

# fa2022 Annual Report to the School Community

School Name: Trentham District Primary School (1588)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 10 March 2023 at 02:57 PM by Arthur Lane (Principal)

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

Attested on 08 May 2023 at 09:48 AM by Sam Charlesworth (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).

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)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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

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## School context

Trentham District Primary School is located 20km west of Woodend and 20km east of Daylesford in the picturesque Wombat Forest. The school boasts a contemporary learning environment featuring five classrooms, a visual arts room, kitchen, music room and a quiet work area, with the whole school fully ICT integrated. The school is extremely well resourced, which along with a very dedicated staff is supporting the ongoing development of the school's academic culture. At Census, our school enrolment was 112. Students are mainly from the local area, with 0% indigenous students and 2% from a language background other than English; our SFOE was 0.22 which represents an extremely low level of socioeconomic / educational disadvantage. Our school values of Courage, Kindness and Respect are reflected throughout our teaching and learning programs. We strive to develop in our students a lifelong love of learning, by providing a stimulating and supportive environment which engages, challenges and nurtures them - academically, emotionally and physically. Working together, we encourage children to strive to be the best that they can be. Building self-confidence comes from a clear emphasis on children's strengths as they develop:

- Strategies to manage their emotions constructively
- The ability to set goals
- The knowledge and skills to stay healthy and positive.

The school was structured around 5 classes in 2022. Class sizes vary from 18 students to 26 students. The staffing profile consists of a principal, three full time teaching staff, eight part time teaching staff and five Education Support staff (including a Business Manager). We provide teaching in the specialist areas of Italian, Music, Physical Education and Visual Art. Students from Foundation to Year 6 have weekly specialist sessions in all areas. A Literacy/Numeracy Intervention program was provided for students with particular needs. Our Integration Aides were employed to provide extra assistance for students who need support with their learning.

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

### Learning

Our key improvement strategy for Learning was a statewide goal; Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. We provided considerable extra support for students who needed it, using a tutor three days per week and trained education support staff to run small group programs in literacy and numeracy. These efforts resulted in an increase in the level of student achievement from last year, with 92.9% of students at or above the expected level in Literacy. This is better than similar schools and considerably better than the state average. Our Maths results were a little below similar schools, but above state average. In NAPLAN, where we must be cautious about placing too much weight on the statistics due to small cohort sizes, our results increased from 2021 in all areas except year 3 reading, which is a great result.

Our major body of work in early 2022 was the shift towards an evidence based approach to teaching reading. This involved staff and students in significant prolonged effort and focus and was a paradigm shift for us as a school community. This successful transition assisted us to achieve the results mentioned above. As well as this we successfully completed our quadrennial review in term 1. The review identified clear priorities for the next 3 years and also allowed us to establish a unified direction and approach for our teaching and learning. Following on from the review we introduced a new spelling / morphology program which was backed up with professional development for staff and will be continued in the following year. After some discussion we decided to begin trialing an approach to the explicit teaching of writing known as "The Writing Revolution". Anecdotal data suggests an improvement and we look forward to seeing that reflected in the statistics in the future.

### Wellbeing

Our school review in early 2021 focused on student wellbeing, with the ending of the global pandemic and the return to school based learning bringing some new challenges. We experienced high levels of student anxiety and difficulty adapting to the demands of full time school – both educational and social / emotional. Our student attitudes to school (AtoSS) data was again very low indeed, as it has been for several years. This has been and will continue to be a major challenge which we anticipate taking several years to complete. In 2022 we began work on a new Schools-Wide Positive Behaviour framework. Our new values allowed us to re-develop

our behaviour matrix, and we began to work on our 'Consequences of Behaviour' flowchart so that students would have a visual reminder in class. In the latter half of the year we began to develop a positive rewards system which will be introduced in 2023.

We have also looked hard at the AtoSS data to try to work out the causes behind the low results. Focus groups were conducted by the principal to explore reasons for student distress, and will be continued in the future. Much of the work that was undertaken in 2022 was the building of foundations for a new structure of supports and a renewed focus on wellbeing, and will not really be felt until 2023. Our disability inclusion funding allowed us to employ additional education support staff including a former family and child therapist, who provided additional small group social / emotional learning support groups once each week. We have also tried to communicate more with families when we have wellbeing concerns, so that these can be addressed at an earlier stage.

## Engagement

Student attendance data suggests that Trentham District PS experienced a higher level of absences than other schools last year. As well as this we know that our own data shows a significant increase in school attendance-related anxiety and school refusal in 2022. As well as the additional wellbeing supports listed above we have considered the effects of the lifting of pandemic-related travel restrictions which saw several of our families take extended trips away in 2022. We believe that the pandemic also affected the willingness of families to send children to school with minor illnesses. The fact that our data is worse than similar school and state averages suggests the need to continue to monitor this closely in the future. On a positive note, the early indications from 2023 suggest a radical turn-around which we hope bodes well for the future.

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## Other highlights from the school year

2022 was a year of renewing and re-engaging with all of the wonderful community happenings that make the Trentham community and the Trentham District PS community so strong. Our music program was able to get back into full swing and students attended several community events to perform in public. Spudfest, the aged care facility, the neighbourhood house and other wider community events such as the Daylesford Rotary schools' concert were all part of our year. We ran a hugely successful school concert, and the PnC held their massive Trivia night to general acclaim. Our engagement with the community also extended to public events such as the ANZAC and Remembrance day services at which students took part in the services. We were especially pleased to support the wider community by hosting the Trentham Carol concert which could not be held at its usual location for a number of reasons. A very successful year, and we look forward to more of the same.

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## Financial performance

Trentham District Primary School has operated in a very strong financial position for the last 12 months. The staffing situation at the school has contributed to a substantial surplus being available to support student learning needs in 2022 and the future. Staffing has been a key difficulty in 2022, with more staff being taken on as permanent (ongoing) staff members than would normally be the case. In addition the staffing profile is skewed towards more experienced teachers at the upper end of the pay scales. Our surplus has meant that we are able to manage this in 2022, but two staff on maternity leave means that we may experience difficulties in the future. Our prudent financial management and surplus means that the school has some freedom to choose from a range of strategies in the future.

**For more detailed information regarding our school please visit our website at**  
<https://www.trenthamps.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 114 students were enrolled at this school in 2022, 45 female and 69 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

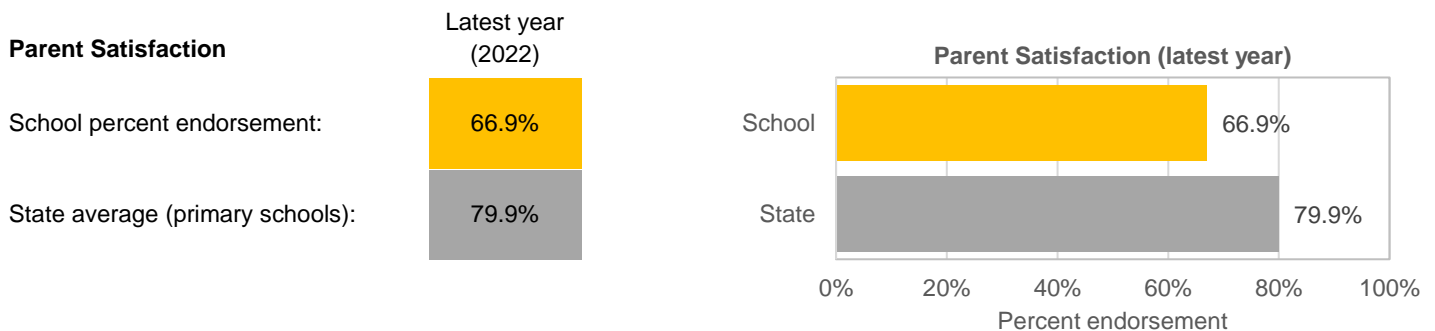
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

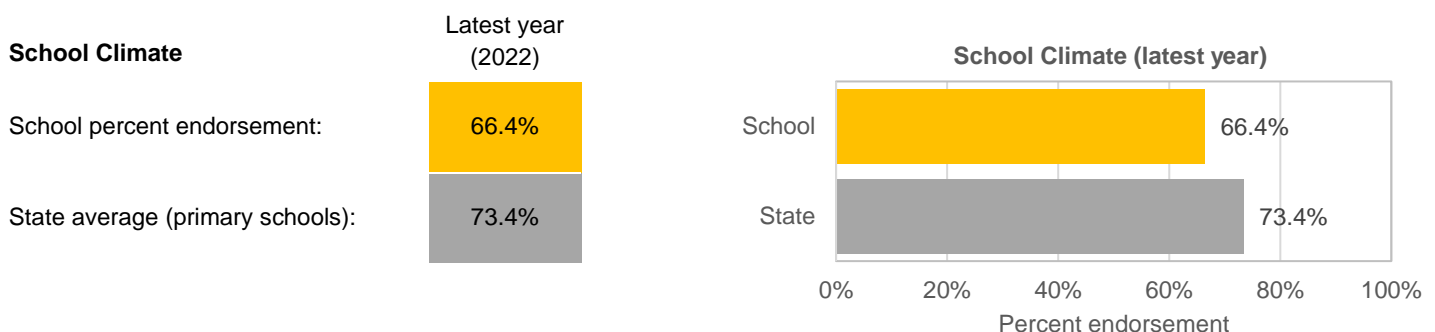


### School Staff Survey

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.



## 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:

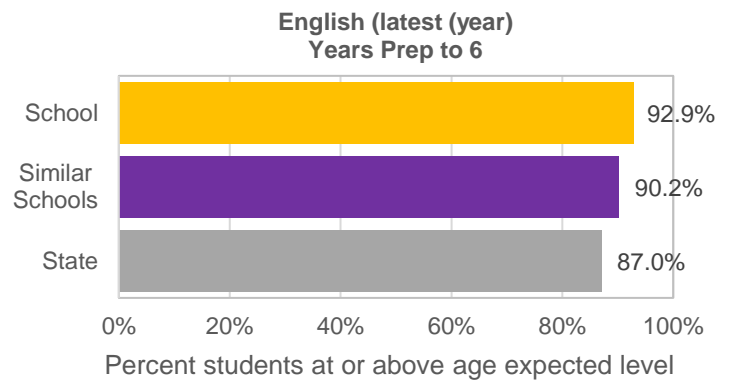
92.9%

Similar Schools average:

90.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

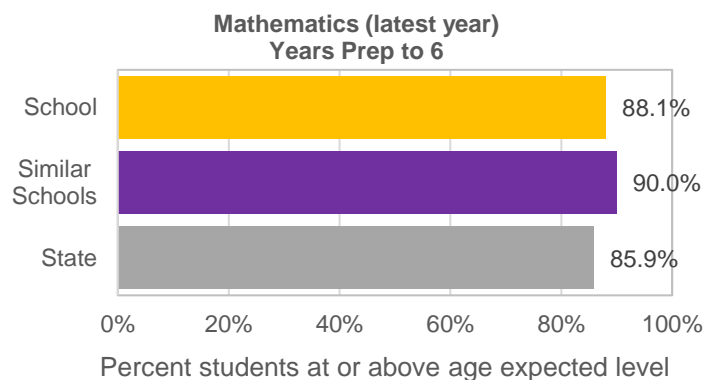
88.1%

Similar Schools average:

90.0%

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.

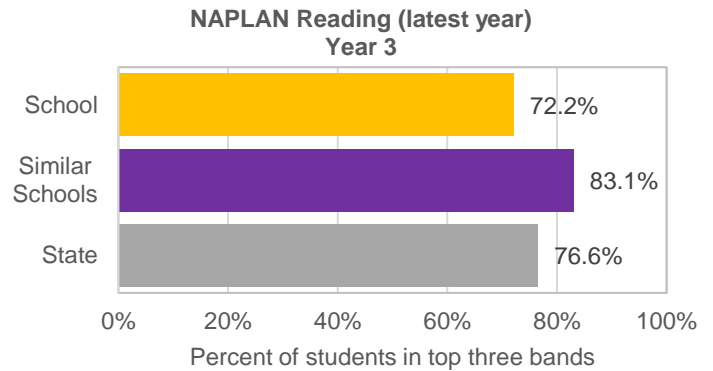
### NAPLAN

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.

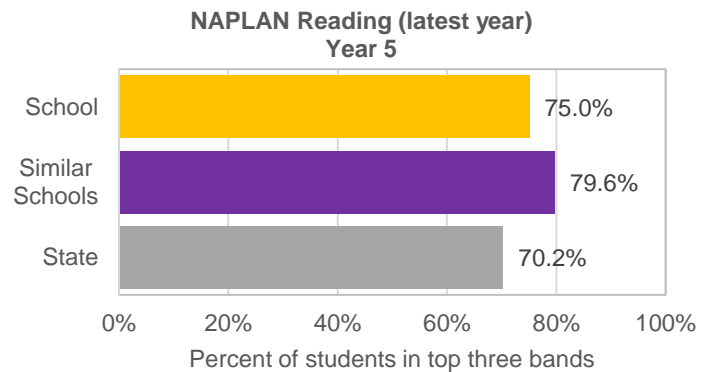
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.2%	79.5%
Similar Schools average:	83.1%	83.2%
State average:	76.6%	76.6%



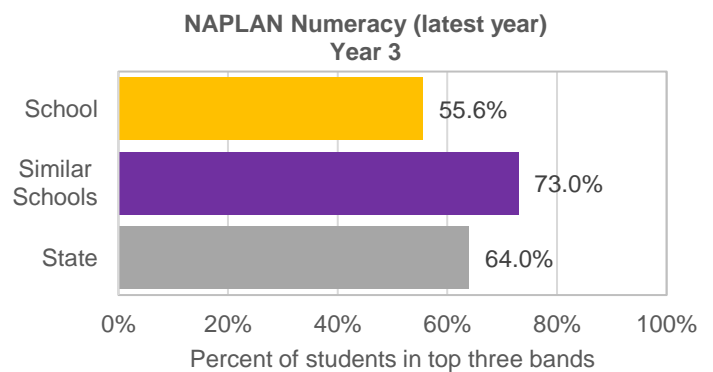
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	78.3%
Similar Schools average:	79.6%	78.5%
State average:	70.2%	69.5%



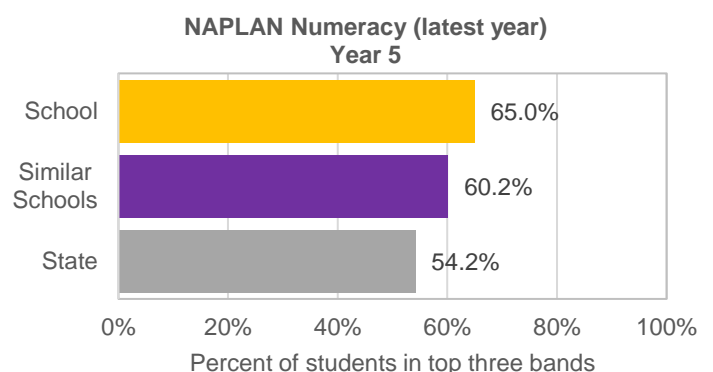
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	59.1%
Similar Schools average:	73.0%	73.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.0%	58.7%
Similar Schools average:	60.2%	65.4%
State average:	54.2%	58.8%





## WELLBEING

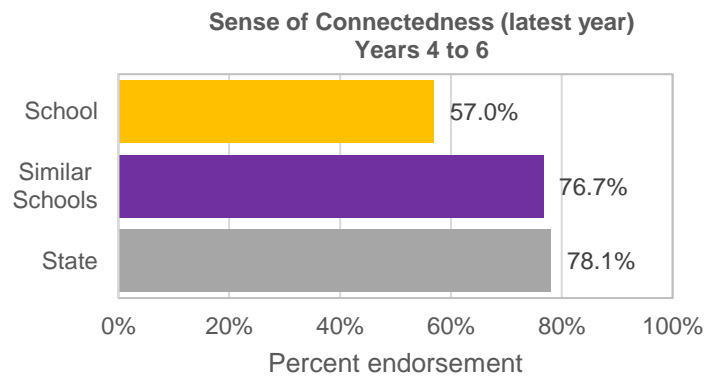
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	57.0%	58.9%
Similar Schools average:	76.7%	79.6%
State average:	78.1%	79.5%

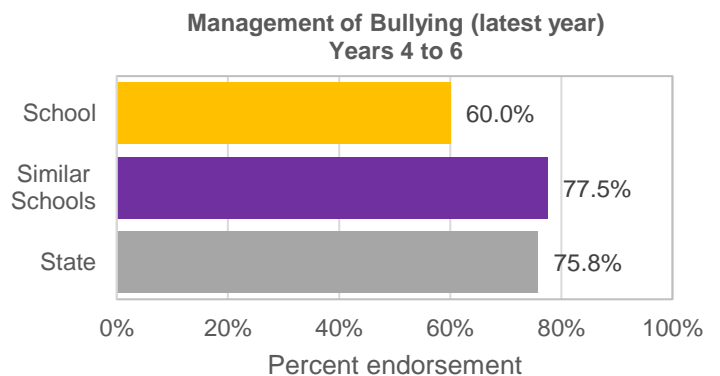


### Student Attitudes to School – Management of Bullying

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:	60.0%	68.5%
Similar Schools average:	77.5%	81.0%
State average:	75.8%	78.3%



## ENGAGEMENT

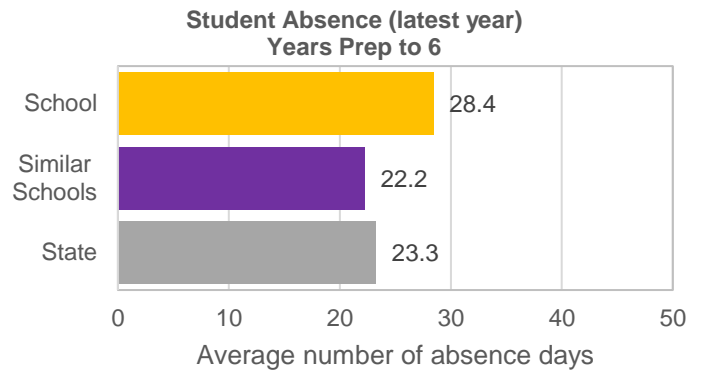
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	28.4	18.5
Similar Schools average:	22.2	16.4
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	83%	87%	84%	87%	89%	84%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,208,742
Government Provided DET Grants	\$367,170
Government Grants Commonwealth	\$0
Government Grants State	\$26,600
Revenue Other	\$16,290
Locally Raised Funds	\$85,453
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,704,255</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,071
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$6,071</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,149,300
Adjustments	\$0
Books & Publications	\$930
Camps/Excursions/Activities	\$37,877
Communication Costs	\$3,366
Consumables	\$20,566
Miscellaneous Expense <sup>3</sup>	\$21,845
Professional Development	\$10,182
Equipment/Maintenance/Hire	\$100,085
Property Services	\$57,104
Salaries & Allowances <sup>4</sup>	\$116,789
Support Services	\$7,671
Trading & Fundraising	\$10,035
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,734
<b>Total Operating Expenditure</b>	<b>\$1,553,484</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$150,772</b>
<b>Asset Acquisitions</b>	<b>\$25,530</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 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$208,284
Official Account	\$16,247
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$224,532</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$62,972
Other Recurrent Expenditure	\$57
Provision Accounts	\$0
Funds Received in Advance	\$70,000
School Based Programs	\$41,452
Beneficiary/Memorial Accounts	\$2,100
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	\$14,662
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$191,243</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*