

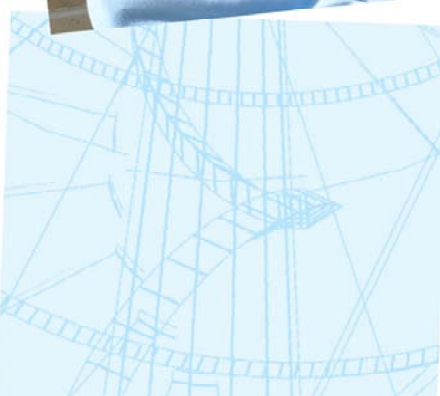
2009 Annual Report to the School Community

Tinternvale Primary School

School Number: 5075



Every
child,
every
opportunity



TINTERNVALE PRIMARY SCHOOL

Tinternvale Primary School is committed to continuous improvement in teaching and learning . The school has 27.14 equivalent full-time staff: 2 Principal class, 22.1 teachers and 5.04 Education Support Staff. A dynamic integrated curriculum engages students in programs using an “inquiry learning” approach. Students are encouraged, supported and expected to reach their individual potential, both academically and socially. Specialist programs are Visual Arts, Performing Arts, Physical Education, Japanese and Library. Tinternvale offers Early Years Literacy and Numeracy support, instrumental music program, choir, Life Education, Bike Education, swimming program, inter-school sport, camps for years 3-6, Perceptual Motor Program and Performing Arts concerts and productions. A strong commitment to Learning Technologies is enhanced by the provision of excellent facilities including interactive whiteboards in all classrooms. Whilst Literacy and Numeracy competencies remain the highest priorities for the school, whole school approaches to student welfare and resilience are fundamental to our primary goal of raising student achievement standards even further. In 2010, the school will undergo building programs, including a new full-sized gymnasium and refurbished classrooms.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>The school is performing in all areas at a similar level to other schools after accounting for background characteristics known to make a difference to students’ results.</p> <p>Data from the National Assessment Program shows that our year 5 students’ results in Reading and Numeracy over a two year average, are higher than predicted, given our students’ background characteristics. Our Year 3 students’ results in Reading are also higher than predicted, given our students’ background characteristics. In all other subjects, our VELS data shows that our students’ results in 2008 were higher than predicted. Such results show that our school is making a difference in improving student performance.</p> <p>This year the school has a teaching and learning coach who has supported teachers to improve teaching and assessment practices, particularly in Numeracy. We continue to focus on building staff capacity for improvement.</p> <p>In 2010, we continue to focus on differentiated teaching, learning and assessment practices.</p>	<p>We are pleased that student attendance is slightly above the state median and higher than predicted, given our students’ background characteristics. The Attitudes to School survey data shows that the 4-year average on Connectedness to School is higher than predicted, given our students’ background characteristics.</p> <p>In 2009 we developed a clear whole school behaviour management strategy which is integral to the development of our new Student Engagement Policy. Classroom programs focused on incorporating the new values into the teaching and learning environment to ensure that each child is aware of the importance of treating people and property with Respect, Honesty and Responsibility. New strategies have been developed to reward positive behaviour, including “Superplay” sessions every Friday.</p> <p>Data shows that the parents and students believe that we have a safe learning environment. In 2010 the Student Wellbeing committee will continue to coordinate a whole school approach to student wellbeing.</p>	<p>At Tinternvale Primary School, we have a well planned approach to supporting our students in a variety of transitions.</p> <p>Strong communication links with feeder preschools and childcare centres have been maintained. Our Prep students’ transition to school was supported by two excellent transition programs conducted in terms three and four. Extra literacy support for “at risk” Prep students built their confidence and skills in the Early Years literacy program and a buddy system with Years five and six students assisted in the development of their social confidence.</p> <p>Our 2008 exiting Year 6 students enrolled in a range of local government, catholic and independent schools. The Year 6 Graduation evening, in addition to a focus on Student Action Teams as a vehicle to teach students effective communication and conflict resolution strategies, assisted with the transition to secondary school.</p> <p>The school also provided a successful transition program in Term 4 for all students in the school to prepare them for their transfer to the next level in 2009.</p>

For more detailed information regarding our school please visit our website at www.tinternvaleps.vic.edu.au
or view our Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>



Tinternvale Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



School Profile

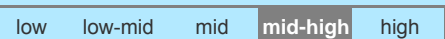
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- 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




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



- 404 students (213 female, 191 male) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

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

- English and Mathematics
- All other subjects

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.

Student Outcomes

Results: English and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



4. 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.

Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



5. NAPLAN Year 5

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

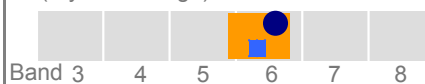
Year 5 assessments are reported on a scale from Bands 3-8.

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

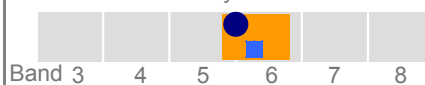
Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:



Median of all Victorian government schools:



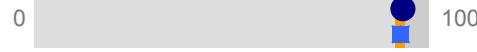
Student Engagement and Wellbeing

6. Student attendance

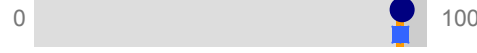
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2008 attendance rate by year level:

Results: 2008

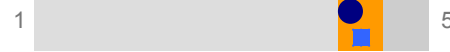


Results: 2005 - 2008 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95%	93%	93%	94%	94%	93%	94%

Results: 2009



Results: 2006 - 2009 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

What is a *School Comparison*?

The *School comparison* is a new and different way of comparing school performance. It 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.

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

www.education.vic.gov.au/aboutschool/

School Comparison



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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Tinternvale Primary School

School Number: 5075

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$291,600
Commonwealth Government Grants	\$100,000
State Government Grants	\$0
Other	\$50,824
Locally Raised Funds	\$285,953
Total Operating Revenue	\$728,377

Expenditure

Salaries and Allowances	\$75,845
Bank Charges	Inc. in Admin.
Consumables	\$44,343
Books and Publications	\$334
Communication Costs	\$15,125
Furniture and Equipment	Inc. in Admin.
Utilities	\$38,675
Property Services	\$363,142
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$123,391
Health and Personal Development	\$0
Professional Development	\$9,293
Trading and Fundraising	\$352,178
Support/Service	\$0
Miscellaneous	\$1,717
Total Operating Expenditure	\$1,024,043

Net Operating Surplus/-Deficit **-\$295,666**

Capital Expenditure **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$182,264
Official Account	\$297,609
Other Bank Accounts(listed individually)	\$73,560
Total Funds Available	\$553,434

Financial Commitments	2009 Actual
School Operating Reserve	\$132,769
Assets or Equipment Replacement < 12 months	\$0
Capital – Building/Grounds including SMS < 12 months	\$386,402
	\$
Maintenance – Building/Grounds including SMS < 12 months	\$0
	\$
Beneficiary/Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Received in Advance	\$1,500
School based programs	\$12,063
Region/Network/Cluster Funds	\$20,700
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$0
Assets or Equipment Replacement > 12 months	\$0
Capital – Building/Grounds including SMS > 12 months	\$0
Maintenance - Building/Grounds including SMS > 12 months	\$0
Total Financial Commitments	\$553,434

Financial performance and position commentary

Last year's figures show that the school's expenditure exceeded the school's revenue. This is due to the fact that the school had retained sufficient funds in reserve to provide for some planned maintenance items that support the strategic plan: upgrade of whole school power supply, upgrade of cabling system to support the school computer network and the installation of a new telephone/intercom system throughout the school. Other extra expenditure included the provision of school uniforms for new students from Croydon South P.S. who transferred to Tinternvale during the 2009 merger and removalists' costs to move furniture and equipment from the other school. It is important to note, however, that the costs associated with the merger were more than adequately covered by funds that were transferred across from the other school. The "Funds Available" include funds from Croydon South P.S. so this figure is much higher than in previous years. These have been earmarked for facilities upgrades. "Financial Commitments" include \$128,168.00 in the category of "Capital-Buildings/Grounds < 12 months". \$100,000 was committed to the National SchoolsPride project involving the upgrade to the Prep learning area, \$20,000 was committed to the purchase and installation of a new Level 3 playground and \$8,168.00 was committed to a new Prep outdoor area. \$20,700 was a grant from E.M.R. for three teachers to be involved in the Teacher Professional Leave Program. December 31, 2010.