

2016 Annual Report to the School Community



School Name: Tecoma Primary School

School Number: 3356



Name of School Principal:	Rohan Thompson _____
Name of School Council President:	Fiona Green _____
Date of Endorsement:	21/03/17 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Tecoma Primary School strives to create a responsive, cooperative, innovative teaching and learning environment. Currently with an enrolment of 382, we aim for development of the whole person as a committed life-long learner, who embraces self-development, achievement and contributes to their community.

Our School Values of Respect, Integrity, Community, Creativity/Innovation, Learning and Personal Best are fostered in classroom practice and promoted through our weekly Student Achievement Awards.

We maintain a strong focus on literacy and numeracy supported by a comprehensive and sequential integrated curriculum, based around a whole school theme. Our curriculum provision is comprehensive, with four specialist areas delivering engaging Performing Arts, Visual Arts, Japanese and Physical Education outcomes. Bi-annually, every child in our school is an active participant in our whole school production. Under the guidance of our Primary Science Specialists, every child from Prep-6 has a weekly Science session, delivered by their classroom teacher.

Information Communication Technologies are integrated into classroom practice via a school wide network, televisions linked via AppleTV or interactive whiteboards in each learning area, which is further supported by desktops and trolleys of notebooks and ipads. Acknowledging the diversity of learning styles, the school is committed to integrating extra-curricular opportunities into all learning areas throughout the school.

We foster social competencies through musical productions, student welfare/KidsMatter days, school camps, various sporting activities, our Buddy Program and a vegetable patch, utilised by our Environment group, which is one component of our extensive Year 6 Student Leadership program.

Our children are accommodated in modern 21st century classrooms, excellent facilities and spacious playgrounds which we, as a school community, take great pride in. Our historic main building has recently been refurbished into a modern Administration Block, our school community in 2016 built a Reading Room/Quicksmart room, which houses two innovative student support programs. We have just completed our new prep/art room upgrade and have recently had brand new portables delivered for our expanding enrolment numbers.

The school has 26.91 staff: 2 Principal Class, 2 Leading Teachers, 18.90 Teacher Class & 5.01 Education Support staff.

Framework for Improving Student Outcomes (FISO)

Tecoma Primary School is currently working with 6 other schools on improving student outcomes in numeracy. We have a joint pupil free day scheduled for this year, where collectively as a FISO group we will look at the numeracy continuums within the Victorian Curriculum. This will also branch off into other areas of the curriculum, however the major focus will be numeracy.

This collective effort will see our network of schools share resources, improve accountability practices and develop greater consistency in our programs to ensure that every student's point of need is catered to. By working beyond our local areas, exploring innovative research and embedding high quality teaching and learning, our FISO network will seek to improve our practice.

From these sessions, our aim will be to have teachers undertake learning walks in other schools with our FISO network, where we can observe and share best practice.

An important facet of the work will also be in school and out of school moderation to ensure that teacher's judgements accurately reflect where our students are and more importantly the next stage of their learning can be catered for.

Achievement

Our 2016 NAPLAN data results for grade 3 in the areas of Grammar and Punctuation, Reading, Spelling and Numeracy were all above state mean with writing just slightly under.

Our 2015 NAPLAN data results for grade 5 were all above state average.

Our learning growth between grade 3 NAPLAN 2014 and grade 5 NAPLAN was very strong. All low growth was less than or equal to the benchmark 25% and all high growth was higher than the benchmark 25%. Worth noting was that 45.5% of children in spelling and 46.7% of children in writing achieved high growth between grade 3 and grade 5 testing.

The strong writing growth is testament to our writing process (Seven Steps to Writing Success) which has taken hold over the past 4 years.

This year, we will be focusing on learning continuums, especially in numeracy where we aim to gain a deeper understanding of the new Victorian Curriculum. We have common, consistent planning documents and alignment between AusVELS and our Unit planners, which, this year we will update to reflect the Victorian



Curriculum. We will also focus on ensuring we are providing consistent, precise, teacher practice when delivering the curriculum.

We continue to use the “GradeXpert” program as our learning management system to inform teachers of the next stage of each student’s learning. We have Individual Learning Plans for behavioural or social needs, as well as for children 12 months above or behind in literacy or numeracy or as needed, ensuring all teachers focus on identifying and assisting students with particular needs.

All classroom teachers deliver weekly science sessions with the support of our formerly trained Primary Science Specialists.

Quicksmart Maths, tailored for students in grade 4-6 performing at or below the expected level, is offered to 12 children.

Our Reading Room program will continue to provide support for children, identified as requiring additional assistance in reading (grades 1-6), enabling over 48 students to have daily, extra reading tuition. Children will move on and off this program as their learning reaches the expected level, enabling this program to be more far reaching than just 48 over a year.

Curriculum is enriched through an extensive range of extra-curricular activities designed to engage students in their learning and strengthen their connectedness with peers, teachers and the school community.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Our engagement results are strong with our student attendance data placing us in the category of ‘similar’ for 2016 and for the four-year average. In fact, our attendance records have been well under state average for the past 5 years. These results show a direct correlation with the very good results we achieve in relation to the Attitudes to Schooling Survey, Parent and Staff Opinion surveys.

In 2016 we reduced the average absence days from 13.42 days per student in 2015 to 12.80 days. In 2017, we will once again focus on student attendance with an emphasis on unexplained absences, punctuality and reducing lateness.

Our “It’s not ok to be away” campaign has been successful with Principal Reward BBQ’s and Punctuality Awards recognising those students not only with strong attendance records and also being on time. Whilst our attendance data is good in comparison to state, our focus will also be on the number of unexplained absences where parents are not giving reasons for their child’s absences. These days plus being 5-10 minutes late, over the course of a week and a year adds up to be a considerable amount of lost learning time.

It is important that children want to be at school and we run numerous initiatives to keep our children engaged in their learning. Point of need teaching takes place in each classroom, where children are actively engaged and extended. The use of ICT in the school has been enhanced with more devices available in classrooms with the disbanding of the computer lab, putting more desktops into learning areas and a further bank of laptops being purchased using voluntary contributions from parents.

We introduced student led “celebration nights” where the children and parents joined together and celebrated student learning.

Year 6 Graduation is a highlight where we congratulate and acknowledge our students’ academic and social excellence.

Students, especially in Year 6, have many opportunities to develop leadership skills. All grade 6 children have a leadership role where cross-aged tutoring occurs during the leadership hour.

The school continues to build links with pre-schools and high schools. The preschool children are offered 8 transition sessions, an orientation day, an information night and a teddy bears picnic with their buddy to assist with their transition into the school. We survey parents and in the past 5 years we have had 100% satisfaction regarding our transition program.

We run our whole school Transition Week where children meet others in their new grade levels. Staff are provided with time to ‘talk’ about individual students with the ‘next year’s teacher’ to support transition within the school. We will constantly seek further opportunities for cross unit professional discussion and will provide orientation activities to support the transition process and for the passing on of student information. We actively use our Learning Management System “ GradeXpert” to track student growth and well being

School camps in 2016 in grade 3-6 were held in first term at Ace-Hi and Coonawarra. In 2017, the grade 3-6 children will go to Phillip Island and Derby Hill, Maldon respectively.

Wellbeing



All factors in the Student Attitudes to School survey are above state and regional mean and coming in as “similar” with like schools.

The way students perceive themselves in behaving and how they feel connected and safe amongst their peers, have all shown strong growth over the past 3 years.

Teachers are dedicated to providing extra opportunities for the children to participate and shine.

With all children having different interests and needs, throughout the week, we run a variety of recess and lunchtime activities for students who wished to take advantage of these opportunities. These ranged from Volleyball, Drawing Club, Drama Club, Chess Club, Robotics, Coding Club, Writing Club, Library open at lunchtimes, David Attenborough Club, Mythbusters, Aerobics, Soccer, Lego Club, Choir, Grade 1/2 “wow dancers” and various instrumental lessons. These activities all provide opportunities for the students to develop/maintain different interests and assist in helping students stay connected to the school.

The students at Tecoma Primary School are able to access a variety of different supports. The Department provides a Psychologist and a Speech Pathologist who work with our students and their families on a weekly basis. In addition, we contracted Brave HQ to provide counselling services for students as part of the Mental Health Plan. They work in conjunction with our wellbeing coordinator to support our students and their families on a weekly basis.

Buddy programs are used to develop student connectedness. We continue to build on our grade 4 buddy program with the local pre-school children, fostering relationships. The grade 4 children become the grade 5 buddies to the new Prep children. The grade 6 leadership program provides children with meaningful roles involving mentoring students from other levels in sport, science, environmental studies, computer, art, library and music. The children in grade 6 participate in a public speaking course. We will prepare the children with information nights involving guidance officers, social workers and transition coordinators as they move through the school and prepare for secondary schooling.

Our staff are completing the fourth component of the KidsMatter program where social and emotional well being is fostered in a caring and supportive way. Completing this final component will mean we are a fully accredited KidsMatter school. This work in conjunction with the ‘Bounce Back’ sequential program reinforces well being within and outside the classroom.

Conflict issues are resolved using the Restorative Practices approach, where students have a voice and work through their problems and develop their skills in conflict resolution through a supportive environment.

For more detailed information regarding our school please visit our website at www.tecomaps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 374 students were enrolled at this school in 2016, 197 female and 177 male. There were 1% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>21%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>55%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>42%</td> <td>47%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>30%</td> <td>45%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>48%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	53%	26%	Numeracy	16%	55%	30%	Writing	11%	42%	47%	Spelling	25%	30%	45%	Grammar and Punctuation	23%	48%	30%	<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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>95 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	95 %	92 %	94 %	95 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	95 %	92 %	94 %	95 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

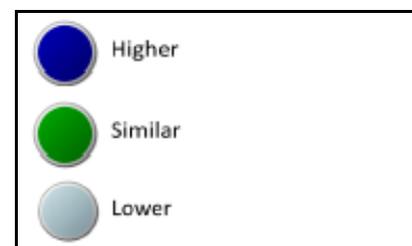
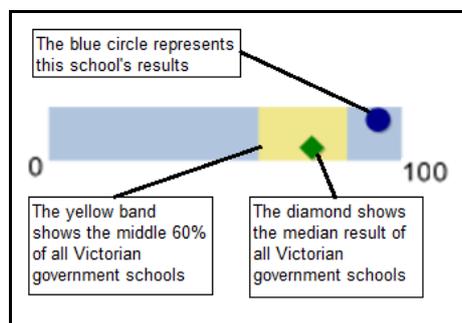
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

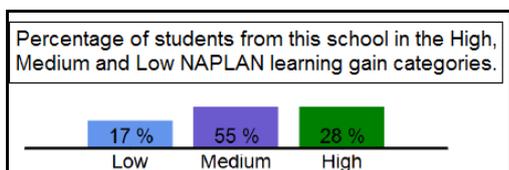
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Property expenses include the construction of the Reading Room and landscape works.
 School Sports Grant \$4000 received for Gymnastic Program & \$51 k in Dedu (OSHC Grants)
 CRT costs in term 4 were high due to LSL, reimbursement for these will occur in 2017.
 Asset Acquisition consists of the Art Room cupboards and benches.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,432,542	High Yield Investment Account	\$77,322
Government Provided DET Grants	\$171,370	Official Account	\$23,240
Government Grants Commonwealth	\$54,128	Other Accounts	\$0
Revenue Other	\$24,362	Total Funds Available	\$100,562
Locally Raised Funds	\$386,179		
Total Operating Revenue	\$3,068,581		
Expenditure		Financial Commitments	
Student Resource Package	\$2,448,404	Operating Reserve	\$20,000
Books & Publications	\$2,950	Maintenance - Buildings/Grounds incl SMS<12 months	\$70,000
Communication Costs	\$5,625	Revenue Received in Advance	\$5,562
Consumables	\$84,342	Other recurrent expenditure	\$5,000
Miscellaneous Expense	\$159,985	Total Financial Commitments	\$100,562
Professional Development	\$9,335		
Property and Equipment Services	\$204,755		
Salaries & Allowances	\$103,538		
Trading & Fundraising	\$52,032		
Travel & Subsistence	\$64		
Utilities	\$31,095		
Total Operating Expenditure	\$3,102,126		
Net Operating Surplus/-Deficit	(\$33,545)		
Asset Acquisitions	\$6,108		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.