

2018 Annual Report to The School Community



School Name: Tulliallan Primary School (5553)



- 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 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 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 26 March 2019 at 05:27 PM by Kathryn Sharp
(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 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 27 March 2019 at 08:44 PM by Libby Seremetidis
(School Council President)

About Our School

School context

Tulliallan Primary School is a Public Private Partnership school developed under the Learning Communities Victoria Consortium situated in the high growth suburb of Cranbourne North. The school has been open for 2 years for Prep to Year 6 students. We have an expectation of excellence, respect, community and engagement.

Our school's vision is to develop happy, resilient and responsible students who demonstrate positive social skills and empathy towards others. All students are provided with a comprehensive education with diverse opportunities to develop skills to achieve their personal best. Our students and community embrace a partnership of lifelong learning to be able to contribute as citizens in the community and in the future complex and changing world.

All of our school community is expected to follow our school values of Respect, Relationships, Responsibility and Resilience.

In 2018 our school enrolment began at 564 students (54% of the student population were EAL and No ATSI) and staff consisting of 37 EFT teachers including 2 Principal class, 35 teaching staff, 11 educational support staff (1 ES part time Student Health and Wellbeing Coordinator, 4 ES in our office and 6 ES were student aides). Our school is experiencing significant high growth in enrolment and by the end of the year, our enrolment increased to 635 students. We are expecting to reach capacity in one more year. In 2019, we will begin our year with 885 students. All staff are registered with VIT and Educational Support Staff have relevant qualifications and WWCC documents as required by the Department of Education for employment

Our school was structured into 6 Learning Communities- 2 x Prep, 1 x Year 1, 1 x Year 2, 1 x Years 3 and 4 composites and 1 x Years 5 and 6 composites. The specialist subjects offered were Mandarin Language, Physical Education, Music and Performing Arts and STEM. Students accessed these subjects once per week.

Framework for Improving Student Outcomes (FISO)

In 2018, our Annual Implementation Plan focus was on improving student achievement in reading. The two FISO initiatives to help achieve this were Excellence in Teaching and Learning and in particular Planning and Assessment as well as Community Engagement in Learning with the lens of Building Communities.

Our key improvement strategies were;

1. Implementation of a consistent and specific approach to reading that incorporates high impact teaching strategies and formative assessment practices
2. Activate student voice in learning especially in reading through goal setting and feedback to improve student learning achievement.
3. Develop a whole school culture of learning by engaging student's staff and families in the importance of reading for student connection to learning achievement and sense of success.

In 2018, the implementation of a consistent approach to reading including an emphasis on the school's instructional model was important. Teachers were using the high impact strategies such as explicit teaching and feedback to students to build student knowledge and skills as well as progressing students understanding about their reading achievement via individual reading goals. Using the reading goals and formative assessment strategies such as conferencing and strategic questioning assisted in tracking student progress and allowed teachers to make changes to instruction based on student understanding and feedback to students about what they needed to learn next to master their reading goals.

Due to the increase in the number of new teaching staff, the professional learning program was crucial to ensure consistency and that staff were skilled in the school's instructional model, using the Fountas and Pinnell assessment and the CAFÉ strategies for improving student reading achievement.

Achievement

We are very proud of our results in only the 2nd year of our school being open. The year 3 and 5 student results in the Annual Report for NAPLAN Reading achievement for our school were significantly higher than the median of all Victorian Government Primary Schools and similar to schools with a similar demographic, size and location as our own. The NAPLAN learning gain – Year 3 to Year 5 showed that 91% of students had medium to high growth gain in reading.

In NAPLAN Numeracy, the achievement of students in Year 3 showed that our school results were significantly higher than the median of all Victorian Government Primary Schools and higher than schools with a similar demographic, size and location as our own. Year 5 students were also higher than Victorian Government median but similar to school with the same demographic, size and location.

The NAPLAN learning gain – Year 3 to Year 5 showed that 97% of students had medium to high growth gain in numeracy.

The commitment to professional learning to build teacher instructional practice in reading as well as an explicit approach to learning and teaching has supported better student achievement outcomes for our students. Students are a part of their learning based on our key improvement strategies and have a voice in articulating what they learn and what they need to know next to improve their results.

In 2019 with the increase of 18 new teaching staff and additional 250 students, we will continue our focus on a consistent approach to the learning and teaching of reading with similar key improvement strategies as 2018 to consolidate teacher knowledge and skills as well as supporting current and new students with their engagement and activating their voice in how they learn for success.

Engagement

Our school has worked hard on the developing a learning culture for all students, staff and parents. As a new school, we have invited parents to engage with learning via school events such as; Meet the Teacher sessions, Inquiry Learning Expos, Positive chronicles through COMPASS, Student Led Conference Sessions, Read and Run in the Mornings, EAL session for parents to unpack the EAL report, Parents information sessions about how we teach reading, mathematics, as well as using digital technology to support on line learning programs provided by the school. A dedicated Community Engagement Leader facilitated this learning for parents over the 2018 year. The outstanding result of parent satisfaction is seen, as it is 93.1% significantly higher than the state median of 85.1%. Attendance has been high with results being 92% or higher in all year levels. The amount of average absence days were marginally lower than the state mean and similar to schools that have a similar demographic, size and location. Our processes and procedures in regard to student attendance, along with involving parents in the Learning Communities about their child's learning via learning expos, parent awareness sessions about learning programs and highly engaging curriculum mean that students want to be at school. In cases where a child is absent without parent notification our process is that the teacher will contact the parent on the same day as the absence. In the future, we will continue to follow these processes and regularly monitor their effectiveness. We will continue to engage parents in their child's learning through regular communication, professional relationships and via school celebrations of learning.

Wellbeing

Our school has a dedicated approach to wellbeing with strong focus on the schools 4 values of Respect, Relationships, Responsibility and Resilience. The school's vision and values underpin the positive culture of the school.

The personal and social capabilities curriculum is implemented throughout the school via our school's social skills program where each week students work with a social skills approach using the values as well as circle time to build skills in positive relationships, coping skills, ways of talking and acting that promotes better social outcomes for themselves and others. We have a consistent approach to solving conflict for students to use independently and with staff. We use restorative practices to create empathetic understanding, rebuilding of trust and to build student relationships. The Student Attitudes to School Survey Sense of Connectedness results from years 4 to 6 students endorse that students feel very connected as part of our learning communities and feel safe at school. Our school's results were 96.5% strongly agree that they are connected to school. These results are well above the State median

of all Victorian schools, which is 81.1%.

We have a result of 95.9% positive responses in terms of management of bullying factor as part to the Student Attitudes To School Survey indicating that students feel safe, they know where to get help and know any incidents are dealt with fairly.

We will continue with our whole school consistent approach to wellbeing fostering the acknowledgement of positive student effort in learning and behaviour towards others.

We have employed dedicated Student Health and Wellbeing Co-coordinator as well as a School Counsellor to support students and families with additional needs.

Financial performance and position

The school Council and Principal ensured that Tulli Allan Primary School was in a healthy and financially viable position at the end of the second year of operation with a surplus. Due to the unpredictable growth and enrolment patterns and unique nature of being a PPP school and in our second year of operation, there is not a historical pattern of revenue and expenditure. We received Sporting Schools Grants that went towards sports specific lessons to support student skill improvement. We were also involved in DET Intercultural Capabilities project work where grants were given to support teacher learning in this area. The equity money allowed us to provide student counselling and employ a student Health and Wellbeing Co-ordinator to support students and families. Money was spent on priorities of resourcing student learning in particular reading, mathematics and access to technology. Specialist areas such as Science, Music, Art and Physical Education required specific resourcing according to the nature of the subject area. With increased high growth of enrolments over the 2018 year and furnishing relocatable in 2018 and over the next two years, we know that resourcing the school would be challenging in providing further resources. In our second year, we are financially viable.

For more detailed information regarding our school please visit our website at
www.tulli Allanps.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 564 students were enrolled at this school in 2018, 278 female and 286 male.

54 percent were EAL (English as an Additional Language) students and ND 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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Higher</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</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>9%</td> <td>51%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>3%</td> <td>43%</td> <td>54%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>45%</td> <td>43%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>49%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>55%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	9%	51%	40%	Numeracy	3%	43%	54%	Writing	12%	45%	43%	Spelling	9%	49%	42%	Grammar and Punctuation	12%	55%	33%	<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 1016 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>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	94 %	92 %	93 %	<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										
93 %	92 %	92 %	93 %	94 %	92 %	93 %										

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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</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	\$4,178,883	High Yield Investment Account	\$256,433
Government Provided DET Grants	\$406,566	Official Account	\$24,243
Government Grants Commonwealth	\$25,862	Total Funds Available	\$280,676
Government Grants State	\$1,102		
Revenue Other	\$60,543		
Locally Raised Funds	\$166,075		
Total Operating Revenue	\$4,839,031		
Equity¹			
Equity (Social Disadvantage)	\$28,603		
Equity (Social Disadvantage - Extraordinary Growth)	\$5,050		
Equity Total	\$33,653		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,860,421	Operating Reserve	\$10,000
Communication Costs	\$15,027	Funds Received in Advance	\$47,029
Consumables	\$117,871	Asset/Equipment Replacement < 12 months	\$239,345
Miscellaneous Expense ³	\$207,208	Total Financial Commitments	\$296,374
Professional Development	\$11,220		
Property and Equipment Services	\$135,433		
Salaries & Allowances ⁴	\$96,767		
Trading & Fundraising	\$28,973		
Travel & Subsistence	\$3,536		
Utilities	\$105,979		
Total Operating Expenditure	\$4,582,436		
Net Operating Surplus/-Deficit	\$256,595		
Asset Acquisitions	\$0		

(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').