

2019 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 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 23 April 2020 at 10:08 AM by Kathryn Sharp (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 23 April 2020 at 10:12 AM by Mrs Hall (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 3 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 2019, our school enrolment initially started with 875 students (56% of the student population were EAL and 2 ATSI) and staff consisting of 65 EFT including 2 Principal class, 50 teaching staff (including 2 Leading Teachers and 3 Learning Specialists), 13 educational support staff (1 ES part time Student Health and Wellbeing Coordinator, 4 ES in our office and 8 ES were student aides). Our school is experiencing significant high growth in enrolment and by the end of the 2019 year, our enrolment increased to 987 students. In 2020 we will begin our year with 1097 students. All staff are registered with VIT and Educational Support Staff have relevant qualifications and WWCC documents as required by the Department of Education and Training for employment.

Our school was structured into 9 Learning Communities- 2 x Prep, 2 x Year 1, 1 x Year 2, 1 x Years 3, 1 x Year 4, 1 x Years 5 and 1 x Year 6. The specialist subjects offered were Mandarin Language, Physical Education, Music and Performing Arts, Visual Arts and STEM. Students accessed these subjects once per week.

Framework for Improving Student Outcomes (FISO)

In 2019, our Annual Implementation Plan Goals, Key Improvement Strategies and FISO Dimensions were:

GOAL1: To improve student achievement in Reading for all students.

FISO DIMENSION: Excellence In Teaching And Learning- Curriculum Planning and Assessment

KEY IMPROVEMENT STRATEGY: Implementation of a consistent and specific approach to Reading that incorporates high impact teaching strategies and formative assessment practices.

GOAL 2: To enhance student connectedness to school and student engagement in learning with a focus on Reading.

FISO DIMENSION: Excellence In Teaching And Learning- Curriculum Planning and Assessment

KEY IMPROVEMENT STRATEGY: Activate student voice in learning especially in Reading through goal setting and feedback to improve student learning achievement

GOAL 3: To foster the high performing learning culture of an intercultural school community

FISO DIMENSION: Community Engagement in Learning- Parents and Carers as Partners

KEY IMPROVEMENT STRATEGY: Develop a whole school culture of learning by engaging students, staff and families in the importance of reading for student connection to learning, achievement and sense of success.

Our School Review was completed in term 4 2019 and was rated 'Evolving' against the FISO continua in the dimensions of Excellence in Teaching and Learning and Community Engagement. Our school has been in operation for only 3 years and each year we have grown in enrolment and staffing meaning that consolidation of our teaching and learning practices is ongoing.

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.

In 2019, we continued to implement our consistent approach to Reading from Prep to year 6 including an emphasis on the school's instructional model. 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.

Achievement

We are very proud of our results in only the third year of our school being open. The year 3 and 5 student results in the Annual Report for NAPLAN Reading and Numeracy achievement for our school were significantly above the median of all Victorian Government Primary Schools and schools with a similar demographic, size and location as our own. The NAPLAN Learning Gain – Year 3 to Year 5 showed that 81.1% of students had medium to high growth gain in Reading and 83.8% in Numeracy.

The commitment to professional learning to build teacher instructional practice in teaching and assessment of 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.

The collaborative team approach to curriculum planning and assessment of students in each year level supports the consistency of teaching and learning hence the student achievement being significantly above Victorian state median and similar schools. In 2019, our school focussed on data collection and analysis ensuring that all students' achievements were tracked in English and Mathematics to appropriately meet their needs to further progress learning.

Individual learning plans for students who are on the Program for Students with a Disability, Out of Home Care and for any student who are six months behind and 12 months ahead in learning ensure that student progress is reported regularly across the year as they achieve their goals

In 2020, our challenge will be maintaining such high results in student achievement. We will continue our focus on a consistent approach to the learning and teaching of our students. We will continue to implement high impact teaching strategies in our instructional model, ensure staff consolidate teacher knowledge and skills in regard to the Victorian curriculum and continue to analyse student achievement data to support learning growth. Student engagement and voice in how they learn for success will be consolidated.

Engagement

Our school has worked hard on developing a learning culture for all students, staff and parents. We have invited parents to engage with learning via school events such as; Meet the Teacher sessions, Inquiry Learning Expos, Positive Student Recognition Chronicles through COMPASS, Student Led Conference Sessions, Read and Run in the Mornings, Interpreters to support parents discussions with teachers, parent information sessions about how we teach reading, mathematics, as well as using digital technology to support on line learning programs provided by the school. Our goal was to foster the high performing learning culture of an intercultural school community to increase student learning confidence and motivation by strengthening student voice. In 2019 students had individual reading goals to achieve, empowering students to articulate their current and next level of learning and increasing student agency in their learning.

Our students are empowered and engaged learners. This is reflected in the school being in the influence category in the areas of student attitude for:

- stimulating learning
- sense of confidence

The high expectations of both students and teachers is evident in the positive responses in the Student Attitudes To School Data and Staff Opinion Survey Data below:

Student Attitudes To School Data	
Differentiated Learning Challenge	91%
High Expectations for Success	97%
Effective Teaching Time	92%
Student Voice and Agency	88%

Staff Opinion Survey Data	
Collective Responsibility	93%
Collective Focus on Student Learning	92%
Guaranteed and Viable Curriculum	83%

Parents satisfaction with the school overall as gauged by the Parent Opinion Survey was a 93% positive endorsement.

Attendance – Average number of student absence days were similar to schools with the same demographic and size with Years One, Three, Four and Six having the highest attendance rate of 92% whilst Year Two had an attendance rate of 91% and Years Prep and Five were at 90%.

Attendance is monitored daily via COMPASS and proactive supports are put in place when required, such as texts sent in the morning with a follow up to parents if the absence has not been explained. Attendance guidelines have been developed to support staff in identifying and reporting any concerns with families in a timely manner so that the Health and Wellbeing Coordinator can follow up with the family concerned.

The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the weekly newsletter, reminder newsfeeds via COMPASS and at parent events.

Wellbeing

Our school has a dedicated approach to wellbeing with strong focus on the schools four values of Respect, Relationships, Responsibility and Resilience. The school's vision and values underpin the positive culture of the school. Tulliallan PS has a Wellbeing Learning Specialist to lead the School's Wellbeing Curriculum team that has representatives from each year level.

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 88% strongly agree that they are connected to school. These results are above similar schools and the State median of all Victorian schools which is 81%.

The Student Attitudes To School Survey highlights 89.5% positive responses in the management of bullying indicating that students feel safe, they know where to get help and know any incidents are dealt with fairly. This result is above similar schools and the state median of all Victorian schools which is 81.6%.

In 2020 we will be introducing and implementing the DET School Wide Positive Behaviour Support Model including Respectful Relationships as many of our wellbeing practices are aligned with these approaches.

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

Financial performance and position

The school Council, Principal and Business Manager ensured that Tulliallan Primary School was in a healthy and financially viable position at the end of the third year of operation with a surplus. Due to the unpredictable increased growth and enrolment patterns in 3 years of being open plus the unique nature of being a PPP school, there is not a historical pattern of revenue and expenditure. The exponential growth of numbers of students, increased number of staff and also resourcing furniture and educational resources is quite challenging. 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. Professional learning funds were used to further our Professional Learning Community work in 2019, continuing to build teacher excellence and improve student outcomes. We received Sporting Schools Grants that went towards sports specific lessons to support student skill improvement. The equity money allowed us to provide student counselling and employ a student Health and Wellbeing Co-ordinator to support students and families. For the 2019 year, we are financially viable.

For more detailed information regarding our school please visit our website at
www.tulliallanps.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.

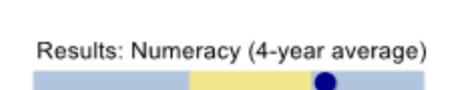
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 875 students were enrolled at this school in 2019, 434 female and 441 male.</p> <p>56 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>50%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>28%</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>47%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>44%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	50%	31%	Numeracy	16%	28%	55%	Writing	22%	53%	25%	Spelling	15%	47%	38%	Grammar and Punctuation	22%	44%	34%	<p>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.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
Domain	Low	Medium	High																							
Reading	19%	50%	31%																							
Numeracy	16%	28%	55%																							
Writing	22%	53%	25%																							
Spelling	15%	47%	38%																							
Grammar and Punctuation	22%	44%	34%																							

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

Engagement	Student Outcomes	Similar 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>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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	91 %	92 %	92 %	90 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	91 %	92 %	92 %	90 %	92 %										

Performance Summary

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

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,750,717	High Yield Investment Account	\$463,053
Government Provided DET Grants	\$774,493	Official Account	\$23,898
Government Grants Commonwealth	\$26,645	Total Funds Available	\$486,951
Revenue Other	\$87,476		
Locally Raised Funds	\$465,346		
Total Operating Revenue	\$8,104,677		
Equity¹			
Equity (Social Disadvantage)	\$53,141		
Equity Total	\$53,141		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,796,753	Operating Reserve	\$182,224
Books & Publications	\$46,151	Other Recurrent Expenditure	\$1,305
Communication Costs	\$36,007	Funds Received in Advance	\$204,960
Consumables	\$204,168	Asset/Equipment Replacement < 12 months	\$133,000
Miscellaneous Expense ³	\$217,432	Total Financial Commitments	\$521,489
Professional Development	\$12,661		
Property and Equipment Services	\$184,323		
Salaries & Allowances ⁴	\$241,141		
Trading & Fundraising	\$28,029		
Utilities	\$123,431		
Total Operating Expenditure	\$6,890,097		
Net Operating Surplus/-Deficit	\$1,214,580		
Asset Acquisitions	\$52,271		

- (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).



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').