2019 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 2019 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 05 June 2020 at 09:48 AM by Anna Ruhle (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 June 2020 at 11:16 AM by Liz Tektonopoulos (School Council President)

About Our School

School context

At the February 2019 Census, Tullamarine Primary School's enrolment was 311.2. Whilst a number of students enrolled at the school during the year a number of students also moved away and we ended the year with the same number of students. In 2019 the school had an effective full time establishment of 2 Principal Class, 21.8 teachers, 7.0 ESO / Integration Aides and 2 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 high expectations of all students. We are focused on providing all students with a strong foundation for learning for life. We recognise that it is essential to establish strong links between the school, the home, neighbouring schools and pre-school 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. We are part of the Hume Moreland Network of schools in the North-Western Victoria Region. The school is committed to implementing high quality Literacy and Numeracy programs, as well as building even further on past and recent successes. The school has a close relationship with the neighbouring secondary colleges, primary schools and kindergartens from this region.

The school serves an increasingly multi-cultural population. 36% of students have at least one parent born in a non-English speaking country and 17% live in households where English is not the main language. Twenty-four nationalities are represented in the school. The school has recognised increasing levels of disadvantage within its community in the last 5 years, and the school has a Student Family Occupation (SFOE) density of 0.50. There is a high level of transience among the student population. These changes in the community have impacted significantly on the student welfare program within the school.

The school buildings have been upgraded in 2018/19 and the school sits on a large level site which include a synthetic grass oval, a large and well-shaded adventure playground and a large covered outdoor activities area. The school believes that this engaging playground contributes to positive student relationships.   Buildings are attractively furnished and well-maintained.

The school is organised into four Learning Communities covering Foundation, Years 1 and 2, Years 3 and 4, and Years 5 and 6. The Learning Communities are organised into composite classes of 20-24 students. The school offers a comprehensive curriculum in line with the Victorian Curriculum. Specialist and support programs include: Physical Education, The Arts, Italian, STEM and EAL Support.

Eleven students are funded under the Program for Students with Disabilities (PSD). These students are supported by seven aides. Student welfare is a high priority. Our school's values are; Respect, Leadership and Creativity. We are a Respectful Relationships Lead School and utilise the School Wide Positive Behaviour Support Framework to teach and acknowledge expected behaviours across the school. Relationships between staff and students are very positive. Through its emphasis on developing strong home-school partnerships the school has been able to meet the learning and wellbeing needs of a diverse range of students.

Framework for Improving Student Outcomes (FISO)

In 2019 the priorities addressed in Tullamarine Primary School's Annual Implementation Plan were Excellence in Teaching and Learning and Positive Climate for Learning. The FISO initiatives that we focused on were Building Practice Excellence and Empowering Students and Building School Pride.

Key Improvement Strategies implemented were focused on improving data collection and analysis, determining an appropriate instructional model and building collaboration across the school 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 collaborate in a PLC, to collect and analyse data and delivered professional learning to all staff to build and support practice excellence in Literacy and Numeracy from Foundation to grade 6. Whole school curriculum days were used to build staff's knowledge of an Instructional Model that was trialled across the school in semester 2.

Work was done at a whole staff level to begin implementing the work around the Amplify document with an explicit focus on building student voice.

School level data indicates that teachers understanding of collaboration and the work done in PLC's around data analysis has improved. From classroom observation data it is clear that teachers, including specialist teachers, are endeavouring to implement the newly adopted instructional model.

A continued focus on Building Practice Excellence will support further improvement of teacher practice and student learning growth and outcomes. Whilst a broadened focus on Empowering Students and Building School Pride will continue to build further opportunities for student voice across the school.

Achievement

Tullamarine Primary School sets high expectations of all learners and we consistently challenge students to achieve the expected outcomes at all times. Our staff recognise that we are working together on school improvement and all staff are increasing their data literacy in order to use data to identify teaching and learning needs. Professional learning in 2019 was strategically planned and as a result, teachers have begun to critically reflect on their own teaching practices. Teacher interest in improving their practice is high, as shown in the Staff Opinion Survey.

In 2019 the Year 3 and 5 NAPLAN results from the Government School Performance Summary indicate that our students are performing below in comparison to like schools in Reading and Numeracy.

Further data analysis, using the learning gain data of students from Year 3 to Year 5 indicates that an acceptable number of our students made Medium growth in all areas - between 44% and 59% in all areas - the target was 50%. Whilst we were aiming for 25% of students to achieve low gain and 25% of students to achieve high gain in all areas we did not achieve these targets. Our low gain achievements were between 31% and 49%. Whilst our high gain achievements were from 7% up to 19%.

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

Students supported through the Program for Students with a Disability all showed excellent progress in achieving their individual goals as identified in thier Individual Education Plans.

Whilst there are many things that we do well we accept that the progress of our school improvement plan has been slower than we expected. We have gone through many changes to our teaching and learning over the last two years and believe that we now have a solid foundation for further development.

Engagement

In 2019 Tullamarine Primary School addressed the priority area of Positive Climate for Learning, with the FISO initiative focused on being Empowering Students and Building School Pride. We had a major focus on school attendance and school based data demonstrates a positive downward trend in student absences. In 2019 we were above other schools on the comparison measure. This means that we had less absences than expected, relative to similar schools.

Student attendance will continue to be a central focus in student engagement in 2020. We are implementing a Staged Response to non-attendance in 2020 and will continue to implement strategies from the resources Its Not Ok to be

Away and Every Day Counts, to improve student attendance.

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. Overall students at Tullamarine Primary School are engaged and connected to the school. We are proud of the positive environment we have created that is engaging for students.

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 further implementation 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. School level data has shown a significant decrease in behaviour issues in the yard and in classrooms.

Wellbeing

We did a large amount of work in the area of wellbeing during 2019. Whilst 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 below what we would estimate given the background of our students, we have continued to focus our work on the wellbeing of all students and believe that we are moving in the right direction.

Unfortunately In 2019 we had an issue that impacted heavily on the wellbeing of students in an area of the school. Whilst a range of supports were put in place at the time the situation did have an overall impact on the wellbeing of various members of the school community. During 2019, and again in 2020, we have made use of the regional Student Support Services staff to support the wellbeing of students and staff. We also utilised the staff from the DET Lookout to provide Trauma Training for staff so that we could better support students.

We have continued to utilise a private psychologist from OnPsych who works onsite with a number of students each fortnight.

Further consistency in the implementation of the SWPBS Framework in 2019 created greater consistency in behaviour management across the school and student behaviour in all areas of the school improved. Equity funding was used very effectively to support school priorities including Professional Learning around wellbeing and the development of inclusive play spaces in the yard.

Tullamarine Primary School continued its close partnership with our feeder secondary schools and kindergartens, to provide a useful and varied transition program throughout the year. We conducted a successful kindergarten to foundation transition program, as well as the internal transition program between grades 2-3 and grades 4-5.

We utilised information sessions, school tours and our Skoolbag app, to provide effective lines of communication and connectedness to the school for our community. We also published an online fortnightly newsletter to keep families informed about what is happening in the school. In 2019 we introduced COMPASS to the school community and intend to make this the main method of communication moving forward.

Financial performance and position

In 2019, Tullamarine Primary School maintained a very sound financial position, with considerable expenditure continuing to be directed to improving the school's facilities.This has been a major source of expenditure over the last two years as we have had our school buildings rebuilt under the state government Asbestos Removal Program. 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.

For more detailed information regarding our school please visit our website at
www.tullaps.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 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 310 students were enrolled at this school in 2019, 147 female and 163 male.

25 percent were EAL (English as an Additional Language) students and 1 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.

low	low-mid	mid	high

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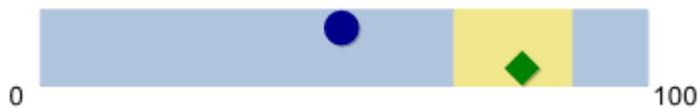
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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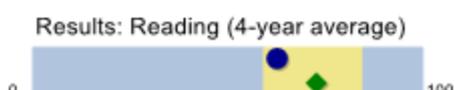
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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: 🔶 | Key: | Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below |

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement 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 Annual Report.*	Results: English Results: Mathematics	**Below** 🔵 **Below** 🔵

Performance Summary

Achievement	Student Outcomes	Similar 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)	Below Below
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)	Below Below

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨	Key:	Similar School Comparison
	Results for this school: 🔵 Median of all Victorian Government Primary Schools: ◆		🟢 Above 🔵 Similar 🔵 Below

Achievement

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Student Outcomes

Reading

34 %	59 %	7 %
Low	Medium	High

Numeracy

49 %	44 %	7 %
Low	Medium	High

Writing

38 %	49 %	13 %
Low	Medium	High

Spelling

31 %	55 %	14 %
Low	Medium	High

Grammar and Punctuation

33 %	48 %	19 %
Low	Medium	High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain
(all domains)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▢	Key:	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ◼ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ◼ 50 Few absences <------> Many absences	**Above** ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	92 %	92 %	92 %	93 %	92 %	91 %	91 %	

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below

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, 2019	
Revenue	**Actual**
Student Resource Package	$2,769,447
Government Provided DET Grants	$509,845
Government Grants Commonwealth	$11,273
Government Grants State	$375
Revenue Other	$10,941
Locally Raised Funds	$208,717
Total Operating Revenue	**$3,510,598**

Equity[1]	
Equity (Social Disadvantage)	$219,507
Equity Total	**$219,507**

Expenditure	
Student Resource Package[2]	$2,640,375
Books & Publications	$2,350
Communication Costs	$3,474
Consumables	$68,884
Miscellaneous Expense[3]	$188,630
Professional Development	$21,473
Property and Equipment Services	$259,582
Salaries & Allowances[4]	$167,777
Trading & Fundraising	$34,090
Utilities	$27,214
Total Operating Expenditure	**$3,413,850**
Net Operating Surplus/-Deficit	**$96,748**
Asset Acquisitions	**$8,900**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$432,703
Official Account	$19,730
Other Accounts	$0
Total Funds Available	**$452,433**

Financial Commitments	
Operating Reserve	$100,530
Provision Accounts	$10,072
Funds Received in Advance	$40,745
School Based Programs	$277,443
Asset/Equipment Replacement < 12 months	$10,839
Capital - Buildings/Grounds < 12 months	$12,803
Total Financial Commitments	**$452,433**

(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 26 February 2020 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)
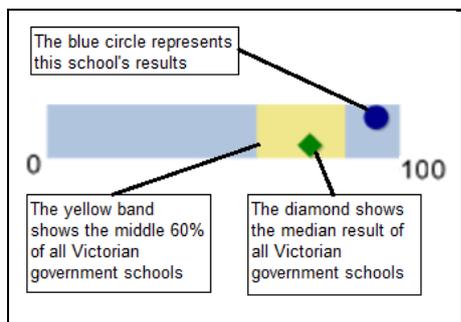
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.
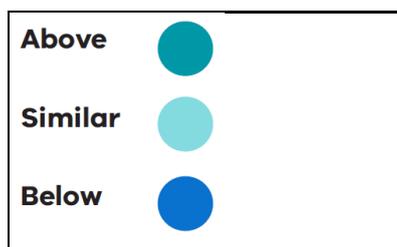
What does '*Data not available*' or *'ND'* mean?

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').