2016 Annual Report to the School Community

THE EDUCATION STATE

School Name: Tyers Primary School

School Number: 2182

Name of School Principal:	Peter Harrison
Name of School Council President:	Michelle Charalambous
Date of Endorsement:	26/04/2017

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 framwork 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.

VICTORIA State Government — Education and Training

About Our School

School Context

Tyers Primary School is a community focused school established in 1879 whose 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 2016 Tyers Primary School had 7.31 equivalent full-time staff: 1.0 Principal class, 2.8 teachers and 3.51 Education Support Staff. In 2016 Tyers Primary School had a student enrolment of 49 students in three grades; Prep-2, 2-4 & 4-6 drawn from the small rural community of Tyers and the larger regional towns of the Latrobe Valley. 20% of students received funding through the Department of Education and Training's Program for Students with Disabilities. Classroom teaching and learning programs were supported by specialist programs in AUSLAN, Science, ICT, Visual Art, Music and Health & Physical Education.

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.

Maintenance work was undertaken to upgrade the classroom learning area, student's kitchen, art room and main corridor including construction of dividing walls, painting, replacement of floor coverings and new bench tops and cooking facilities.

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. In 2016 sports included football, netball & cycling.

Tyers Primary School hosts the Tyers Art Festival, which in 2016 was in its 37th year. This event raises much needed funds to support the school and other community groups. In 2016 the Tyers Art Festival was again voted the Most Popular Community Event in the Latrobe City Business and Tourism Association People's Choice Awards after winning previously in 2015.

The school has a well-equipped computer lab. In 2016 36 laptops (20 of which are touch screen) were purchased to update the school's ICT equipment. Additionally, 4 large interactive screens were purchased to replace the classroom interactive whiteboards and to support instructional practice. Furthermore, network infrastructure was upgraded. Tyers Primary School has a videoconferencing unit allowing students to connect to learning outside the local school environment.

Framework for Improving Student Outcomes (FISO)

In 2016 Tyers Primary School focused on the Framework for Improving Student Outcomes initiatives of *Building Practice Excellence, Curriculum Planning and Assessment* and *Empowering Students & Building School Pride*.

Key improvement strategies implemented included:

- Involvement in the Insight Assessment Platform Pilot.
- Development of a Scope and Sequence Chart.
- Creation of a teaching planning document including specific goals for Educational Support staff.
- Instructional Practice Model embedded in school-wide and teaching planning documents.
- Staff complete the ePotential Survey.
- Modernisation of ICT infrastructure
- Student leaders attend student leadership days.
- Conduct student forums to provide students input into school policies, initiatives and decisions.

Tyers Primary School has made significant progress in achieving these initiatives including:

- Staff participating in the Insight Assessment Pilot.
- Assessment expectations delineated in assessment schedule and through PLT meetings.
- New assessment package reviewed and purchased for 2017 to meet school needs (Clear Track).
- Time allocated for teaching staff to meet with ES staff to formulate specific goals.
- Instructional Practice Model incorporated in planning.
- Scope and Sequence Charts developed for Literacy, Numeracy and Science.
- Common planning document developed.
- Student leaders involved in planning and running of activities, including transition programs, assemblies, Auslan, Brain Gym and sports events.
- Principal forums (discussions) conducted.

Achievement

Students at Tyers Primary School in 2016 were achieving at the expected levels in English and mathematics as assessed by teachers against the Victorian Curriculum. School comparison measures indicate students are performing as a similar level to other schools for both mathematics and English given the background characteristics of our students. Year 3 & 5 data from the 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 were performing at a lower level in Numeracy. The 4-year average indicates Year 5 students were performing higher than other schools given the background characteristics of our students in Reading and Numeracy. Improvement in literacy and numeracy is a priority in the new Tyers Primary School Strategic Plan 2017-2020 with an emphasis on individual student learning needs with all students having an Individual Learning Plan identifying a specific focus for that student. School goals for this period include:

- An increase in the percentage of students achieving at or better than the expected level in all aspects of Literacy and Numeracy.
- An alignment of teacher judgments of student achievement to validated assessment measures including NAPLAN and normed tests.
- An increase in the percentage of students showing more than a year's growth in achievement across all levels as measured across like schools.
- To develop consistency in delivery of Literacy—Reading and Writing, Speaking and Listening (oral language) and Numeracy.
- To build a vibrant, professional learning community with a strong focus on improved student outcomes through purposeful conversations around student learning and building collective capacity around use of data and evidence based practice.
- To develop consistency in assessment of Literacy—Reading and Writing, Speaking and Listening (oral language) and Numeracy.
- To provide students more say and involvement in teaching and learning programs and the decisions that impact on their learning.

Curriculum Framework implemented in 2016

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

Engagement

Attendance rates of students at Tyers Primary School in 2016 varied across the year levels, ranging from a high of 94% in Years One, Three and Five to a low of 89% in Years Prep and Four. School comparison measures indicate the absence rate at Tyers Primary School is greater than 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 and this greatly impacted 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 initiatives will be implemented in 2017 to improve attendance, including:

- Parents will be contacted if no notification has been received for a student absence through the school's student management system, uEducateUs, or by direct contact.
- School leadership will regularly review absence data with staff to determine if current practices are effective.
- Teachers will maintain accurate class rolls and follow up absences.
- Attendance data will be tabulated and shared with students weekly.
- Communication methods regarding absenteeism between the school and home will be reviewed and updated to ensure parents are regularly informed of student absences.
- 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.
- The school will further develop student forums as an approach to discuss relevant issues such as classroom practice and student's attitudes towards attendance and school.
- Students with 100% and >94.9% attendance each term/year will be acknowledged at end of term/year assemblies.

In 2016 Tyers Primary School participated in a number of activities with other rural primary schools including sports activities and school camps. In 2017 student engagement will be supported through continued focus on the school's vision and mission statement, reflecting the values and beliefs of our school community at large, in all aspects of our school. The school will maximise opportunities for students to participate in and take responsibility for, developing their own learning goals and the decisions that impact on their learning. The school will prioritise engaging the wider school community in the school culture and its approach to student learning and build community relationships with the local and extended community to utilise their expertise and skills to support teaching and learning programs within the school.

Wellbeing

Student wellbeing as indicated by the 'Attitudes to School Survey', completed annually by Year 5 & 6 students, indicated students at Tyers Primary School have a high sense of connectedness to school. Results for 2016 indicate a higher than expected result to other schools given the background characteristics of our students. The four-year trend indicates a higher than expected result for this variable. Student's perceptions of safety in 2016 and over the past four years indicate students feel safe whilst at school with scores being higher than expected given the background characteristics of our students.

Tyers Primary School works closely with its feeder kindergarten in providing a comprehensive transition program for prospective prep students. This program includes morning and afternoon sessions for pre-school Tyers Primary School students and a full orientation day for these students and their parents. Additional orientation sessions are provided for individual students identified with specific needs. Tyers Primary School further enhances the kindergarten to prep transition program by offering pre-school students and their parents an opportunity to participate in school-based activities including incursions and special activity days.

In 2017 children attending the Tyers Kindergarten will be able to visit Tyers Primary School regularly to borrow books from the library and participate in shared reading with our students. 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.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

Enrolment Profile

A total of 49 students were enrolled at this school in 2016, 20 female and 29 male.
There were < 10% of EAL (English as an Additional Language) students and 8% 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.

low	low-mid	mid	high

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

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 —————————— 100 Results: Mathematics 0 —————————— 100	● Similar ● Higher

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar ⚪ Lower 🟢 Similar ⚪ Lower
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🟢 Similar ⚪ Lower 🟢 Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 43 % (Low) 43 % (Medium) 14 % (High) **Numeracy** 86 % (Low) 14 % (Medium) **Writing** 43 % (Low) 43 % (Medium) 14 % (High) **Spelling** 29 % (Low) 43 % (Medium) 29 % (High) **Grammar and Punctuation** 86 % (Medium) 14 % (High)	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	Results: 2016 0 ──────────── 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 ──────────── 50 Low absences <------> high absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
89 %	94 %	90 %	94 %	89 %	94 %	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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Higher ● Higher
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Similar ● Higher

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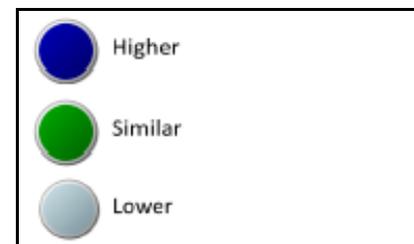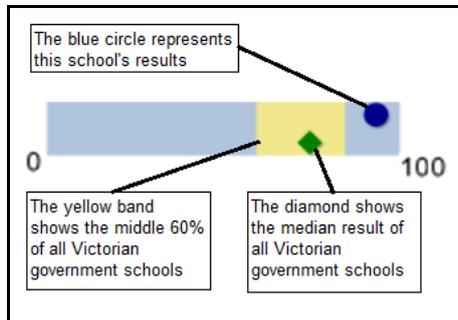
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
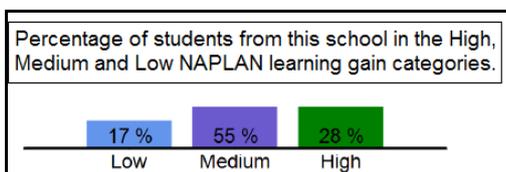
What are the changes in student achievement?
The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016	
Revenue	**Actual**
Student Resource Package	$625,788
Government Provided DET Grants	$178,495
Government Grants Commonwealth	$3,070
Revenue Other	$6,935
Locally Raised Funds	$80,913
Total Operating Revenue	**$895,201**

Financial Position as at 31 December, 2016	
Funds Available	**Actual**
High Yield Investment Account	$56,574
Official Account	$15,830
Other Accounts	$28,377
Total Funds Available	**$100,781**

Expenditure	
Student Resource Package	$558,813
Books & Publications	$711
Communication Costs	$2,694
Consumables	$17,574
Miscellaneous Expense	$25,340
Professional Development	$5,358
Property and Equipment Services	$121,448
Salaries & Allowances	$39,387
Trading & Fundraising	$35,346
Travel & Subsistence	$275
Utilities	$9,074
Total Operating Expenditure	**$816,021**
Net Operating Surplus/-Deficit	**$79,180**
Asset Acquisitions	**$24,118**

Financial Commitments	
Operating Reserve	$36,767
Asset/Equipment Replacement < 12 months	$6,000
Maintenance - Buildings/Grounds incl SMS<12 months	$12,500
Other recurrent expenditure	$45,514
Total Financial Commitments	**$100,781**

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.

Financial performance and position commentary
Tyers Primary School's continued focus on student learning sees the framing 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 set aside to provide for the updating of the school ICT network infrastructure and replacement of PC's and laptops in 2015 were expended at the commencement of Term 1, 2016 with the purchase of 34 laptops, docking stations and additional infrastructure to enhance the school's network. Funds have been allocated to further enhance the school's ICT network and replacement of equipment and upgrade facilities and buildings in 2017.