

2019 Annual Report to The School Community



School Name: Tate Street Primary School Geelong (4398)



- 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 05 October 2020 at 11:54 AM by Terry Scott (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 28 October 2020 at 12:40 PM by Bec Douglas (School Council President)

About Our School

School context

Tate St. Primary School is a dynamic little school in East Geelong. The school places a strong emphasis on developing the core curriculum: i.e. literacy and numeracy and we have achieved some outstanding results in recent years. Tate St. is leading many other schools in the educational direction in which we are headed, and I am referring here to 'Multi-Sensory Literacy' (MSL) and 'Explicit Instruction' (EI). Most of our staff have spent a week training in MSL, which incorporates a combination of multi-sensory, phonics and kinesthetic techniques for teaching children reading, spelling, writing and comprehension. Six of our staff (with plans for more in 2020-21) have also been trained in EI. EI is instruction that is visible. The teacher explains new concepts and strategies in clear and concise language. EI involves modelling and explaining concepts and skills using many examples. Teachers provide a high level of support as students practice and apply newly learned skills. In order to keep Tate St. academically strong, we need to ensure that our staff are continuing to build their excellence in pedagogical practice.

The Arts is also where we excel with our Senior students producing, writing and performing their own dramatic production very year and our Marimba band performing each year at the Queenscliff and Port Fairy Folk Festivals. We have a strong physical education/self-esteem program to nurture our students' all round development and the children really enjoy our Spanish program. Students have access to these programs on a weekly basis, but we also run a School Choir (successful last year at the Geelong Eisteddfod) and a Brass band, Marimba band and a Ukulele Band. The school also has a strong sustainability program aimed at promoting and empowering students to have sustainable futures and we have developed a Sustainability Curriculum. The school signed up to be a Resource Smart School this year which included establishing school expectations e.g. collecting and presenting baseline data and writing all school policies and plans from scratch. This has seen the establishment of a new student Sustainability Team, known as the 'Planetaters'. Each week the 'Planetaters' choose one aspect of sustainability and present at the whole-school assembly.

We are also very lucky to have 2 large ovals, an interactive Outdoor Learning Area, a spacious Stadium, a Library, 3 large playgrounds, Basketball/Netball Courts, an Interactive Learning Centre and a well-resourced Music and Art Rooms. We also have a class set of Mountain Bikes with a Bike Education Program. All classes have access to Interactive Whiteboards or large-screen TVs in their learning areas with class sets of iPads, Netbooks and desktop computers accessible. There is a very strong community ethos with high levels of parent involvement in all aspects of school life. Tate Street Primary School offers its students a safe and inspirational learning environment where every child is known and valued. The current enrolment is 197 and we have 9 Classroom Teachers, 4 Specialist Teachers, the Principal and 8 Education Support Staff. We also have a high quality Out of School Hours Care Program running from 7.00-9.00am and 3.15-6.15pm.

The Education Department conducted a School Review in Term 1 of 2020 (they are completed every 4 years). Here are some of the findings:

Through classroom observations, staff and student interviews it was apparent to the panel that the support provided by Education Support Staff (ES) and volunteers within school programs contributed in a highly positive manner towards the level of engagement in classroom programs in literacy and numeracy.

The panel commented that the teachers formed a learning team and ES staff commented in a forum they felt highly valued and that their opinion was actively sought by teachers as they worked together in the classroom. The connection by teachers and ES staff and volunteers working with individual and groups of students was apparent in classroom observation and contributed to a positive learning environment for the students in all classrooms.

Through staff interviews, parent and student forums it was apparent to the panel that all stakeholders considered that the school's capacity to manage the socio economic and cultural diversity of the school contributed to high levels of student engagement and student wellbeing. Parents and students considered the emphasis on recognising cultural events and the inclusiveness of school activities, sport and music programs linked students and the community together.

Parents considered that their opinion mattered and they were looked upon as partners in the school's progress. The panel considered there was a strong sense of team amongst parents, teachers, Education Support (ES) staff and

students that provided a positive learning climate.

Further analysis of the school's internal reading data indicated that in year 4/5 in 2019 approximately 40% of students were performing above expected level, and some students considerably above (source: schools individual student assessments FP). Overall the data indicated that students were progressing well as shown in the number of students achieving top two band performance in literacy and numeracy. This was supported by classroom observations.

Year 5 NAPLAN student growth data indicated a significant improvement in reading in 2019 with students at or above benchmark growth moving from 40% in 2018 to 84% in 2019, the school's best level of reading growth for four years.

Students commented on the positive relationships they had with staff and the high level of support they received.

Students and staff considered that the cultural diversity of the school was viewed in a positive manner and was an asset for the school. Panel observations supported the high levels of positive endorsement in areas of the Student Attitudes to School Survey (SATS) that recorded 89% positive endorsement (PE) for Sense of Connectedness, 94% PE for Sense of Inclusion and 89% PE for Respect for Diversity. Classrooms presented as positive learning environments with students, teachers and education support staff working in partnership. The role of Education Support Staff in monitoring and supporting students in the classroom was particularly noticeable. The school yard also presented as a positive environment where students engaged in playground activities in various groupings.

School assemblies were seen by students, staff and the community as a key event where students' positive contributions were recognised on a whole school basis. The assemblies had developed into a weekly community event with a large attendance of parents and extended family members. Parents at the forum indicated that parents and community members were keen to attend the weekly event that showcased student achievement through student leadership, performances, weekly awards and community presentations. The assembly was seen as an event that promoted inclusion and celebrated student and whole school achievements.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence: This initiative is about teachers, principals and schools working together to exchange knowledge and ideas, developing and strengthening teaching and assessment approaches, building a culture of collaboration, mastering the use of learning interventions and student data, and enhancing feedback to students and staff. All classroom teachers are attending professional development in the area of synthetic phonics also. Tate St. is very strong in this area with more than a dozen local schools visiting us in recent years to see what we are achieving.

Curriculum Planning and Assessment: This is about schools embedding a culture of curriculum planning and assessing the impact of learning programs, and adjusting them to suit individual student needs so that students can achieve their full potential. Over the last 3 years, in particular, we have strengthened our use of assessment data and feedback to evaluate students' progress, monitoring the impact of teaching and adjusting learning programs and interventions to assist every child at Tate St. to reach their full potential.

Building Leadership Teams: Being a smaller school, we are better able to achieve this goal as we develop the capabilities of our leadership team in using evidence and proven coaching and feedback methods. This has enabled us to build a culture of trust that is focused on improvement, and strengthened the induction of new teachers into the professional learning culture of our school.

Empowering Students and Building School Pride: We are currently developing approaches that give students a greater say in the decisions that affect their learning and their lives at Tate St. The whole school community engages with our students so that they have a voice in the learning process, and fully and proudly participate in school life.

Setting Expectations and Promoting Inclusion: We are working across the whole Tate St. community to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours. This is an area in which Tate St. excels and our student behaviour choices have never been better.

Building Communities: We are constantly strengthening our capacity to build relationships with the broader community by partnering with the community sector and providers, (like Clonard College or the COGG or the Bluebird Foundation or even our Christian College Scholarship Program) and make strategic use of existing community resources and capabilities, and increase the services delivered 'inside the school gate.'

Achievement

The Principal would like to congratulate all of our teachers, staff and students on some excellent 2019 NAPLAN results. Remember, it is not just the Grade 3 & 5 teachers who have contributed towards these results, but every single staff member in some form or another!!

Our Grade 3 results were as follows:

- In Reading we scored 452 points, 3 points ahead of the State average.
- In Writing we scored 430 points, only 2 points behind State.
- In Spelling we scored 445 points, 17 points ahead of State.
- In Numeracy we scored 428 points, 7 points ahead of the State.
- In Grammar & Punctuation we scored 485 points, a whopping 31 points ahead of state.

Our Grade 5 results were as follows:

- In Reading we scored 515 points, 3 points above State.
- In Writing we scored 514 points, 27 points ahead of State.
- In Spelling we scored 511 points, 5 points ahead of State.
- In Numeracy we scored 504 points, equalling the State Average.
- In Grammar & Punctuation we scored 522 points, 20 points ahead of state.

Engagement

The 2019 Student Opinion Survey had extremely pleasing results:

Survey Factor	2018 % Positive Result	2019 Goal	2019 Actual	Improvement
Classroom Behaviour	75	85	81	+ 6%
Motivation and Interest	81	85	85	+ 4%
School Connectedness	81	85	89	+ 8%
Stimulated Learning	59	69	94	+ 35%
Sense of Inclusion	78	88	88	+ 10%
Managing Bullying	73	83	89	+ 11%
Self-regulation and Goal Setting	81	85	94	+ 13%
Student Voice & Agency	55	65	70	+ 15%

In 2019 89% of students feel connected to school, the state average is 81%.

The Parent Opinion survey results were also very pleasing:

In 2019 we achieved 100% for 'general satisfaction' (state average was 88%), 100% for 'school pride and confidence', 97% for 'high expectations for success', 97% for 'student motivation and support', 96% for 'stimulating learning environment'.

Wellbeing

Absenteeism:

Our school is in the top three of the forty of the closest schools (measured socio-economically) for best attendance, with two years being placed number 1.

The average number of days absent at TSPS was 13.7 days in 2016, 12.2 days in 2017, 11.2 days in 2018, 11.1 days in 2019.

Leadership attributes this to improved:

- student connectedness
- the positive environment offered at the school
- support provided to parents by school welfare staff and school leadership

Tate St. provides an extensive Prep Transition program with individualised tours of our facilities for prospective

parents, providing ready and easy access to personnel and information and a new enrolment pack which outlines school processes and programs. Incoming students and parents are provided with many opportunities to familiarise themselves with the school environment. Anecdotal evidence from secondary schools indicates that our senior students are well-prepared for secondary school, confident and possess positive leadership qualities. Parent helpers are encouraged in classrooms and provide opportunities to strengthen home/school partnerships. These facts also support my theory that it is relationships that is the most important factor when it comes to managing a successful school. Our staff here at Tate St. are first rate and they all have the ability to create strong working relationships with each other, with the students in their charge and with our families. They are all hard-working, highly organised, caring and, really importantly, committed to the continued success of our students. Our new main well-being program aims for 'student self-mastery of their own behaviour choices'. 'Play is the Way' is a practical methodology for teaching social and emotional skills using guided play, classroom activities and an empowering language. It is a process that gives primary schools a way to develop, improve and entrench the personal and social capabilities of students. Our 'Kidsmatter' program aims for our school to be as inclusive as a primary school can be. Other programs e.g. 'Kidshope', 'Wisechild', and 'Heartmasters' also contribute to improved decision-making and self-esteem of our students. Support from Bellarine District staff continues to provide excellent and valued support for students with social/emotional needs. This also includes speech therapy, school nurse and referral work with psychologists & guidance officers. Our current strong prep enrolments and excellent 'Parent Opinion Survey' results and 'Student Attitudes to School' surveys are a reflection of our performance in this area. "At Tate St., we don't just enrol the child, we enrol the whole family."

Financial performance and position

The School's current financial performance is showing a very strong surplus of over \$300,000 though there are many commitments to the following projects attached to this including:

- # resurfacing of the school oval
- # shade sails over the Prep playground and near the art room
- # hosting Ron Yoshimoto for staff professional development in August 2020 (now 2021 due to COVID-19 restrictions)
- # upgrade of the lights in the music room
- # final payment of boundary fence when repairs are completed

The school also holds funds for our P & F group, the Visual Arts Network (Geelong), East Geelong District Sports and the Marimba program.

We also still have some funding from our 2018 furniture grant that is still to be expended in 2020.

For more detailed information regarding our school please visit our website at
www.tatestps.vic.gov.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 184 students were enrolled at this school in 2019, 74 female and 110 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 2 percent 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

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

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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<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>Statewide Distribution of Learning Gain (all domains)</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

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>93 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	91 %	93 %	93 %	93 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	91 %	93 %	93 %	93 %	91 %										

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	\$1,787,187	High Yield Investment Account	\$417,714
Government Provided DET Grants	\$267,369	Official Account	\$31,076
Government Grants Commonwealth	\$123,393	Other Accounts	\$0
Government Grants State	\$48,769	Total Funds Available	\$448,790
Revenue Other	\$9,670		
Locally Raised Funds	\$174,450		
Total Operating Revenue	\$2,410,838		
Equity¹			
Equity (Social Disadvantage)	\$125,810		
Equity Total	\$125,810		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,510,197	Operating Reserve	\$82,078
Books & Publications	\$684	Other Recurrent Expenditure	\$81,414
Communication Costs	\$5,708	Funds Received in Advance	\$12,700
Consumables	\$44,381	School Based Programs	\$127,247
Miscellaneous Expense ³	\$50,535	Funds for Committees/Shared Arrangements	\$6,740
Professional Development	\$12,184	Capital - Buildings/Grounds < 12 months	\$46,465
Property and Equipment Services	\$191,043	Total Financial Commitments	\$356,644
Salaries & Allowances ⁴	\$214,041		
Trading & Fundraising	\$22,278		
Travel & Subsistence	\$537		
Utilities	\$17,218		
Total Operating Expenditure	\$2,068,807		
Net Operating Surplus/-Deficit	\$342,032		
Asset Acquisitions	\$97,003		

- (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)

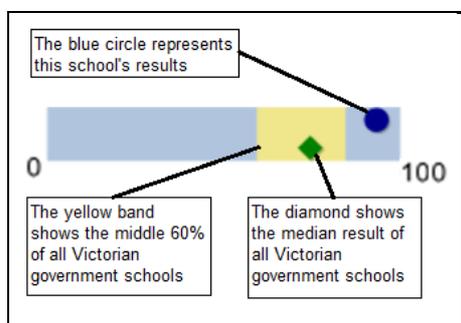
Engagement

- 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').