

## 2014 Annual Report to the Tyabb Primary School Community



Name of School Principal:

Nicole Bottriell

Name of School Council President:

Sharon McKinna

Date of Endorsement:

Monday 23<sup>rd</sup> March

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Established in 1891, Tyabb Primary School is firmly committed to meeting the needs of the 'whole child' by providing an engaging and supportive learning environment where children are challenged to achieve their personal best. We believe that learning and personal growth are dependent on developing personal skills, self esteem and having positive relationships with others. We focus on the development of these personal skills as well as their academic achievements in Literacy and Numeracy. Tyabb Primary School continues to use a personalised approach to learning and teaching that focuses on an individual students point of need. Knowledge and skills are further developed through our prep "Investigations Sessions" and an Inquiry Learning Approach aimed at developing thinking skills and the ability to question, locate, gather, analyse and apply information in a wide range of contexts.

Tyabb PS is situated on the Mornington Peninsula, in a welcoming, attractive and semi-rural environment. The school draws its enrolments from Tyabb, Somerville, Hastings, Moorooduc and further afield. The school prides itself on its reputation within the wider community as a school which reinforces strong values and provides outstanding teaching practice and specialist programs including Art, Music, PE and Science. In addition, we have a variety of extra curricula activities such as the Active After School Sports program, Instrumental Music, HPV and a Grade 5/6 electives program. We have a strong community focus and actively build relationships with our community members. In 2014 we had student enrolment of 392 which created our 16 classes. Of our 39 staff members we had 1 principal, 1 assistant principal, 2 leading teachers, 17 range 2 teachers, 5 range 1 teachers, 2 part time business managers, 3 part time Office Education Support Staff and 5 part time Integration Aides. The majority of our teaching staff are full time with part time positions in our specialist areas and education support staff.

Our motto is "From little things, big things grow". This represents what we aim to achieve in our school. It has obvious connections with our oak tree emblem and demonstrates a commitment to advance the academic and personal development of our students providing opportunities to achieve "big things" from their first small beginnings in grade prep.

### Achievement

In 2014 we continued to celebrate excellent outcomes in many areas of the curriculum. We also began investigating the use of a Professional Learning Community approach which focuses on collaboration and the collection of student data to inform teaching and monitor and celebrate individual student growth. This will continue to be our direction as we enter 2015. In all areas of the reported curriculum we are either similar or higher than like schools. NAPLAN results in year 3 are similar to states median in Literacy with a particular strength in reading results over the past 4 years. Results in Numeracy show we are performing slightly above the state's median in Numeracy. Results in year 5 are above the state's median in both Literacy and Numeracy. Personalised learning has continued to be a focus in both literacy and numeracy across the school with the ongoing focus of goal setting and student led conferences in 2014. Explicit teaching in literacy and numeracy ensure that students are working at their point of need and teaching staff encourage students consistently to achieve their best through developing a range of skills that will assist them to accomplish their individual, personalised learning goals. Inquiry based learning remains a focus, with the students further developing their research, problem solving and critical thinking skills. The school is committed to providing high level programs and resources for all students performing at less than or above expected levels to ensure all students can be their very best.

### Engagement

At Tyabb Primary School we place a strong emphasis on providing a safe, secure and positive environment where learning opportunities are engaging and cater for individual interests and abilities. In the past couple of years we have had a review of the whole school curriculum, in particular English, Mathematics and Inquiry Based Learning to reflect a more personalised approach using specific data to direct teaching and learning. We continue in this direction by adopting a Professional Learning Community approach where teachers assess the individual learning needs of students and work collaboratively with colleagues to design learning opportunities and explicit instruction at their individual point of need.

Our Student Attitudes to School Survey for 2014 shows that we are within state averages in all areas of the survey. Our students really enjoy coming to school which is further reinforced by our low absence rates, with the average attendance above 92% in all year levels. Increasing attendance will remain a focus in 2015, though it has been identified that absences are not due to a lack of student engagement rather a choice by parents to take their children out of school for family holidays. Our results are also due to our solid relationships with parents, the community and a partnership which values regularly attending school and the importance of a strong education. We have a shared vision and commitment to provide the best opportunities for our students. Our focus on school values and the 'You Can Do It Keys' to success promote and instill positivity. Extra curricula programs such as Science, Electives, HPV, Connections, Active After School Sport, Buddies, water safety, school camps, Environmental Education and leadership opportunities schoolwide also contribute to student engagement. All classrooms are equipped with new interactive whiteboards, computers, ipads and other handheld learning devices which are effective and engaging learning tools for the 21<sup>st</sup> Century Learner.

## Wellbeing

At Tyabb Primary School we believe that a positive start to school provides the best foundation for future learning. Our 'Leap into Prep' program in fourth term provides all new students with the opportunity to familiarise themselves with the school, new classmates and their new teacher. A uniform transition form from all local preschools and child care centres ensures consistent information to assist prep teachers in grouping children and designing appropriate programs that cater best for student needs. Meetings with these Early Childhood providers also enhances this transition. Tyabb Primary School will continue to build partnerships with and have regular communication with teachers at these centres to ensure a child's smooth transition from Kindergarten to primary school. Our 'Investigations' program or play based learning sessions also provide our preps with a familiar learning environment and smooth transition.

At the end of each year we have a whole school transition program with students visiting their new classroom and teachers for several sessions. This ensures a smooth transition for children moving from grade to grade. New students that have been enrolled for the upcoming year are also invited to attend these sessions. During this time students develop relationships with their new teacher and peers, and are introduced to the programs and opportunities available the following year. To assist teachers in the transition process, a data tracker is used to provide essential information of the learning standards of each student. Our school continues to work with all secondary education providers to improve the successful transition of our year 6 students. With our year 6 students transitioning to a range of different secondary colleges each year, the importance of maintaining a broad range of relationships with secondary colleges is paramount. We openly encourage parents to attend open nights and children to attend the relevant orientation sessions at their future school.

In addition to these transition programs we provide a variety of programs that support the welfare of our students. Our You Can Do it program throughout the school focuses on the 5 keys to success, developing resilience, persistence, organization, confidence and the ability to get along with others. These are developed daily within classrooms and through whole school programs. Our Student Wellbeing Team holds meetings on a fortnightly basis and individual students are discussed and tracked. Student welfare is an agenda item on all unit meetings where concerns are raised and information shared. This committee also organises whole school student welfare activities such as our leadership program, social skills incursions, Tyabb's Got Talent and our student teacher games. The wellbeing of our students continues to be a priority. We are supported by a DEECD psychologist and speech therapist. Student counselling is also available through OnPsych who regularly visit our school to work with students on a variety of issues – anxiety, resilience, grief and social skill development. We believe we have provided a strong, proactive program in 2014 and in 2015 we will continue to build upon this.

## Productivity

Tyabb Primary School has a strong commitment to improving student learning outcomes and providing the best possible learning opportunities for all students. This is the focus of our strategic plan which drives our financial decisions and the allocation of school resources. Staff have been employed to ensure grade sizes in the junior grades remain in the low 20s whilst retaining reasonable grade sizes throughout the school. Timetables are created to maximise the use of our staff and ensure minimal disruption to the literacy and numeracy block. Timetabling also provides for specialist lessons in Art, Music, PE and Science and for the introduction of our grade 5 and 6 electives programs. Time was also allocated to allow for groups of teachers within a year level to plan together, discuss student learning, student welfare and best teacher practice. Additional funds were also allocated to support a reading support teacher for the junior school who also worked with staff in developing individual learning plans for all students working significantly above or below expected standards.




During 2014 we had six students funded by the program for students with disabilities. This funding provided the resources needed to employ education support staff and additional resources to cater for the specific needs of our students with disabilities. This will continue for 2015. Funding set aside for the Professional development of staff has been directed towards the schools goals and priorities. During 2014 and 2015 this has been directed towards the development of a PLC approach (Professional Learning Communities). As a result of fundraising and careful budgeting our grounds and buildings have been maintained to a high standard to ensure a safe and attractive learning environment. Fundraising has been targeted to major grounds projects including the building of sandpit and gazebo, asphalt area, new playground equipment and redevelopment of the oak tree area with a deck and artificial grass. In 2015 this will target a new prep/one play area. We believe we have successfully balanced the allocation of school resources towards to the best possible effect and in the best possible combination to support improved student outcomes and achieve the goals and targets as set out in our strategic plan.

For more detailed information regarding our school please visit our website at  
[http:// www.tyabbps.vic.edu.au/](http://www.tyabbps.vic.edu.au/)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

### School Profile

#### School Enrolments

A total of 392 students were enrolled at this school in 2014, 208 female and 184 male.

#### Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






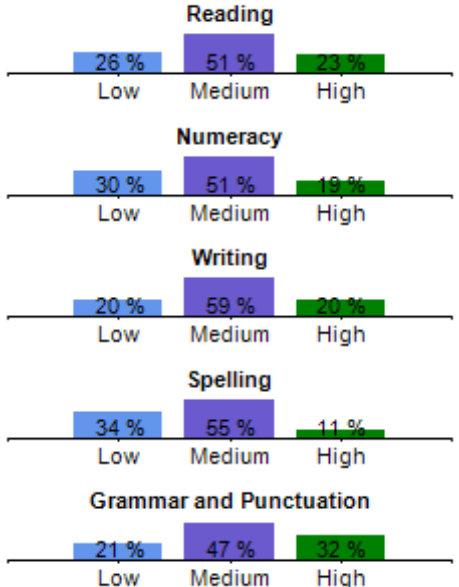
## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

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Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	 <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>51%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>59%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>55%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	51%	23%	Numeracy	30%	51%	19%	Writing	20%	59%	20%	Spelling	34%	55%	11%	Grammar and Punctuation	21%	47%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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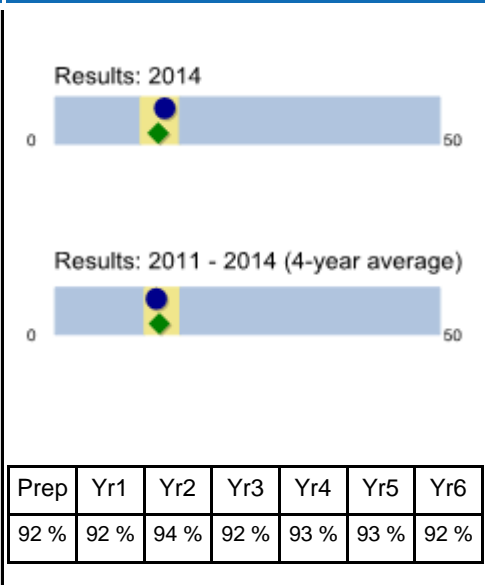
Engagement	Student Outcomes	School Comparison
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**Student Attendance**


Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.




Average 2014 attendance rate by year level:


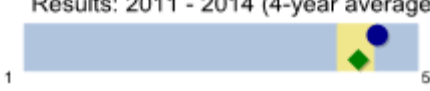




 Lower

 Similar

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>



# How to read the Performance Summary

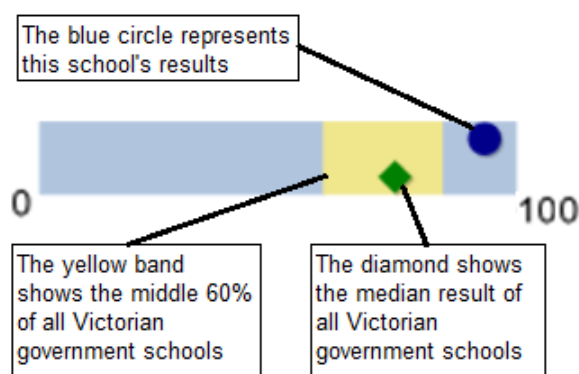
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

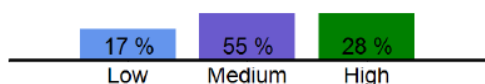
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,391,348	High Yield Investment Account	\$246,670
Government Provided DE&T Grants	\$380,482	Official Account	\$12,948
Government Grants Commonwealth	\$10,892	Other Accounts	\$35,332
Government Grants State	\$14,970	<b>Total Funds Available</b>	<b>\$294,950</b>
Revenue Other	\$38,059		
Locally Raised Funds	\$269,561		
<b>Total Operating Revenue</b>	<b>\$3,105,313</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$2,319,299	Operating Reserve	\$10,095
Books & Publications	\$2,656	Maintenance - Buildings/Grounds incl SMS<12 months	\$90,095
Communication Costs	\$7,286	Cooperative Bank Account	\$35,332
Consumables	\$50,941	Revenue Received in Advance	\$90,692
Miscellaneous Expense	\$189,096	School Based Programs	\$38,664
Professional Development	\$40,789	Region/Network/Cluster Funds	\$30,072
Property and Equipment Services	\$286,213	<b>Total Financial Commitments</b>	<b>\$294,950</b>
Salaries & Allowances	\$116,283		
Trading & Fundraising	\$41,796		
Utilities	\$23,492		
<b>Total Operating Expenditure</b>	<b>\$3,077,852</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$27,462</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Support Services, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

School expenditure is aligned to the school goals and priorities as set by School Council. Over the 2014 year, budget expenditure reflected all goals established for 2014. Programs were monitored throughout the year to ensure funds were allocated appropriately, meeting our objectives. Budgets were revisited and adjusted, following the confirmed Census numbers and the reconciliation of the 2013 budget. In 2014 we were fortunate to receive additional grants to support a number of school initiatives such as the TAC Grant, Active After School Sports Grant, Anzac Local Grant and Community Nature Grant. Major expenditure was linked to the repainting of the school and development of the area around our oak tree with the building of a deck and installation of artificial grass. The Tyabb Primary School community can take credit for the high level of fundraising that it has achieved, which is a reflection of its commitment and continual school improvement. Our small surplus demonstrates that we strive to maximise the use of our resources to allocate the necessary staff and budgets for the school to operate effectively and run essential programs and curriculum areas.