

2020 Annual Report to The School Community



School Name: Tarneit Rise Primary School (8881)



- 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 2020 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 22 March 2021 at 05:09 PM by Nadia Bettio (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 March 2021 at 09:04 PM by Jacky Rambridge (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Tarneit Rise Primary School is located in the Wyndham City Council in the outer western suburbs of Melbourne, approximately 30 kilometres from the Melbourne Central Business District. The school was opened in 2018 for 209 prep - grade 2 children. In 2020 the student enrolment was 1021. The school continues to grow quickly.

In 2018 the school worked with families, staff and students in its foundation year to create its mission, vision and values:

Mission: Creating citizens for the future: compassionate, curious and strong.

Vision: We empower all students to achieve personal goals, experiencing high quality education and the best community for learning. This will ensure all learners have the knowledge, skills and attitudes to become lifelong learners, shaping the world around them and believing that, with effort, great things can be achieved.

Values: Respect, Responsibility, Kindness, and Growth.

The Student Family Occupation Education (SFOE) index was .3550 (low-medium) in 2019–20.

The staff work within Professional Learning Communities (PLCs).

The school grounds include an indoor multi-purpose hall, three main buildings with central open spaces and 19 new portable structures – four of which are double storey. The grounds include two separate adventure playgrounds, two netball courts and a soccer pitch.

The school anticipates an additional double storey portable and toilets will be installed in term two 2021.

The staffing profile of Tarneit Rise Primary School in 2019 included a principal and two assistant principals, 83.6 teachers, 21.6 full time equivalent Education Support (ES) staff including 5.6 office administration staff.

The school provides an approved curriculum framework differentiated to meet student needs.

The school provides an accredited Out of School Hours Care Program.

The school offers services including a wellbeing program supported by a social worker and speech pathologist.

The school also offers a number of before/after school extracurricular programs including:

- Chess Coaching
- Soccer Club
- Mindfulness
- Instrumental music
- Choir
- French Club
- STEM Club
- Running Club
- Drama Club
- Breakfast Club

60 minute specialist subjects are provided to all children in French, STEM, Physical Education and Visual Arts/Performing Arts.

Framework for Improving Student Outcomes (FISO)

In 2020 the school focused on two of the FISO improvement initiatives: Building Practice Excellence (Excellence in Teaching and Learning) and Building Communities (Community Engagement in Learning). As a growing school still in its infancy, it was important to establish a strong inclusive community and a robust teaching practice on which the anticipated rapid growth can be built upon.

The school delivered on the Key Improvement Strategies in supporting students to make higher than expected growth in reading by enhancing teacher knowledge of the learning process for reading and writing and developing teacher capability to differentiate teaching and learning to meet students at their point of need and building data literacy and the ability to plan and monitor differentiated teaching and learning.

However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by first focusing on the ICT capabilities that were required to deliver remote and flexible learning. The school was then able to continue to deliver its teaching and learning program utilising Google Classroom, and Webex.

In many ways remote and flexible learning really helped to support the AIP goal of developing strong family and student engagement in the school. Families were able to be 'present' in the virtual classroom every day supporting their children and having a much greater understanding of the teaching and learning process, particularly in the early years. The school had high levels of parental satisfaction on the parent opinion survey and high levels of staff satisfaction on the staff opinion survey. The school community was very grateful to be able to celebrate the Grade 6 Graduation on site.

Achievement

The school proudly celebrates its diversity and multiculturalism and 78% of children speak a language other than English at home. The school attracts a dynamic, caring and innovative staff who work within a collaborative culture, creating a strong sense of community spirit and high expectations. The school proudly supports a Human Rights Approach to Diversity and Inclusion.

During remote and flexible learning we found that most students responded well to the online learning tasks. In 2021, we plan to incorporate more online learning opportunities into our curriculum through Google Classrooms.

Students were also able to utilise online resources for content-delivery and assessment and consequently developing new ways of differentiating for students.

In 2020 the school employed additional staff to provide literacy intervention for children. Three additional staff were trained in multisensory structured language (MSL) which is the approach the school takes to teach literacy in the early years. An additional two learning specialists were also employed.

The school achieved similar results in mathematics and English compared to those of similar schools.

There were 24 children funded through the program for students with disabilities and all met their goals in their Individual Education plans.

Engagement

Attendance has still been a challenge for the school in 2020 having higher absences compared to similar schools and the state. As a school we will focus on attendance in 2021 to strengthen the attendance strategy so it is well understood and consistently implemented by all teachers. There was a clear link with students who did not make expected growth and whose attendance was below 80%. The impact of prolonged absence on learning and social and emotional growth needs to be clearly articulated to families (and staff), particularly around extended family holidays.

Many families were overseas in 2020 and have found it difficult to return.

Classroom teachers phoned families every day to follow up on non-attendance. Letters were sent to families where there was high absences and regional personnel were also available to work with families to help address non-attendance.

To support student engagement during the transition back to onsite learning, our school met with families of vulnerable children to develop individual return to school plans. This often meant working with the social worker. All school staff completed additional professional learning on wellbeing and supporting children transition back to school.

Due to the continued rapid increase of school enrolments and staffing (over 30% of new staff) it is critical that we continue to have a strong focus on engagement, wellbeing and inclusion so we have a consistent and inclusive approach to engagement, wellbeing and behaviour management guidelines.

We did find a moderate proportion of students at Tarneit Rise Primary School who previously experienced challenges

in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. In 2021 our PLCs will focus on opportunities to continue building student agency in the classroom.

Wellbeing

The staff opinion survey in 2020, showed high results in all areas, which was pleasing to see. To support students during the transition back to onsite learning, our school prioritised wellbeing in the first week. Teachers focused on mindfulness, listening to children, and watching carefully for any signs of vulnerability. The school designed Social and Emotional wellbeing survey also showed over 90% of children had positive responses. This survey is embedded in the assessment schedule and means the school can collect and track wellbeing data for all children from prep - year 6. Children who did not show positive attitudes are identified by name and provided 'check and connect' buddies (members of staff) or mentors. This data has also been used to set goals in children's Individual Education Plans (IEPs) to support them to feel safer and more connected.

The school plans to strengthen its wellbeing team in 2021 to be able to offer more pastoral care to children and to strengthen community connections.

Financial performance and position

2020 saw Tarneit Rise begin the year with 1029 students (February Census) and end with 1067. Equity funding is determined by the August census data. Tarneit Rise received \$68,197.50. There was a lot of work completed throughout the year including concreting, landscaping, new playground and shade sails(from a sun smart grant received in 2019) and completion of the soccer pitch and netball courts through joint user agreement with Wyndham Council. . Tarneit Rise Primary School began the school year with a credit surplus of \$114,723. Tarneit Rise Primary School finished 2020 with both a cash and credit surplus of \$176,514. \$66,825 of this is to be used for Tutor learning Program contribution which leaves a balance of \$109,689 which will be used to further develop the school grounds and play facilities for our growing school.

For more detailed information regarding our school please visit our website at <https://www.tarneitriseps.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.

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 1028 students were enrolled at this school in 2020, 483 female and 545 male.

77 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

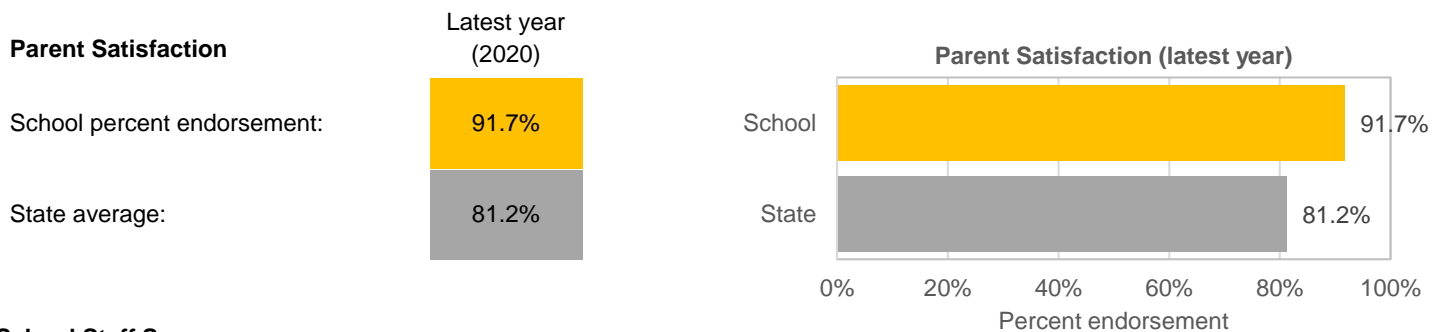
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

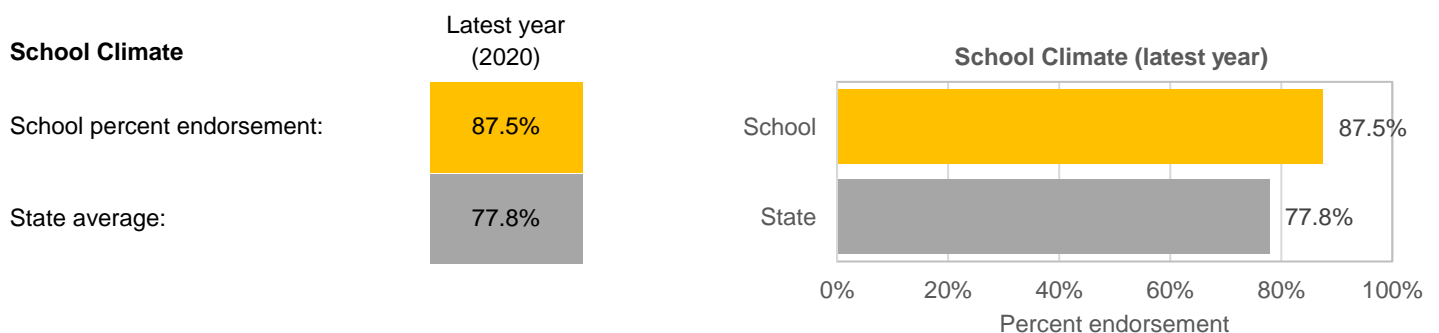


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

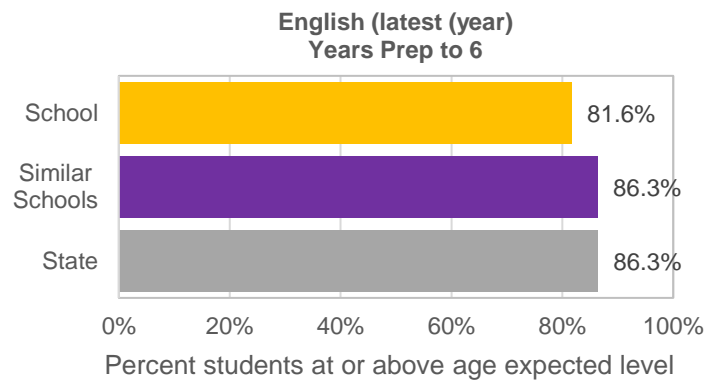
81.6%

Similar Schools average:

86.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

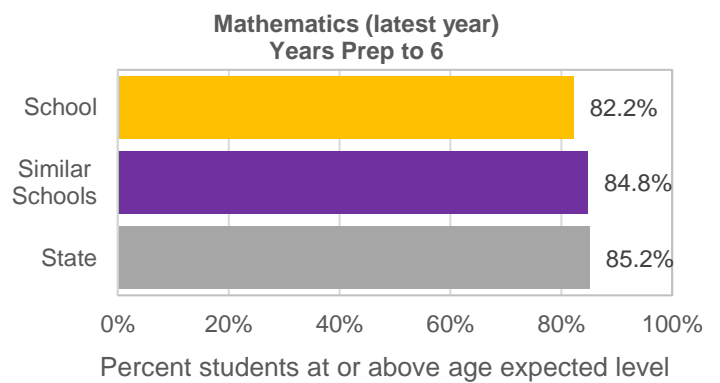
82.2%

Similar Schools average:

84.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

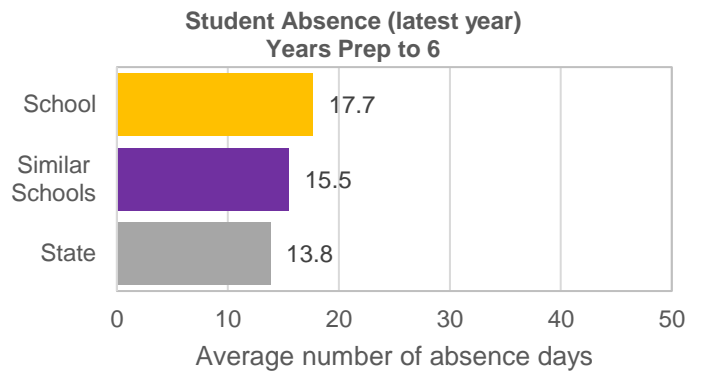
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.7	17.3
Similar Schools average:	15.5	16.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	89%	91%	91%	92%	93%	90%

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.

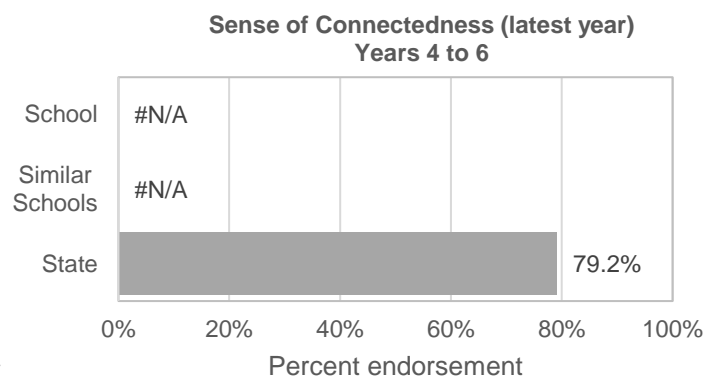
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.9%
Similar Schools average:	NDP	83.6%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

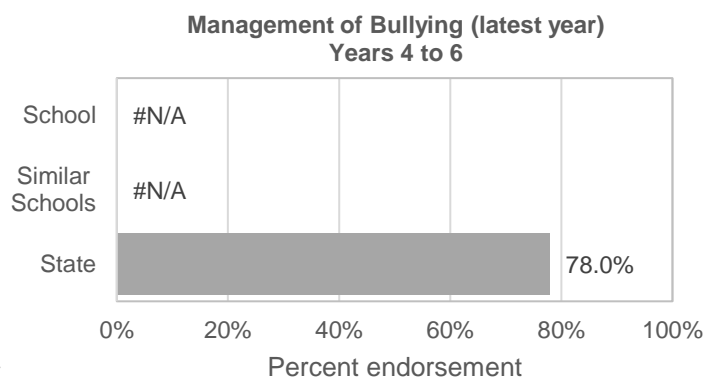
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.5%
Similar Schools average:	NDP	80.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$8,524,871
Government Provided DET Grants	\$1,101,381
Government Grants Commonwealth	\$25,950
Government Grants State	NDA
Revenue Other	\$9,202
Locally Raised Funds	\$156,091
Capital Grants	NDA
Total Operating Revenue	\$9,817,495

Equity ¹	Actual
Equity (Social Disadvantage)	\$68,198
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$68,198

Expenditure	Actual
Student Resource Package ²	\$8,427,882
Adjustments	NDA
Books & Publications	\$36,892
Camps/Excursions/Activities	\$12,567
Communication Costs	\$6,133
Consumables	\$223,895
Miscellaneous Expense ³	\$19,547
Professional Development	\$10,491
Equipment/Maintenance/Hire	\$220,639
Property Services	\$197,734
Salaries & Allowances ⁴	\$52,582
Support Services	\$52,438
Trading & Fundraising	\$16,660
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$60,961
Total Operating Expenditure	\$9,338,421
Net Operating Surplus/-Deficit	\$479,075
Asset Acquisitions	\$89,040

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$646,142
Official Account	\$29,952
Other Accounts	\$3,419
Total Funds Available	\$679,513

Financial Commitments	Actual
Operating Reserve	\$120,822
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$120,000
School Based Programs	\$123,419
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$714,241

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.