

2018 Annual Report to The School Community



School Name: Tullamarine Primary School (4852)



- 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 Registration 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 2018 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 07 March 2019 at 03:31 PM by Anna Ruhle
(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 Registration 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 2018 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 24 April 2019 at 03:57 PM by Anita John (School
Council President)

About Our School

School context

At the February 2018 Census, Tullamarine Primary School's enrolment was 322.2, climbing to 343 by the end of the year. Our clientele is drawn from over 30 suburbs, with an SFOE index of 0.50, 29% EAL and 3% ASTI students. In 2018, the school had an effective full time establishment of 2 Principal Class, 19.8 teachers, 4.5 ESO/ Integration Aides and 1.9 administrative support staff.

The school is close to Melbourne airport and is accessible via the Tullamarine freeway. The school is committed to high academic standards and has high expectations of all students. We are focused on providing all students with a strong foundation of learning for life. We recognise that it is essential to establish strong links between the school, the home, neighbouring schools and preschool providers. Our school promotes a shared learning partnership with the realisation that student achievement is enhanced by effective communication, including meaningful assessment and reporting practices.

Tullamarine Primary School has achieved well in the Government School Performance Summary in most areas. The overall school's achievement data suggests that in most areas it has achieved results similar to other schools, taking into account the different student intake characteristics of each school. The school will continue to build even further on recent performance in Literacy and Numeracy.

We are a school in the North Western Victoria Region, in the local government area of Hume and we are part of the Hume Network of schools.

Framework for Improving Student Outcomes (FISO)

In 2018 the priority addressed in Tullamarine Primary School's Annual Implementation Plan was Excellence in Teaching and Learning. The FISO initiative that we focused on was Building Practice Excellence.

Key Improvement Strategies implemented were focused around PLC's, refining our instructional model and using data collection and analysis to improve student learning outcomes and to build teacher capacity in Literacy and Numeracy. The Learning Specialist teachers developed the capacity of all teachers to work in a PLC and delivered professional learning to all staff to build and support practice excellence in Literacy and Numeracy from Foundation to grade 6.

School level data indicated an increased understanding and knowledge of collaboration and PLC's.

A continued focus on Building Practice Excellence will support further improvement of teacher practice and student learning growth and outcomes.

Achievement

Tullamarine Primary School sets high expectations of all learners and after accounting for background characteristics known to make a difference to students' results we consistently challenge students to achieve the expected outcomes at all times.

The 2018 Year 3 NAPLAN results from the Government School Performance Summary indicate that our students are doing well in all areas and are performing similarly to like schools in all areas except for Reading. Our year 3 students performed lower in reading in comparison to schools with like student intake characteristics

The Year 5 NAPLAN results indicate our students performed lower in Reading and similarly in Numeracy, in comparison to schools with like student intake characteristics.

Further data analysis, using the learning gain data of students from Year 3 to Year 5 indicates that our students

made the best gains in Numeracy with high gain results at 26%. Our students also made acceptable gains in Reading, Writing and Spelling.

The Teacher Judgement data indicates our students are achieving results that are similar to what we would estimate given the background of our students.

Our school based Learning Specialist Teachers provide intensive professional learning to further develop teaching and learning practices for all teachers, to improve student outcomes in Literacy and Numeracy.

The school's Equity Funding is utilised to support the professional growth and development of all teaching staff in order to improve student learning growth.

Engagement

School based data demonstrates a positive downward trend in student absences, in 2018 we were similar to other schools on the comparison measure. Student attendance will continue to be a central focus in student engagement and wellbeing. We will continue to implement strategies from the resources *Its Not Ok to be Away* and *Every Day Counts*, to improve student attendance. Student Support Group meetings will play a major role with families where there are attendance issues. Welfare personnel will actively liaise with students, parents, teachers and welfare agencies to improve student attendance, wellbeing and engagement. Our strong welfare program will continue to play an active role in identifying students who are at risk of not reaching the expected learning outcomes. In 2018 and again in 2019, Equity Funding will continue to be allocated to employ a 0.1 EFT ES staff member to support students who are chronically absent.

We pride ourselves on providing a positive, caring and safe environment that supports student learning. We will continue to provide an atmosphere of cohesiveness, mutual respect and trust between students, teachers and parents.

We are committed to improving student engagement and enjoyment of learning. Student voice and agency will continue to be a focus, with particular focus on the Amplify document.

Our school values of Respect, Leadership and Creativity and the introduction of the School Wide Positive Behaviour Framework have encouraged positive peer interactions, by encouraging students to make the right choices and to act responsibly by developing self-esteem, confidence and the ability to take risks.

Wellbeing

The Students Attitudes to School Survey data for the areas Sense of Connectedness and Management of Bullying indicate our students are achieving results that are similar to what we would estimate given the background of our students.

The school will continue its close partnership with our feeder secondary schools and kindergartens, to continue to provide a useful and varied transition program throughout the year.

The school will continue to conduct its current successful kindergarten to foundation transition program, as well as the internal transition program between grades 2-3 and grades 4-5. Incoming foundation students will participate in scheduled school visits aimed at familiarising children with the school and its routines. We also offer individualised transition programs.

Information sessions, school tours and our Skoolbag app, offer parents effective lines of communication and connectedness to the school. We also publish online a fortnightly newsletter to keep families informed about what is happening in the school.

To acknowledge and celebrate the crucial role parents have in the learning partnership between students, teachers and parents, we will continue to invite and encourage parents/caregivers to participate in whole school and classroom events and activities.

Parent education will continue to be a focus to equip parents with the skills required to assist their children's learning at home and to improve relationships between the school and the home. The Volunteers Program provides an opportunity for the community to assist in various areas across the school.

Financial performance and position



In 2018, the school maintained a sound financial position, with considerable expenditure being directed to improving the school's facilities. Adequate provision continues to be made for innovative curriculum programs, support staff and recurrent costs. Accumulated funds were allocated to fund school improvement / facility projects. All curriculum programs that generated a surplus are directed to the following year's budget process as income. The School Council is committed to allocating locally raised funds to improve grounds, the major maintenance of facilities, and upgrading all classroom environments.

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

Enrolment Profile

A total of 322 students were enrolled at this school in 2018, 154 female and 168 male.

26 percent were EAL (English as an Additional Language) students and 2 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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:  ◆ 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> Lower</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> Lower</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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>56%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>74%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>50%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	56%	18%	Numeracy	26%	47%	26%	Writing	9%	74%	18%	Spelling	29%	53%	18%	Grammar and Punctuation	41%	50%	9%	<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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>94 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	91 %	92 %	90 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	91 %	92 %	90 %	91 %										

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,811,102	High Yield Investment Account	\$2,180
Government Provided DET Grants	\$658,281	Official Account	\$25,783
Government Grants Commonwealth	\$14,741	Other Accounts	\$434,278
Revenue Other	\$19,554	Total Funds Available	\$462,241
Locally Raised Funds	\$219,078		
Total Operating Revenue	\$3,722,756		
Equity¹			
Equity (Social Disadvantage)	\$282,284		
Equity Total	\$282,284		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,690,060	Operating Reserve	\$130,436
Books & Publications	\$2,327	Provision Accounts	\$10,072
Communication Costs	\$3,304	Funds Received in Advance	\$44,197
Consumables	\$114,439	School Based Programs	\$228,166
Miscellaneous Expense ³	\$337,054	Asset/Equipment Replacement < 12 months	\$8,211
Professional Development	\$11,660	Capital - Buildings/Grounds < 12 months	\$31,575
Property and Equipment Services	\$236,040	Maintenance - Buildings/Grounds < 12 months	\$9,584
Salaries & Allowances ⁴	\$118,995	Total Financial Commitments	\$462,241
Trading & Fundraising	\$31,461		
Utilities	\$30,614		
Total Operating Expenditure	\$3,575,955		
Net Operating Surplus/-Deficit	\$146,801		
Asset Acquisitions	\$270,758		

(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 15 March 2019 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.

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)

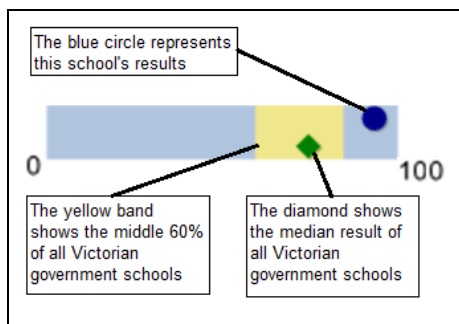
Engagement

- 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).

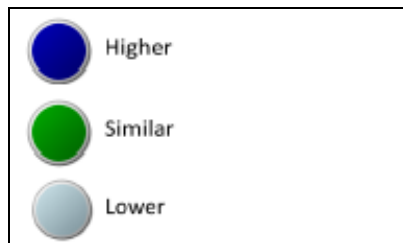


What does *School Comparison* refer to?

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*' or '*ND*' 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').