

2018 Annual Report to The School Community



School Name: **Timor Primary School (1207)**



- 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 Regulation 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 2018 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 19 March 2019 at 09:31 AM by Andrew Tatchell
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

To be attested by School Council President

Timor Primary School (1207)

About Our School

School context

Timor Primary School is a rural learning community situated in Central Goldfields, 8.7kms from Maryborough and 76kms from Bendigo. The school is located in the town of Timor, which was originally settled during the Victorian gold rush. When established in 1873 Timor was a thriving town of approximately 30,000 residents. Today, with a small local population, approximately one third of students attending the school come from the Timor area itself. A major highlight of the 2018 school year was establishing a Kitchen Garden program as a result of funding received from a Stephanie Alexander grant.

In 2018 the Timor Primary School Student Family Occupation and Education index (SFOE) was 0.80 (low). The school population of 34 students were grouped into 2 multi-age learning communities (F-2 and 3-6) from Monday-Friday and then 3 multi age learning communities (F-2, 3-4 and 5-6) from Tuesday-Thursday: a Foundation-2 class of 13 students and a Year 3-6 class of 21 students. 0% of students had English as an additional language (EAL) 0% were Aboriginal or Torres Strait Islander (AITSI).

The school had 6.0 equivalent full-time (EFT) staff comprising the Principal, 2.6 teachers, 2 Integration aides .82 and 1 business manager .4. Part-time teachers provided specialist subjects including Music, Visual Arts, intervention support in the Foundation-2 class, LOTE-Auslan and a Foundation-6 science and physical education program. The Mobile Area Resource Centre (MARC) van teacher is also based at the school.

Parents were involved in celebratory events, School Council, fund-raising and providing support to teachers. While the school community is spread over a wide area, the school continued to be supported by a core group of parents.

Vision

Timor Primary School aims to develop confident learners who take ownership of their learning, are proud of their achievements and are well prepared for the ever-changing world that awaits them. Students are also encouraged to develop a social conscience, which enables them to contribute to their family, school and the wider community.

Values

Timor Primary School community upholds a commitment to the following values:

Respect - Treat others the way you want to be treated; Respect the point of view of others; be honest, sincere and seek the truth.

Responsibility - Be accountable for own actions; resolve differences in constructive and peaceful ways; contribute to society and community; take care of the environment.

Achieve your Potential - Try to accomplish something worthy and admirable; try hard; pursue excellence; 'have a go'; be persistent and resilient.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes improvement initiatives that the school had focused on were:

- * Building Practice Excellence
- * Curriculum Planning and Assessment
- * Empowering Students and Building School Pride
- * Building Communities.

The FISO improvement initiatives were implemented in the following ways:

- * Additional equity funding for 2018 was specifically allocated to:
 - The employment of a part time (.6) teacher to provide additional classroom support by teaching the 3/4 students from Tuesday-Thursday
 - The employment of a Literacy Coach part time to work with the staff on the Reading initiative and also provide targeted reading intervention support for students in Year 1
 - The purchasing of additional Literacy and Numeracy resources to support instruction.
- * Continued development and imbedding of a consistent and engaging instructional model
- * Professional development for teachers focussed on curriculum planning and teaching practice

Timor Primary School (1207)

These initiatives assisted to:

- * Build teacher capacity
- * Develop highly effective whole school practices and procedures to maximise every learning opportunity for every student
- * Implement a highly engaging and student focussed curriculum
- * Build an engaged learning community that views the school as a positive enrolment choice
- * Build a learning community that is characterised by student voice and leadership.

Achievement

Literacy and Numeracy has been the priority focus areas at Timor PS, as well as providing a wide range of other curriculum opportunities and experiences in 2018. Reading, writing and numeracy were the focus areas with all professional learning and resources being directed to improving outcomes in these areas.

Analysis of 2018 Student Performance Summary shows that:

- * Teacher judgement in English (75%) compares similarly to the middle 60% low (82.6%) of Victorian Government Schools and our results are similar to 'like' schools.
- * Teacher judgment in Mathematics (88%) compares similarly to the state median (91.1%) of Victorian Government Schools and our results are similar to 'like' schools.
- * Year 3 NAPLAN achievement data shows that in the top three bands of Reading our students are out performing the States median 100% compared to 76.5%. The 4 year average data indicates that this is similar to 'like' schools.
- * Year 3 NAPLAN achievement data shows that in the top three bands of Numeracy our student are out performing the States median 75% compared to 72.5%. The 4 year average data indicates that this is similar to 'like' schools.
- * Year 5 NAPLAN achievement data shows that in the top three bands of Reading our students (42.9%) are performing similarly to the middle 60% low (48.8%). The 4 year average data indicates that this is similar to 'like' schools.
- * Year 5 NAPLAN achievement data shows that in the top three bands of Numeracy our students (28.6%) are performing below the middle 60% low (37%). The 4 year average data indicates that this is similar to 'like' schools.

Engagement

A number of strategic approaches have been implemented and developed as we seek continuous improvement in the are of Engagement. In order to increase student attendance a process was put in place to support the student and family. This included the monitoring of student attendance daily, follow up phone calls and meetings with the classroom teacher and principal to put in place a plan and referrals to GPs to support mental health and anxiety. The most common explanation from parents was 'illness'. The school data for average absent days shows that students of Timor PS (17.5 days absent) are attending school at a similar rate to other Victorian State Schools (15.1 days absent).

Year 6 students attended the Grip Leadership conference in Bendigo in May to further develop their leadership skills and help foster a sense of pride and ownership in their learning.

Weekly assemblies supported student achievement awards, and the Principals award were used to promote the schools Values.

Timor PS catered for all students by participating in local and regional sporting competitions, facilitating camps and excursions, and providing Specialist subjects, Performing Arts, Visual Arts, Physical Education, Science and Social Studies (MAPPIN), LOTE-Auslan and Kitchen Garden.

Wellbeing

Timor Primary school has adopted a number of programs to foster a sense of wellbeing and connectedness in all students. The schools Values of Respect, Responsibility and Achieving your Potential are explicitly taught and continuously referred to on a daily basis, this includes during 'Buddies and Bounce Back' lessons, assembly, as incentives in the classroom and yard, student awards and to support resolving conflict between students.

Student Attitudes to School - sense of connectedness data shows that Timor PS (98.9%) is considerably out-

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performing the State median (81.1%). They are also out performing 'like' schools.

The management of 'bullying' is perceived to be excellent, with 100% of students indicating a positive response as reported by the Student Attitudes to School - management of bullying data.

The schools transition program continues to provide many opportunities for students entering Foundation or exiting into Year 7. Foundation transition is co-coordinated with the local kindergartens with visitations throughout the year. Prospective Foundation students participated in scheduled session throughout Term 4 which ensured they were ready to start school. Future work will include SSSO Speech Pathologist screenings in order to take a early intervention approach to speech and language deficiencies.

In co-coordination with the local secondary school, a highly successful two year program operates for students in years 5/6. Students attend several planned half and full transition days with their teacher in readiness for secondary school.

Financial performance and position

Timor Primary School's financial position is healthy. School Council ensures funds are expended in line with stated Annual Implementation Plan goals, school priorities and OHS requirements. Student Resource Package and investment amount funds are being held over to support the purchasing of new play equipment with implementation in 2019. The Financial and Performance Position statement shows a surplus on \$125,706 with the 2018 revenue totaling \$884,495 and expenditure totaling \$758,789. The school received \$99,846 in equity funding to support disadvantaged students. Some of these funds were allocated to a part time Literacy Coach, who developed the capacity of teachers and also provided Literacy Intervention. The school also utilised this funding to purchase ICT equipment to support student learning.

Timor Primary School has been able to fund a range of initiatives within the school, continue to add expertise to the staff profile, add to the learning resources and continue to develop the learning spaces while able to maintain a surplus budget.




For more detailed information regarding our school please visit our website at
<http://timorprimaryschool.vic.edu.au/index.php/contact-us>

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 34 students were enrolled at this school in 2018, 17 female and 17 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey

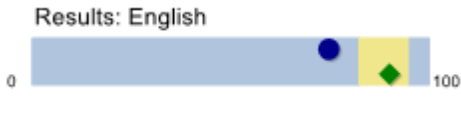
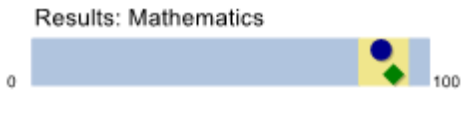


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>71%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>67%</td> <td>17%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	71%	14%	Numeracy	29%	71%	-	Writing	33%	50%	17%	Spelling	33%	50%	17%	Grammar and Punctuation	67%	17%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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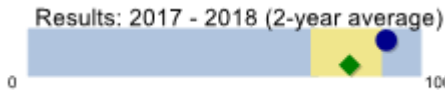


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1032 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>85 %</td> <td>92 %</td> <td>94 %</td> <td>88 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	85 %	92 %	94 %	88 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	85 %	92 %	94 %	88 %	91 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$628,323	High Yield Investment Account	\$124,527
Government Provided DET Grants	\$216,946	Official Account	\$7,115
Government Grants Commonwealth	\$7,200	Other Accounts	\$44,632
Government Grants State	\$5,000	Total Funds Available	\$176,274
Revenue Other	\$7,707		
Locally Raised Funds	\$19,320		
Total Operating Revenue	\$884,495		
Equity¹			
Equity (Social Disadvantage)	\$99,846		
Equity Total	\$99,846		
Expenditure		Financial Commitments	
Student Resource Package ²	\$582,002	Operating Reserve	\$26,506
Books & Publications	\$4,125	Other Recurrent Expenditure	\$4,005
Communication Costs	\$3,563	Funds Received in Advance	\$4,580
Consumables	\$17,662	School Based Programs	\$11,300
Miscellaneous Expense ³	\$18,796	Funds for Committees/Shared Arrangements	\$44,632
Professional Development	\$5,956	Repayable to the Department	\$1,800
Property and Equipment Services	\$47,076	Asset/Equipment Replacement < 12 months	\$32,000
Salaries & Allowances ⁴	\$61,686	Capital - Buildings/Grounds < 12 months	\$51,058
Trading & Fundraising	\$5,949	Total Financial Commitments	\$175,881
Travel & Subsistence	\$5,570		
Utilities	\$6,405		
Total Operating Expenditure	\$758,789		
Net Operating Surplus/-Deficit	\$125,706		
Asset Acquisitions	\$5,000		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

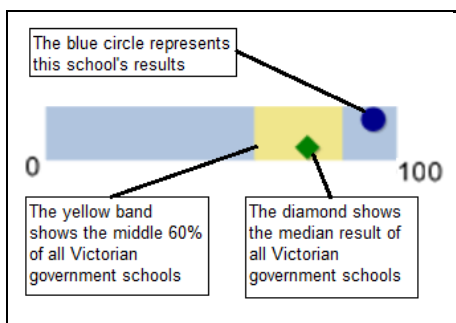
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

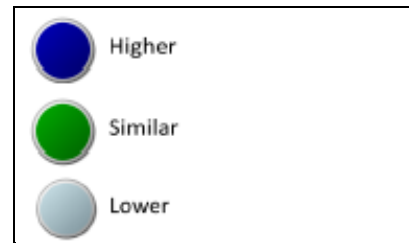


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').