

# 2016 Annual Report to the School Community



School Name: Tyabb Primary School

School Number: 3129



Name of School Principal:

Carole Howden

Name of School Council President:

Sharon McKinna

Date of Endorsement:

20.3.17

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 the 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 – language program minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

## 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. As a Professional Learning Community, Tyabb P.S continues to use a personalised approach to learning and teaching that focuses on an individual student's point of need. Knowledge and skills are further developed through our specialist program and 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 P.S 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, Science and Studies of Asia. In addition, we have a variety of extra curricula activities such as the Sporting Schools 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 2016 we had a student enrolment of 405 which created our 17 classes. Of our 35 staff members we had 1 Principal, 1 Assistant Principal, 14 range 2 Teachers, 8 range 1 Teachers, 2 part time Business Managers, 3 part time Office Education Support Staff and 6 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.

Our vision at Tyabb P.S is to provide a caring, stimulating and dynamic environment that enhances learning, personal growth and wellbeing for all students: extending and challenging students to become effective and productive members of the global society and ensuring that each student reaches their individual potential.

School Values: RESPECT, RESPONSIBILITY, SAFETY, INTEGRITY, OPTIMISM

### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement. At Tyabb Primary School these key areas have become the focus of our four year Strategic Plan and Annual Implementation Plan.

Our Naplan data shows improvement in the percentage of students achieving medium and high learning growth in most learning areas (Reading, Writing, Speaking and Listening and in Numeracy) from 2015 – 2016. As our results do not meet the expected target of 25% Low, 50% Medium and 25% High Growth the focus for school improvement will be on the FISO key areas - *Building Practice Excellence* and *Curriculum Planning and Assessment*.

#### Excellence in teaching and learning

##### **Building practice excellence: Teachers, principals and schools will work together**

- Build instructional practice and staff capacity through collaborative Professional Learning Communities (PLCS)
- Build instructional practice through structured modelling, peer observations, feedback and coaching.
- Build research-based and consistent whole school agreed classroom teaching and learning practices.
- Use evidence of student learning (data) and feedback from peers and students, to adapt teacher practice and identify professional development priorities.

##### **Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs**

- Develop a sequential curriculum plan across each curriculum area reflecting the Victorian Curriculum.
- Further develop and embed assessment and moderation practices in line with the school curriculum plan.
- Use assessment data to support teachers in reflecting on their effectiveness and impact on student learning.



## Achievement

During 2016 our delivery of the Victorian Curriculum focused on personalised learning for student growth. The Professional Learning Community approach in Numeracy has now become an embedded program, focusing on collaboration and the use of student data to inform teaching. Targeted intervention has been implemented for individuals to ensure that all students make the appropriate growth in their learning. As a part of our 2016 – 2019 Strategic Plan we will continue to implement the Professional Learning Community approach in Numeracy moving in to Literacy with a focus on writing.

NAPLAN results in year 3 are similar to the states median in Literacy, with slightly higher results in Numeracy. Results in year 5 show that our Literacy and Numeracy results are slightly lower than state median, however similar to comparable schools. NAPLAN Learning Gain data shows that 70% plus students made medium to high growth in most areas of Literacy and Numeracy, with Grammar and Punctuation becoming a focus in 2017. A real focus is being placed on a greater percentage of students making high learning growth.

Our overall achievement results show that we are similar to the state median in most areas apart from the year 5 reading four year average. The results, however, in both year 5 Literacy and Numeracy have increased from our 2015 results. Continued implementation across the whole school of a PLC approach, focusing on individual student learning growth and targeted intervention will aim to address these results.

Tyabb Primary School is committed to providing high level programs, intervention and resources for all students performing at less than or above expected levels to ensure all students can be their very best. Personalised learning through a PLC approach continues to be a focus in both Literacy and Numeracy across the whole school. Stronger use of intervention strategies for all students, particularly low and high achievers will continue to support every individual on a daily basis. Students are continually provided with opportunities to direct their own learning through individual goal setting from Foundation to year 6, grade 5 /6 electives and student led conferences. Inquiry based learning remains a focus with students continuing to build upon their research skills and strategies. Problem solving in the area of Numeracy has been a focus with the introduction of Problem Solving Friday. Critical thinking skills are encouraged and supported in all areas of the curriculum. All students funded under the Program for Students with Disabilities (PSD) show progress at satisfactory or above in achieving their individual goals.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

At Tyabb Primary School we aim to provide a safe, positive and welcoming environment where learning opportunities are engaging and cater for individual interests, backgrounds and abilities. Staff and students work together as a Professional Learning Community, using data to direct teaching and learning which ensures all students are working at their point of need. The 2016 Students' Attitudes to School survey which is completed by grades 5 and 6, shows that our students really enjoy coming to school and feel safe and well-supported. Our average attendance across all year levels remains above 92% and it has been identified that a significant proportion of absences are due to family holidays. We believe that our relatively low absence rate is a result of 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. A strong focus on our school values of Respect, Responsibility, Safety, Integrity and Optimism promote and instill positivity. Extra curricula programs such as Science, Studies of Asia, grade 5/6 Electives, HPV, PALS enrichment and extension program, I Sea I Care, Buddies, water safety and swimming lessons, school camps, Environmental Education and leadership opportunities schoolwide also contribute to our high levels of student engagement. Classrooms are equipped with interactive whiteboards, computers, laptops, 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 standardised 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 individual student needs. Meetings with these Early Childhood educators also enhance this transition. Tyabb P.S 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.

At the end of each year we have a whole school transition program with students visiting their new classroom and teachers. 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 new teacher and peers, and are introduced to programs and opportunities available the following year.

At the commencement of each school year, a consistent, whole school start-up program is implemented to assist students to settle into their new year level. 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, 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 DET 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.

Our Student Attitudes to School Survey for 2016 shows that our students are feeling safe and connected to school with the results being higher than the state average and similar to comparable schools using the School Comparison Measure in the areas of Connectedness to School and Student Perceptions of Safety. Our four year average in both areas is above the median for Victorian Government Primary Schools.

For more detailed information regarding our school please visit our website at  
<http://www.tyabbps.vic.edu.au/>



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 405 students were enrolled at this school in 2016, 224 female and 181 male. There were &lt; 10% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Lower</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>25%</td> <td>57%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>57%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>56%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>48%</td> <td>39%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	57%	18%	Numeracy	23%	57%	20%	Writing	24%	56%	18%	Spelling	21%	53%	26%	Grammar and Punctuation	48%	39%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	57%	18%																							
Numeracy	23%	57%	20%																							
Writing	24%	56%	18%																							
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>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.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	93 %	93 %	90 %	90 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	93 %	93 %	90 %	90 %										



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

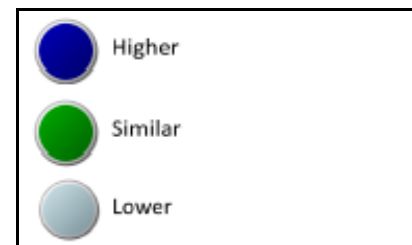
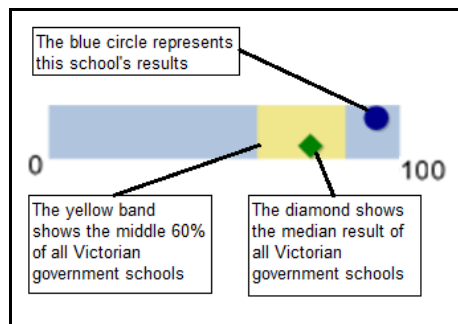
## What are student outcomes?

*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, P-12 and specialist schools, 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.

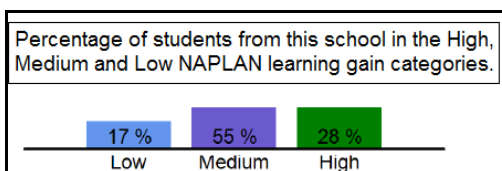
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## 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 Aboriginal 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.

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 and position commentary

Careful planning and monitoring of budgets ensured that Tyabb Primary School remained in a good financial position at the end of 2016; with a healthy operating reserve and surplus targeted towards school improvement projects and the employment of a Leading Teacher of Curriculum during 2017/2018. School expenditure was aligned to the school goals and priorities as written in our Strategic Plan and set by School Council. Budgets were revisited and adjusted, following the confirmed Census numbers and the reconciliation of the 2015 budget. Programs were monitored throughout the year to ensure funds were allocated appropriately, meeting our objectives. In 2016 we were fortunate to receive additional grants to support several school initiatives such as the Bendigo Bank Grant. This grant, along with the fundraising efforts of the Tyabb Primary School community provided the funds to build a new grade 5/6 playground and purchase science equipment such as microscopes, wedo Robotics Kits and simple Machine Kits. The funds raised demonstrated the communities' commitment to continual school improvement. As a school 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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,738,916	High Yield Investment Account	\$288,851
Government Provided DET Grants	\$364,532	Official Account	\$20,869
Government Grants Commonwealth	\$9,948	Other Accounts	\$39,073
Revenue Other	\$9,777	<b>Total Funds Available</b>	<b>\$348,793</b>
Locally Raised Funds	\$294,015		
<b>Total Operating Revenue</b>	<b>\$3,417,189</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$2,622,033	Operating Reserve	\$45,594
Books & Publications	\$2,988	Asset/Equipment Replacement < 12 months	\$4,300
Communication Costs	\$6,968	Maintenance - Buildings/Grounds incl SMS<12 months	\$139,902
Consumables	\$75,140	Cooperative Bank Account	\$39,073
Miscellaneous Expense	\$143,853	Revenue Receipted in Advance	\$105,439
Professional Development	\$24,111	School Based Programs	\$13,361
Property and Equipment Services	\$206,109	School/Network/Cluster Coordination	\$1,124
Salaries & Allowances	\$130,174	<b>Total Financial Commitments</b>	<b>\$348,793</b>
Trading & Fundraising	\$42,389		
Utilities	\$26,269		
<b>Total Operating Expenditure</b>	<b>\$3,280,035</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$137,154</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*