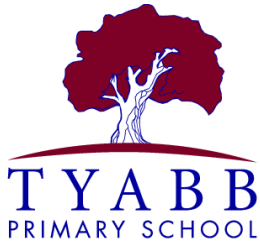


2017 Annual Report to the School Community



School Name: Tyabb Primary School

School Number: 3129



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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

Signed 10 April 2018 at 12:13 PM by Carole Howden (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 13 April 2018 at 04:28 PM by Shelly Bellinger (School Council President)

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 Primary School 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 2017, we started the year with a student enrolment of 395 which created our 17 classes. Of our 34 staff members we had 1 Principal, 1 Assistant Principal, 1 Leading Teacher, 14 range 2 Teachers, 8 range 1 Teachers, 1 part time Business Manager, 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.

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 significant improvement in the percentage of students achieving medium and high learning growth in all learning areas (Reading, Writing, Speaking & Listening and in Numeracy) from 2015 – 2017. We have almost met the expected 25% Low, 50% Medium and 25% High growth in NAPLAN learning gain from year 3 to year 5 but will continue to focus on catering for students at their point of need to ensure high learning gain. Our 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 2017 our focus was on personalised learning and catering for students at their individual point of need through a PLC approach. The Professional Learning Community approach focuses on teacher collaboration to build effective teaching strategies and the use of student data to inform teaching and ensure maximum growth in learning. Targeted intervention has been implemented for individuals to ensure that all students make the appropriate growth in their learning. We are already seeing significant improvements in our results due to this approach with approximately 80% of students making medium to high growth in most areas – writing, speaking & listening, grammar & punctuation and numeracy. A focus will be to further increase the number of students making high learning growth especially in reading.

NAPLAN results in year 3 are above the states median in Reading and slightly below in Numeracy. Both results are similar to comparable schools. Results in year 5 show that we are slightly below state median for Reading and well above in Numeracy both once again comparable to similar schools. The four year average for reading at Year 5 is lower than similar schools. These results have been used to direct our Annual Implementation Plan for 2018 with a continued focus on the PLC approach and the teaching of reading. All students funded under the Program for Students with Disabilities (PSD) show progress at satisfactory or above in achieving their individual goals.

Tyabb Primary School is committed to providing high level programs, best practice in teaching and intervention and quality resources for all students. As a school we continue to analyse our results, reflect on our practice and look for new ways to ensure the very best opportunities for our students. In 2017 we focused on PLC Maths Workshops, Problem Solving Friday and the introduction of the VCOP writing program (Vocabulary, Connectives, Openers & Punctuation). In 2018 the focus will shift towards improving reading results by building teacher knowledge of the Big 6 elements to an effective reading approach – oral language, vocabulary, phonological awareness, phonics, comprehension and fluency. Students are also continually provided with opportunities to direct their own learning through individual goal setting from Foundation to year 6, an Inquiry Learning approach, grade 5 /6 electives and student led conferences.

Engagement

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Wellbeing

At Tyabb Primary School we believe that a positive start to school provides the best foundation for future learning. Our 'Launch 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. Meetings with 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. Our school continues to work with all secondary education providers to improve the successful transition of our year 6 students.

At the end of each year we have a whole school transition program with students visiting their new classroom and teachers. 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 help students to settle into their new year level. To assist teachers in this transition process, a data tracker is used to provide essential information of the learning standards of each student.

In addition to these transition programs we provide a variety of programs that support the welfare of our students. Our school values are intertwined into many areas of our learning. They are the basis for our whole school behaviour plan, taught and discussed in our Start Up Program at the beginning of the school year and have recently been added into our School Oath that is said by all students and teachers at each weekly assembly.

Our You Can Do it program throughout the school focuses on the 5 keys to success, developing resilience, persistence, organisation, 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. In 2017 our speech therapist conducted small group sessions targeting children with phonological awareness difficulties. Student counselling is also available through an independent psychologist who regularly visits our school to work with students on a variety of issues – anxiety, resilience, grief and social skill development.

Our Attitudes to School Survey for 2017 shows that our students are feeling safe and connected to school with our results higher than the state median and similar to comparable schools. Whilst our students report positive attitudes towards our management of bullying, we remain committed to eliminating bullying and developing positive relationships and social skills.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 395 students were enrolled at this school in 2017, 230 female and 165 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</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 Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>
<p>NAPLAN Year 5</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>41%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>63%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>60%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>52%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	41%	30%	Numeracy	13%	63%	24%	Writing	22%	60%	18%	Spelling	17%	57%	26%	Grammar and Punctuation	20%	52%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	92 %	93 %	93 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	92 %	93 %	93 %	90 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Higher</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

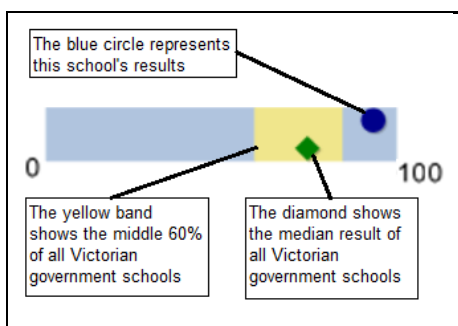
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

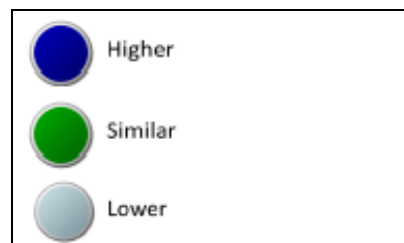


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

Tyabb Primary School provides students with an extensive range of learning programs. The school is well resourced to provide educational experiences that support learning for the 21st century. Locally raised funds have supported key learning areas, updated our resources and enhanced our buildings and grounds. In 2017, locally raised funds contributed to library books/readers, the redevelopment of our front entrance and funds towards a new running track. The Finance Committee, of School Council, have applied the appropriate governance processes needed. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimise our students' learning experiences and environment.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,737,670	High Yield Investment Account	\$242,529
Government Provided DET Grants	\$393,128	Official Account	\$25,654
Government Grants Commonwealth	\$2,100	Other Accounts	\$30,624
Revenue Other	\$9,445	Total Funds Available	\$298,806
Locally Raised Funds	\$352,653		
Total Operating Revenue	\$3,494,996		
Equity¹			
Equity (Social Disadvantage)	\$22,724		
Equity Total	\$22,724		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,613,148	Operating Reserve	\$102,035
Books & Publications	\$3,982	Maintenance - Buildings/Grounds incl SMS<12 months	\$47,365
Communication Costs	\$6,561	Beneficiary/Memorial Accounts	\$2,000
Consumables	\$116,634	Cooperative Bank Account	\$30,624
Miscellaneous Expense ³	\$127,333	Revenue Received in Advance	\$20,283
Professional Development	\$16,672	School Based Programs	\$6,499
Property and Equipment Services	\$263,683	Capital - Buildings/Grounds incl SMS>12 months	\$90,000
Salaries & Allowances ⁴	\$137,141	Total Financial Commitments	\$298,806
Trading & Fundraising	\$43,535		
Utilities	\$26,946		
Adjustments	(\$5,129)		
Total Operating Expenditure	\$3,350,506		
Net Operating Surplus/-Deficit	\$144,490		
Asset Acquisitions	\$22,693		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.