

# 2020 Annual Report to The School Community



School Name: Tambo Upper Primary School (2216)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 April 2021 at 10:23 AM by Carly Miller (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 23 April 2021 at 02:50 PM by Sharon Mehlert (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

In 2020, Tambo Upper Primary School had a total of 105 student enrolments with 46 female and 59 male students. The school did not have any students with English as an additional language and 2 students who identified as an Aboriginal or Torres Strait Islander. The schools' socio-economic status is rated as low-medium. The school operated with 5 classroom teachers, 1 Principal Class, 3 Specialist Teachers (Art, PE and Language & Culture) and 5 ES Staff members. Literacy Intervention was conducted throughout the year to support students in need. The school continued with the 5B's Values system to support our Positive Behaviour School approach. The school has been utilising the additional 1.9ha of land as much needed play area and constructed a mountain bike track for students to access during recess breaks.

### Framework for Improving Student Outcomes (FISO)

In 2020, the focus was on 'Excellence on Teaching and Learning'. The school identified Writing as an area to improve student outcomes with staff utilising learning from the Area Literacy Strategy and Literacy Leaders initiatives as support. The school was able to develop a consistent instructional model for Writing that provided opportunities for observations and feedback. Staff are using the Workshop instructional model in the delivery of lessons. We have been using the HITS document to reflect upon our practice and have set school-wide goals for improvement. The school also implemented a Data Analysis system that was transparent and responsive to the context of the school. A whole school Literacy framework was developed to further strengthen a holistic approach in this area.

### Achievement

In English, 91.7% of students were at or above the expected level in accordance with teacher judgments. This is higher than the Similar Schools average of 85.5% and higher than the State average of 86.3%

In Mathematics, 94.1% of students were at or above the expected level in accordance with teacher judgments. This is higher than the Similar Schools average of 85.1% and higher than the State average of 85.2%

Due to COVID 19 no NAPLAN tests were conducted.

A data wall has been developed and utilized to track Reading, Writing and Number data against the Vic Curriculum. Every student is tracked in the areas of Reading, Writing and Number and Algebra. Staff are monitoring growth of their students on this wall. Accelerus is used by all staff to input Literacy assessment data. Staff are using this data to target their teaching. All students at Tambo Upper Primary School have individualised learning goals in Reading, Writing and Mathematics.

### Engagement

In 2020, Tambo Upper Primary School was below the State Median for student absences. The school recorded an average absence of 7.0 days as opposed to the State Median of 13.4 days. Tambo Upper Primary School has a lower rate of absences as compared to Similar Schools which recorded an average of 14.1. The school will continue to focus on Attendance with a target of 95%.

In 2020:

Prep - 95%

Year 1 - 96%

Year 2 - 96%

Year 3 - 97%

Year 4 - 98%

Year 5 - 96%

Year 6 - 96%

Due to COVID-19 Parent satisfaction level data was not reported in the annual Parent Opinion Survey. Staff endorsement of the 'School Climate' as reported in the annual School Staff Survey is 91.4% which is higher than the State average of 77.8%

### Wellbeing

Due to COVID-19, the Student Attitudes to School data was not collected however our 4-year average indicates that Tambo Upper Primary School was higher when compared to other schools in the area of 'Sense of Connectedness'. Over the last 4 years 94.3% of students responded positively in this area through the Student to Attitude to School Survey, higher than the State Median of 81% and Similar Schools 81.7%.

The school was also higher in the area of 'Management of Bullying' over the last 4 years with 93.8% of students responding positively with 80.4% being the State Median and 87.7% being the Similar Schools Median.

Staff at Tambo Upper Primary School made student wellbeing a priority during the remote learning periods and upon the subsequent returns to school. Wellbeing phone calls were made to all students and consistently and WebEx Zones of Regulation classes were presented to all classes. The school will continue to implement programs to support students social and emotional learning. These programs include, The Zones of Regulation, Resilience, Rights and Respectful Relationships, Art and Equine Therapies, Play therapies and Secret Agent Society (Autism).

### Financial performance and position

It is anticipated Tambo Upper Primary School will have a surplus of around \$110,000 once the Student Resource Package reconciliation has been completed. These surplus funds will be used to support and extend the programs and initiatives instigated to improve student outcomes.

The school has also received significant funding and support due to the devastating bushfires which ravaged much of East Gippsland. Each student received a "Bushfire Relief" package to assist with the purchase of uniform items and funding for essential education supplies and materials. All students also received \$375.00 CSEF. The Dept of Education supported the school with grants for Bushfire Recovery and Welfare for both students and staff. (\$10,000.00 each.)

The school received many donations of goods also. A new bus was purchased due to the generosity of the Jewish Community and St Vincent De Paul Society. The school has been successful in obtaining the services and funding for various welfare programs to assist students with trauma and to improve the overall wellbeing of all students.

Due to Co-Vid19 and students having to learn remotely – assistance was also given for the purchasing of new devices and associated I.T equipment as well as the distribution of many donated devices by the Dept of Education. Twenty five laptops were also purchased by the school via a lease.

While 2020 has been a difficult year for many the school has maintained a stable environment both physically and financially. The additional funding and donation of goods has enabled the school to utilise the surplus in other areas – mainly focussing on the staff to student ratio and welfare support.

**For more detailed information regarding our school please visit our website at**  
<http://www.tamboupperps.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 105 students were enrolled at this school in 2020, 46 female and 59 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) which takes into account parents' occupations and education.

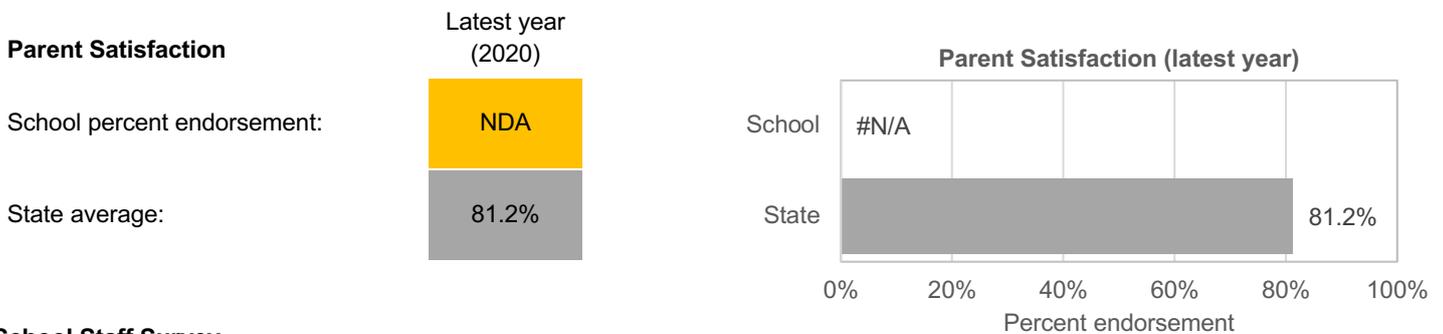
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

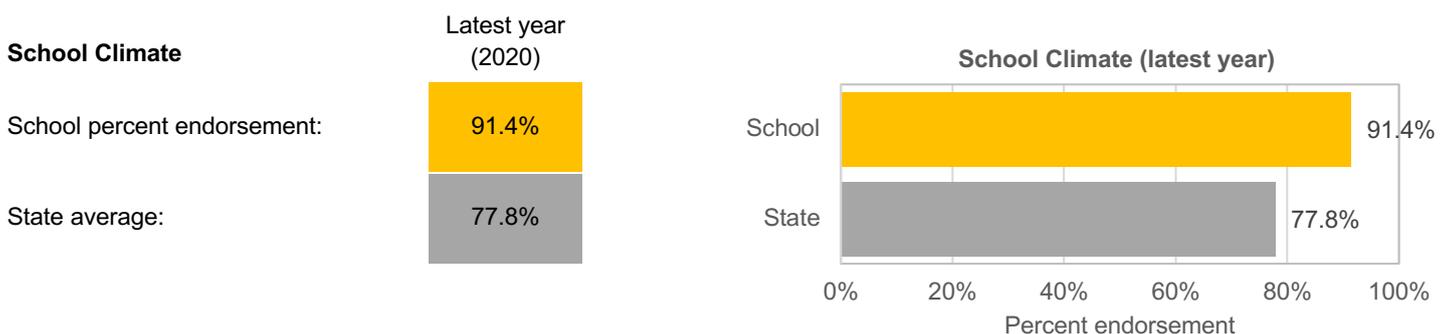


### School Staff Survey

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:

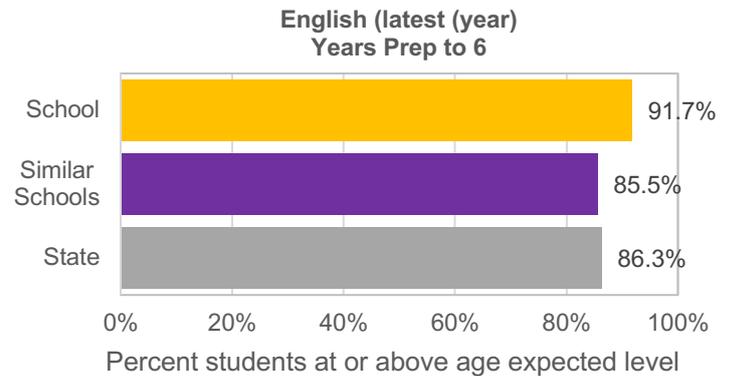
91.7%

Similar Schools average:

85.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

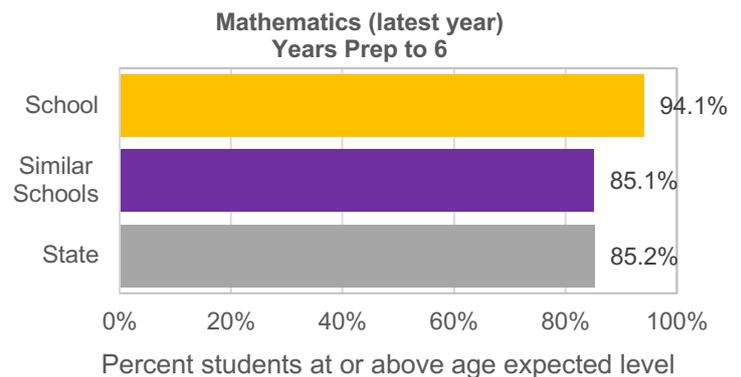
94.1%

Similar Schools average:

85.1%

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

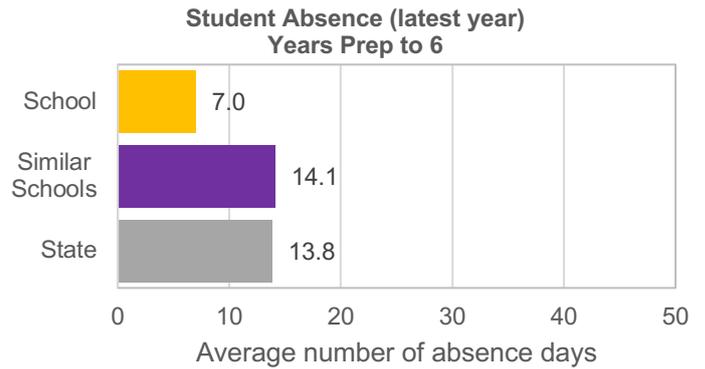
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 7.0                | 12.8           |
| Similar Schools average:               | 14.1               | 15.4           |
| 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): | 95%  | 96%    | 96%    | 97%    | 98%    | 96%    | 96%    |

## WELLBEING

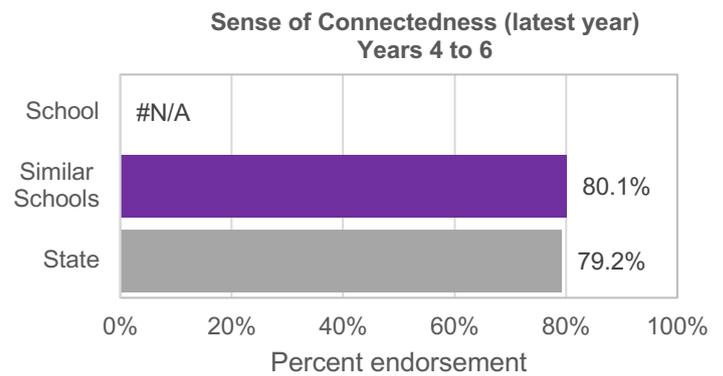
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:         | NDP                | 94.3%          |
| Similar Schools average:            | 80.1%              | 81.7%          |
| State average:                      | 79.2%              | 81.0%          |



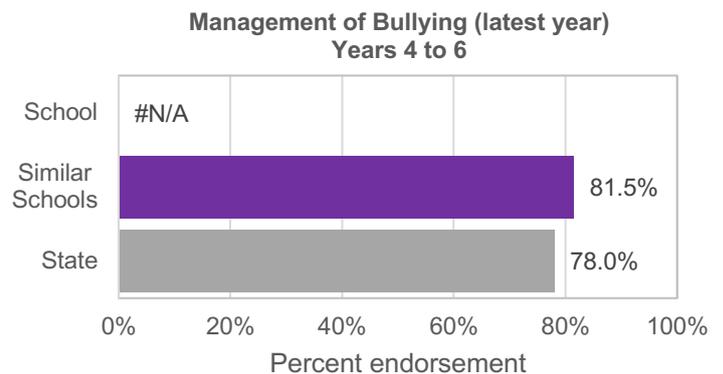
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:         | NDP                | 93.8%          |
| Similar Schools average:            | 81.5%              | 82.7%          |
| 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

| <b>Revenue</b>                 | <b>Actual</b>      |
|--------------------------------|--------------------|
| Student Resource Package       | \$1,067,799        |
| Government Provided DET Grants | \$310,461          |
| Government Grants Commonwealth | \$650              |
| Government Grants State        | \$182              |
| Revenue Other                  | \$63,320           |
| Locally Raised Funds           | \$58,621           |
| Capital Grants                 | NDA                |
| <b>Total Operating Revenue</b> | <b>\$1,501,032</b> |

| <b>Equity <sup>1</sup></b>                          | <b>Actual</b>   |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$13,207        |
| Equity (Catch Up)                                   | NDA             |
| Transition Funding                                  | NDA             |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA             |
| <b>Equity Total</b>                                 | <b>\$13,207</b> |

| <b>Expenditure</b>                    | <b>Actual</b>      |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$954,216          |
| Adjustments                           | NDA                |
| Books & Publications                  | \$239              |
| Camps/Excursions/Activities           | \$23,953           |
| Communication Costs                   | \$3,969            |
| Consumables                           | \$30,672           |
| Miscellaneous Expense <sup>3</sup>    | \$101,725          |
| Professional Development              | \$890              |
| Equipment/Maintenance/Hire            | \$41,810           |
| Property Services                     | \$13,468           |
| Salaries & Allowances <sup>4</sup>    | \$126,536          |
| Support Services                      | \$8,659            |
| Trading & Fundraising                 | \$4,944            |
| Motor Vehicle Expenses                | \$4,627            |
| Travel & Subsistence                  | NDA                |
| Utilities                             | \$16,758           |
| <b>Total Operating Expenditure</b>    | <b>\$1,332,466</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$168,566</b>   |
| <b>Asset Acquisitions</b>             | <b>NDA</b>         |

- (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 01 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

| <b>Funds available</b>        | <b>Actual</b>   |
|-------------------------------|-----------------|
| High Yield Investment Account | \$79,195        |
| Official Account              | \$14,484        |
| Other Accounts                | NDA             |
| <b>Total Funds Available</b>  | <b>\$93,679</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$61,266         |
| Other Recurrent Expenditure                 | \$15,455         |
| Provision Accounts                          | NDA              |
| Funds Received in Advance                   | \$33,693         |
| School Based Programs                       | \$17,190         |
| Beneficiary/Memorial Accounts               | NDA              |
| Cooperative Bank Account                    | NDA              |
| Funds for Committees/Shared Arrangements    | NDA              |
| Repayable to the Department                 | NDA              |
| Asset/Equipment Replacement < 12 months     | NDA              |
| Capital - Buildings/Grounds < 12 months     | NDA              |
| Maintenance - Buildings/Grounds < 12 months | NDA              |
| Asset/Equipment Replacement > 12 months     | NDA              |
| Capital - Buildings/Grounds > 12 months     | NDA              |
| Maintenance - Buildings/Grounds > 12 months | NDA              |
| <b>Total Financial Commitments</b>          | <b>\$127,604</b> |

*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.*