

2019 Annual Report to The School Community



School Name: Tambo Upper Primary School (2216)



- 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 28 April 2020 at 04:16 PM by Carly Miller (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.

To be attested by School Council President

About Our School

School context

In 2019, Tambo Upper Primary School had a total of 99 student enrollments with 50 female and 49 male students. The school did not have any students with English as an additional language and 1 student who identified as an Aboriginal or Torres Strait Islander. The schools' socio-economic status is rated as medium. The school operated with 5 classroom teachers, 1 Principal Class, 3 Specialist Teachers (Art, PE and Language & Culture) and 5 ES Staff members. Literacy Intervention was conducted throughout the year to support students in need. The school continued with the 5B's Values system to support our Positive Behaviour School approach. The school has been utilising the additional 1.9ha of land as much needed play area and constructed a mountain bike track for students to access during recess breaks.

Framework for Improving Student Outcomes (FISO)

In 2019, the focus was on 'Excellence on Teaching and Learning'. The school identified Reading as an area to improve student outcomes with staff utilising the Area Reading Strategy and Literacy Leaders initiatives as support. The school was able to develop a consistent instructional model for Reading that provided opportunities for observations and feedback. Staff are using the Workshop instructional model in the delivery of lessons. We have been using the HITS document to reflect upon our practice and have set school-wide goals for improvement. The school also implemented a Data Analysis system that was transparent and responsive to the context of the school. A whole school Literacy framework was developed to further strengthen a holistic approach in this area.

Achievement

In English, 95.8% of students were at or above the expected level in accordance with teacher judgments. In Mathematics, 96.9% of students were at or above the expected level in accordance with teacher judgments.

66.7% in Top 3 Bands (Yr 3 - Reading)

66.7% in Top 3 Bands (Yr 3 - Numeracy)

70.0% in Top 3 Bands (Yr 5 - Reading)

60.0% in Top 3 Bands (Yr 5 - Numeracy)

A data wall has been developed in the office to track Reading and Number data against the Vic Curriculum. Every student is tracked in the areas of Reading and Number and Algebra. Staff are monitoring growth of their students on this wall. Accelerus is used by all staff to input Literacy assessment data. Staff are using this data to target their teaching. All students have individualised learning goals in Reading, Writing and Mathematics.

Engagement

In 2019, Tambo Upper Primary School was below the State Median for student absences. The school recorded an average absence of 13.1 days as opposed to the State Median of 16.3 days. Tambo Upper Primary School has a lower rate of absences as compared similar schools. The school will continue to focus on Attendance with a target of 95%.

In 2019:

Prep - 94%

Year 1 - 94%

Year 2 - 93%

Year 3 - 93%

Year 4 - 95%

Year 5 - 93%

Year 6 - 90%

Parent satisfaction level as reported in the annual Parent Opinion Survey was 94.8% and is higher than the State Average of 85.8%. Staff endorsement of the 'School Climate' as reported in the annual School Staff Survey is 91.2%

which is higher than the State Median of 79.5%. The school always continues to strengthen the connection between home and school to ensure that there are open lines of communication to provide support wherever possible.

Wellbeing

In 2019, Tambo Upper Primary School was higher when compared to other schools in the area of 'Sense of Connectedness'. 86.2% of students responded positively in this area through the Student to Attitude to School Survey, higher than the State Median of 80.9%. Our 3 year average is 93.5% which is again higher than the State Median of 81.4%. The school also was higher in the area of 'Management of Bullying' with 87.4% of students responding positively with 81.6% being the State Median. Our 3 year average (93.2%) is again higher than the State Median (81.7%)

The school will continue to implement programs to support students with social and emotional concerns. These programs include, Resilience, Rights and Respectful Relationships, Art and Equine Therapies, school based 'Therapy Dog' and Secret Agent Society (Austim).

Financial performance and position

In 2019 the school operated a Student Resource Package surplus to support the programs and initiatives in order to improve student outcomes. The surplus was \$57,139. Each student received 'Drought Relief' packages where students received uniform items and funding for essential educational supplies and materials. This helped support our surplus as 99% of our family's educational contributions were covered by this package. The School utilised it's financial position to employ Education Support Staff to improve the student to staff ratio and to acquire 40 new i-pads via a lease agreement – with 25 new laptops to be purchased via lease in early 2020. Equity funding was also used to supplement Education Support Staff and integration programs.

For more detailed information regarding our school please visit our website at




<https://www.tamboupperps.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.














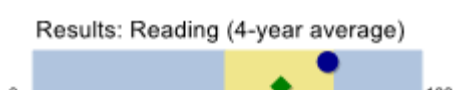




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

| School Profile | |
|---|--|
| <p>Enrolment Profile</p> <p>A total of 99 students were enrolled at this school in 2019, 50 female and 49 male.</p> <p>0 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>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>Above </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: ◆

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"> <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>44%</td> <td>56%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>44%</td> <td>56%</td> <td>-</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 44% | 56% | - | Numeracy | 33% | 44% | 22% | Writing | 44% | 44% | 11% | Spelling | 44% | 56% | - | Grammar and Punctuation | 44% | 44% | 11% | <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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p> | Gain Level | Percentage | Low | 25% | Medium | 50% | High | 25% |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 44% | 56% | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 33% | 44% | 22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 44% | 44% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 44% | 56% | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 44% | 44% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gain Level | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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>Above ●</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>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 94 % | 94 % | 93 % | 93 % | 95 % | 93 % | 90 % | <p>Similar school comparison not available</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 94 % | 94 % | 93 % | 93 % | 95 % | 93 % | 90 % | | | | | | | | | | |

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: ◆ 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>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>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 | \$985,818 | High Yield Investment Account | \$4,970 |
| Government Provided DET Grants | \$167,957 | Official Account | \$11,262 |
| Revenue Other | \$8,856 | Other Accounts | \$1,277 |
| Locally Raised Funds | \$97,686 | Total Funds Available | \$17,509 |
| Total Operating Revenue | \$1,260,317 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$13,022 | | |
| Equity Total | \$13,022 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$936,849 | Operating Reserve | \$17,509 |
| Books & Publications | \$1,515 | Other Recurrent Expenditure | \$19,583 |
| Communication Costs | \$2,420 | Funds Received in Advance | \$11,221 |
| Consumables | \$23,224 | Total Financial Commitments | \$48,313 |
| Miscellaneous Expense ³ | \$56,375 | | |
| Professional Development | \$4,264 | | |
| Property and Equipment Services | \$47,000 | | |
| Salaries & Allowances ⁴ | \$83,281 | | |
| Trading & Fundraising | \$29,587 | | |
| Travel & Subsistence | \$7,023 | | |
| Utilities | \$11,640 | | |
| Total Operating Expenditure | \$1,203,179 | | |
| Net Operating Surplus/-Deficit | \$57,139 | | |
| Asset Acquisitions | \$12,452 | | |

(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)

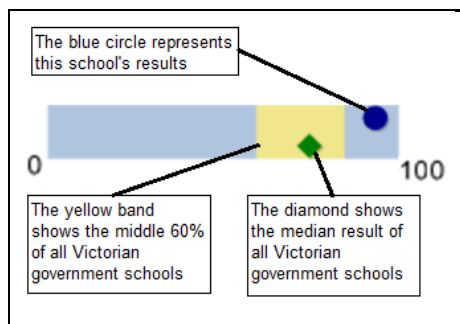
Engagement

- 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).

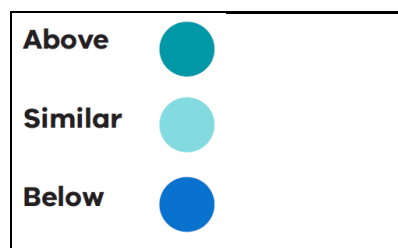


What does *School Comparison* refer to?

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').