

2020 Annual Report to The School Community



School Name: Tucker Road Bentleigh Primary School (4687)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 29 March 2021 at 02:13 PM by Robyn Farnell (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 21 April 2021 at 11:39 AM by Deborah Wilson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Tucker Road Bentleigh Primary School (TRBPS) is committed to continuous improvement and provision of quality teaching and learning. We aim to provide a safe and secure learning environment, where students are nurtured in their intellectual, physical, social and emotional development. Creativity, enthusiasm, passion and cooperation are encouraged through a concerted focus on Health, PE and the Arts (music, performance, visual arts) as well as fostering the importance of learning a Language Other Than English (Italian). The Student Family Occupation Education (SFOE) index is 0.18. The staff consists of 2 Principal Class Officers, 1 Leading Teacher, 2 Acting Learning Specialists (Literacy and Numeracy), 1 Student Wellbeing Leader (0.6), 31 teachers and 10 Educational Support Staff. Our programs and instruction are differentiated to cater for the needs of all students. We develop rich curriculum programs that are differentiated to meet individual students needs and provide co-curricular specialist area programs, such as the Arts (music and visual and media arts), LOTE (Italian) and PE/sport. Emphasis is placed on developing critical thinking, problem solving, inquiry learning, IT and collaborative skills to ensure that we provide comprehensive and engaging learning programs for all students. There is a strong collaborative partnership between parents/carers and staff, and we encourage parent participation in school life and their child's education. Tucker Road Bentleigh Primary School is situated in the South Eastern Victorian Region in the Glen Eira City Council. We have 570 students and 16% have English as a second language. We aim to provide a caring, inclusive, stimulating and engaging learning environment. We have large grounds with extensive play facilities, a full-sized oval, a separate Outside School Hours Care facility (Rainbow House) and a large netball sized gymnasium, which was completed in 2018. Currently, we are undertaking a new State Government funded school building project, which will provide the school with a new administration and office building and a separate 4 classroom hub. It is estimated that this work will be completed by the end of 2021.

The School Improvement Team (SIT) and the School Council work in partnership to provide a considered focus on improving educational opportunities and learning outcomes for all children. We strive for excellence in academic achievement and promote the development of the whole child through a strong co-curricular that values the Arts, learning another language and active participation in sport. The school values of Friendliness, Enthusiasm, Co-operation, Respectfulness and Responsibility underpin our school community ethos. The School Values drive the management of student wellbeing including the development of individual goals, behaviour expectations and a positive classroom learning environment. We utilise a Restorative Practice approach when assisting students to manage their behaviour and when dealing with social and emotional issues or concerns. The school's vision is focused on developing students that are literate and numerate, multi-skilled, creative and life-long learners. We want our students to have confidence and be resilient, to be good communicators, problem solvers and collaborators and to develop a positive mindset to overcome any challenges and to celebrate success in life.

Framework for Improving Student Outcomes (FISO)

TRBPS has continued to develop and implement a number of key strategies in English with a specific focus on reading fluency and comprehension throughout this year. The School Strategic Plan (SSP 18-21) goals focus on maintaining the emphasis on reading and includes a considered focus on the explicit teaching of writing and mathematics in line with the findings of the school review (2018). In 2020, we continued to place emphasis on all three areas during what proved to be a very different year, where the staff faced the challenge of moving to online, remote and flexible learning. during most of Terms 2 and 3. We offered a Levelled Literacy Intervention Program for students during term 4, for students who required extra literacy support in Years 1-2 and provided Individual Learning Plans for students with special needs or requiring additional support. We continued to focus on embedding our TRBPS Instructional Practice model for literacy and Numeracy throughout the year.

Over the past 3 years of the School Strategic Plan (SSP), NAPLAN results for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy have all been above state-wide benchmarks for Year 3 and Year 5. Year 3 NAPLAN Reading data for 2019, showed a slight 2% decrease in the percentage of students performing in the top 2 bands when compared with the 2018 data. Year 5 2019 Reading data, showed a slight 2% increase in percentage of students performing in the top 2 bands when compared with 2018 data. NAPLAN Year 3 Writing data for 2019, showed a 15% increase in the percentage of students performing in the top two bands and Year 5 Writing data, showed a 7% increase of students performing in the top 2 when compared to 2018 data. NAPLAN data for Year 3 Numeracy 2019, showed a 12% decrease of percentage of students performing in the top 2 when compared to 2018 data. NAPLAN data for Year 5 Numeracy 2019, showed a 7% increase of students performing in the top 2 bands when compared with 2018 data. Year 5 NAPLAN Matched Cohort Relative Growth data (students in Year 3 in 2017 and students in Year 5 2019) for Numeracy and Writing, showed an increase of percentage of students with high relative growth when compared to the 2018 data. NAPLAN Reading data for 2019, showed a slight decrease in the percentage of students with high relative growth when compared with 2018 data. Due to the fact that there was no NAPLAN testing conducted in 2020, we are unable to compare the data for students from 2018 (Year 3) and 2020 (Year 5) and there was also no 2020 NAPLAN data for Year 3 collected. This has made reporting on many of our SSP Literacy and Numeracy Goals and targets set for the 2020 AIP impossible, as they are all related to NAPLAN.

The school review process at the end of 2018 highlighted that the school has a positive climate for learning within the classroom and that the school has achieved success with the transition programs K-P, 6-7 and within the school.

As part of the new Strategic Plan the following FISO improvement elements were determined as our main focus: (FISO) Excellence in Teaching and Learning - Curriculum Planning and Assessment and Building Practice Excellence:

- Build a positive whole school learning culture that has a shared vision of accountability and high expectations.
- Implementation of the TRBPS Instructional Practice Model and Victorian Teaching Learning Model (VTLM), which incorporates the Practice Principles, the DET Pedagogical Model (E5) and the High Impact Teaching Strategies.
- Embed the Victorian Curriculum F-10, scope and sequence of Inquiry learning and continuums of practice for all learning areas.
- Build teacher’s capability in data literacy and implement consistent informal and formal assessment practices (of, for and as) to determine student’s point of need and plan forward learning to effectively differentiate program delivery.

Achievement

During 2020, we offered a different school program due to Covid-19 Pandemic and Government and DHHS restrictions. We provided a mixture of on-site (Terms 1 & 4) and Flexible and Remote learning (Terms 2 & 3) for our students. During remote learning, many families were provided with digital devices to assist with on-line learning and other families were provided with hard copies of work dropped to their home. TRBPS continued to strive for high student achievement in the areas of English and Mathematics. In 2019, Teacher Judgement Data (Victorian Curriculum F-10) for English (Years P-6) showed 97.1% of our students were working at or above level, the state average was 89.7% and we were rated above the similar school’s group. In 2020, 96.5% of students (Years P-6) are shown as working at and above level in English, the state average was 86.3% and we were rated as similar to the similar school’s group. In 2019, Teacher Judgement Data (Victorian Curriculum F-10) for Mathematics showed 96.4% of students (Years P-6) working at or above the level, the state average was 90.3% and we were rated as similar to the similar school’s group. In 2020, 97.1% of students (Years P-6) were working at or above level, the state average was 85.2% and we were rated as similar to the similar school’s group.

TRBPS continued to develop and implement a number of key strategies in English, with a specific focus on reading fluency and comprehension throughout each year of the SSP. We purchased more of the Fountas and Pinnell (F & P) 'Classroom' reading resource kits for Years 3-6, which provided more engaging texts for the students to read and explicit teaching guided reading plans for the teachers to utilise. Teachers were able to utilise the F and P Literacy Continuums, to enhance their practice with teaching reading. This proved to be especially valuable during remote learning, to support the continuation of small group guided reading sessions for students within the Google classroom. The reading kits were also used to guide the provision of targeted support for high performing students, extending their comprehension development through high level text discussions. The School Strategic Plan goals also focused on maintaining the emphasis on the teaching of Writing and Mathematics. The Literacy Learning Specialist continued to mentor teachers across the school and to source additional resources to support teachers with their reading and writing teaching practice during the remote learning period. We made a concerted effort to maintain the teaching and learning focus on Reading and Writing as a professional learning priority during 2020. The Mathematics consultant was not able to come onsite at the school during this year but was still able to offer advice and resources during remote learning for numeracy. The Numeracy Learning Specialist assisted staff with their online teaching practice through mentoring and close monitoring of the Google Classrooms as visual walkthroughs. The Learning Specialist modelled teaching videos of best numeracy practice and provide advice to other staff in creating their own Mathematical teaching videos for their students. This allowed us to maintain the focus on differentiation and small group teaching to continue in Google Classrooms during this time. During 2021, it is anticipated that we will continue to use some of the features of the Google Classroom in the program we are offering at school. Staff have stated that some teams will use it as a communication system for parents/carers, for homework and to post other work tasks for students to use at school or home for Literacy, Numeracy, and as part of Inquiry learning.

During 2020, we continued to maintain a strong Professional Learning emphasis on the best practice in English and Mathematics, as part of the Annual Implementation Plan (AIP). We continued to implement elements of 'VCOP – The Big Write' approach to build staff efficacy with teaching Writing and for greater consistency of practice across the school. We continued to use the VCOP writing criterion to moderate student work samples across year levels and implemented elements of the "Words Their Way" spelling approach. Across Years P-2 we maintained an emphasis on the Oxford wordlists for developing word vocabulary and phonics. Both methodologies supported teachers to differentiate teaching and personalise the learning to more effectively meet the range of student needs. We are generating greater consistency across the school P-6 through the full implementation of our TRBPS Instructional Practice Model. We continued to implement this model based on the Victorian Early and Middle Years literacy approaches. We developed and implemented student Individual Learning Improvement Plans to monitor students considered 'at risk' in their learning or those students needing extension. In term 4, a Literacy Intervention program was implemented for Year 1-2 students who required catch-up. English will continue to be a focus area during 2021, with emphasis on extending teachers' capabilities with: data literacy, teaching best practice and the accurate assessment of writing, reading and speaking and listening, to directly inform planning and personalise learning for students. We will continue the focus on the achieving consistency of practice across the school through: the embedding of the TRBPS Instructional Practice Model, further Professional Learning around the DET Victorian Teaching and Learning Model and support from various DET resources. We purchased Classroom Literacy Resources for Years 3-6 in 2020, to enhance student engagement and to build teachers capacity with effective teaching of comprehension skills and concepts. We intend to purchase a new kit for Year 2 in 2021. The teaching of spelling and further investigation of the 'Words Their Way' approach will be explored in 2021, through Professional Learning opportunities and team level planning blocks discussions, as well as the regular analysis of spelling data.

Teachers' practice during remote learning in Term 3 of 2020 improved, as they responded to feedback and reflected on the remote program delivered to students during Term 2. It was felt that more face to face instruction was needed. There were many families in our community who only had one device in their household, so to ensure no child was disadvantaged the whole school devised a schedule for face to face on line teaching. It was agreed that the senior school (Yr 3-6) would utilise the morning of 9-12pm leaving the junior school to have the afternoon sessions.

This worked well and ensured that all children had the opportunity to participate. Prep to Year 2 incorporated Google Meets as part of their Google Classroom teaching program and each teacher met with each student at least once a week. Classes alternated their focus depending on what was being taught. Google Meets focussed on explicit teaching of whole class and then small group instruction for Reading, Writing and Mathematics and the teachers were able to demonstrate and explicitly teach a concept or use an explicit video teaching clip. The Prep, Year 1 and 2 teaching teams, provided students with more recorded clips of explicit teaching than they had previously used during remote learning in Term 2. Teachers also differentiated their learning tasks, so that students received tasks that were more targeted to their point of need. The Year 3-6 teachers focussed on more targeted teaching within their Google Meets. The Year 5/6 teachers created a teaching timetable of fluid groups and ran mini lessons within their Google Classrooms. Therefore, the students received far more face to face instruction during the second remote learning period. Teachers utilised greater digital technology applications and media during the remote learning period to teach different concepts to support the student learning and the assessment of work tasks and feedback to students.

Engagement

Student Attitudes to School Survey results for 2020 showed that our TRBPS children believe that they need more student voice and agency in the classroom. The 2020 student survey data for the variable of 'Voice and Agency' showed an overall result of 58%, which was 10% below the data results for 2019. In the 2020 Parent Survey response, 68% of parents and carers indicated that they believed that their child has only some student voice and agency at school, compared with the overall 80% data result in 2019. For 2021, we have committed to focus more on the aspect of student voice and agency as part of the Annual Implementation Plan goals, priorities and targets. As a staff, we will participate in more Professional Learning around 'Student Voice and Agency' and create greater opportunities for students to be actively involved in their learning journey. We aim to devote more time to student goal setting, assessment discussions and feedback, as well as incorporating more student learning conferences. During 2021, we intend to further extend our teacher's ability and understanding of voice and agency through the use of various DET resources, such as AMPLIY, Practice Principles and HITS. Our aim is to increase the percentage of positive responses for the 'Student Voice and Agency' variable of the Attitudes to School Survey. Teachers continued to find ways to be inspirational and creative in an effort to motivate and engage their classes. This included adding more Google Classroom Meets, individualised tutor group instruction and the greater use of digital instructional teaching clips, as we progressed through the remote learning journey. Digital devices were provided to families without a device and families with multiple children all trying to use the one home device. This provision of school devices, increased the number of children who were able to actively engage online in the Google Classrooms at any given time. Specialist teachers also held Google Meets so children could work with them for Italian, ART, PE and Music sessions. Specialist blogs were created so the children could choose activities to complete during specialist sessions, which were built into the remote learning timetables or if they had some free time. We aim to continue the use of Google Classroom during 2021, for communication purposes and uploading some work tasks for students in Years 3-6 to complete e.g. homework and projects. We recognise that the strict illness exclusion policy related to COVID-19 could have impacted on absence data for 2021.

Absence data for 2020, indicated that the school is below the state mean and below primary schools with similar characteristics for the average number off absence days across a year. The 2020 data showed, that students had an average of 9.1 absent days, for all students in Years P-6, the state average was 10.1 days and we were similar to the similar schools' group. In 2019, the average of number of absent days was 14.1 compared to the state average of 16.1 and we were considered below the similar schools' group. High attendance rates have been maintained across the school during 2020. The average percentage of student attendance rate across the school was an average of 92% (Years P-6) in 2019 and an average of 95.5% (Years P-6) in 2020. The school wellbeing team continued to focus proactively on engaging with families, offering support with any students experiencing hardship or wellbeing issues, which would decrease school engagement and online attendance during the COVID Pandemic lockdown period of 2020. We maintained regular phone contact with parents/guardians of children that were absent for more than two days (without

a call from a parent or carer) or regularly missed school when we were back onsite We called families to devise a plan to support parents/guardians and the child if they were experiencing any online attendance issues. We had a Student Wellbeing Leader (non-classroom based) working 0.6 to support this attendance initiative and to devise return to school plans. We promoted the, 'It's not ok to be away' DET initiative, through newsletter articles and regular phone calls to families, as well as generated Compass messages to the community. We link families with community agencies as well as DET and Government organisations, who can support them with their children, financial hardship, counselling and assessment of mental health and/or medical issues. We continued to focus on assisting staff to use the correct codes to record student absences to increase data accuracy, especially during the remote and flexible learning period.

We regularly communicate to the school community through the Compass platform and phone calls about the impact that absence has on learning, emotional and social wellbeing and engagement. In 2021, we will continue to focus on engagement and absences by increasing communication to parents about the educational and social and emotion progression of their child throughout the year. Each year level will set up a modified communication system, such as Compass year level updates, Seesaw or Google Classroom messaging, to keep in touch more regularly with parents and carers. We will continue whole school Compass messages that are sent out to families throughout the term regarding what is happening at school. We will continue to disperse relevant information on important school and family topics, such as Cybersafety, the Child Safe Standards, the building project, First Aid, school events and other DET or school policies and procedures. The office will continue to send an update each fortnight on special events, important dates to remember, as well as office procedures and processes. We will continue to refine and modify all of our school communication processes where possible, in line with feedback from the school community throughout the school year.

Wellbeing

Tucker Road Bentleigh Primary School continued the implementation of the school wellbeing 'start up' program, 'Hit the Road Running', which was an important focus at the start of the 2020 year across Years P-6. This school wellbeing program assists teachers and students to set up the class together as a community of learners including: establishing climate, tone, learning routines and protocols and clear behavioural expectations. The program's activities are focussed on building positive relationships, resilience, independence and connectedness to school and peers. Prep teachers worked with the local Early Childhood Education Centres to implement a transition to school program. During 2020, the range of K to Prep (Foundation) activities included three transition sessions. The reduced amount of sessions was due to COVID restrictions. The Prep Team Leader visited the local kindergartens and Child Care Centres to read stories, talk to the children and to discuss transition information with key personnel, this was all conducted in-line with COVID regulations. As part of the internal transition program throughout the school, we continued to implement a refined 'Step Up' transition program for students in Years P-5, opportunities were provided for students to work with the next year level teachers for a period of time over 3 weeks. Transition to Secondary College (Years 6-7) was also a focus with a great percentage of our children attending local secondary colleges. The Year 6 students participated in online and a small selection of onsite activities (where provided) with a reduced number of students, as part of the transition program with the student's nominated Secondary College for 2021.

Throughout 2020, we continued to build teachers' capacity with Restorative Practices, Circle Time and taking collective responsibility for all students as part of the Student Wellbeing emphasis. We participate in a network of other local schools in the DET RRRR program (Resilience, Rights and Respectful Relationships). Although we couldn't get together as clusters of schools due to COVID regulations, we still utilised all of the resources and theory involved in this program to support staff and students' social and emotional wellbeing, whilst working remotely and back onsite at school. Many opportunities were created to support any struggling families and vulnerable children were catered for onsite during the periods of remote learning. Phone calls were made to each family and teachers constantly checked in on families and the children. Differentiated work packages were dropped to families where required. Teachers continued to differentiate work online for their classes and groups of children in Literacy and Numeracy, especially for students on

ILIPs. The data from the 2020 Student Attitudes to School Survey, confirmed that students in Years 4-6 felt quite safe, happy, confident and connected to the school environment with all results scoring around 75-80%. The Student Attitudes to School Survey 2020 variable of 'managing bullying' results, scored 78.7%, the State average was 78.0% and similar schools rated 76.5%; we were rated as above similar schools. The overall result was very similar to the 2019 survey data, which the overall score was 79%, the State average was 81.6% and we were considered as scoring below similar schools. The 2020 Student Survey data for the variable of 'sense of connectedness', showed a decrease in percentage when compared with the 2019 survey data. In 2020, the overall school positive data result was 75.2% and the State average was 79.2% and similar schools scored 78.3%. In the 2019 survey for the same variable, the school's overall positive result was 78.0%, the State average was 80.9% and we were rated as below similar schools. The teachers continued to place great emphasis on utilising positive wellbeing practices and the respectful relationships program to re-engage students after each lockdown period. This helped students to reconnect with the school environment, their peers and other students across the school. Staff continued to foster positive relationships between all students and further strengthen the relationships between staff and students as a priority during Term 4. The slight decrease in 'sense of connectedness' data result was not unexpected, especially when you look at the amount of time students were away from school and working remotely throughout 2020. For 2021, staff have indicated that they will put more emphasis on assisting students with the language used in the Student Attitudes to School Survey, for all students in year's 4-6 before the 2021 survey is conducted. School Council and staff feedback was that more work should be completed around the language and meaning of the survey for 2021.

During 2021, we will continue to build staff capacity through Professional Learning, to incorporate the DET 'Social and Emotional Learning' (SEL) resources, Respectful Relationships' activities and Restorative Practices and Circle Time to address behaviour management, support social connection and interaction, as well as to address anxiety and friendship issues.

Financial performance and position

In a year affected by COVID and long periods when students were away from school, both Revenue and Expenditure were well down on previous years. In the Revenue area, Government funding was affected by a reduction in Student numbers and was \$138,817 less than in 2019. Locally raised funds were down by \$383,101 which was the result of reduced Camp & Excursion activities, the handing over of our Uniform Shop operation to Dobson's Pty Ltd, closure of the Canteen, Hiring of facilities and the restriction on PFA and other Fundraising events. Expenditure was lower when compared to 2019, with an overall drop of \$732,599. There was less expenditure on staffing, Casual Relief Teachers, Camps & Excursion activities, Consumables, Trading Expenses on the Uniform shop, Canteen and General Maintenance. The PFA made a small loss but still has funds available to contribute to designated future projects. We were only able to rent our Gymnasium facility to outside sports clubs for a short period of time in Terms 1 and 4. We also received reduced revenue from the hiring contract of our OHSC facilities also due to the COVID pandemic and the revenue was further influenced by the fact that many children had parents who continued to work from home for the year did not require before or after school care in 2020. The effects of this pandemic caused a reduced number of students attending the service, which reduced the income that we received per term from the OSHC providers. Asset acquisitions of \$57,624 included upgrades to the Public Address System and Phone Services.

The school continued to fund a Student Wellbeing Teacher Leader (without classroom duties) who was assigned to support school funding applications, oversee ES Integration Aide Staff, conduct SSG meetings as well as to offer wellbeing support and advice for children, staff and parents on a regular basis. It is expected that we will see more revenue from the hiring of facilities and local fundraising efforts during 2021. We will have some significant expenditure in 2021, alongside the State Government Building project, where the school is to receive a new Office/Administration Block and 4 Classroom Centre.

For more detailed information regarding our school please visit our website at <https://www.tucker-road.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 570 students were enrolled at this school in 2020, 256 female and 314 male.

16 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.

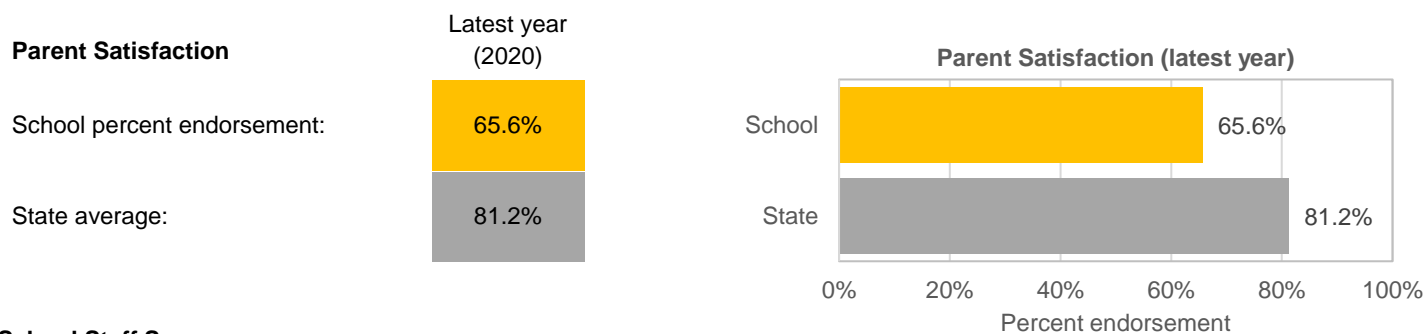
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

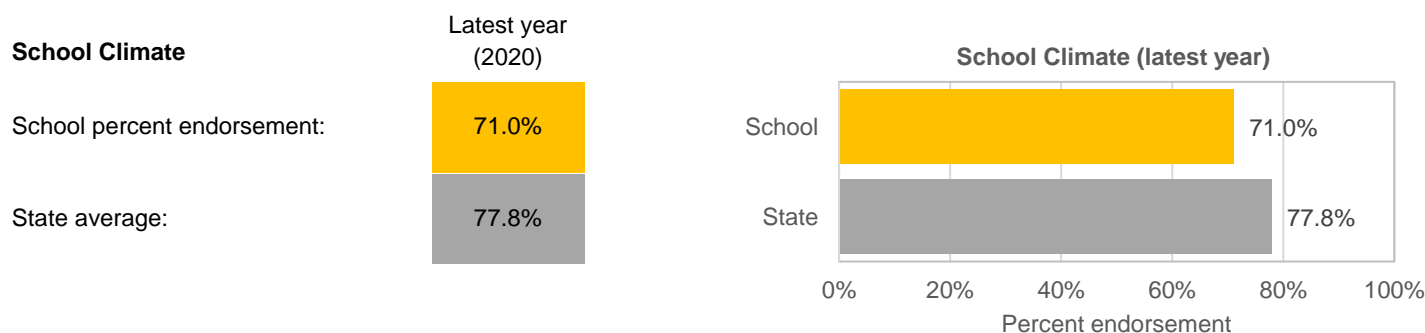


School Staff Survey

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:

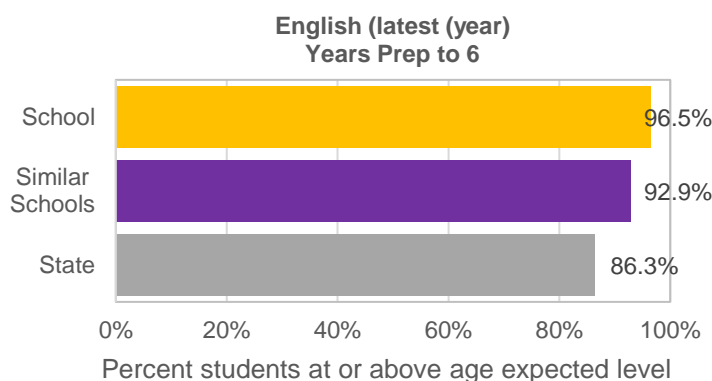
96.5%

Similar Schools average:

92.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

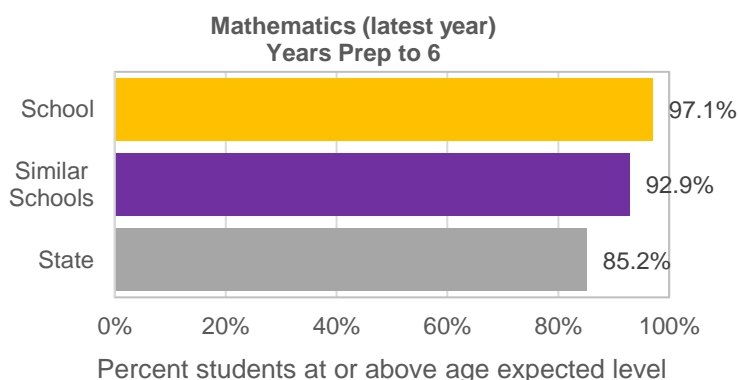
97.1%

Similar Schools average:

92.9%

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

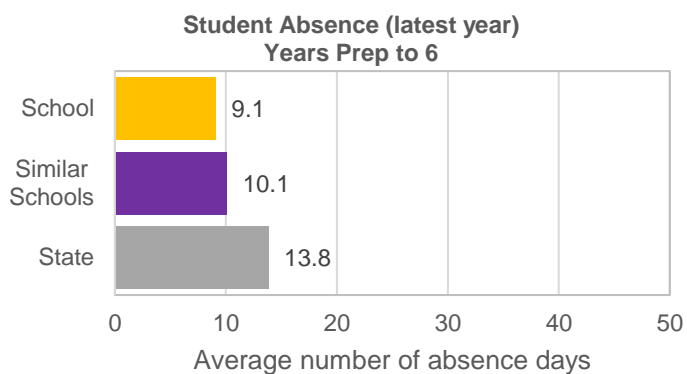
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.1	12.5
Similar Schools average:	10.1	13.0
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):	97%	96%	94%	95%	95%	95%	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.

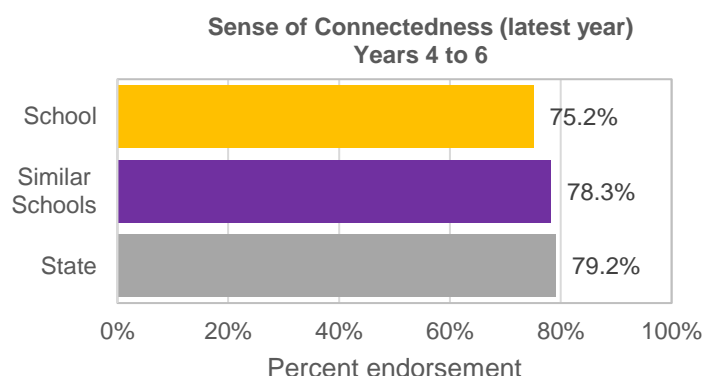
Student Attitudes to School – Sense of Connectedness

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:	75.2%	78.5%
Similar Schools average:	78.3%	80.5%
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.

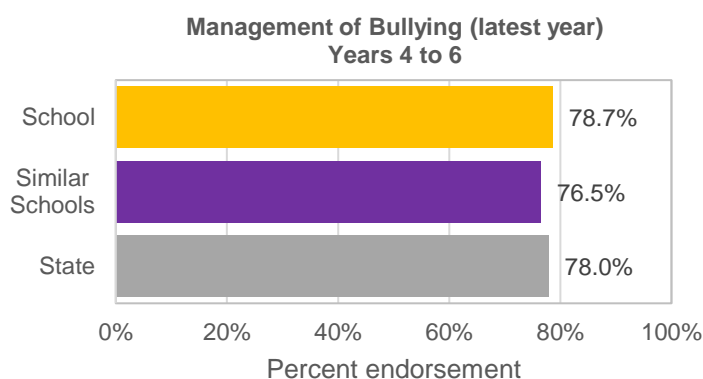
Student Attitudes to School – Management of Bullying

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:	78.7%	78.3%
Similar Schools average:	76.5%	79.5%
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	\$4,306,640
Government Provided DET Grants	\$551,803
Government Grants Commonwealth	\$650
Government Grants State	NDA
Revenue Other	\$16,177
Locally Raised Funds	\$350,780
Capital Grants	NDA
Total Operating Revenue	\$5,226,049

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,918
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$19,918

Expenditure	Actual
Student Resource Package ²	\$4,285,958
Adjustments	NDA
Books & Publications	\$903
Camps/Excursions/Activities	\$50,352
Communication Costs	\$6,537
Consumables	\$37,057
Miscellaneous Expense ³	\$70,636
Professional Development	\$10,706
Equipment/Maintenance/Hire	\$146,419
Property Services	\$82,297
Salaries & Allowances ⁴	\$265,285
Support Services	\$31,785
Trading & Fundraising	\$31,008
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$0
Utilities	\$49,487
Total Operating Expenditure	\$5,068,430
Net Operating Surplus/-Deficit	\$157,619
Asset Acquisitions	\$57,624

- (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

Funds available	Actual
High Yield Investment Account	\$650,783
Official Account	\$21,491
Other Accounts	\$13,245
Total Funds Available	\$685,519

Financial Commitments	Actual
Operating Reserve	\$123,918
Other Recurrent Expenditure	\$44,063
Provision Accounts	NDA
Funds Received in Advance	\$53,673
School Based Programs	\$19,176
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$214,593
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$53,060
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$27,037
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$685,519

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.