

2016 Annual Report to the School Community



School Name: Tyabb Railway Station Primary School

School Number: 3544



Name of School Principal:

Emma Slater

Name of School Council President:

Nektaria Mappouridou

Date of Endorsement:

28/03/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - 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

At Tyabb Railway Station Primary School, we aim to maximise the educational opportunities and learning outcomes of our students, promoting positive self-esteem and the attainment of personal best, through the delivery of quality, differentiated educational programs.

We maintain a strong focus on literacy and numeracy, complemented by an inquiry based curriculum.

The school has 19 staff members: 1.0 Principal class, 6.4 Teacher class and 8 Education Support Staff.

Key learning areas are provided for, with specialist programs in Art, Indonesian, Science and Physical Education.

The school strongly emphasises the importance of the home-school partnership. Parent support is high, with parents responding to the learning team concept promoted and practised by the school. The School Council endorses budgets to ensure the school is well resourced and student learning is supported in a technologically rich environment.

At Tyabb Railway Station Primary School, we aim to achieve greater than expected demonstrable progress for each learner.

To do this, we ensure that the following conditions are in place:

- A safe and trusting environment for learning
- An evidence-based, effective plan for moving the learning forward
- The belief that all learners are capable of making progress
- Knowledge of each learner's point of need
- Shared knowledge of the learning continuum that is made explicit to the learner
- Shared staff responsibility for each learner
- An effective system for sharing, managing and monitoring individual learning progress
- A system for monitoring and evaluating the effect of teaching

We value the provision of an open learning environment where students, staff, parents and the wider community are positively involved in programs.

- We believe our programs should be inclusive, providing access and recognition of individual differences.
- We embrace the positive behaviours of the KidsMatter program and eSmart ethos

We support and reward our students to achieve within an environment of high expectations.

Framework for Improving Student Outcomes (FISO)

The school identified both Numeracy and Literacy as priorities for 2016. Our 2015 NAPLAN data indicated only 25% of our students experience medium to high growth in mathematics, 75% for reading and 75% for writing. In 2016 we kept class sizes as small as possible, employed integration aides in each classroom and employed an experienced ex Mathematics coach teacher to specifically work with small groups of students, provide learning for the staff and drive curriculum change. While our Student Attitude To School Survey data is positive, the school identified Student Morale and Connectedness as our focus areas

Numeracy

- Develop whole school Mathematics Scope and Sequence in line with the Victorian Curriculum
- Create units of work based around Mathematics topics
- Create Pre and Post tests for the units of work to allow for the grouping of students
- Teachers worked with the Maths leader for planning purposes and development of Mathematical strategies and vocabulary
- Integration aide in classrooms to support student learning

Literacy

- Develop whole school English Scope and Sequence in line with the Victorian Curriculum
- Integration aide in each classroom to support student learning
- Undertaking completion of VCOP training for staff

Student Wellbeing

- Continuation of the schoolwide Positive Behaviour Program
- Further development of Yabbie Rewards program
- Development of whole school Buddy Program
- Implementation of Play Pod and purchase of new equipment
- Professional development of staff



Achievement

Tyabb Railway Station Primary School is very proud of its strong student learning programs. Teacher judgements in the areas of English and Mathematics show that across Foundation-6 our school performs within the range of the middle 60% of Victorian Government Schools.

Our performance in Grammar and Punctuation in Naplan shows that 92% of Year 5 students showed medium to high growth in the exam results. In Reading the Year 3-5 growth showed that 74% of our Year 5 students showed medium to high growth. 73% of our Year 5 students demonstrated medium to high growth in Numeracy.

In Year 3 NAPLAN, over a four year average our results indicated that we were similar to like schools in Reading and Numeracy. The school is pleased with the Learning Gain of our students from Year 3–Year 5 in NAPLAN, but would like to make improvements in Grammar and Punctuation:

Our Student Engagement results were very pleasing as evidenced by our outstanding attendance data. All Year levels attending more than 90% of the time. Our school is performing higher than the median of all Victorian Government primary schools. Over a four year average, our student perceptions of safety were well above the median of all Victorian Government schools.

Curriculum Framework implemented in 2016

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

- | | | | |
|---|----------------------------------|---|--|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input type="checkbox"/> AusVELS | <input type="checkbox"/> Victorian Curriculum | <input checked="" type="checkbox"/> A Combination of these |
|---|----------------------------------|---|--|

Engagement

We are proud of our school culture which promotes personal, social and academic development with an emphasis on developing positive and respectful relationships between all members of the school community. We have a specific focus within the areas of:

- School Connectedness
- Student Motivation
- Student Safety

Our Learning Environment

Tyabb Railway Station Primary School is committed to being a member of the wider community, participating in events such as:

- The Western Port Parade
- The Lions Quiz
- Sporting Networks
- An annual Bike Education Program incorporating the local kindergartens
- Whole school concert
- Global school links
- ANZAC day commemorations
- Red Hill Show

Students are involved within the school community through designing and establishing gardens within the grounds; developing their individual learning needs through goal setting and planning events within the school buddy programs developed under the Alannah and Madeline Foundation

Wellbeing

Our Student Attitudes to School Survey data was very encouraging. Our data over a 4 year period was at, or above, the State median.

Our data on the Student Attitudes to School survey shows us above the State in both Connectedness to School and Student Perceptions of Safety. Of particular interest is that our parents have showed a satisfaction rating with the school of 88%.

Currently we are focusing on student morale, as we recognize the significance of high self-esteem in stimulating students to achieve their best. Our school runs a proactive wellbeing and engagement across the school with a strong emphasis on developing all students as leaders and encouraging them to use their initiative and take responsibility for setting personal learning goals in order to develop their learning confidence and maximize their growth.

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 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:

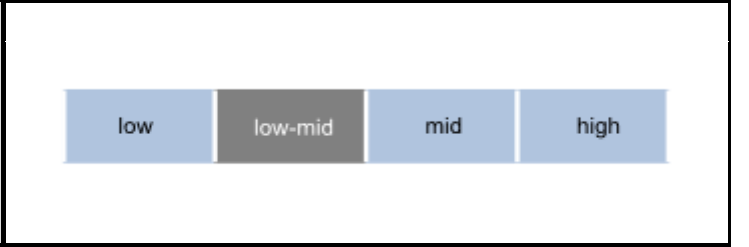
School Profile

Enrolment Profile

A total of 116 students were enrolled at this school in 2016, 60 female and 56 male. There were 0% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.

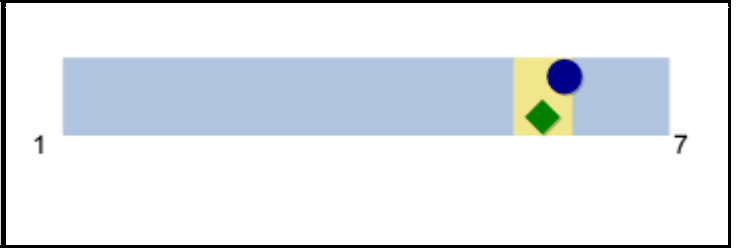
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

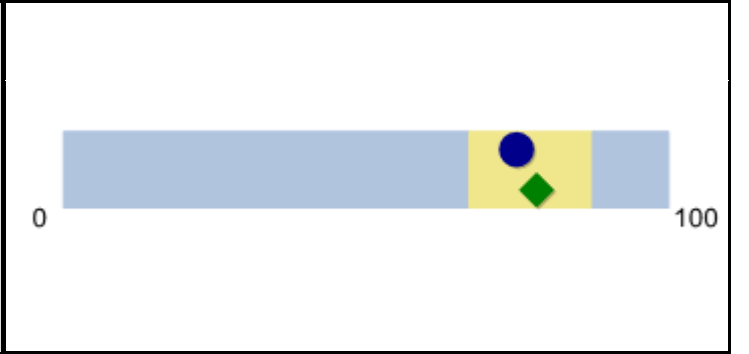
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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.


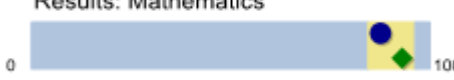


Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 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"> English Mathematics <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>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> Lower</p> <p> Similar</p> <p> Lower</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> Lower</p> <p> Similar</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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>47%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>54%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>69%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>8%</td> <td>38%</td> <td>54%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	47%	27%	Numeracy	27%	53%	20%	Writing	31%	54%	15%	Spelling	23%	69%	8%	Grammar and Punctuation	8%	38%	54%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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>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. 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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	93 %	95 %	95 %	92 %	93 %	<p>● Higher</p> <p>● Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	93 %	95 %	95 %	92 %	93 %										



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>Students Attitudes to School - Connectedness to School</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>Students Attitudes to School - Student Perceptions of Safety</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> Higher</p>

How to read the Performance Summary

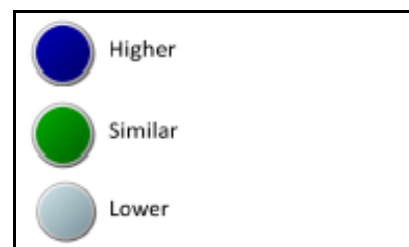
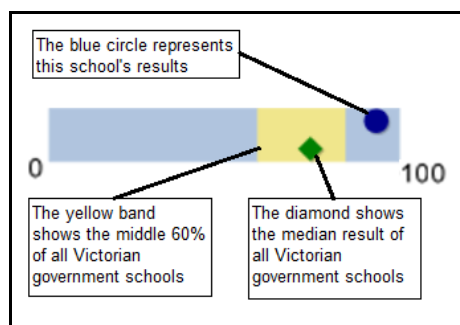
What are student outcomes?

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, 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.

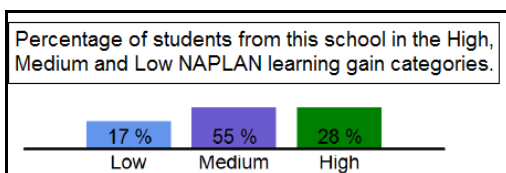
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Tyabb Railway station Primary School finished 2016 with a surplus. Vigilant financial management of both income and expenditure contributed to this result. We have carried forward some funds for unfinished building works and maintenance to be undertaken in 2017.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,081,523
Government Provided DET Grants	\$203,650
Revenue Other	\$1,533
Locally Raised Funds	\$78,450
Total Operating Revenue	\$1,365,156

Expenditure	
Student Resource Package	\$1,053,769
Books & Publications	\$944
Communication Costs	\$3,752
Consumables	\$31,363
Miscellaneous Expense	\$45,175
Professional Development	\$17,242
Property and Equipment Services	\$106,361
Salaries & Allowances	\$23,457
Trading & Fundraising	\$14,711
Travel & Subsistence	\$3,342
Utilities	\$10,398
Total Operating Expenditure	\$1,310,514

Net Operating Surplus/-Deficit	\$54,642
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$61,142
Official Account	\$3,621
Total Funds Available	\$64,763

Financial Commitments	
Operating Reserve	\$36,932
Asset/Equipment Replacement < 12 months	\$2,121
Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Revenue Received in Advance	\$2,855
Total Financial Commitments	\$61,908

Student Resource Package Expenditure figures are as of 03 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.