

2018 Annual Report to The School Community



School Name: Tarneit Rise Primary School (8881)



- 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 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 23 March 2019 at 01:47 PM by Nadia Bettio
(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 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 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 24 April 2019 at 10:12 AM by Jacky Rambridge
(School Council President)

About Our School

School context

Tarneit Rise Primary School is a strong, inclusive community school that opened in January 2018 with 209 foundation- year 2 children. The school is expected to grow quickly. The school has two principal class officers, 1.6 learning specialists, 13.8 classroom teachers and 4.5 education support staff. The school proudly celebrates its diversity and multiculturalism and 78% of children speak a language other than English at home. The school attracts a dynamic, caring and innovative staff who work hard within their Professional Learning Communities (PLCs) to provide a range of high quality learning opportunities to stimulate and challenge each child. This is done within a collaborative culture, creating a strong sense of community spirit and high expectations. The school is involved in the Human Rights Approach to Diversity and Inclusion pilot project and the Inclusive Schools pilot project.

Student enrolment in 2018 is 240 and in 2019 it is expected to be over 600.

In its foundation year, the school worked closely with families, staff and students to develop its mission and vision statement and decide upon its values.

Mission:

Creating citizens for the future: compassionate, curious and strong.

Vision

We empower all students to achieve personal goals, experiencing high quality education and the best community for learning. This will ensure all learners have the knowledge, skills and attitudes to become lifelong learners, shaping the world around them and believing that, with effort, great things can be achieved.

Values

Tarneit Rise Primary School recognises the importance of the partnership between the school and families to support student learning, engagement and wellbeing. The school shares a commitment to, and a responsibility for, ensuring inclusive, safe and engaging environments for children to learn and grow.

The school's values are: Respect, Responsibility, Kindness, and Growth

Framework for Improving Student Outcomes (FISO)

In 2018 the school focussed on two of the FISO improvement initiatives: Building Practice Excellence (Excellence in Teaching and Learning) and Building Communities (Community Engagement in Learning). As a school in its foundation year, it was important to establish a strong inclusive community and a robust teaching practice on which the anticipated rapid growth could be built.

The school was able to connect with the community and form genuine partnerships, to support student learning through its very welcoming and inclusive design and by staff always making time for families, including inviting families to assembly when their child received an award, posting instructional videos onto compass to assist student learning in the home. The school held many information sessions throughout the year and school tours every week. The school community celebrated community events and invited families to participate on Harmony Day, Grandparents' Day, the official school opening, school concert, extra curricular clubs and sports days.

The school had high levels of parental satisfaction on the parent opinion survey and high levels of staff satisfaction on the staff survey

Achievement

The school operates in highly effective Professional Learning Communities (PLCs) and uses formative assessment to plan for teaching and monitor student growth. The PLCs use pre assessment data to plan for teaching in reading, writing and mathematics. Students that do not make expected growth in reading and writing are provided intervention support. A culture of peer observation is being established through teacher and

student centred coaching, peer observations, microteaching and learning walks. This is building a strong sense of collective efficacy across the school.

The school provided a weekly whole school professional learning program. The main focus was on the explicit approach to teaching phonics and phonemic awareness the school has adopted in foundation - year 2. The results that were achieved in writing and reading in prep were very pleasing for the school with over 90% of children at or above expected levels in reading. As most of the children (74.49%) received English as an Additional Language (EAL) reports in 2018, the English data is not truly reflective of the children's achievements. The school was very pleased to see children achieve higher results in mathematics than would be expected. In 2019 the school will be employing a speech pathologist to be able to provide speech and language intervention and assessments for children, and a literacy coach to support teachers and build capacity across the school. The school will also be employing additional literacy intervention staff and will train three extra staff in multisensory structured language (MSL) which is the approach the school takes to teach literacy in the early years. An additional learning specialist will also be employed.

Engagement

All year levels had an average 92% attendance which is similar to other schools. Common reasons for non-attendance included illness and extended family holidays. As most children come from a culturally and linguistically diverse background the school did notice a lot of families taking overseas holidays during the school term. The school continuously sends the message that every learning minute counts and that missing learning can have a negative impact on students. These messages are provided through the school newsletter, information sessions, school tours and in the enrolment packs.

All absent children families are called every day by the principal or assistant principal, or office staff. Requests for extended absences are not approved.

The school has high expectations of all learners and aims to develop a strong sense of community and inclusion so all children, all families, all staff feel safe, like they belong, are recognised and can contribute. Staff are highly committed to this and undertook a lot of extra professional learning to support this including.

- The Intercultural Capability project
- The Human Rights Approach to Diversity and Inclusion pilot project
- The Inclusive Schools pilot project
- All staff have completed professional learning in the Disability Standards for Education.
- All staff have completed professional learning in Aboriginal Cultural Understanding and Safety Training

Wellbeing

The staff opinion survey in 2018, showed high results (89.55 or above) in all areas which was pleasing to see in the school's first year. As our children were all in foundation - year 2, the school did not have Attitude to School Data. Instead the school designed a wellbeing survey to be administered to all children twice a year. This survey is embedded in the assessment schedule and means the school can collect and track wellbeing data for all children from foundation - year 6.. Over 90% of children showed positive responses and those who did not were identified by name and provided 'check and connect' buddies (members of staff) or mentors. This data has also been used to set goals in children's Individual Education Plans(IEPs) to support them to feel safer and more connected.

In 2019 the school will engage with a formal mentoring program as well as continue with providing vulnerable children check and connect buddies.

Financial performance and position

2018 saw Tarneit Rise open with 209 students in foundation - year 2. Equity funding is determined by the August census data. Due to being a new school the school had no data and received the minimum amount of \$5,000.

The school was fortunate to receive extra funding from the School Pride grant of \$63,000 which was used to install a playground and shade sail. The school also applied for, and was successful in gaining, the inclusion funding grant of \$16,000. This money was used to purchase iPads and noise cancelling headphones for children with additional learning needs.

Tarneit Rise was in a deficit on the credit side of \$66,215 which will be paid back with 2019 funds.




The cash surplus will be used in 2019 to purchase furniture and ICT equipment to cater for the growth from 209 children to 640 children.

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

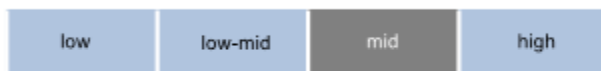
Enrolment Profile

A total of 209 students were enrolled at this school in 2018, 97 female and 112 male.

78 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



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: 




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> Higher</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

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>92 %</td> <td>92 %</td> <td>92 %</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	NA	NA	NA	NA	<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										
92 %	92 %	92 %	NA	NA	NA	NA										

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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</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	\$1,723,392	High Yield Investment Account	\$112,824
Government Provided DET Grants	\$616,374	Official Account	\$15,992
Government Grants Commonwealth	\$9,267	Other Accounts	\$101,754
Revenue Other	\$6,361	Total Funds Available	\$230,569
Locally Raised Funds	\$121,497		
Total Operating Revenue	\$2,476,890		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,789,607	Operating Reserve	\$59,899
Books & Publications	\$19,181	School Based Programs	\$28,023
Communication Costs	\$1,933	Asset/Equipment Replacement < 12 months	\$52,213
Consumables	\$82,708	Capital - Buildings/Grounds < 12 months	\$90,434
Miscellaneous Expense ³	\$82,537	Total Financial Commitments	\$230,569
Professional Development	\$19,976		
Property and Equipment Services	\$130,100		
Salaries & Allowances ⁴	\$88,802		
Trading & Fundraising	\$15,558		
Utilities	\$36,160		
Total Operating Expenditure	\$2,266,561		
Net Operating Surplus/-Deficit	\$210,330		
Asset Acquisitions	\$55,641		

(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).

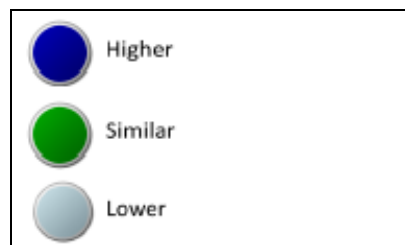


What does *School Comparison* refer to?

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').