

# 2020 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](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 08:31 AM by Andrew Tatchell (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 26 April 2021 at 10:35 PM by Bradley Saul (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

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 20% of students attending the school come from the Timor area itself.

A major highlight of the 2020 school year was the strategic planning and implementation of Remote and Flexible Learning, using the online platforms Google Classroom, Google Meets and WebEx Meetings to provide curriculum and communication with students, parents and staff. An internal survey was conducted at the completion of Remote and Flexible Learning 1.0 and 2.0, with 95% of parents indicating their satisfaction of what the school was providing academically, 93% of parents indicated affective communication between schools and home and 89% of parents indicating the school provided adequate wellbeing support. The school continued to increase in enrolments throughout the year, starting the year with 42 enrolments and finishing with 47, this included 10 new Prep students, the largest number for many years.

Timor Primary School has a high number of 'disadvantaged' students, with the SFOE band being rated 'high'. 9% of the students enrolled in 2020 were PSD funded. The school population of 47 students were grouped into 3 multi-age learning communities (P-1, 2-4 and 5-6), a Prep-2 class of 16 students, a Year 3-4 class of 19 students and a 5-6 class of 13 students. 0% of students had English as an additional language (EAL) 4% were Aboriginal or Torres Strait Islander (AITSI).

The school staffing profile consisted of 3.2 teachers, including 2.8 classroom teachers, .2 Arts Specialist teacher, a MARC Specialist teacher (.1) and teaching Principal (Specialist P.E .1). There were 2 full time equivalent (.82) classroom based Education Support (ES) staff, and a .34 Business Manager.

Parents were involved in School Council, fund-raising (lunch orders) and providing support to teachers in the classroom. 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 focused on were:

- \* Building practice excellence
- \* Evidence-based high impact teaching strategies
- \* Curriculum planning and assessment
- \* Building communities

The FISO improvement initiatives were implemented in the following ways:

- \* Building practice excellence
  - implementation of the PLCs (meeting time provided, meeting norms constructed, agenda/minutes template, data (wise) literacy PL etc)
- \* Evidence-based high impact teaching strategies
  - Planned PL facilitated (overview, reference to Setting Goals, Structuring Lessons, Explicit Teaching, Differentiated Teaching)
- \* Curriculum planning and assessment
  - Implementation of a Curriculum Overview to inform Term and Weekly planning documents
  - implementation of an Integrated Studies Planner
  - Development of whole school Assessment Schedule
- \* Building communities
  - Successful Fair Education application ('Every Minute Matters') - \$250,000.00 over 3 years to support the work of improving student attendance
  - Family Liaison Officer employed

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 focused 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
- \* Build networking and collaboration between schools (CoP)

#### Remote and Flexible Learning

KIS 1.a - Build teacher data literacy skills to inform collaborative planning for differentiated teaching using a PLC approach.

We started with a focus on 'data wise' and completed professional reading to develop knowledge and upskill staff in the process. We then moved onto analyzing Semester 1 summative testing data which was completed straight after Remote Learning 1.0 (July), using a traffic light system to identify students working at or above the expected level (green), students working 6-12 months below the expected level (amber) and students working more than 12 months below the expected level (red). The data wise process of 'I noticed..' 'I wonder...' was then utilised to drill down on the learning growth in reading, writing and number and then plan for intervention using a PLC approach.

KIS 1.b - Further develop and document curriculum plans to guide student learning.

In Term 1 we participated in a Professional Learning session with Dunolly PS where like year level teaching staff 'buddied up' to learn from each others term and weekly planners, with a focus on how teachers differentiate in Literacy and Numeracy. This was extremely insightful as staff were then required to report their findings/reflections back. The PLC meetings supported the documentation, planning and implementation of differentiation within the PLC focus. Recent F&P benchmark testing, reading conferencing along with On-Demand Reading assessment data analysis provided staff with key information that some of our students struggled with inferring. This became a PLC focus with targeted intervention planned and implemented.

KIS 2.a - Develop a community wide approach to improve student attendance.

This started as a major focus, not only for our school but all government schools in the Central Goldfields Shire. An 'every minute matters' school attendance launch was planned for early in term 2, only to be cancelled due to COVID-19. As leader of this initiative amongst the Goldfields principals, a substantial amount of work went into a successful Schools Plus Fair Education grant submission, with \$250,000 allocated to support the project. Much of the work focused on the planning (role statement, time fraction, range, panel, base school identification, advertising strategy etc) and appointment of a Shire wide Family Liaison Officer to work across the 6 schools.

#### Achievement

Literacy and Numeracy have been the priority areas at Timor PS, as well as providing a wide range of other curriculum opportunities and experiences in 2020. Reading, writing and number were the focus areas, with all professional

learning and resources being directed at improving outcomes in these areas.

Analysis of 2020 Student Performance Summary shows that:

64.6% are at or above the expected level for English according to teacher judgement.

75.9% are at or above the expected level for Mathematics according to teacher judgement.

Individual Learning Plans and SSG meetings were implemented for all PSD funded students. All students throughout the school had a targeted learning goal in Reading, Writing and Number. These goals were consistently revisited and discussed with teachers and students. These goals were also communicated to the parents in order to support learning in the family home.

#### Remote and Flexible Learning

During Remote Learning the students were well supported with the teachers having daily contact with the students and their parents using virtual technology as well other modes to check-in. Staff were provided with PL on how to effectively use the Google Suite including Google Classroom, Google Meets and WebEx platforms to best support student learning. Families were also provided with supporting materials and instructions on how to set up and best use these online platforms. All families were catered for, with most opting for online learning and some offline (hard copy, individualized work packs). Approximately 20 laptops and 3 dongles were loaned to support student learning.

An internal survey was conducted after Remote Learning 1.0, with feedback providing changes and improvements for Remote Learning 2.0, these included; LI/SC for all Reading, Writing and Numeracy lessons, increased daily online teaching and more regular 'check ins'. A key process to ensure accountability that the work was being completed and submitted and for teachers to have the opportunity to provide written feedback on students learning was the COVID-19 safe 'Drop off and Collection' day.

### Engagement

The average number of student absence days in 2020 was 19.8, considerably higher than the State median of 13.8. A number of strategic approaches were implemented and developed as we seek continuous improvement in the area of Engagement. In order to increase student attendance a process was put in place to support the students and families. This included the monitoring of student attendance daily, follow up phone calls and meetings with the classroom teacher and Principal to put in place targeted plans and referrals to SSS and GPs to support mental health and anxiety.

The most common explanation from parents was 'illness'. The school attendance data indicates that students in Years 5/6 are attending school considerably less than other year levels, Year 5 - 87% and Year 6 - 83%, compared with Prep 90% and Year 1 95%.

Fortnightly online assemblies supported student achievement awards, and the Principals award were used to promote and reinforce the schools Values and expectations. Reading certificates also acknowledged excellent home reading throughout Remote and Flexible learning.

#### Remote Learning

Daily online lessons provided staff with an excellent account of the students that were and were not engaging in Remote Learning and roles were marked accordingly. Staff and the principal consistently followed up students that did attend the online daily meetings, firstly with a text message and then a phone call if a response wasn't provided. As the Principal I was also dropping off online/offline work packs weekly.

### 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 Social Emotional Learning (SEL) lessons, assembly, student awards, support resolving conflict between students. as incentives in the classroom and yard as part of the newly planned and implemented 'Timor Trading'. Teachers improved their planning and teaching of SEL by incorporating 'Life Skills Go' and Berry Street trauma informed practices into classroom weekly lessons.

Student Attitudes to School - sense of connectedness data shows that Timor Primary School (83.2%) is out performing similar schools (82.3%) and the State median (79.2%).

The management of 'bullying' is perceived to be very good, with 86.0% of students indicating a positive response. The data suggests that Timor Primary school is out performing similar schools (83.9%) and the state average (78%).

#### Remote Learning

Student and staff wellbeing was a priority throughout Remote learning. The staff and Principal generously supported the students (approximately 20%) being supervised onsite. The school diligently communicated with parents via the uEducateUs platform, email and phone. Parents were provided with wellbeing correspondence as recommended from the Department and were also encouraged to reach out to the school if they had concerns about their child's wellbeing. Students that were identified as being vulnerable were also monitored closely.

The schools transition programs were heavily modified due to COVID-19 restrictions. The planned 'Step into Prep' sessions in Terms 2 and 3 did not take place onsite, but a virtual school tour and a clip of what its like to be a prep student at Timor Primary School was made available to the Kinders. The four scheduled transition sessions throughout Term 4 did take place, ensuring COVID-19 safe practices were in place.

The Year 6 into Year 7 Transition program was also heavily modified, with students only really getting to experience their secondary school on one occasion. Both of the local secondary schools did provide a virtual tour and a Q&A online session.

The employment of the MDHS Speech Pathologist to support speech and language deficiencies in the early years was non existent. This will again be a focus in 2021.

### 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. The Financial and Performance Position statement shows a net operating surplus of \$183,478 with the 2020 revenue totaling \$1048,507 and expenditure totaling \$865,029.

The school received \$101,288 in equity funding to support disadvantaged students. The majority of these funds were allocated to an extra classroom teacher and deployment of a part time MDHS Speech Pathologist to support oral language development. The school also utilised this funding to purchase approximately \$3,000 worth of reading resources and approximately \$1,000 on updating Maths resources.

The school received approximately 10,000 in bushfire preparedness funding. This funding supported vegetation clearance, an OHS alarm system that can now be heard throughout the school and the inclusion of garden beds around some the buildings, acting as a fire break. The school was also successful in receiving a sun smart grant with the funds supporting new shade sail covers over the eating area and sand pit.

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://www.timorprimaryschool.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 43 students were enrolled at this school in 2020, 18 female and 25 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.

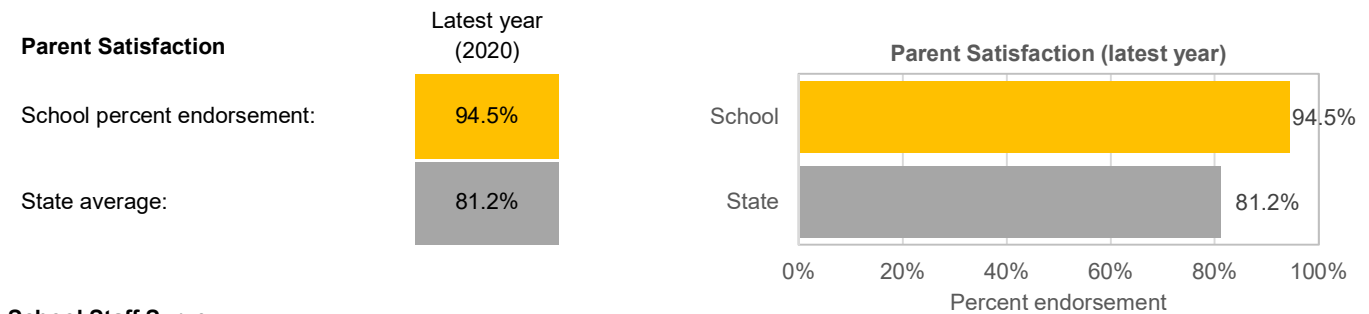
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

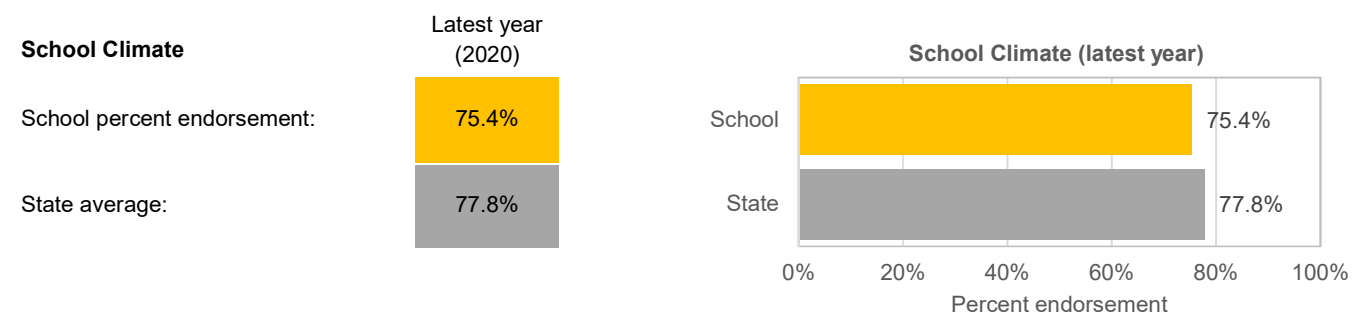


### School Staff Survey

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:

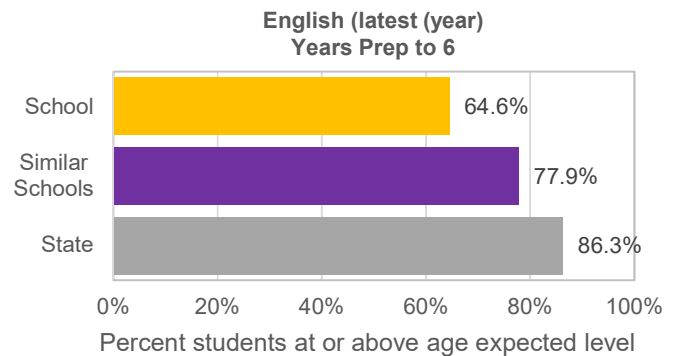
64.6%

Similar Schools average:

77.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

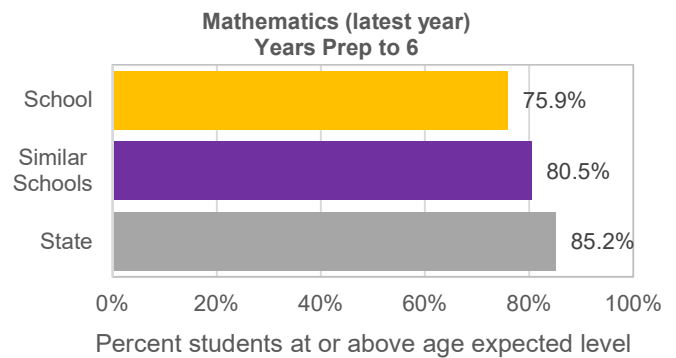
75.9%

Similar Schools average:

80.5%

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

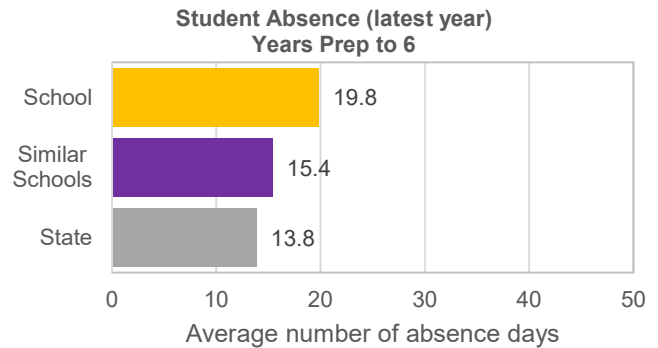
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	19.8	18.8
Similar Schools average:	15.4	17.3
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):	90%	95%	92%	NDP	92%	87%	83%

## WELLBEING

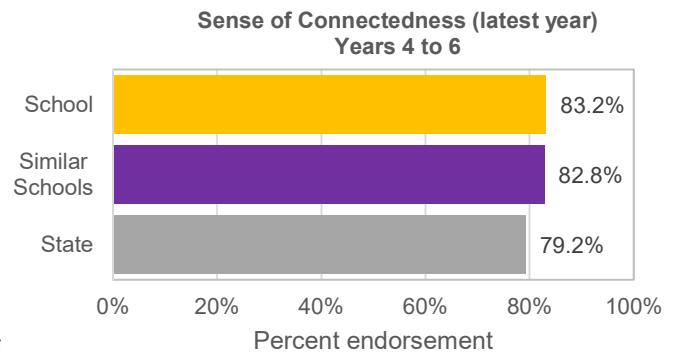
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	83.2%	89.9%
Similar Schools average:	82.8%	80.8%
State average:	79.2%	81.0%



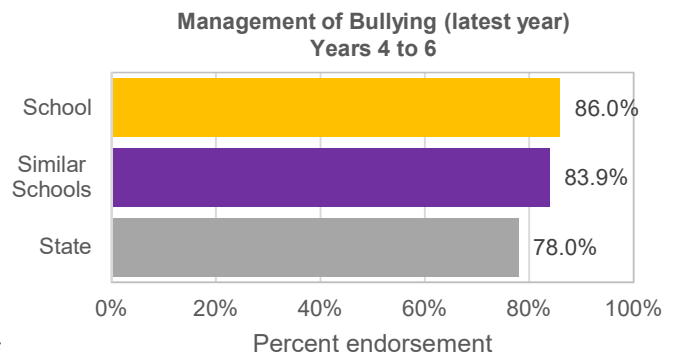
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	86.0%	88.7%
Similar Schools average:	83.9%	82.4%
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	\$809,371
Government Provided DET Grants	\$177,383
Government Grants Commonwealth	\$21,150
Government Grants State	\$13,854
Revenue Other	\$13,496
Locally Raised Funds	\$13,253
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,048,507</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$101,288
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$101,288</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$722,918
Adjustments	NDA
Books & Publications	\$3,438
Camps/Excursions/Activities	\$5,595
Communication Costs	\$875
Consumables	\$16,548
Miscellaneous Expense <sup>3</sup>	\$6,810
Professional Development	\$1,851
Equipment/Maintenance/Hire	\$13,637
Property Services	\$33,543
Salaries & Allowances <sup>4</sup>	\$31,844
Support Services	\$9,928
Trading & Fundraising	\$7,651
Motor Vehicle Expenses	\$4,171
Travel & Subsistence	NDA
Utilities	\$6,222
<b>Total Operating Expenditure</b>	<b>\$865,029</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$183,478</b>
<b>Asset Acquisitions</b>	<b>\$42,370</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	\$226,761
Official Account	\$3,876
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$230,636</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$21,354
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$6,734
School Based Programs	\$36,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$25,988
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$56,000
Capital - Buildings/Grounds < 12 months	\$85,000
Maintenance - Buildings/Grounds < 12 months	\$20,463
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$251,539</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.*