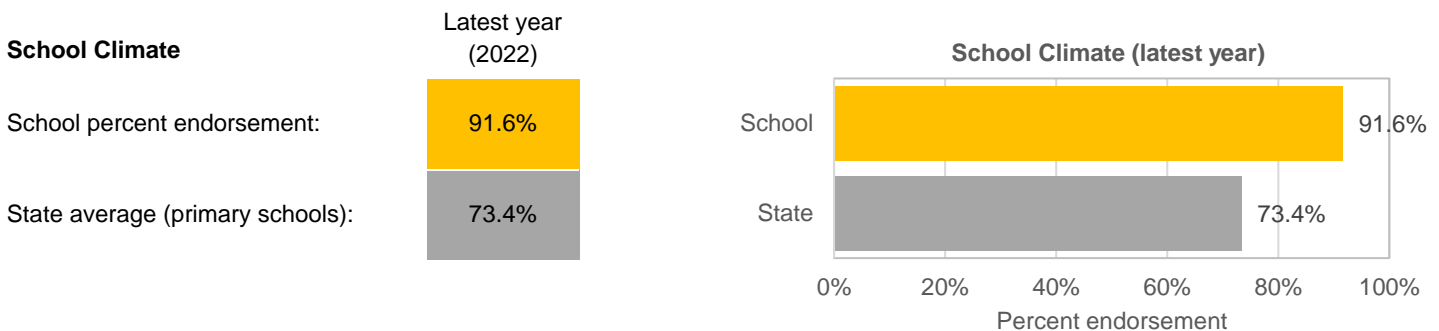
Parent Satisfaction	Latest year (2022)
School percent endorsement:	81.7%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

School	81.7%
State	79.9%

Percent endorsement

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.

School Climate	Latest year (2022)
School percent endorsement:	91.6%
State average (primary schools):	73.4%

School Climate (latest year)

School	91.6%
State	73.4%

Percent endorsement

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:	86.2%
Similar Schools average:	85.7%
State average:	87.0%

English (latest (year)
Years Prep to 6

School	86.2%
Similar Schools	85.7%
State	87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
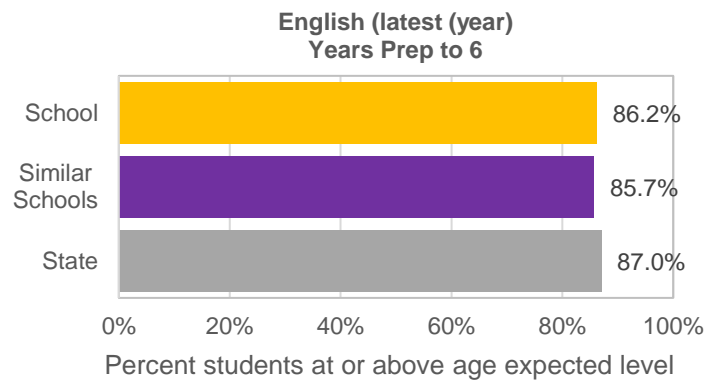
Mathematics
Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	88.2%
Similar Schools average:	85.7%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

School	88.2%
Similar Schools	85.7%
State	85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
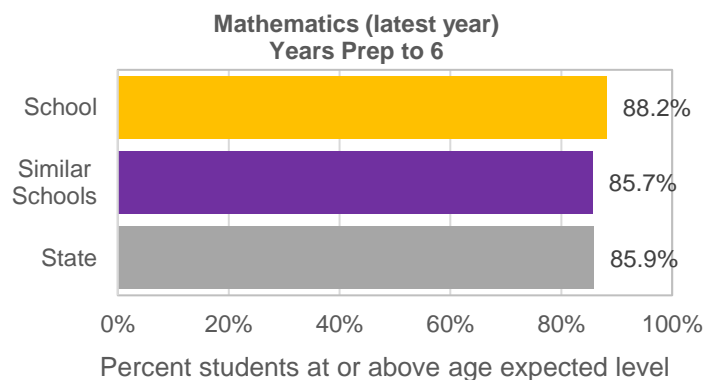
LEARNING (continued)

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.
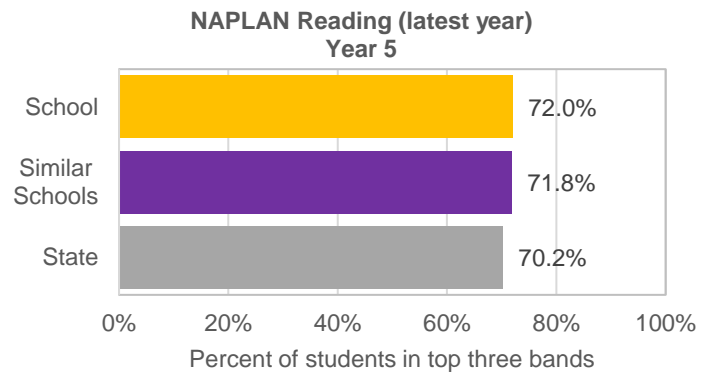
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	75.9%	71.3%
Similar Schools average:	74.0%	73.7%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

	Percent of students in top three bands
School	75.9%
Similar Schools	74.0%
State	76.6%
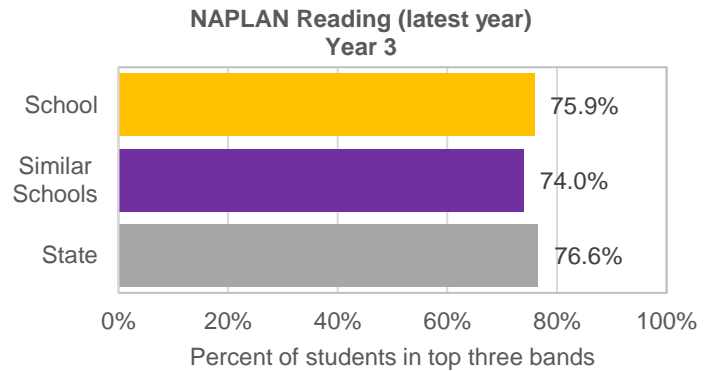
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	72.0%	74.7%
Similar Schools average:	71.8%	69.9%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

	Percent of students in top three bands
School	72.0%
Similar Schools	71.8%
State	70.2%

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	58.6%	60.5%
Similar Schools average:	64.3%	66.1%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

	Percent of students in top three bands
School	58.6%
Similar Schools	64.3%
State	64.0%
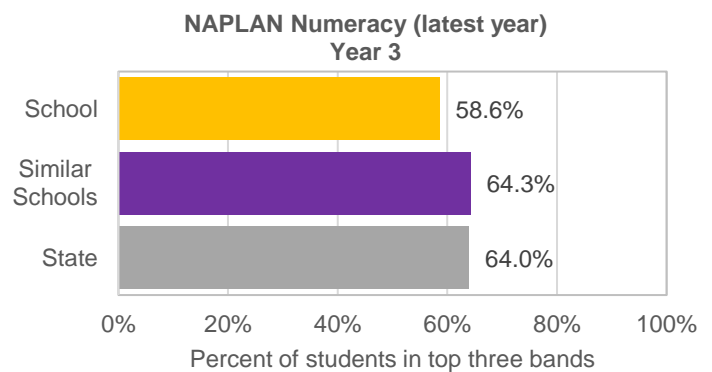
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	48.0%	56.9%
Similar Schools average:	48.3%	55.3%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

|	Percent of students in top three bands
School	48.0%
Similar Schools	48.3%
State	54.2%
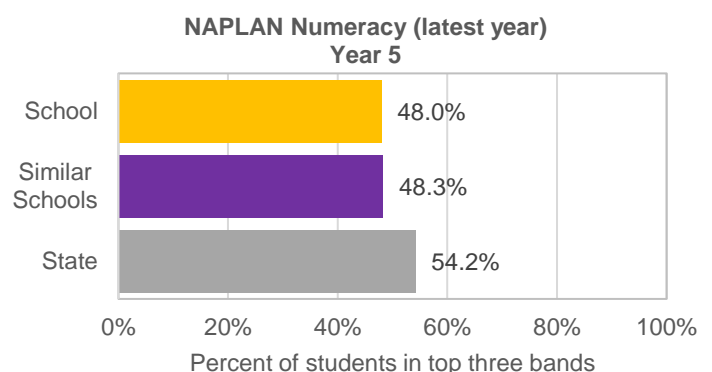
WELLBEING

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:	58.7%	69.5%
Similar Schools average:	75.5%	77.2%
State average:	78.1%	79.5%

**Sense of Connectedness (latest year) Years 4 to 6**
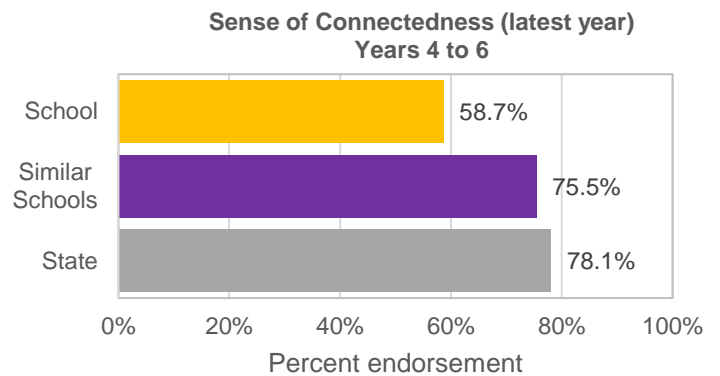
Student Attitudes to School – Management of Bullying

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:	56.4%	73.2%
Similar Schools average:	75.5%	78.3%
State average:	75.8%	78.3%

**Management of Bullying (latest year) Years 4 to 6**
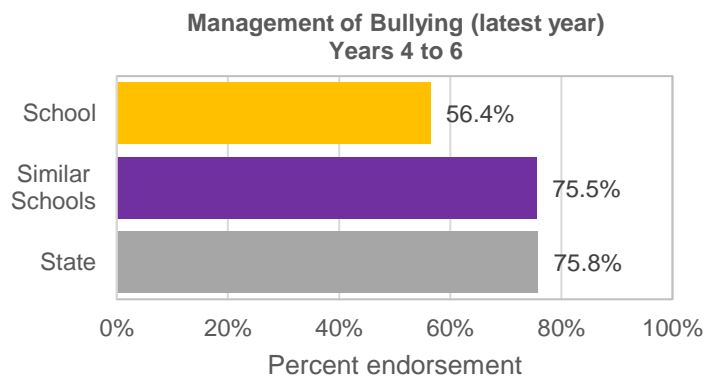
ENGAGEMENT

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:	24.8	17.0
Similar Schools average:	23.5	17.0
State average:	23.3	17.0

Student Absence (latest year)
Years Prep to 6

School	24.8
Similar Schools	23.5
State	23.3

Average number of absence days
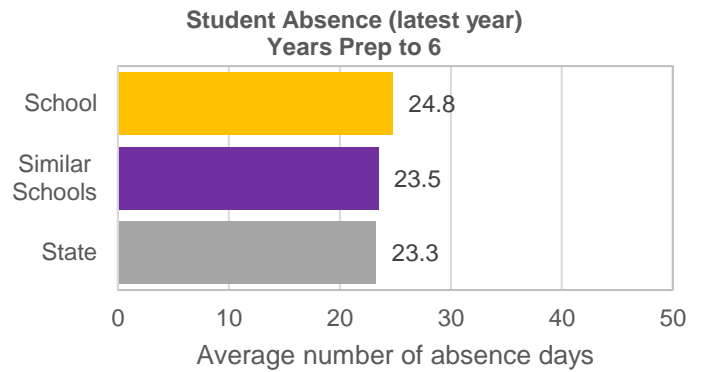
Attendance Rate (latest year)

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):	88%	88%	85%	90%	85%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$2,373,833
Government Provided DET Grants	$273,181
Government Grants Commonwealth	$12,788
Government Grants State	$19,532
Revenue Other	$7,877
Locally Raised Funds	$105,506
Capital Grants	$0
Total Operating Revenue	**$2,792,716**

Equity [1]	Actual
Equity (Social Disadvantage)	$18,921
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$18,921**

Expenditure	Actual
Student Resource Package [2]	$2,012,682
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$53,212
Communication Costs	$4,606
Consumables	$58,678
Miscellaneous Expense [3]	$21,850
Professional Development	$9,279
Equipment/Maintenance/Hire	$28,909
Property Services	$107,261
Salaries & Allowances [4]	$137,238
Support Services	$3,071
Trading & Fundraising	$17,043
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$18,423
Total Operating Expenditure	**$2,472,250**
Net Operating Surplus/-Deficit	**$320,465**
Asset Acquisitions	**$0**

(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	$249,978
Official Account	$31,709
Other Accounts	$0
Total Funds Available	**$281,686**

Financial Commitments	Actual
Operating Reserve	$66,841
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$3,387
School Based Programs	$167,917
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	$33,482
Maintenance - Buildings/Grounds < 12 months	$63,900
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$348,526**

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.