

2022 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2023 at 03:26 PM by Andrew Tatchell (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 11:30 AM by Bradley Saul (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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. The school was established in 1873, with Timor a thriving town of approximately 30,000 residents. Today, with a small local population, approximately 15% of students attending the school come from the Timor district itself.

43 enrolments populated 3 learning communities. 0% of students had English as an additional language and 4.76% identified as Aboriginal or Torres Strait Islander (AITSI).

The Student Family Occupation and Education Index (SFOE) was rated at 'High' (0.59), with 25 students' funded under equity. 7.14% of students were funded under Disability Inclusion - Tier 3.

Overall, the parents are very happy with the school with 84% indicating positive endorsement in the Parent Satisfaction summary, outperforming the State average (79.9%).

The school staffing profile consisted of 5.2 FTE teaching staff and 1.3 FTE support staff.

Staff also indicated a positive School Climate with 69.8% positive endorsement, slightly lower than the State average (73.4%).

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

A major highlight of the 2022 school year was the school positively shifting from 'Renew' to 'Stretch' on the overall school performance grouping, as outlined in the 2022 School Performance Report. As an overall performance group, this indicates that the majority of domains and measures have improved. Key factors for this improvement included very little staff disruptions with COVID-19, focused work and implementation on the 6+1 Writing Traits, the development of a Literacy Instructional Model and intensive Professional Learning Communities (PLCs).

The 2022 School Performance Report domains were:

Achievement (Reading) - Renew (low/maintained)

Achievement (Numeracy) - Influence (high, increased)

School Climate - Transform (low, decreased)

Student Attitude - Influence (very high, increased significantly)

Engagement - Stretch (very low, increased significantly)

Participation - Influence (high, increased)

Analysis of 2022 Student Performance Summary shows that:

70.9% of students are at or above the expected level for English according to teacher judgement. This is lower than similar schools

(80.8%).

89.1% of students are at or above the expected level for Mathematics according to teacher judgement. This is higher than similar schools (81.2%) and the State average (85.9%).

The Tutor Learning Initiative (TLI) was extremely successful with 12 Year 1 and 2 students all making excellent progress in Literacy intervention and 13 students made very good learning growth in Numeracy intervention and extension. Regional Coordinator Amy Dewar commented on how well our program was implemented and the learning gains made.

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 Be Respectful, Be Responsible and Achieve to Your Potential are explicitly taught and continuously referred to on a daily basis, this includes during Social Emotional Learning (SEL) lessons, assembly, student awards, and support with resolving conflict between students as incentives in the classroom and yard as part of 'Timor trading'. This is where students are rewarded with Timor dollars for demonstrating the school Values and have the opportunity to spend their dollars at the fortnightly 'Timor market'.

Timor staff implemented and adopted the 'Kimoichis' SEL program, with a Student Support Services psychologist facilitating two professional learning training sessions and supporting the roll out of the program. Parents were also regularly provided with updates and tasks to extend the learning in the family home.

Student Attitudes to School - 'sense of connectedness' data shows that Timor Primary School (87.7%) is outperforming similar schools (78.5%) and the State average (78.1%).

The management of 'bullying' is perceived to be very good, with 81.4% of students indicating a positive response. The data suggests that Timor Primary school is outperforming similar schools (78.6%) and the State average (75.8%).

Engagement

The average number of student absence days in 2022 was 28.6, considerably higher than the State average. 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 Student Support Services and GPs to support mental health, anxiety and other identified barriers.

The following attendance rates for 2022 by year level includes:

Prep - 83%
Year 1 - 85%
Year 2 - 85%
Year 3 - 85%
Year 4 - 91%
Year 5 - 83%
Year 6 - 87%

The most common explanation from parents was 'illness'. The school attendance data indicated that students in Years Prep and 5 had the highest average number of absences with 33.2 and 33.1 days. Students in Year 4 had the least number of average attendance days with 17.8.

Other highlights from the school year

Students and staff were lucky enough to attend camps again, with the Years 3/4 attending the Log Cabin Lodge Camp in Creswick, the Years 5/6 experiencing the DOXA Melbourne Camp and an extra camp for students in Years 3/6 to Cave Hill Creek Camp Beaufort through the Positive Start to School initiative.

Students in Years 5/6 again participated in the annual Lightning Premiership sporting event, winning the Division Two Soccer Tournament.

Students in Years 4/6 participated in the local Energy Breakthrough Junk Yard Challenge, with one of the teams winning the best Crane Design and Construction.

The students also experienced the following excursions; Cross country and Athletics with the Dunolly Cluster of schools, two swimming programs, Cluster Performing Arts, Cluster Transition excursion to Bendigo, Bendigo Discovery centre, Dunolly Art excursion, Learning Through Lunch at Latrobe University Bendigo, NAIDOC excursion to Maryborough Education Centre, District Basketball, and an end of year break-up to Luna Park Melbourne.

Financial performance

Timor Primary School's financial position is healthy. School Council ensures funds are expended in line with stated Annual Implementation Plan (AIP) goals, school priorities and OHS requirements. The Financial and Performance Position statement shows the school received \$1,236,516 in revenue and \$104,010 in equity. The school's expenditure totalled \$1,056,612, leaving a net operating surplus of \$179,904 and asset acquisitions of \$42,319.

The equity funding to support disadvantaged students was allocated to an extra classroom teacher and an extra Teacher Assistant to support and enhance student learning and wellbeing.

The school received approximately \$16,000 in bushfire preparedness funding. This funding supported vegetation clearance, the removal of a rather large tree and ongoing maintenance of the lawns.

The school received approximately \$15,000 as part of the new Mental Health Fund initiative. These funds supported the employment of an external Speech Pathologist for 2 hours per week to support students with speech and language deficiencies and funded the 'Kimoichis' SEL program training and resources.

The school received a \$30,000 Active Schools' grant in 2021, with the instillation of a new sensory play space taking place in term 1 2022. The school was also able to obtain a \$25,000 Shade Sail grant to support an outdoor flexible learning space and a \$110,00.00 Out of School Hours Care (OSHC) to support a transport solution for students to access the Maryborough Education Centre service. A new 12-seater bus was purchased but was later sold due to a lack of students accessing this service.

Timor Primary School has been able to successfully fund a range of initiatives within the school, continue to add expertise to the staff profile through targeted professional learning, increase the learning resources and continue to develop the learning spaces, whilst 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 42 students were enrolled at this school in 2022, 19 female and 23 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).

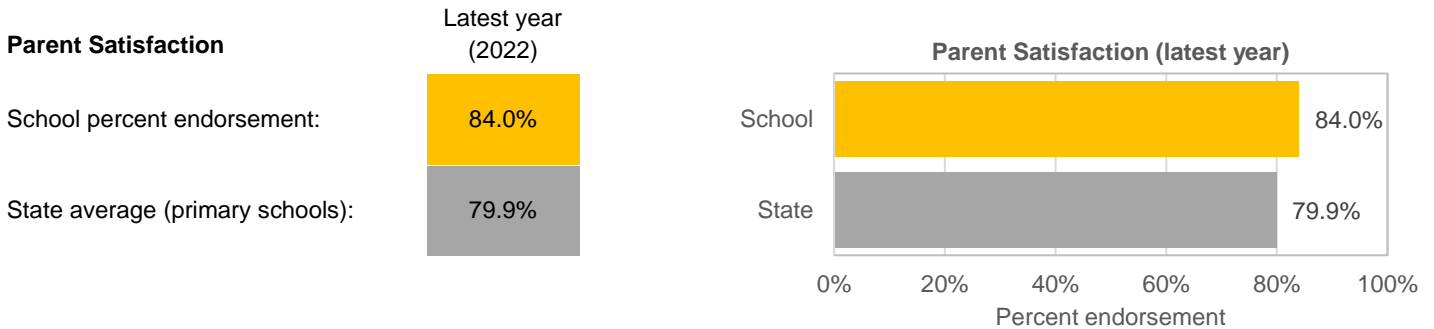
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.

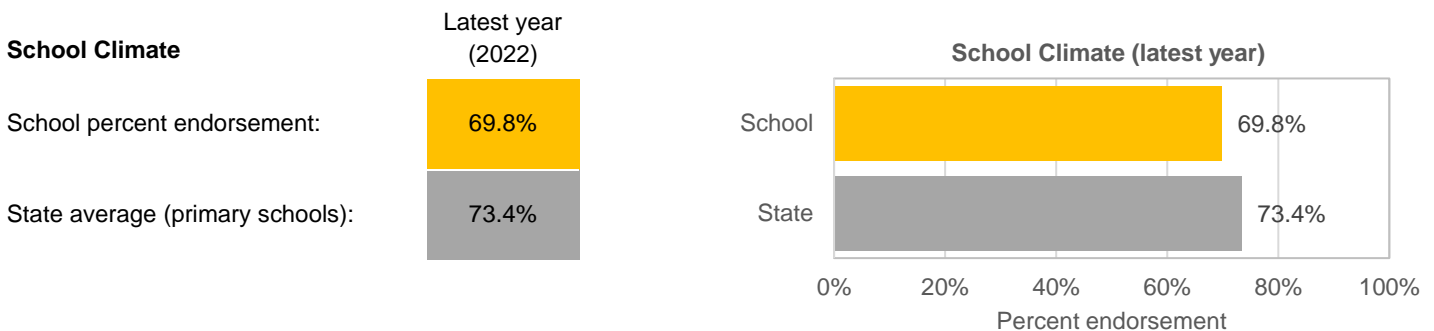


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

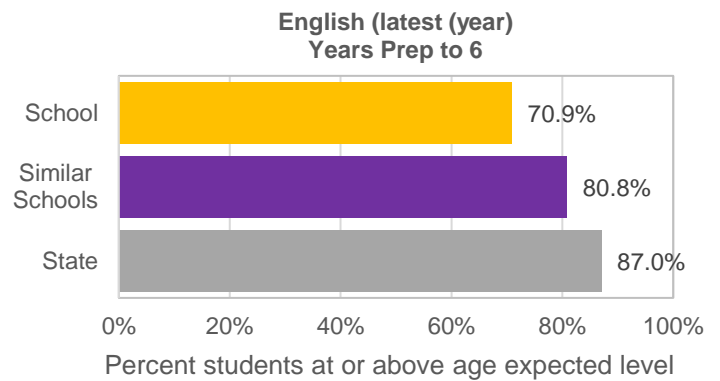
70.9%

Similar Schools average:

80.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

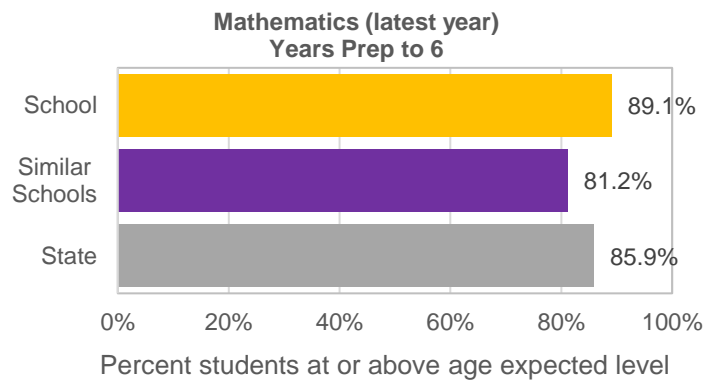
89.1%

Similar Schools average:

81.2%

State average:

85.9%



LEARNING (continued)

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

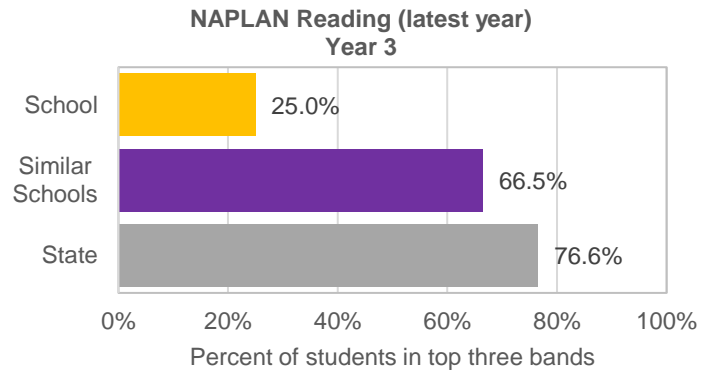
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

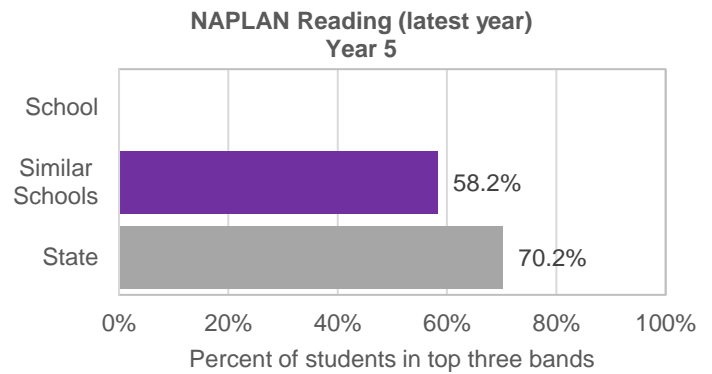
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	12.5%
Similar Schools average:	66.5%	61.7%
State average:	76.6%	76.6%



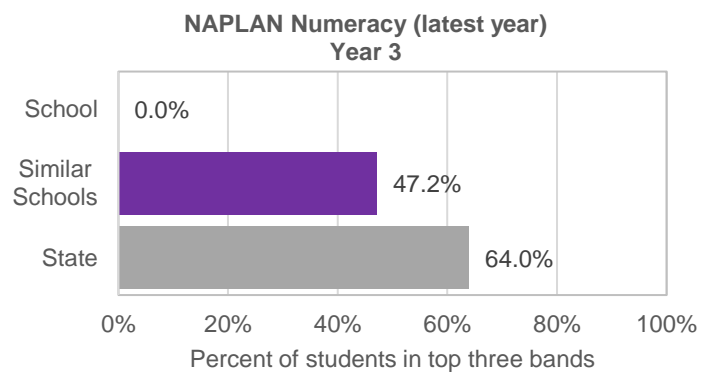
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	35.3%
Similar Schools average:	58.2%	57.0%
State average:	70.2%	69.5%



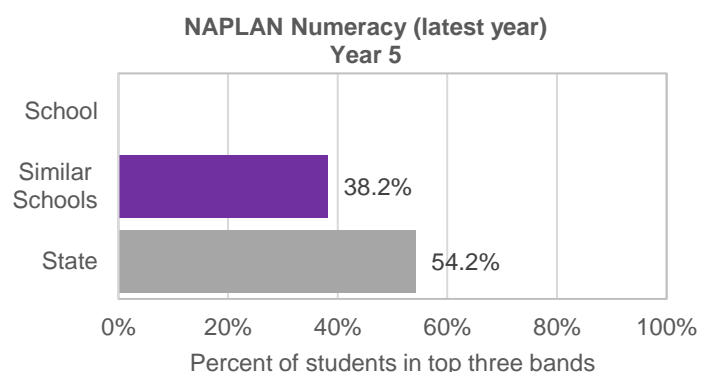
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	0.0%	20.0%
Similar Schools average:	47.2%	50.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	31.6%
Similar Schools average:	38.2%	43.2%
State average:	54.2%	58.8%



WELLBEING

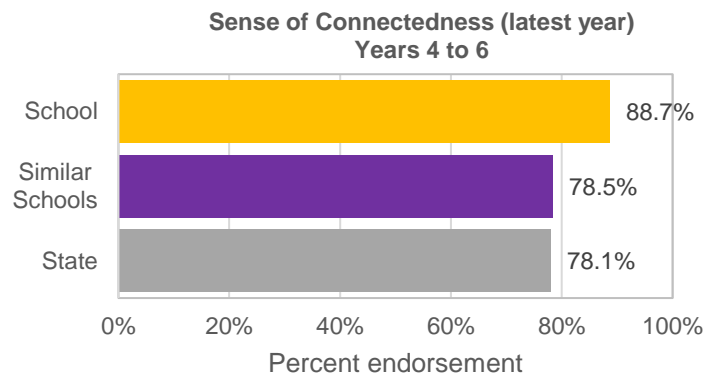
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.7%	85.2%
Similar Schools average:	78.5%	81.3%
State average:	78.1%	79.5%

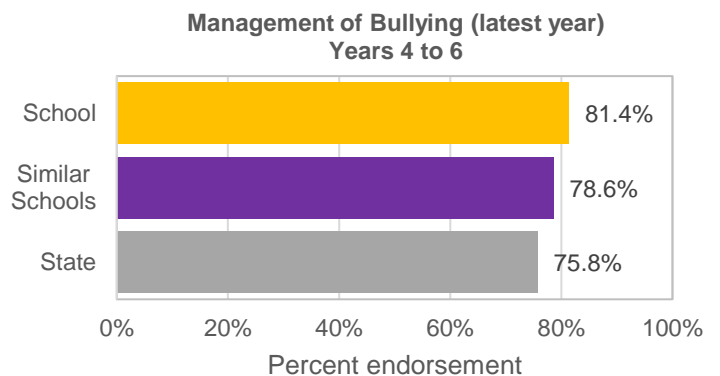


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	81.4%	83.4%
Similar Schools average:	78.6%	82.8%
State average:	75.8%	78.3%



ENGAGEMENT

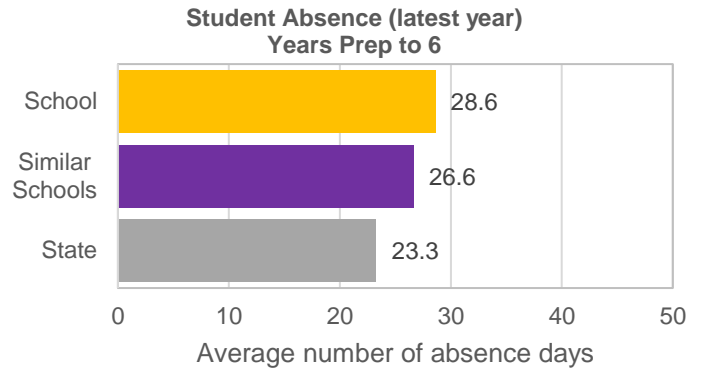
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	28.6	22.1
Similar Schools average:	26.6	19.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	83%	85%	85%	85%	91%	83%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$915,328
Government Provided DET Grants	\$280,407
Government Grants Commonwealth	\$12,500
Government Grants State	\$3,916
Revenue Other	\$11,739
Locally Raised Funds	\$12,625
Capital Grants	\$0
Total Operating Revenue	\$1,236,516

Equity ¹	Actual
Equity (Social Disadvantage)	\$104,010
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$104,010

Expenditure	Actual
Student Resource Package ²	\$845,880
Adjustments	\$0
Books & Publications	\$9,127
Camps/Excursions/Activities	\$10,381
Communication Costs	\$157
Consumables	\$13,728
Miscellaneous Expense ³	\$19,234
Professional Development	\$7,965
Equipment/Maintenance/Hire	\$19,927
Property Services	\$42,066
Salaries & Allowances ⁴	\$50,553
Support Services	\$20,746
Trading & Fundraising	\$4,359
Motor Vehicle Expenses	\$5,823
Travel & Subsistence	\$0
Utilities	\$6,667
Total Operating Expenditure	\$1,056,612
Net Operating Surplus/-Deficit	\$179,904
Asset Acquisitions	\$42,319

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$312,461
Official Account	\$8,999
Other Accounts	\$0
Total Funds Available	\$321,460

Financial Commitments	Actual
Operating Reserve	\$32,021
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$7,705
School Based Programs	\$63,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$50,084
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,359
Capital - Buildings/Grounds < 12 months	\$26,245
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$180,414

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.