

2022 Annual Report to the School Community

School Name: Tate Street Primary School Geelong (4398)



- 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 30 May 2023 at 12:10 PM by Alicia Nuttall (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 offline by School Council President and processed by Elizabeth Spence (SPOT Admin) on 14 June 2023 at 11:39 AM

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
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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

Tate Street Primary School is in the suburb of Thomson, Geelong, which sits between East Geelong, South Geelong and Newcomb. We are located 5-6 mins out of the Geelong CBD. In 2022 TSPS had an enrolment of 177 students with our current school buildings capacity at 200 students. Of the 177 students, 111 were counted on the NCCD as receiving adjustments. 6 students were assessed as eligible for EAL funding (English as an Additional Language) and 9 Aboriginal and Torres Strait Islander students attended the school. The decrease in students from the previous year was very minimal from 179 to 177. Our SFOE Index decreasing from .4281 to .4272. We currently have 1 student in out of home care.

At Tate St. Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from our school philosophy, mission and values. Tate St. Primary School is dedicated to the development of each student's intellectual, social and emotional growth. Our primary focus is not to standardise education, but to personalise it, to build achievement on discovering the talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions. This means engaging families and the wider community as learning partners in the provision of a diverse, evolving curriculum that inspires passion, supports personal growth and equips students with essential life skills. We empower students to become confident and adaptable life-long learners who are ready to build positive, purposeful futures.

In 2022 Tate Street Primary School had 8 generalist classrooms made up of 5 full-time and 6 part-time Classroom Teachers. We have 2 part-time staff members in the roles of Disability Inclusion Leader (Teacher) and Health & Wellbeing Leader (Education Support). We have 4 part-time Specialist Teachers who deliver Art, Music, PE and Auslan. 1 Learning Specialist works 4 days per week, working closely with the Principal, with a key role in Literacy. Our students with additional needs are supported by 7 part-time Education Support Staff and 3 Tutor Learning Initiative Teachers who had a focus on Mathematics and Reading. We also have an Education Support staff member who facilitates an Oral Language Intervention Program with small groups for students in Prep and Year 1. Furthermore, a part-time Literacy Intervention Specialists works with small groups in our Year 1/2 area. We have one Business Manager part-time (0.8) and one Administration part-time staff member (0.4). We offer a high-quality Out of School Hours Care Program running from 7.00-9.00am and 3.15-6.15pm that requires 3 staff to support its facilitation. We currently have no Aboriginal or Torres Strait Islander staff at TSPS.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the Department set two key improvement strategies focused on Learning and Wellbeing. In addition to this, they also continued its commitment to the Tutor Learning Initiative (TLI) to support students whose learning was disrupted during COVID. Through analysis of our 2021 data 41 students across various year levels benefited from participating in TLI with a focus on Reading and Numeracy. Our school also continued its commitment in supporting student learning with 23 of our Foundation and Year 1 students participating in our Oral Language Program and 24 students benefiting by participating in our Year 1 & 2 Literacy Intervention Program. Our High Ability Program in Maths assisted six year 6 students and seven year 4 students to further extend their mathematical learning. We also offered high achieving year 4 students (those working at least 12 months ahead in 2 out of 3 key learning areas), the opportunity to attend a Design by Nature day, a learning experience offered by Victorian Challenge and Enrichment Series.

Our NAPLAN results indicated the following percentages of students achieving results in the middle 2 and top 2 bands in key curriculum areas:

- Reading: Year 3 - 82% and Year 5 – 95%
- Writing: Year 3 – 95% and Year 5 100%
- Numeracy: Year 3 – 72% and Year 5 – 96%

Based on our 2022 Teacher Judgement data, the students (Foundation to Year 6) working at or above expectation in Reading is 91%, Writing is 85% and Number and Algebra is 81%.

Staff Opinion Data for 2022 saw us achieve 100% positive endorsement in 'Teaching and Learning Evaluation: professional learning to improve practice' and 'Teaching and Learning Practice Improvement: timetabled meetings to support collaboration'.

The Attitudes to School Survey domain 'Effective teaching practice for Cognitive Engagement' indicated our school achieved higher positive endorsement (89%) than similar and state schools. The percentage of positive endorsement for each factor is outlined below:

- Differentiated Learning Challenge - 89%
- Effective classroom behaviour – 81%
- Effective teaching time – 85%
- Stimulated learning – 85%

In the Parent Opinion Survey, for the factor area 'Student Cognitive Engagement', our school rated higher in positive endorsement compared to similar and state schools in all sub-factors. With 'high expectations for success' receiving 92% positive endorsement.

Wellbeing

The staff continued Professional Development in the area of 'Culture' and the commitments we would make to progress, which was held at the beginning of Term 3. As a result of the PD, the values of Passion, Connection and Inclusiveness are at the forefront of everything we strive to achieve as a school community in what has been a really challenging 2 years. In our school Team & Culture Commitment document there are 3 pillars: Our shared purpose, our trademark and our key behaviours. Each pillar has several supporting statements and actions to ensure accountability. The staff at Tate Street PS are committed to continuous cultural improvement and we will be embarking on further PD in this area in 2023.

The school continued to have a Respectful Relationships team to support staff, drive professional learning and link in with 'Play is the Way'. The school continued to give 'Play Is the Way' value awards to improve the teaching and learning focus of these at a classroom and whole school level and create a stronger knowledge and link of these between school and home. All staff completed 2 out of 4 days of the Berry Street Education Model. The school will complete this training in 2023. At the end of 2022 an Engagement and Wellbeing team was formed. This team was allocated 2 days to work on reshaping the behaviour management process currently used at the school, as well as establishing 3 school values (Respect, Responsibility, Resilience). This team worked alongside critical friends including Specialist teachers, regular CRTs, a parent representative and Regional Student Support Service staff. The school adhered to the 2022 VGSA Agreement which outlined a 2 hour per week maximum of meeting times adjacent to the school day. With staff and School Council input, we moved to fortnightly assemblies run by the student leaders. Our Wellbeing Officer continued to support families, providing services, links, recommendations 1:1 support when required. Together with the Executive Team, Welfare meetings were held weekly to provide actionable responses to those students and families requiring support. The school also provided the community with a fully subsidised opportunity with Project Rockit. This was aimed at upskilling parents, carers and students with regards to accessing online forums and platforms safely.

Engagement

In 2022 we enjoyed the first full year of on-site attendance since 2019. To support the re-engagement of students during the transition back to onsite learning long-term, staff once again identified 'at-risk' students through attendance and student learning data. Meetings were arranged with parents, support services, wellbeing officer and principal to share information and plan for a successful transition. Due to the fact that parents were not allowed on-site previously and remained cautious, classroom teachers went out each morning and afternoon to the gates to ensure they were available for face-to-face interactions with parents and students. This also helped with bringing students into the school calmly of a morning. At the beginning of the year staff transitioned students back to school by revisiting our 'starting right' program. This program has a specific focus on the social and emotional wellbeing of all students. Once again, through the introduction of the TLI we were able to target our students who were disengaged during remote learning. The program has continued to grow in relation to how it is facilitated, but it has helped with engaging many of our learners by developing their confidence and bridging the gaps in their learning so that they feel more successful in the classroom. We shared the TLI focus between Literacy Intervention and Maths Intervention, utilising specific tutors with skills in enabling students in maths tasks. We initiated a partnership with the I CAN Network. This led to the school being awarded a scholarship, which conversely subsidised the 'Imagination Club' fortnightly for Semester 2. The program provides 2 Autistic mentors who work with 16 identified students to provide them appropriate, engaging and relationship building tasks. The Yard Duty & Supervision Policy was updated to ensure we supported all students in the yard to engage in appropriate play behaviour and reflect the school values and expectations. Staff were provided with time allocations to support the production of documented plans, referrals and specialist meetings for students with additional needs (Tier 2 & 3), in collaboration with the Disability Inclusion Leader.

Other highlights from the school year

We programmed 2 successful camps to Anglesea (YMCA) and Lady Northcote for our Year 5/6's and Year 3/4's, respectively. Among many one-day excursions and incursions, the entire school travelled to Sovereign Hill in Ballarat, with entry to Sov' Hill fully subsidised. Our Music program once again thrived, with the Maribataters (Marimba Band Year 4-6) performing at Cresfest & The

Port Fairy Folk Festival. We held our annual whole school 'Bush Dance', which invites all parents to attend and participate in student lead performances. John Madin lead a whole school incursion and performance with whacky instruments with an incredible performance to the community to finish the day. The school enjoyed a stunning day for the House Athletics Carnival for all students, which we ran on the school grounds. The students in Years 3 - 6 were also provided with the opportunity to participate in in the District Athletics, Cross Country, Basketball, Soccer and Tee-Ball Carnivals. Our partnership with the Newcombe Junior Football Club continued with free clinics offered to all students. The school community rallied together to complete a whole school 'Working Bee' to clean up the gardens, pathways, buildings and plant trees and seedlings, with over 100 people attended. Our Sustainability Leader facilitated a 'Clean Up Australia Day' event that focused on recycling and sustainable approaches, as we once again lead the way as a 'Resource Smart School'. Our Visual Arts leader incorporated lessons to create a link between art, school and Wadawurrung with a whole school art project on the exterior of the art building. We received 3rd place in the Geelong Show Primary Art Exhibition. In Term 3 we held NAIDOC Education Week, which was celebrated by an Assembly dedicated to the teaching and learning of our First Nations people. We were able to re-introduce the Parents & Friends Committee with many successful events and functions throughout the year; Prep Pizza Night, Special lunch days, Colour Run, Mothers and Fathers Day Stalls and Parent Trivia Night. The year was farewelled with a community Christmas Concert, lead by our Music Specialist

Financial performance

The school continued to operate in surplus.

We collected curriculum contributions from 67% of our families (a significant drop from 2021).

We continue to run our Outside School Hours program independently and this ran at a profit in 2022.

Significant items of expenditure:

- Investment in our Equity program
- Repairs to plumbing and electrical works once again were a significant cost
- Outdoor learning and shade structure completed
- Staff professional development and planning time release
- CRT budget was a big expense in 2022
- Upgrade of the school servers and IT capabilities
- Commenced investment in the 2023 science curriculum specialist subject and classroom preparation
- The Writing Model PD for all staff
- Whole school Berry St PD training

Current lease agreements:

- Xtreme photocopiers and Avaya telephone system

Targeted funding received:

- Equity: We received funding for the ongoing Equity program.
- Disability Inclusion: Program for Students with a Disability has transitioned to Disability Inclusion Program in the Barwon area - Significant spend on transition of processes and staff
- Tutor Learning Initiative: the TLI was continued in 2022 with the school being able to re-engage the services of the three tutors from the previous year.
- Mental Health Menu: The school was able to engage in school wide Berry St Education Model training
- Family Liaison: The school continued to employ an ES to support the Wellbeing area of the school

School held funds:

- The school holds funds on behalf of the following programs: 'Parents and Friends'; the Visual Arts Network (Geelong) and the 'Marimba-taters'

For more detailed information regarding our school please visit our website at

<https://www.tatestps.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 180 students were enrolled at this school in 2022, 79 female and 101 male.

5 percent of students had English as an additional language and 5 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).

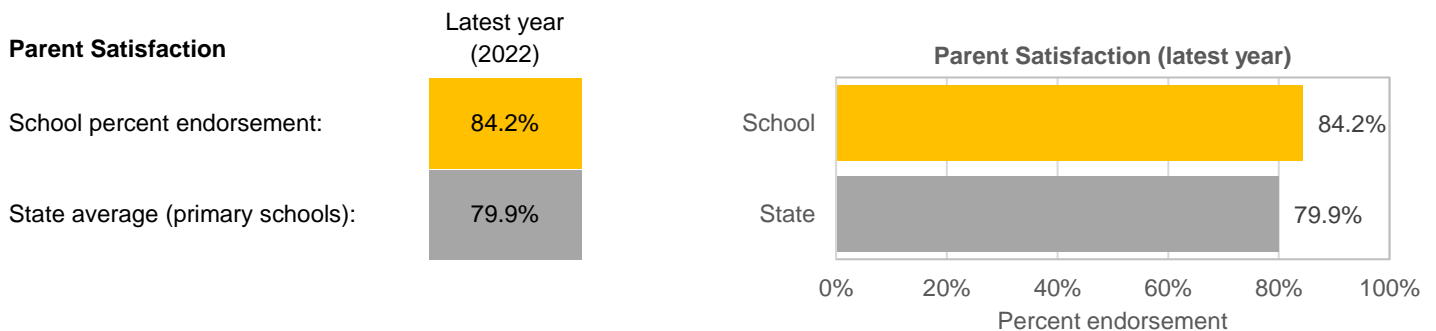
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

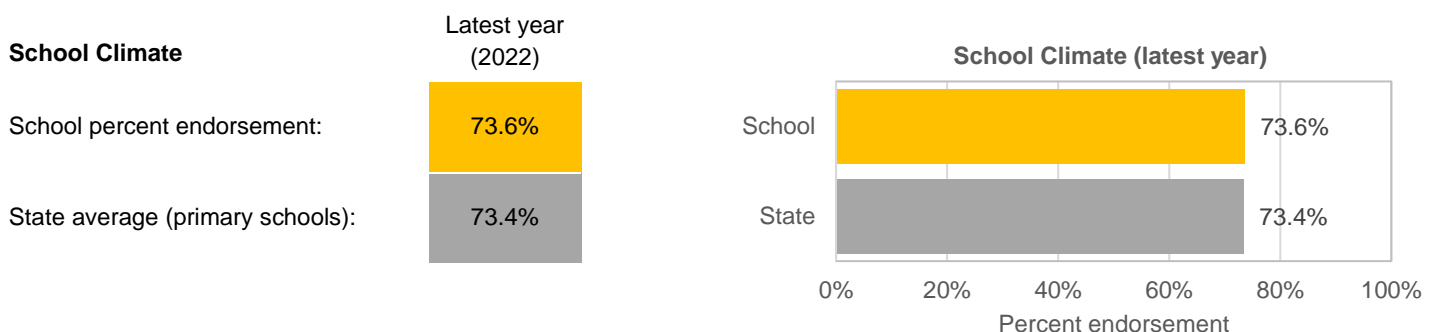


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



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:

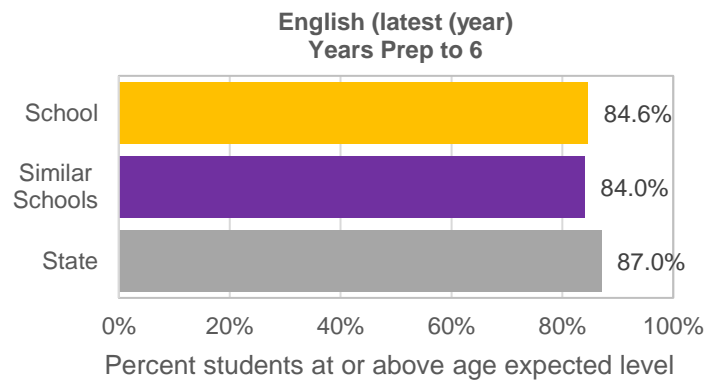
84.6%

Similar Schools average:

84.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

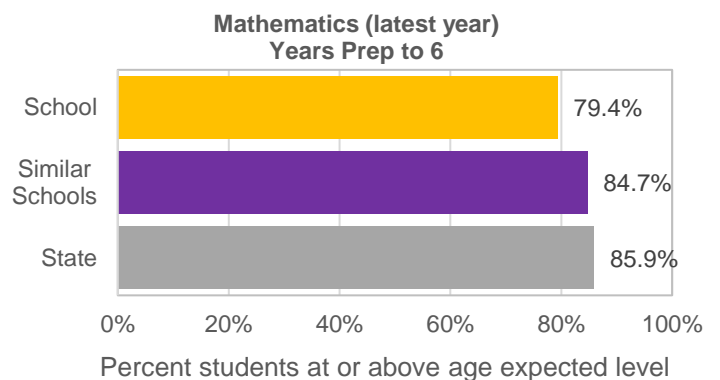
79.4%

Similar Schools average:

84.7%

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.

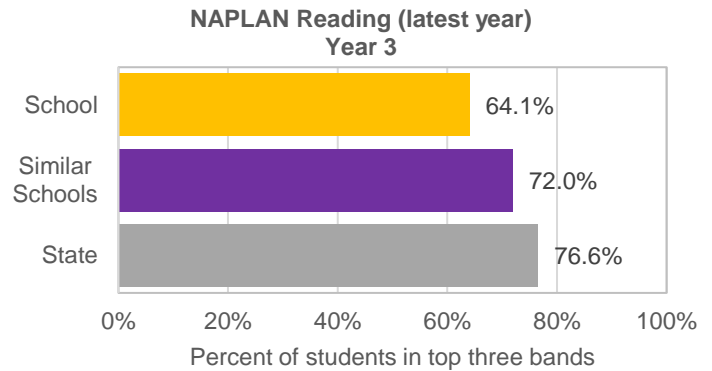
NAPLAN

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.

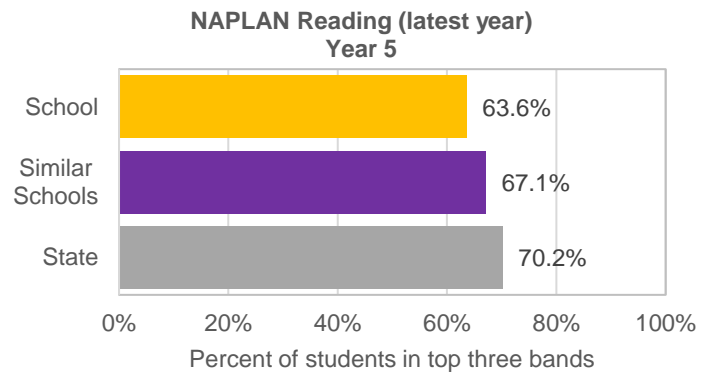
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.1%	75.9%
Similar Schools average:	72.0%	70.8%
State average:	76.6%	76.6%



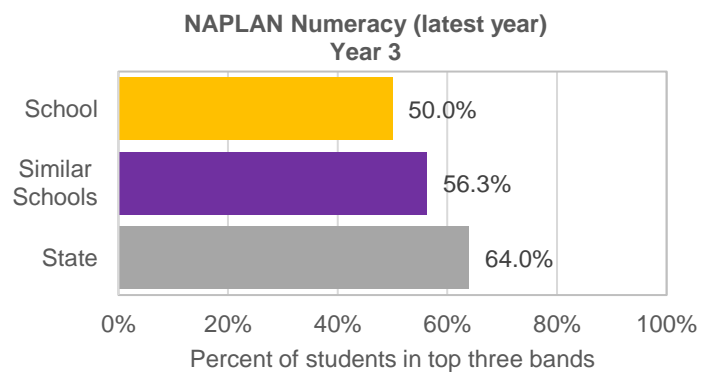
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	70.2%
Similar Schools average:	67.1%	65.0%
State average:	70.2%	69.5%



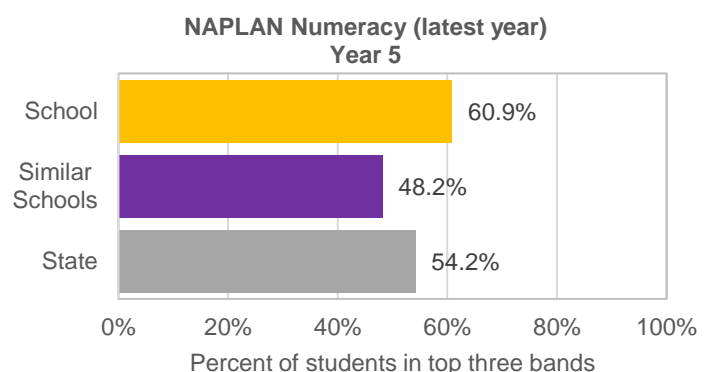
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	67.9%
Similar Schools average:	56.3%	60.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	64.9%
Similar Schools average:	48.2%	51.4%
State average:	54.2%	58.8%



WELLBEING

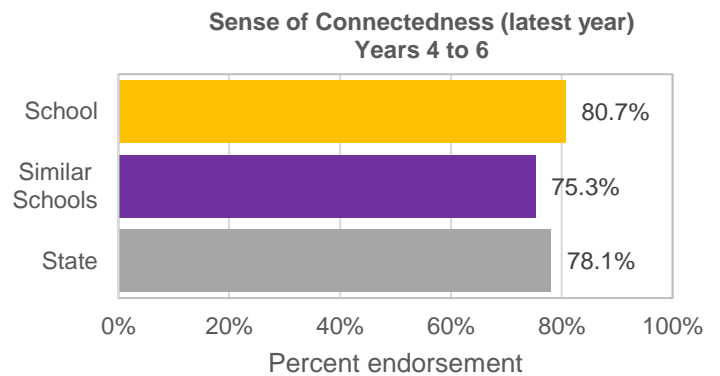
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	80.7%	84.1%
Similar Schools average:	75.3%	77.6%
State average:	78.1%	79.5%

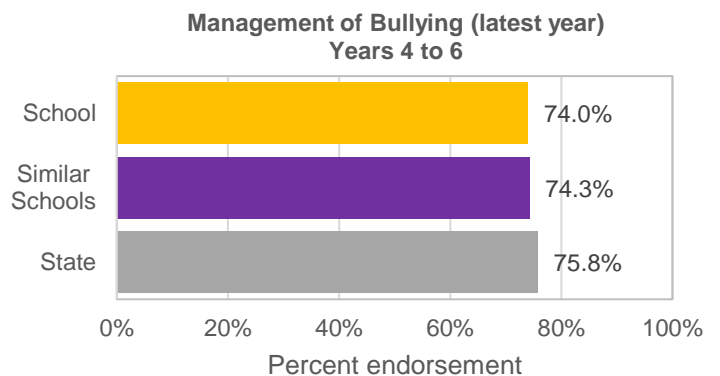


Student Attitudes to School – Management of Bullying

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:	74.0%	82.3%
Similar Schools average:	74.3%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

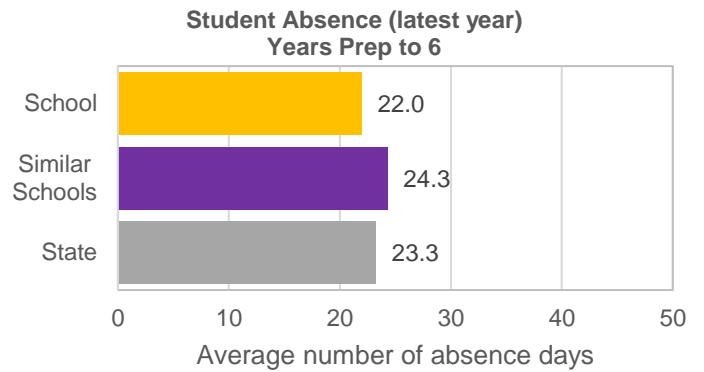
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.0	19.9
Similar Schools average:	24.3	18.3
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):	88%	88%	90%	90%	89%	87%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,323,934
Government Provided DET Grants	\$301,041
Government Grants Commonwealth	\$93,714
Government Grants State	\$2,200
Revenue Other	\$25,515
Locally Raised Funds	\$206,545
Capital Grants	\$0
Total Operating Revenue	\$2,952,949

Equity ¹	Actual
Equity (Social Disadvantage)	\$109,638
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$109,638

Expenditure	Actual
Student Resource Package ²	\$1,998,715
Adjustments	\$0
Books & Publications	\$1,098
Camps/Excursions/Activities	\$50,722
Communication Costs	\$4,811
Consumables	\$27,494
Miscellaneous Expense ³	\$10,876
Professional Development	\$33,587
Equipment/Maintenance/Hire	\$32,134
Property Services	\$14,817
Salaries & Allowances ⁴	\$286,600
Support Services	\$29,795
Trading & Fundraising	\$56,684
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,752
Total Operating Expenditure	\$2,564,084
Net Operating Surplus/-Deficit	\$388,865
Asset Acquisitions	\$36,281

- (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	\$443,207
Official Account	\$18,701
Other Accounts	\$0
Total Funds Available	\$461,908

Financial Commitments	Actual
Operating Reserve	\$98,301
Other Recurrent Expenditure	\$9,257
Provision Accounts	\$14,350
Funds Received in Advance	\$0
School Based Programs	\$144,615
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$266,523

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.