

# 2023 Annual Report to the School Community

School Name: Traralgon South Primary School (2114)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 06 March 2024 at 12:34 PM by Joel Blythman (Principal)

- This 2023 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 March 2024 at 02:30 PM by Leanne Kamphuis (School Council President)

# How to read the Annual Report

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## 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.

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

The Performance Summary includes the following:

### School Profile

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

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Traralgon South Primary School is situated in a picturesque bushland setting an approximate 10-minute drive south of Traralgon. Originally, the school predominantly served the local farming community. Today, our school is comprised of families from the Traralgon South, Callignee, Koornalla, and Balook areas, as well as a growing number from Traralgon and neighbouring towns.

We firmly believe that for every child, their learning experience should be enjoyable, challenging, and successful. Every child is provided the opportunity to develop to their full potential in a safe, positive, and stimulating environment. This philosophy is supported by both the size of the school and the commitment from all staff to deeply understand the personalities, skills, and abilities of every child. This is also underpinned by our vision, where "our school community challenges and inspires us to be inquisitive and motivated learners with high expectations of ourselves, and we will develop the skills to ably solve problems through life's challenges." Additionally, our RIPPER (Resilience, Independence, Persistence, Pride, Empathy and Respect) values reflect our ambition to be community minded citizens for today, tomorrow and the future.

We are proud of the strong reputation we have built in the region as a Primary School that delivers a high-quality teaching and learning program, and achieves excellent results. The learning program at Traralgon South Primary School reflects a strong commitment to the Victorian Curriculum, with an appropriate emphasis on literacy and numeracy, as well as the specialist areas of Physical Education, Auslan (Australian Sign Language), Music, and the Arts. Best practise teaching is implemented across the school through the delivery of an evidence-based instructional model, using the Explicit Direct Instruction methodology. Our learning program is further complemented with a structured synthetic phonics approach to teaching literacy (Sounds-Write), the incorporation of the VCOP (Vocabulary, Connectives, Openers, Punctuation) program into all classrooms to strengthen the learning of writing, the delivery of an integrated curriculum (MAPPEN) that enables a whole school focus on the same concept simultaneously, and The Resilience Project embedded into all grades to support student wellbeing. Additionally, high quality, special purpose programs are made available to all students, such as swimming, camps, and excursions. Finally, our curriculum supports an effective transition to secondary school, strengthened by regular interaction with other local Primary Schools through inter-school camps and sporting activities.

In 2023, our SFOE index was 0.3086 (low-medium band) and our workforce comprised of a Principal, 6.6 EFT classroom teachers, a 0.95 EFT Business Manager and 2.37 EFT Education Support (integration Aide) staff, with our school having 118 enrolled students in five classrooms (Prep/1, Grade 1/2, Grade 2/3, Grade 4/5, and Grade 5/6).

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The following areas have been identified as key directions for the Traralgon South Primary School 2020-2024 Strategic Plan:

- Agency in learning to support students' engagement and learning growth
- Distributive instructional leadership across the school
- Literacy and numeracy student learning growth and achievement across the school
- Whole-school instructional model
- PLCs' collaborative teacher practice, peer observation and feedback
- Curriculum planning, instructional practice, and assessment

In response to the COVID-19 pandemic and subsequent interruptions to student learning in previous years, in 2023 the Department of Education (DE) required all schools to have a shared and consistent focus towards a Priorities Goal. This Priority Goal consisted of two common Key Improvement Strategies (KIS) for all schools. These KIS were:

1. Learning: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
2. Wellbeing: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Whilst we acknowledge and support the importance of the KIS outlined within the DEs 2023 Priority Goal, we also need to highlight the impact this had on our progress towards other KIS within our own 2020-2024 Strategic Plan. Despite this, our learning achievement data for 2023 was strong, with our school considered to be at the highest ("Influence") level of performance for the year. Nevertheless, as a small school, care must be taken when interpreting student achievement data for an individual year level,

as each child can equate to a significant percentage of the cohort in question. We are confident our inclusion of an evidence-based approach to the teaching of literacy in the junior years will see future positive growth in these associated data sets. In relation to our School Strategic Plan, further strengthening our approach to curriculum planning, instructional practice, and assessment will remain a high priority. This will be achieved primarily through the use of a whole-school Explicit Direct Instruction instructional model, and collaborative teacher practices in teacher Professional Learning Communities.

## Wellbeing

In 2023, linked to the DE Priority Goal and associated KIS, we prioritised approaches to supporting and improving student wellbeing. This included:

- Further embedding our school RIPPER values into our daily practices
- Our Prep/Year 6 buddy program
- Regular whole school events and activities
- Our approach to student management that includes student advocacy for outcomes, complemented with a restorative approach
- Whole school monitoring of patterns in behaviour reports and the strategic responses to these
- Student leadership, and their coordination of lunchtime activities for peers
- Implementing various evidence-based approaches to improve student wellbeing through the Mental Health Fund. These actions led to the levels of student "sense of connectedness", as measured through the Attitudes to School Survey, to be above both similar school and state benchmarks. Furthermore, it is pleasing to note that student positive responses to the "management of bullying" at our school to also be well above state and similar school averages. Further endorsing our collective efforts in this space. Moving into 2024, we will continue to strengthen our approach to student wellbeing, primarily financed through the Mental Health Fund. We are confident this will again add another strong layer of support to student wellbeing, providing a positive and proactive response to supporting students at our school.

## Engagement

Student engagement, as measured and evidenced by the average number of student absence days, saw Traralgon South Primary School achieve much stronger outcomes than similar schools and state averages in 2023. This can be attributed to our strong sense of community and connection with our school population, further evidenced by very strong results in the levels of parent satisfaction in our Parent Opinion Survey and the school climate measure in our annual Staff Survey, both of which are also well above state benchmarks. Our approach to student non-attendance in 2023 is now reflecting the agreed approach within the Inner Gippsland and Latrobe Valley region, utilising appropriate support mechanisms and intervention strategies that are consistent with all schools in the area. More specifically, daily messages and notifications, phone calls, letters, parent and student meetings, and the development of individualised targeted responses have seen improvements in these outcomes, with these to be employed again in 2024.

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## Other highlights from the school year

We continue to be very well supported by our community through the opportunities being a school in a rural environment provides. Connections to other small schools in our cluster allow our students to participate in school camps and a wide range of sporting events with other children, providing a wider social connection and supporting future transitions to secondary schools. In 2023, we were fortunate to again have the support of the local Men's Shed, where through a grant, our Grade 5/6 students built a Billy Cart with their family members after school before then decorating and racing them during school hours afterwards. This provides one tangible example of an activity that through strong community partnerships, students at our school have access to. Our End of Year Concert remains an annual highlight, with families sitting on picnic rugs on our oval whilst our student present various performances providing a beautiful end to the year.

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## Financial performance

When looking at 2023 in isolation, the staffing budget at Traralgon South Primary School was in a surplus position at the end of the year, however a much healthier surplus was able to be recorded due to a surplus brought forward from previous years. Funds were partially held in reserve for contingency purposes, with the school remaining on the borderline of growing from five grades to six.

Additionally, it is planned to support future improvements in our instructional practices by employing a Learning Specialist to coach and mentor teachers in the classroom, which naturally comes at an increased staffing cost.

In 2023, we have continued with our planned facility upgrades, which included the replacement of interactive whiteboards in six classrooms, plus additional painting and grounds improvements. Our school was fortunate to receive funding for Bushfire Preparedness as a Bushfire at Risk (Category 3) school, with this spent as intended. Traralgon South Primary School attracted \$18,733 in equity funding that was used to support students in a range of wellbeing and academic intervention programs. As well as this, \$25,565 was provided by the DE for the Tutor Learning Initiative, allowing our school to provide additional assistance and support to student learning following COVID-related lockdowns.

**For more detailed information regarding our school please visit our website at**  
<https://www.traralgonsthps.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 118 students were enrolled at this school in 2023, 53 female and 65 male.

0 percent of students had English as an additional language and 3 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).

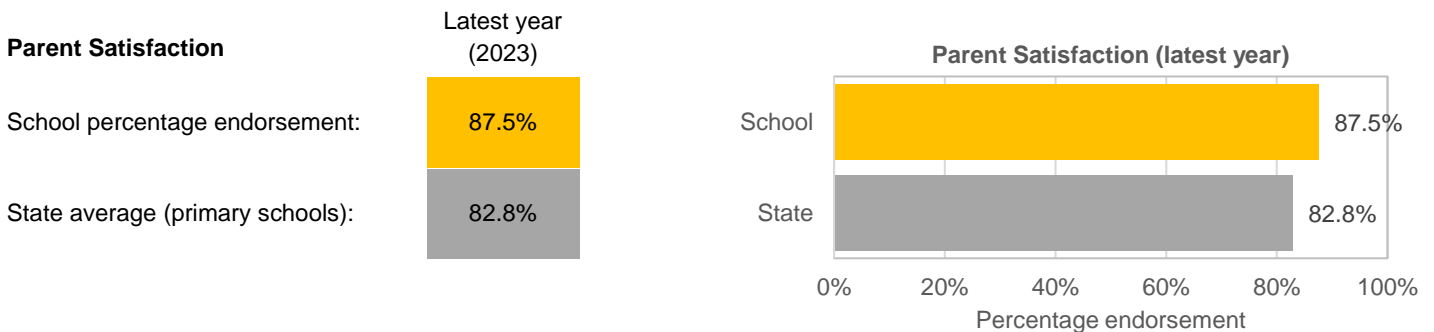
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

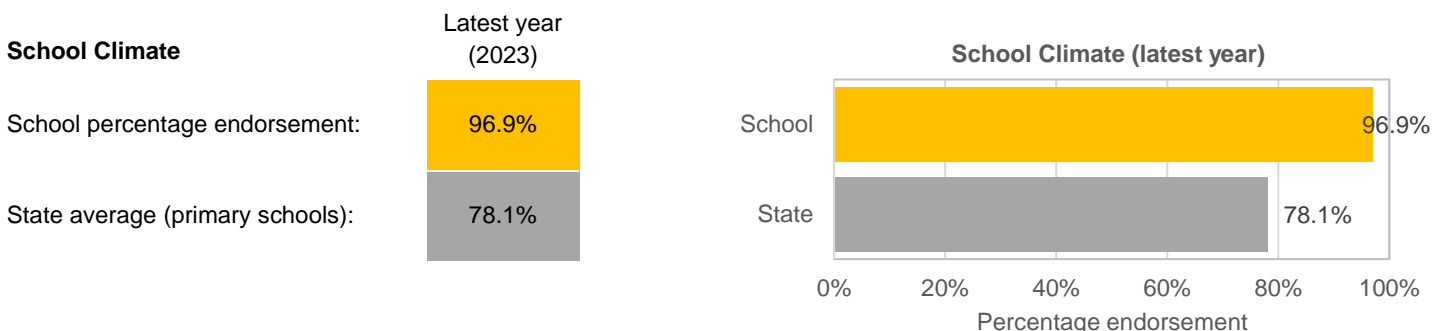


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

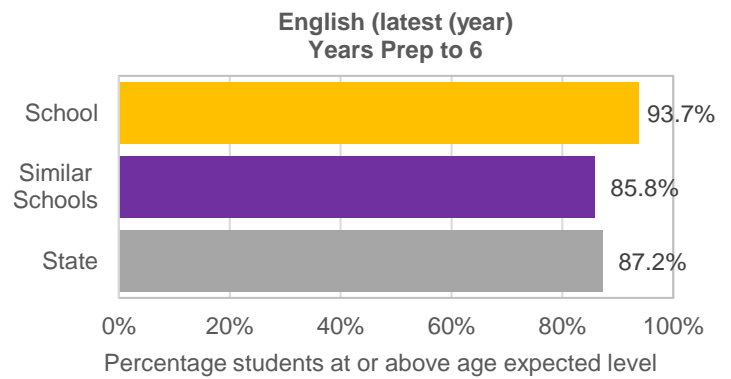
93.7%

Similar Schools average:

85.8%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

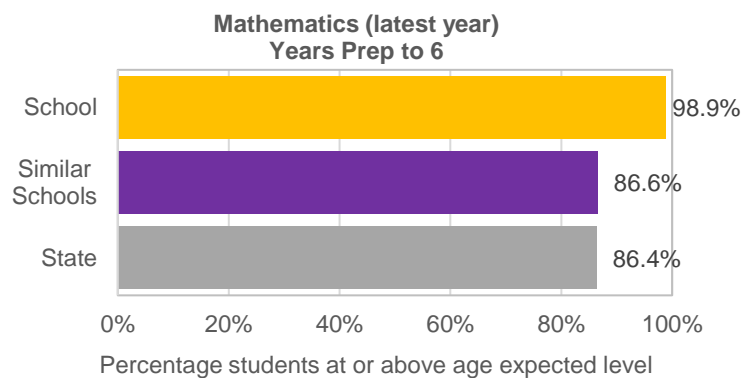
98.9%

Similar Schools average:

86.6%

State average:

86.4%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.8%

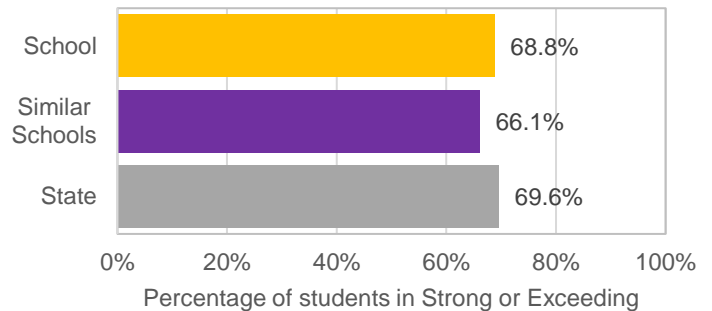
Similar Schools average:

66.1%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.2%

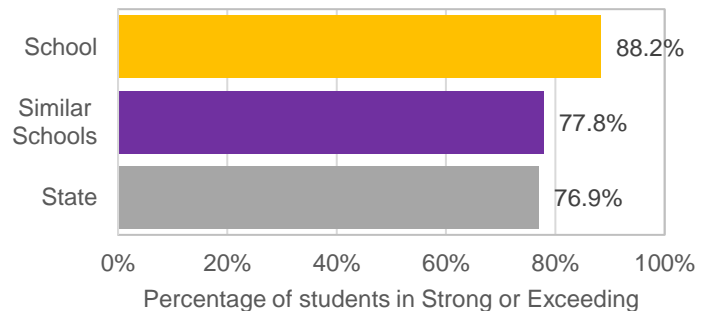
Similar Schools average:

77.8%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.8%

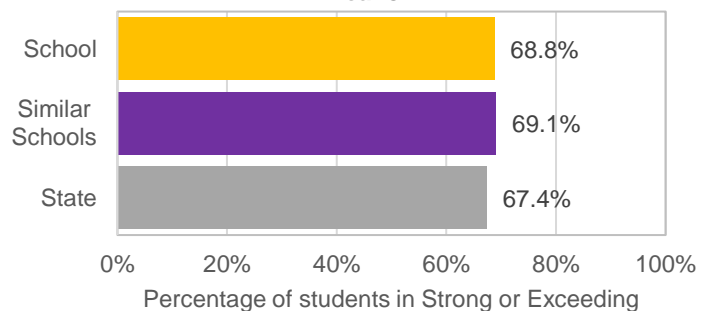
Similar Schools average:

69.1%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.7%

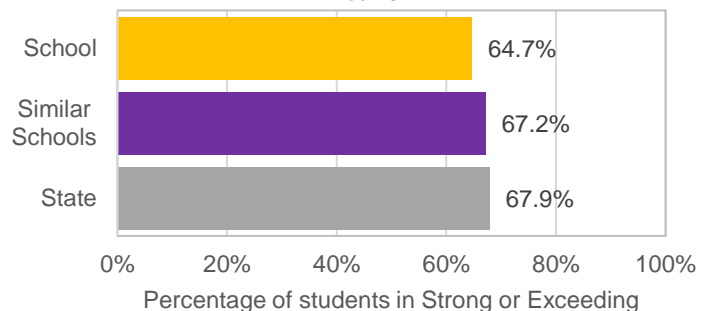
Similar Schools average:

67.2%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.5%

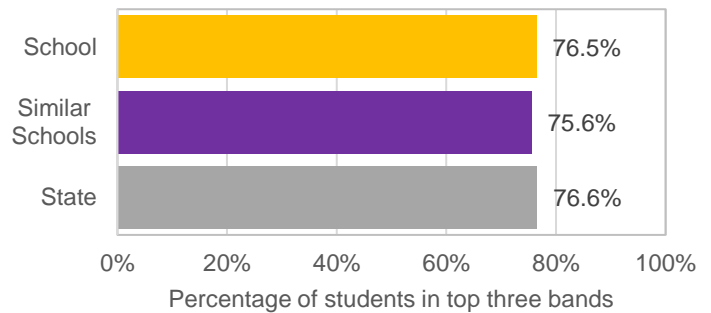
Similar Schools average:

75.6%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.8%

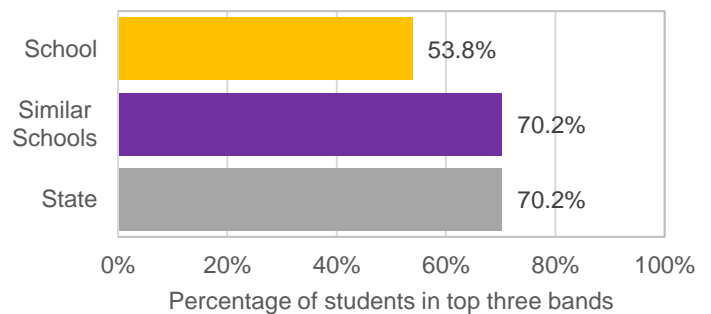
Similar Schools average:

70.2%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

58.8%

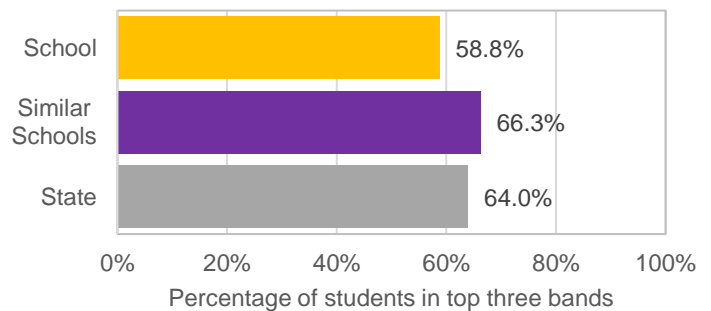
Similar Schools average:

66.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

46.2%

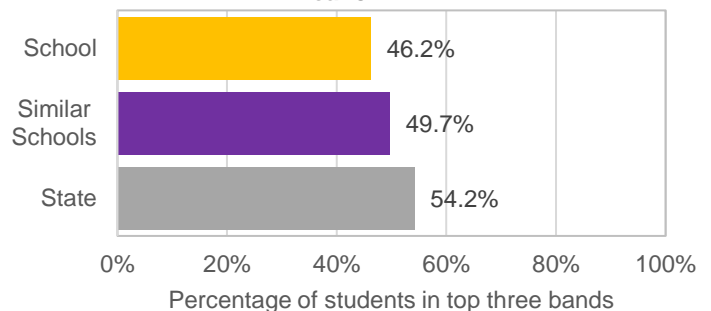
Similar Schools average:

49.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

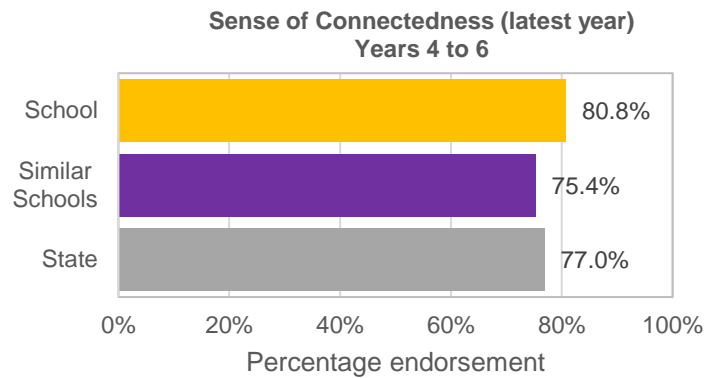
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	80.8%	83.4%
Similar Schools average:	75.4%	77.7%
State average:	77.0%	78.5%

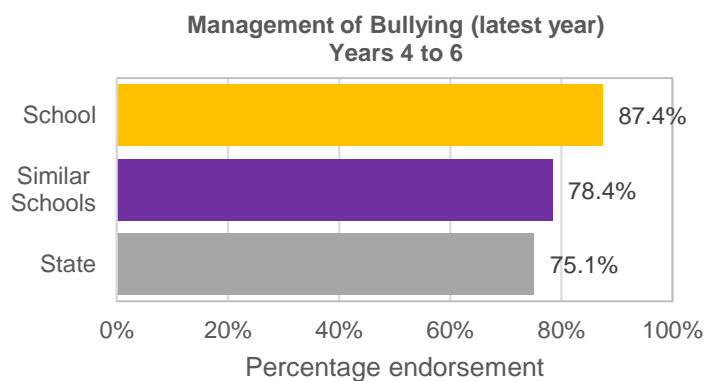


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	87.4%	87.0%
Similar Schools average:	78.4%	79.4%
State average:	75.1%	76.9%



## ENGAGEMENT

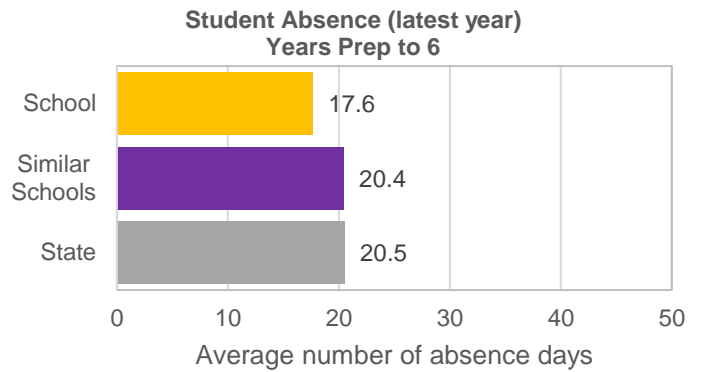
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	17.6	15.5
Similar Schools average:	20.4	17.7
State average:	20.5	18.1



### 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 (2023):	91%	92%	91%	91%	90%	89%	93%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,417,003
Government Provided DET Grants	\$230,806
Government Grants Commonwealth	\$3,722
Government Grants State	\$0
Revenue Other	\$13,899
Locally Raised Funds	\$78,041
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,743,471</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,733
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$18,733</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,275,127
Adjustments	\$0
Books & Publications	\$702
Camps/Excursions/Activities	\$50,543
Communication Costs	\$2,131
Consumables	\$17,551
Miscellaneous Expense <sup>3</sup>	\$13,802
Professional Development	\$9,671
Equipment/Maintenance/Hire	\$47,813
Property Services	\$102,947
Salaries & Allowances <sup>4</sup>	\$34,474
Support Services	\$19,982
Trading & Fundraising	\$12,439
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,889
<b>Total Operating Expenditure</b>	<b>\$1,598,069</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$145,401</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$288,368
Official Account	\$23,244
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$311,612</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$41,156
Other Recurrent Expenditure	\$62
Provision Accounts	\$0
Funds Received in Advance	\$1,097
School Based Programs	\$44,948
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,630
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$45,234
Asset/Equipment Replacement > 12 months	\$40,440
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$45,896
<b>Total Financial Commitments</b>	<b>\$250,463</b>

*All funds received from the Department of Education, 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.*