

# 2017 Annual Report to the School Community



School Name: Tyers Primary School

School Number: 2182



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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.

Attested on 23 April 2018 at 10:42 AM by Peter Harrison (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.

Attested on 23 April 2018 at 03:32 PM by Michelle Charalambous (School Council President)



## About Our School

### School Context

Tyers Primary School is a community focused school established in 1879. Its aim is to empower students to acquire, demonstrate, articulate and value the self-motivation, skills and knowledge that will support them, as life-long learners, to participate in and contribute to live a fulfilling life as a productive member of the global society. We encourage our students and families to practise the core values of the school; respect, compassion, integrity, empathy, advocacy and courage.

Tyers Primary School's mission is to enable all learners' access to learning through the provision of:

- Differentiated, in-depth and cohesive learning programs aligned to year level content and achievement standards informed by the Victorian Curriculum.
- Highly effective teachers and school leadership, focussed on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence based practices, coaching and mentoring and collaboration.
- A quality, inclusive learning environment responsive to student voice.
- Enriching, engaging resources.
- Opportunities for community and parents to openly participate in learning and decision making partnerships.

In 2017, Tyers Primary School had 8.99 equivalent full-time staff: 1.0 Principal class, 4.5 teachers, 0.8 Business Manager and 2.69 Education Support Staff. In 2017 Tyers Primary School had a student enrolment of 68 students in four grades; Prep-1, 1-2, 3-4 & 5-6 drawn from the small rural community of Tyers and the larger regional towns of the Latrobe Valley. 18% of students received funding through the Department of Education and Training's Program for Students with Disabilities. Specialist programs in AUSLAN, Science, ICT, Visual Art, Music and Health & Physical Education supported classroom teaching and learning programs.

The school is set in an expansive, attractive treed setting 11 km north-west of Traralgon in the Latrobe Valley. There are two adventure playgrounds, sporting areas, a large grassed oval, vegetable garden with fruit trees and bush area for students to enjoy. Tyers Primary School has established sustainable practices and initiatives including solar power and water and energy efficient practices and infrastructure. .

Tyers Primary School has a strong, well-resourced focus on literacy and numeracy programs. Tyers Primary School provides an extensive range of additional programs including; camps with local primary schools and a Grade 5/6 Snow camp, visiting artists, visits to the Traralgon Library, cooking programs, Open Water Learning Experience and school arts performances. Tyers Primary School participates in the Sporting Schools Program, which provides students with the opportunity to try a range of sports under the guidance of qualified coaches.

Tyers Primary School hosts the Tyers Art Festival, which in 2017 was in its 38th year. This event raises much needed funds to support the school and other community groups. In 2017 the Tyers Art Festival was a finalist in the 'Most Popular Community Event' in the Latrobe City Business and Tourism Association People's Choice Awards

The school has a well-equipped computer lab. 8 additional laptops were purchased to supplement the 36 purchased in 2016 (24 of which are touch screen). Additionally each classroom has a large interactive screen to support instructional practice. Tyers Primary School has a videoconferencing unit allowing students to connect to learning outside the local school environment. In 2017, Tyers Primary School was accredited as an e-Smart School.

### Framework for Improving Student Outcomes (FISO)

In 2017, Tyers Primary School focused on the Framework for Improving Student Outcomes initiatives of *Building Practice Excellence*, *Curriculum Planning and Assessment* and *Building Communities*.

Key improvement strategies implemented have included:

- Embedding the school's instructional practice model '*PATHways to INSTRUCTION*' into teaching and learning programs, ensuring a consistent and holistic approach to curriculum planning and implementation.
- Actively participating in a Framework for Improvement of Student Outcomes Community of Practice with Latrobe Valley Network schools around a shared focus on Numeracy, building collective capacity to establish a whole school approach to Numeracy through the creation of a Numeracy Action Plan, ensuring consistency in delivery and assessment of Numeracy.
- Undertaking peer observation with a focus on mathematics.
- Undertaking Information Communications Technologies capabilities mapping and establishing a Professional Development timetable to build staff capacity.
- Building teacher capacity to plan learning programs informed by assessment and linked to the school's instructional practice model '*PATHways to INSTRUCTION*'.
- Investigating and implementing assessment measures for speaking and listening (oral language).
- Improving student attendance rates across all levels



## Achievement

Students at Tyers Primary School in 2017 were achieving higher than the expected levels in English and mathematics as assessed by teachers against the Victorian Curriculum. School comparison measures indicate students are performing as a higher level to other schools for both mathematics and English given the background characteristics of our students. Year 3 & 5 data from NAPLAN Reading and mathematics tests indicated students in Grade 3 & 5 were performing at a similar level to other students given the background characteristics of our students in Reading and Numeracy.

The 4-year average indicates Year 3 & 5 students were performing at a similar level as other schools given the background characteristics of our students in Reading and Numeracy. Student Learning Gain from Year 3 - Year 5 was significant in Numeracy with 67% of students showing high learning gain.

Improvement in literacy and numeracy is a priority in the Tyers Primary School Strategic Plan 2017-2020 with an emphasis on individual student learning needs, with an increase in the percentage of students achieving at or better than the expected level in all aspects of Literacy and Numeracy and the number of students showing more than a year's growth in achievement.

## Engagement

Attendance rates of students at Tyers Primary School in 2017 varied across the year levels, ranging from a high of 98% in Year Four to a low of 84% in Year Five. School comparison measures indicate the absence rate at Tyers Primary School is similar to what would be estimated given the background characteristics of our students. Analysis of attendance data highlights a small number of students who had significant absences, greatly affecting the overall year level absence percentages. Ongoing contact is made with families who are experiencing issues with attendance. Students with high levels of absence are provided with a range of supports to improve their overall attendance.

A number of practices will be embedded in 2018 to improve attendance, including:

- Parents will be contacted if no notification has been received for a student absence.
- School leadership will regularly review absence data with staff to determine if current practices are effective.
- Absence data will be included in student reports.
- The school will work with SSSO staff and outside agencies to support students with high levels of absenteeism.
- The school will actively promote the importance of student attendance to parents and wider community through its communications and interactions.

## Wellbeing

Student wellbeing indicated students at Tyers Primary School have a high sense of connectedness to school. Results for 2017 indicate a similar result to other schools given the background characteristics of our students (Attitudes to School Survey).

Tyers Primary School works closely with its feeder kindergarten in providing a comprehensive transition program for future students. This program includes morning and afternoon sessions for pre-school students and a full orientation day for students and their parents. Additional orientation sessions are provided for individual students with specific needs.

Tyers Primary School has a number of enrolments from outside its immediate area with many families looking for a small school environment or recognising the high level of support provided to all students. Tyers Primary School cooperates closely with its main feeder secondary college, Traralgon College, in facilitating a broad orientation program for exiting students. This program includes an Awareness Day and Orientation Day for all Grade 5 & 6 students and visits by staff from Traralgon College to speak with Grade 6 students. Student pathways and transitions are further supported through the early identification of students at risks and gifted students so an appropriate transition program can be implemented to support these students.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 68 students were enrolled at this school in 2017, 29 female and 39 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 5 percent 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>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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</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><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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</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><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 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>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>17%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>80%</td> <td>0%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	60%	20%	Numeracy	17%	17%	67%	Writing	0%	100%	0%	Spelling	20%	40%	40%	Grammar and Punctuation	20%	80%	0%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	60%	20%																							
Numeracy	17%	17%	67%																							
Writing	0%	100%	0%																							
Spelling	20%	40%	40%																							
Grammar and Punctuation	20%	80%	0%																							



## 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><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</p> <p><b>School Comparison</b> 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 1036 1003"> <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>90 %</td> <td>89 %</td> <td>92 %</td> <td>90 %</td> <td>98 %</td> <td>84 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	89 %	92 %	90 %	98 %	84 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	89 %	92 %	90 %	98 %	84 %	92 %										





## 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><b>Students Attitudes to School - Sense of Connectedness</b></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>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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>	Similar

# 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)

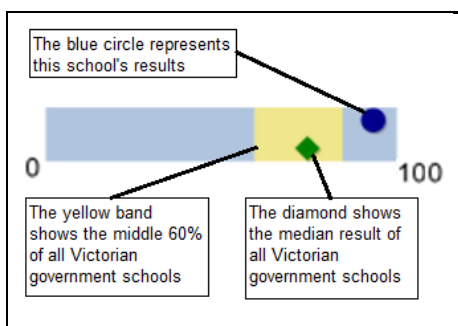
### Engagement

- 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).

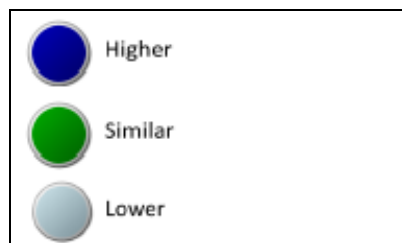


## What does *School Comparison* refer to?

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

Tyers Primary School's continued focus on student learning sees the framing of its budget to support teaching and learning programs across the school, including additional funds for staffing and student support. Locally raised funds, particularly through the Tyers Art Festival, have provided additional resourcing across all areas. Funds were allocated in 2017 to undertake major renovation works to school buildings and infrastructure in 2018.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$815,736	High Yield Investment Account	\$145,678
Government Provided DET Grants	\$185,768	Official Account	\$10,913
Government Grants Commonwealth	\$10,694	Other Accounts	\$29,064
Government Grants State	\$31,800	<b>Total Funds Available</b>	<b>\$185,655</b>
Revenue Other	\$2,753		
Locally Raised Funds	\$77,481		
<b>Total Operating Revenue</b>	<b>\$1,124,233</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$90,954		
<b>Equity Total</b>	<b>\$90,954</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$719,387	Operating Reserve	\$30,515
Books & Publications	\$1,500	Asset/Equipment Replacement < 12 months	\$27,000
Communication Costs	\$4,656	Maintenance - Buildings/Grounds incl SMS<12 months	\$31,800
Consumables	\$22,142	School Based Programs	\$1,936
Miscellaneous Expense <sup>3</sup>	\$22,329	Other recurrent expenditure	\$4,737
Professional Development	\$6,017	Asset/Equipment Replacement > 12 months	\$31,635
Property and Equipment Services	\$72,559	Capital - Buildings/Grounds incl SMS>12 months	\$58,032
Salaries & Allowances <sup>4</sup>	\$41,641	<b>Total Financial Commitments</b>	<b>\$185,655</b>
Trading & Fundraising	\$37,896		
Travel & Subsistence	\$2,662		
Utilities	\$11,443		
<b>Total Operating Expenditure</b>	<b>\$942,229</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$182,004</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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.*