

# 2020 Annual Report to The School Community



School Name: Tyrrell College (5403)



- 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 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 10 March 2021 at 10:35 AM by Mark Corrie (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 10 May 2021 at 10:24 AM by John Renney (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### 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)

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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. 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.

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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 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

Tyrrell College, a Foundation to Year 12 school, is located in the small Mallee town of Sea Lake which is about 400 kilometres North West of Melbourne. The closest rural centre of significant size is Swan Hill (75 kilometres). The community is mainly farm based and the area is well known for its rich grain farming. The local economy and demography is affected by the range of factors that impact on farming, including extremes in climate and the consolidation of farms into larger scale operations in contexts of increased use of technology and economies of scale. The small student numbers provide a platform for relationship building between students and between students and teachers. Teachers have opportunities in this small school context to know students well, to spend more individual time with students, and to personalise learning for every student. Students participate in an extensive range of cultural, academic and sporting activities including visiting performances, drama workshops, camps and excursions, public speaking and inter college sports. The College has excellent facilities set in a large, well maintained precinct. A Community Complex on site provides for sporting and cultural activities and a Building the Education Revolution funded primary wing is an outstanding facility.

Our mission is to provide our students with high quality education and support their pathways to further education, training or work. The parents, community, staff and students have “High expectations” of the College and the outcomes it provides for the students.

Our three pillars are the development of high quality teaching and learning practices where learning is differentiated and progress is evidence based, relationships between all community members are embedded and aligned with the College values of Respect, Honesty, Aiming High and Responsibility. Our partnerships with the wider Community and parents are an essential and vital part of the College’s operation.

### Framework for Improving Student Outcomes (FISO)

In 2020 Tyrrell College focused on the following FISO areas

Building Practice Excellence –

- Development of a whole school agreed Instructional model agreed to and implemented into all classrooms.
- Develop an understanding of the importance of using data across the College in all years with an evidence based approach to teaching and learning

Curriculum Planning and Assessment

- Documentation of whole school curriculum planning and assessment using newly developed curriculum templates for all KLAs from P to 10 Victorian Curriculum
- Document scope and sequence and unit plans of capabilities P to 10 as part of the Personal Development Program
- Document and integrate careers, goal setting and values program as part of Career Action Plans to years 7 to 12

### Achievement

At F-6 the student achievement for Teacher Assessment is similar to like schools in English and Mathematics.

Results for NAPLAN Grade 3 Reading and Numeracy are higher than the state median in. NAPLAN four-year average are similar to the state median for Reading and Numeracy.

The four-year average in NAPLAN Grade 5 Reading and Numeracy are similar to schools for and to the state median. The learning gain for Year 3 to Year 5 students was in the medium and high bracket for Reading. There is little growth into the High bracket in Numeracy, Spelling and Grammar and Punctuation where. Writing has improved with two thirds of students in the High bracket.

Results for teacher judgement of students in Years 7-10 are higher to like schools for English but lower in Mathematics. NAPLAN results for Year 7 indicate English is slightly higher and considerably higher in Numeracy than the state median. At Year 9 Reading and Numeracy results are similar to like schools.

In Year 7 the four-year average indicates that Reading and Numeracy is similar to like schools but at Year 9 the 4 year average indicate results that are lower than state results. The VCE results show the student achievement in the last four

years is similar to that of like schools and the state median. The mean Study Scores for 2020 were above the State Median. 100% of students completed VCE and VCAL 69% of Year 12 students undertook VET with 94% satisfactorily completed.

**Engagement**

In 2020, students at all year levels attended above 90% of the time. The four-year average on attendance of F-6 students was similar schools to other schools in the state and higher than the state medium at Years 7-12. The four year average was similar to other schools in state from Prep to Year 12. Tyrrell College has maintained an excellent record in its student retention from Years 7 - 10, achieving levels well above similar schools in 2020 and its results are similar to other schools in the state for the four-year average. Students exiting to further study or full-time employment is also a strength of the College with data showing the College achieving similar levels or well above state levels in this area. The four year trend shows that exit destinations are above the state average.

**Wellbeing**

In 2020 during the Pandemic the College invested heavily in the Health and Well-being of its Staff, students and their families through the Colleges Wellbeing program. This program continues to build many of the strategies implemented in previous years with the results in the Student Attitude to School Survey– School Disconnectedness placing Tyrrell College above the state median. Tyrrell College achieved higher than similar schools in the state in its management of bullying. Respectful Relationships training ceased in 2019 for teachers due to the pandemic however this program continues to raise awareness about language and high expectations relationships with all in the prevention of anti social behaviours. Big Buddies Program at P/1 and 5/6 is a system to improve communication between home and school, anti-bullying and associated PDP activities on this theme along with cyber bullying workshops and forums help build trust and stronger partnerships with the college homes and the broader community. Communication was still a major theme of the wellbeing team and the broader College with the continuation of Compass to assist in tracking, profiling and supporting students as well as providing a parent communication and information portal. This was further supported by the use of; the school app, website, compass, school newsletter and individual student diary to improve communication between home and school. Student wellbeing was supported and Lead by the wellbeing team with included and School Mental Health Nurse (Leader) staff from each sub-school, the College Chaplain and School Nurse who oversaw the wellbeing and welfare programs and support which was assisted by the State Schools Relief funding and school uniform program along with funding from the SRP to help support the employment of qualified mental health practitioners

**Financial performance and position**

The 2020 financial statement fluctuated between a managed deficit and surplus. Funds were put aside for assets/equipment and resource replacement, building upgrades and for the development of the Agriculture Program. The school built a permanent shade structure for the primary area at the start of 2018 and purchased a spray cart to enhance the Agriculture Program. Equity funding was spent on various strategies, including the development of a sensory room, a special grant was received to build and onsite sensory garden to help compliment the sensory room that I turn is designed to help keep students engaged in their learning. Equity was also spent on staff professional development which was centered around building staff’s capacity to successfully work collaboratively in understanding students strengths and building a trustworthy workplace culture that incorporated a highly effective and efficient workplace environment. Equity funding will continued to be spent on Intervention learning programs as a priority in literacy and numeracy due to the pandemic which will also come in the form of the tutor initiative program and MYLANS Supported learning program. This again will take priority in 2021 taking into consideration pre and post COVID-19. There was no extraordinary revenue or expenditure made in 2020.

For more detailed information regarding our school please visit our website at  
<http://www.tyrrell.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 161 students were enrolled at this school in 2020, 72 female and 89 male.

NDP percent of students had English as an additional language and 4 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.

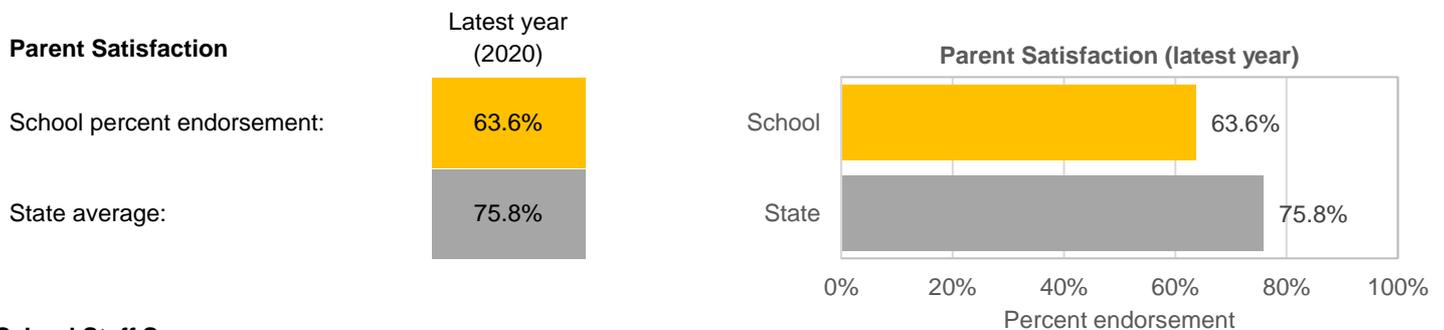
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

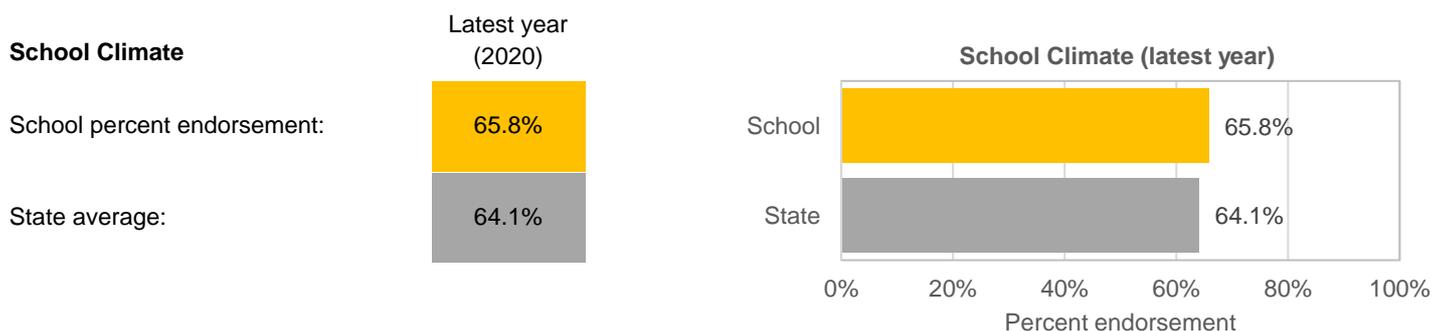


### School Staff Survey

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.



## ACHIEVEMENT

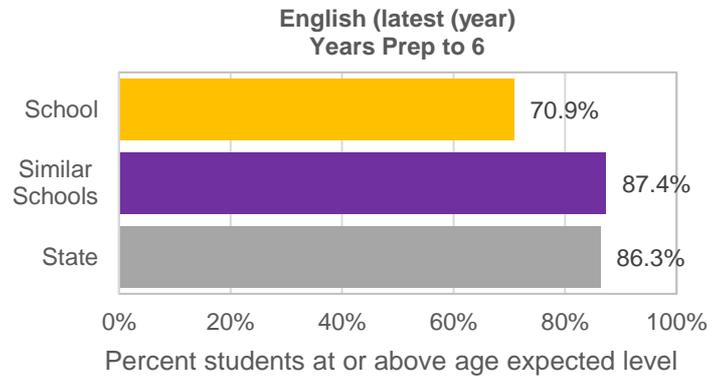
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

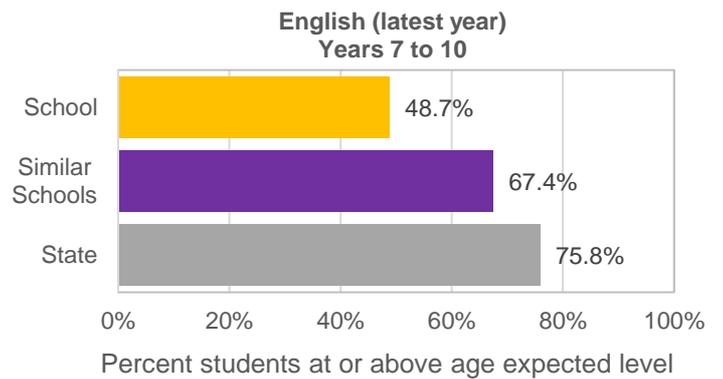
#### English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	70.9%
Similar Schools average:	87.4%
State average:	86.3%



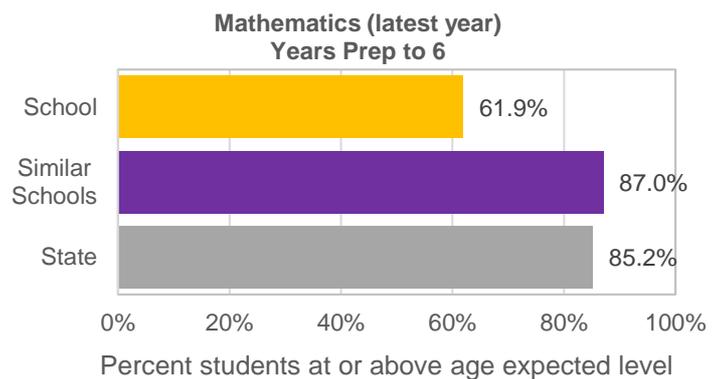
#### English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	48.7%
Similar Schools average:	67.4%
State average:	75.8%



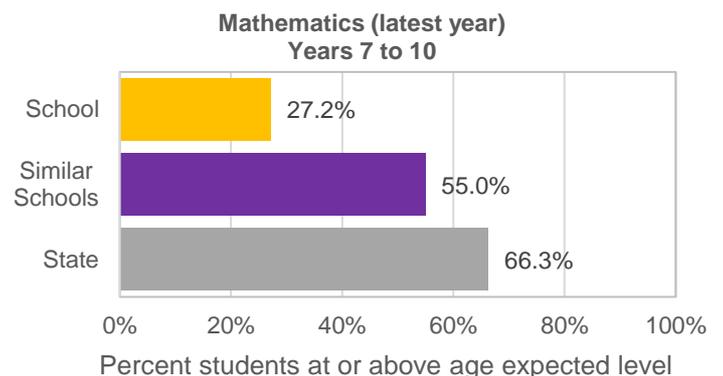
#### Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	61.9%
Similar Schools average:	87.0%
State average:	85.2%



#### Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	27.2%
Similar Schools average:	55.0%
State average:	66.3%



## ACHIEVEMENT (continued)

### 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).

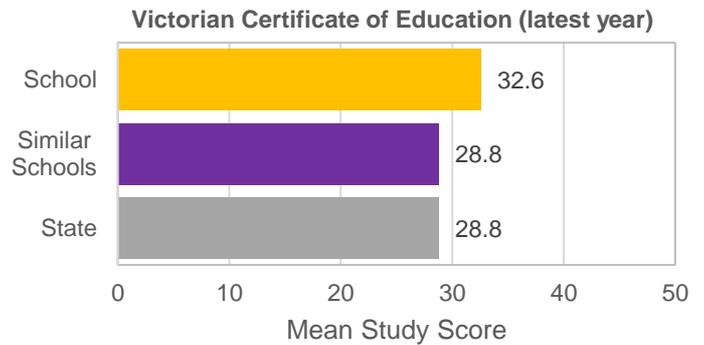
NAPLAN tests were not conducted in 2020.

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	32.6	30.7
Similar Schools average:	28.8	28.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

15%

VET units of competence satisfactorily completed in 2020:

56%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

89%

## ENGAGEMENT

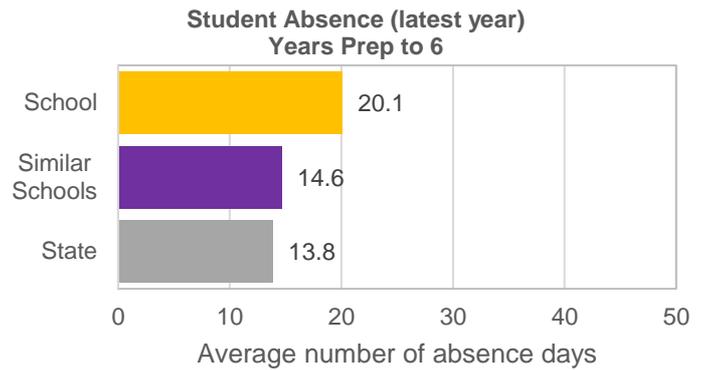
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

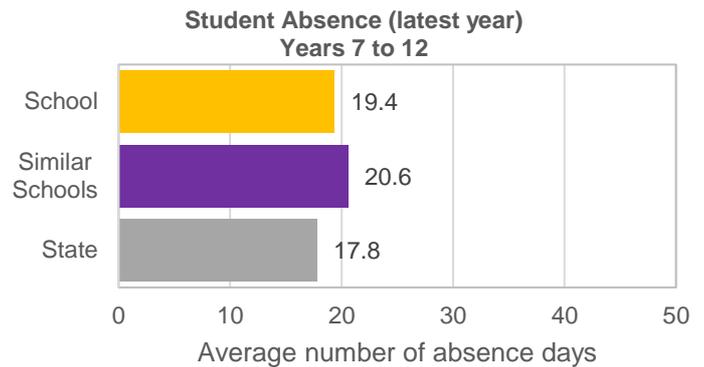
#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	20.1	15.0
Similar Schools average:	14.6	15.9
State average:	13.8	15.3



#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	19.4	18.6
Similar Schools average:	20.6	20.7
State average:	17.8	19.2



### Attendance Rate (latest year)

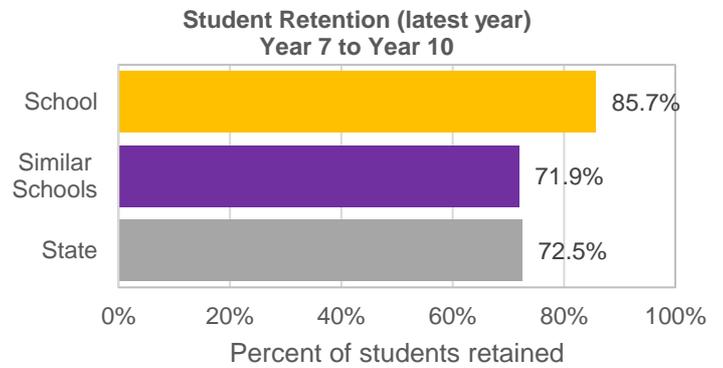
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	90%	92%	87%	90%	89%	90%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	93%	92%	87%	84%	89%	97%	

## ENGAGEMENT (continued)

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

<b>Student Retention Year 7 to Year 10</b>	Latest year (2020)	4-year average
School percent of students retained:	85.7%	89.7%
Similar Schools average:	71.9%	72.5%
State average:	72.5%	72.9%

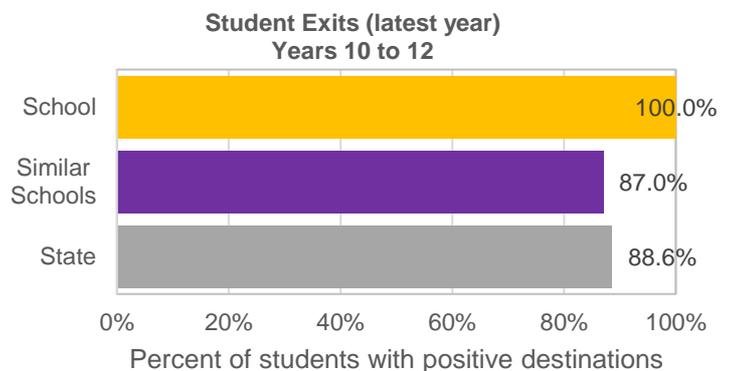


### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

<b>Student Exits Years 10 to 12</b>	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	91.5%
Similar Schools average:	87.0%	85.5%
State average:	88.6%	89.1%



## 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.

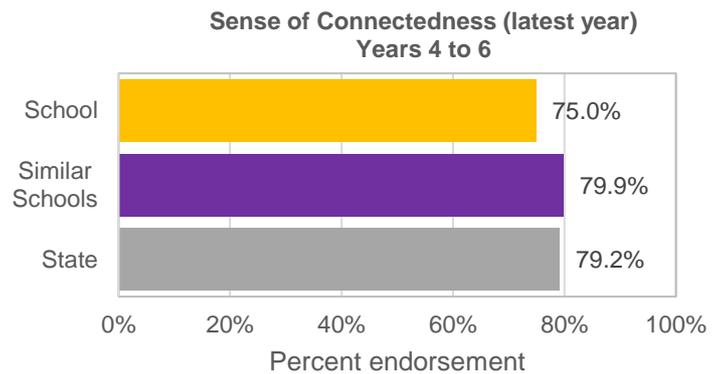
### Student Attitudes to School – Sense of Connectedness

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

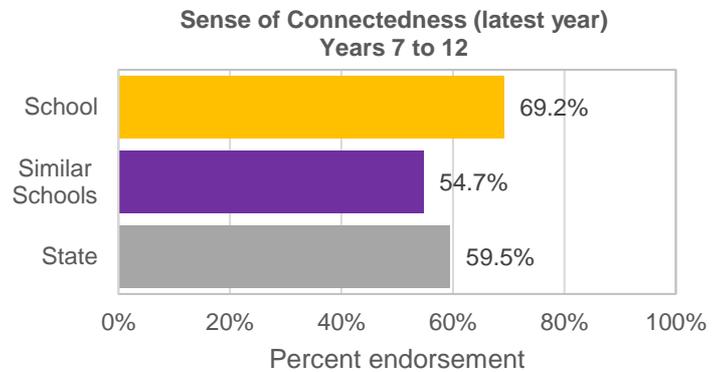
	Latest year (2020)	4-year average
School percent endorsement:	75.0%	81.1%
Similar Schools average:	79.9%	79.8%
State average:	79.2%	81.0%



*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.*

#### Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	69.2%	62.4%
Similar Schools average:	54.7%	54.8%
State average:	59.5%	55.3%



*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.*

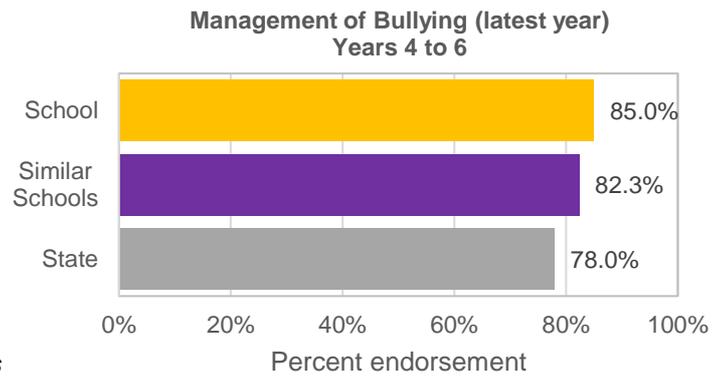
**WELLBEING (continued)**

**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).

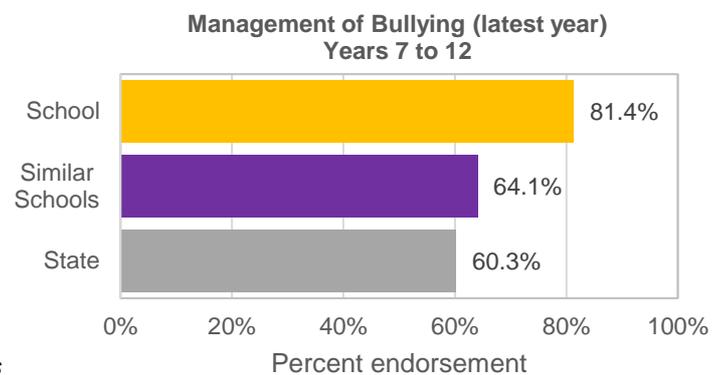
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	85.0%	83.0%
Similar Schools average:	82.3%	81.3%
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.*

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	81.4%	75.6%
Similar Schools average:	64.1%	61.5%
State average:	60.3%	57.9%



*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	\$3,228,646
Government Provided DET Grants	\$757,187
Government Grants Commonwealth	\$13,450
Government Grants State	NDA
Revenue Other	\$38,067
Locally Raised Funds	\$85,310
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,122,660</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$92,897
Equity (Catch Up)	\$9,446
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$102,343</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,886,668
Adjustments	NDA
Books & Publications	\$5,289
Camps/Excursions/Activities	\$22,512
Communication Costs	\$6,202
Consumables	\$94,538
Miscellaneous Expense <sup>3</sup>	\$23,187
Professional Development	\$26,844
Equipment/Maintenance/Hire	\$40,538
Property Services	\$115,662
Salaries & Allowances <sup>4</sup>	\$93,669
Support Services	\$35,737
Trading & Fundraising	\$10,732
Motor Vehicle Expenses	\$9,763
Travel & Subsistence	NDA
Utilities	\$59,703
<b>Total Operating Expenditure</b>	<b>\$3,431,043</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$691,617</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 02 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,345,848
Official Account	\$44,880
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,390,728</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$82,561
Other Recurrent Expenditure	NDA
Provision Accounts	\$3,595
Funds Received in Advance	NDA
School Based Programs	\$443,040
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$786
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$45,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$215,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$789,882</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.*