Tambo Upper Primary School

2014 Annual Report to the School Community

Tambo Upper Primary School
School Number: 2216

Name of School Principal: Simon Blake

Name of School Council President: Jeanette Seignior

Date of Endorsement: 24th April, 2015

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 - languages program' minimum standards until 31 December 2014.
### School Context

In 2014, Tambo Upper Primary School had an enrolment of 71 students. The staffing model consisted of 3 full time staff members including 2 classroom teachers and a Principal. The school comprised of an additional 0.8 classroom teacher, 0.6 classroom teacher and 0.2 classroom teacher. The school also had a specialist 0.2 teacher (Music). There was also 3 Educational Support Staff and a Business Manager.

The school offered Specialist Learning Programs in Art, Music, PE and MARC (library). The school was aligned to the Stephanie Alexander Kitchen Garden Project that provided opportunities for students to undertake cooking and gardening lessons.

The school is aligned with Swan Reach Primary School, Bruthen Primary School, Metung Primary School, Nungurner Primary School and Buchan Primary School to ensure that students are provided with opportunities to participate in camps, excursions and sporting activities. Staff at Tambo Upper Primary School also work closely with these schools and other neighbouring schools to enable quality professional development and networking opportunities.

The school prides itself on providing a safe and welcoming environment that challenges all students to reach their full potential.

### Achievement

Teacher judgements indicate that our students achieved similar results to ‘like’ schools in the area of English and Mathematics whilst they achieved higher results in relation to the State Median.

NAPLAN Reading data for Year 3 indicates that our students achieved above the State Median which has gone against previous trends in this area. This data also indicates that our students achieved similar results to ‘like’ schools.

NAPLAN Numeracy data for Year 3 indicates that our students achieved above the State Median in 2014 and also over a 4 year average period.

NAPLAN Reading data for Year 5 indicates that our students achieved below the State Median in 2014. They also achieved similar results when compared to ‘like’ schools.

NAPLAN Numeracy data for Year 5 indicates that our students achieved well above the State Median in 2014 and over a 4 year average period. They also achieved higher results when compared to ‘like’ schools.

In 2015, the school will be implementing the following strategies:

- Implement an Internal Data Monitoring Process (SPA) to enable the analysis of student achievement and progress
- Develop Learner Profiles that represent their Literacy and Numeracy progression throughout their schooling
- Develop Personal Learning Goals for all students within Literacy and Numeracy
- Provide opportunities for staff to engage in quality professional development to build capacity
- Enable staff to participate in Peer Observations within the school and with other schools.
- Continue with Literacy Intervention and introduce Numeracy Intervention

### Engagement

Attendance rates in 2014 indicate that the school was above the State Median. This trend has been consistent between 2011-2014.

Attendance data in 2014 is also similar to ‘like’ schools.

Average attendance data indicates that students from Prep – Year 3 are below 95%. Students in Year 4 - 6 are attending school 95% of the time.

In 2015, the school will be implementing the following strategies:

- Collect attendance data on a weekly basis and analyse trends
- Communicate to the whole school community with the initiative - ‘Everyday Counts’
- Set whole school target of 95%
- Consistent communication with parents of students with low attendance rates
- Provide on-going attendance rates to school community
The 2014 Students Attitudes to School survey results indicated that the school is well above the State Median. Results also indicated that the school has consistently been above the State Median over a 4 year average period. In 2015, the school will continue to implement the following strategies:

- The 5B’s Values Program (Be Safe, Be a Friend, Be a Learner, Be Respectful and Be Responsible)
- The Tambo Star – focus on individual strengths
- The School Buddy Program and Peer Reading Program

Productivity

In 2014, the school introduced Literacy Intervention through strategic allocation of financial and human resources. This strategy will continue in 2015 as results and student progression justified its effectiveness and validity. The increase in Education Support Staff members has occurred to support this program in 2015. In 2014, PE was introduced as a Specialist Class and has continued in 2015. The school has also been able to offer LOTE (German) in addition to Performing Arts in 2015.

In 2014, the class structure was developed to provide smaller class sizes.

For more detailed information regarding our school please visit our website at http://www.
The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

### School Profile

#### School Enrolments

A total of 71 students were enrolled at this school in 2014, 30 female and 41 male.

#### Overall socio-economic profile

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

#### Proportion of students with English as a second language.

#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school. Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
### Performance Summary

**Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)**

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

**NAPLAN Year 3**

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

**NAPLAN Year 5**

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
### Achievement

**NAPLAN Learning Gain Year 3 - Year 5**

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

### School Comparison

NAPLAN Learning Gain does not require a School Comparison.
### Engagement

#### Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>92 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>90 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>90 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>96 %</td>
</tr>
</tbody>
</table>

### Student Outcomes

#### Results: 2014

![Chart showing student outcomes for 2014](chart1.png)

#### Results: 2011 - 2014 (4-year average)

![Chart showing student outcomes for 2011-2014 average](chart2.png)

### School Comparison

- Similar

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Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measures the Connectedness to School factor derived from the <em>Attitudes to School</em> 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Results: 2014 |                  | Higher           |
| Results: 2011 - 2014 (4-year average) | | Similar          |
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 colleges, 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.

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 Indigenous 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.


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 - Operating Statement

**Summary for the year ending 31 December, 2014**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$616,448</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$67,966</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$14,503</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$8,865</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$60,896</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$768,678</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$617,404</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$769</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$3,163</td>
</tr>
<tr>
<td>Consumables</td>
<td>$16,837</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$37,799</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$2,628</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$11,061</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$43,640</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$4,927</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$6,823</td>
</tr>
<tr>
<td>Utilities</td>
<td>$10,107</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$755,157</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit         | $13,521 |

| Asset Acquisitions                    | $0      |

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.

### Financial Position as at 31 December, 2014

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$12,924</td>
</tr>
<tr>
<td>Official Account</td>
<td>($1,100)</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$10,165</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$21,989</strong></td>
</tr>
</tbody>
</table>

### Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$21,989</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$21,989</strong></td>
</tr>
</tbody>
</table>

Financial performance and position commentary

Tambo Upper Primary School is in a sound financial position considering the school had a Student Resource Package deficit from the previous year. The school has managed to repay this debt and have a cash surplus. We envisage the school will improve its financial position even further in the coming year. This will enable the school to improve the grounds, buy new equipment and resources for the school.