

# ANNUAL REPORT

## Tammin Primary School Friendship & Achievement



# Tammin Primary School

## 2016

*Tammin Primary School continues to provide a high quality education where all children have the opportunity to succeed to a high level and be happy in a safe learning environment. This succinct report provides information about the performance of the students from Tammin Primary School. The purpose of this report is to celebrate, to inform the school community about the achievements of the school as well as to make clear areas for improvement.*

### SCHOOL CONTEXT

Tammin Primary School is located 180 kilometres east of Perth. The school was established in its current location in 1969 and first commenced in 1900. The school has experienced an average enrolment of 60 students over the past five years with students from Kindergarten to Year 7 and is proud of its friendly, caring and inclusive atmosphere. The majority of our school's population live on farming properties that are serviced daily by two school bus routes.

Our mission is to inspire others to become resourceful and informed citizens who contribute positively to a changing world.

Tammin Primary School currently has a three class configuration with students from Kindergarten to Year 6. We have a total of 4 full-time equivalent teaching staff including the Principal. Education Assistants are also employed to support specific Language and Numeracy learning Programs. Tammin Primary School offers a variety of quality learning programs designed to meet the specific needs of all students.

At Tammin Primary School we ensure our students achieve positive academic and social skills and knowledge through high expectations of achievement by:

- \* Showing RESPECT for all;*
- \* Strengthening feelings of SELF-WORTH through INCLUSIVE practices;*
- \* Promoting RESILIENT behaviours (withstand or recover quickly from difficult conditions);*
- \* Providing a MOTIVATING and STIMULATING learning and work environment;*
- \* COLLABORATING between parents, students and staff;*
- \* COMMUNICATING positively and CONSTRUCTIVELY with others.*

Our school provides educational programs that cater for each student and their individual strengths and interests whilst maintaining strong links with parents and our wider community.

## SCHOOL COUNCIL

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Tammin Primary School is a partnership between teachers, parents, students and the wider community. Students' input into formal decision making is integral to our combined success.

### SCHOOL COUNCIL:

- To provide a structured forum where student's thoughts and ideas are heard and valued.
- To provide a recognised process to effectively and fairly gather students' opinions, suggestions and recommendations regarding school directions and day to day decision making.
- To develop a culture that encourages students to develop participation and leadership skills including the following qualities: respect, confidential, reliable, fair, negotiator, good listener, good speaker, accurate, efficient, trustworthy and high expectations.

#### SCHOOL COUNCIL REPRESENTATIVES 2016:

Staff Representatives: Jayne York, Sophie Carmody, Jordana Yearsley

Chair: Kate Raston, Community Representatives: Gavin Charlton, Amanda York, Leanne James, Nick Caffell

#### P & C REPRESENTATIVES 2015:

President: Nick Caffell Vice President: Nathaniel James

Secretary: Kate Raston, Treasurer: Amanda York

## SCHOOL OVERVIEW

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Staff information	Number	FTE
Principal	1	1.0
Teachers	4	4.0
Manager of Corporate Services	2	1.0
Gardener	1	0.5
Cleaner	1	0.5
Education Assistants	6	2.8
Attendance Officer	1	Fortnightly

Student Numbers	Kin	PP	Y01	Y02	Y03	Y04	Y05	Y06
	5	15	1	8	9	13	5	6

NAPLAN tests assess student knowledge and skill in numeracy, reading, writing, spelling, punctuation and grammar in years 3, 5, 7 and 9 across Australia.

NAPLAN tests provide point-in-time information regarding student progress across Australia in literacy and numeracy and are intended to complement teacher judgement and the wide range of formal and informal testing programs that are already used in schools. As with all single assessments, NAPLAN test results are not intended to be used in isolation from other school-based assessment programs.

## TARGETS FOR 2016

After analysing NAPLAN data in 2015 the school set the following targets for 2016;

### 2016 NUMERACY

- 50% of Year 3 students will achieve at and above Band 5 in Numeracy for 2016.
  - Target not met – 86% of Year 3 students achieved Band 4 in Numeracy 2016. After analysis of results a whole school problem solving plan will be developed to further extend students.
- 67% of Year 5 students will achieve in Band 7 or above in Numeracy for 2016.
  - ✓ Target achieved

### 2016 READING

- 38% of Year 3 students will achieve at or above Band 5 in reading for 2016.
  - ✓ Target achieved
- 25% of Year 5 students will achieve in Band 7 or above in reading for 2016.
  - ✓ Target achieved

### 2016 WRITING

- 38% of Year 3 students will achieve in Band 5 in writing for 2016.
  - ✓ Target achieved
- 67% of Year 5 students will achieve in Band 7 or above in writing for 2016.
  - ✓ Target achieved
- Target setting process established to set effective individual targets. Target setting process challenges individual students and ensures teacher accountability.

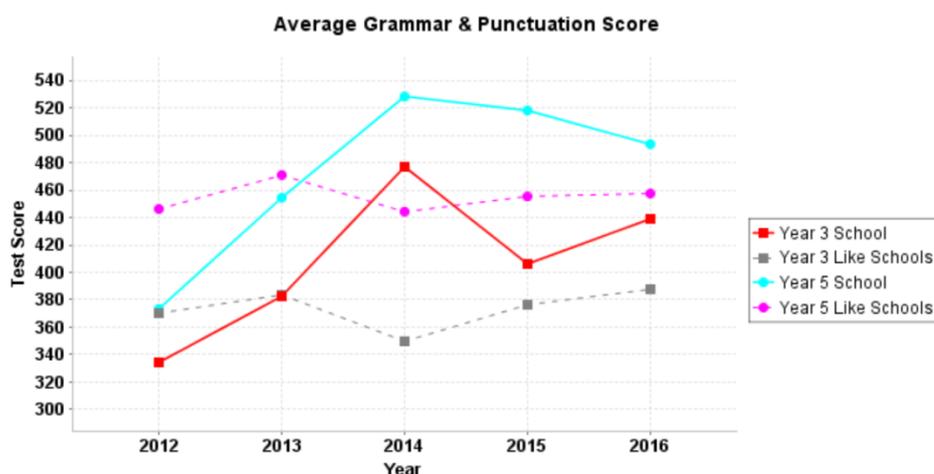
Due to the small number in some cohorts, some of the more detailed information has not been published because of the risk of identifying individual students. Given our small cohorts, caution also needs to be taken when interpreting the data.

**The collated results for Tammin Primary School can be found below:**

\*2014 data not tabled as cohorts were less than 6 students

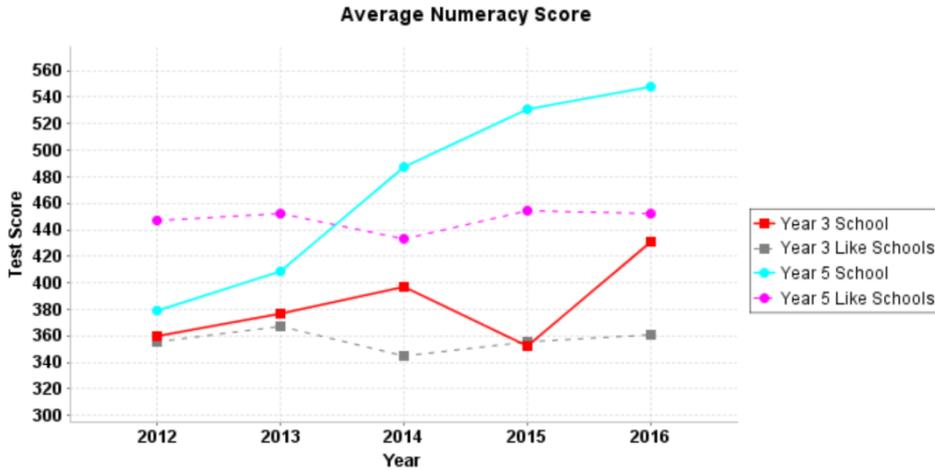
## GRAMMAR

The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. Staff have developed a strong, shared understanding of intentional teaching and collectively commit to this through daily classroom practise. A whole school program and intervention programs are established to maximise learning.



## NUMERACY

The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. In 2016 the school will continue to develop a whole school Numeracy plan and support individual case management through realistic timeframes; that are measurable, achievable and sufficiently challenging to stimulate improvement. An individual analysis has resulted in case management for identified areas.

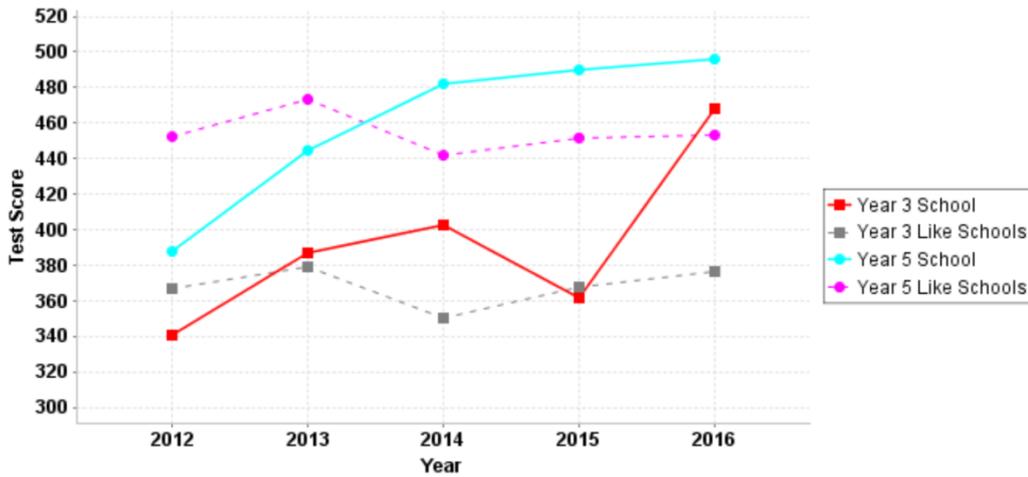


NAPLAN - Numeracy				
NAPLAN National Minimum Standard (NMS)	2015		2016	
	Year 3	Year 5	Year 3	Year 5
<b>Above NMS</b>	56%	100%	86%	100%
<b>At NMS</b>	22%	0%	14%	0%
<b>Below NMS</b>	22%	0%	0%	0%

## READING

The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. Contemporary learning strategies are developed through a whole school approach and outlined in whole school literacy plans. Whole school plans are aligned with the Western Australian Curriculum and support the use of intentional teaching across the school.

**Average Reading Score**



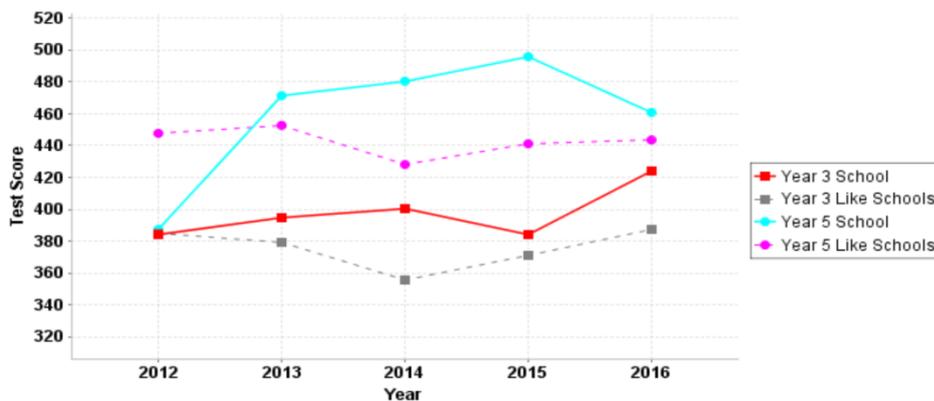
**NAPLAN - Reading**

NAPLAN National Minimum Standard (NMS)	2015		2016	
	Year 3	Year 5	Year 3	Year 5
<b>Above NMS</b>	78%	88%	100%	60%
<b>At NMS</b>	0%	13%	0%	40%
<b>Below NMS</b>	22%	0%	0%	0%

**WRITING**

The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. Our school has a structured literacy block focusing on targeted initiatives. Whole school strategies and programs include; common consistent language of explicit guided teaching, planning for student centred and differentiated learning and informed planning using Western Australian Curriculum. A whole school writing program has been adopted to address the decline in results when comparing 2015 to 2016. All staff participated in setting strategic and operational targets focusing on extending students into higher proficiency bands and setting individual goals.

**Average Writing Score**



**NAPLAN - Writing**

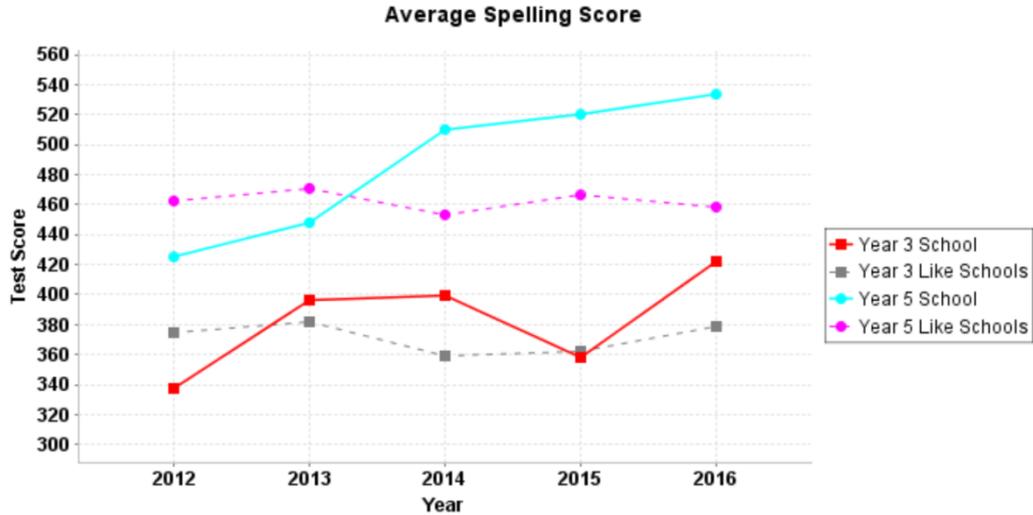
NAPLAN National Minimum Standard (NMS)	2015		2016	
	Year 3	Year 5	Year 3	Year 5
<b>Above NMS</b>	89%	100%	100%	80%
<b>At NMS</b>	11%	0%	0%	0%
<b>Below NMS</b>	0%	0%	0%	20%

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## SPELLING

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The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. To continue improve there has been adjustment to effective pedagogy outlined in literacy plans. The whole school plans have an emphasis on effective teaching, learning and assessment pedagogy. Target areas have been identified to improve student performance on an individualised level to support and extend students.

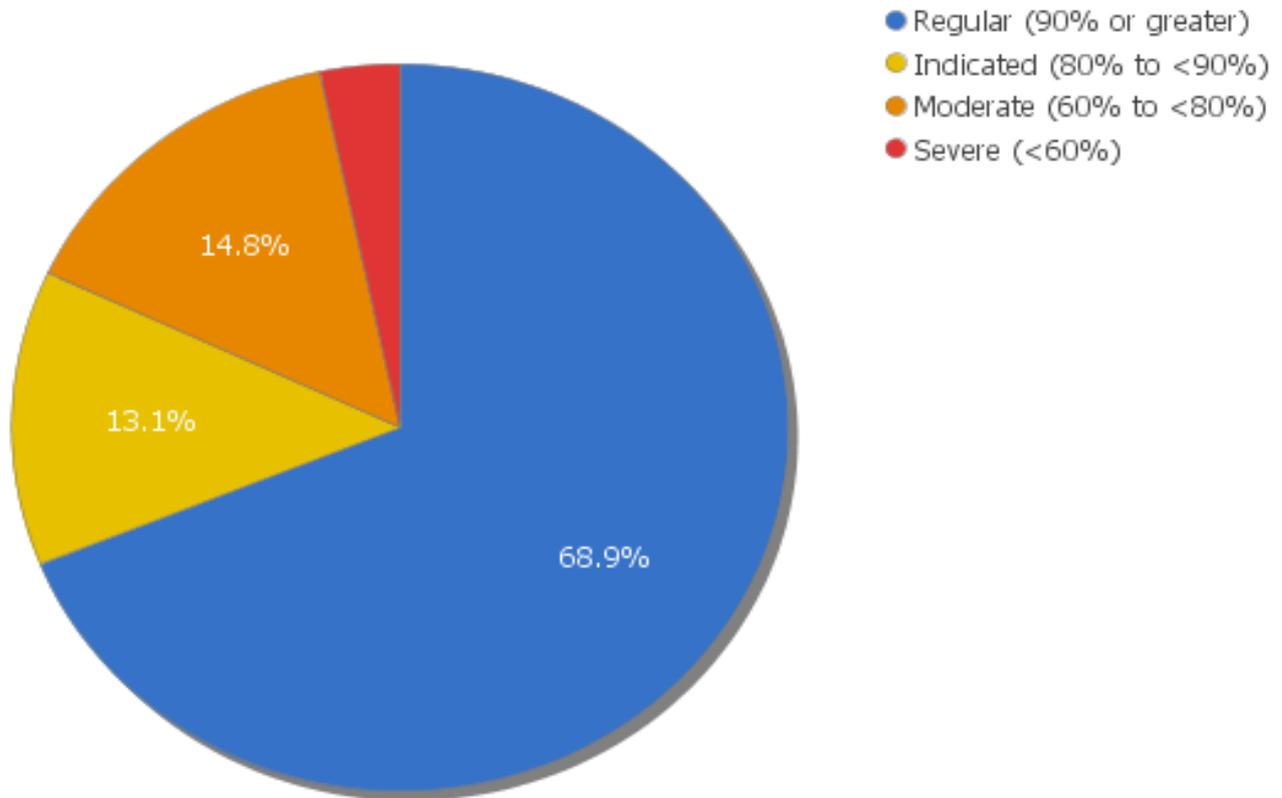


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## ATTENDANCE PROFILE

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### Attendance Profile 2016 Semester 2



## Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	91.1%	4	1	1		90%	10%
PPR	90.1%	9	3	4		45%	55%
*Y01 - This data has not been included due to limited number of students in this cohort							
Y02	92.5%	6	1	1		60%	40%
Y03	94.8%	7			1	43%	57%
Y04	91.0%	9	2	2		57%	43%
Y05	85.0%	3	1	1	1	25%	75%
Y06	93.9%	7	1	1		67%	33%

Student Type :

All Students ▼

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	66.1%	16.1%	16.1%	1.6%
2015	77.0%	12.5%	6.2%	4.1%
2016	74.5%	18.6%	3.3%	3.3%
Like Schools 2016	69.3%	18.7%	9.1%	2.7%
WA Public Schools 2016	77.0%	15.0%	6.0%	2.0%

Overall, the attendance rate for Tammin Primary School is 74.5% slightly below WA Public Schools 2015. On some occasions, families are deciding to take vacations during the school term or are extending vacation period that overlaps into the school term. This is not encouraged by the school however; educational programs are provided to these families for the duration of their vacation. A whole school approach has been adopted by all staff to improve attendance. Early close day has been moved to Friday afternoon to improve attendance data. Homework classes have also begun in 2017 as an incentive to all students.

To improve attendance in 2017:

- INDIVIDUAL CASE MANagements OF STUDENTS WILL BE PUT IN PLACE FOR STUDENTS THAT ARE ATTENDING LOWER THAN 90%
- ATTENDANCE PLANS DEVELOPED FOR STUDENTS ATTENDING LESS THAN 90% TO SUPPORT FAMILIES AND MAXIMISE STUDENT PERFORMANCE
- CONTINUED PARTNERSHIPS TO DEVELOP TRUSTING RELATIONSHIPS BETWEEN COMMUNITY MEMBERS AND FAMILIES

## SCHOOL HIGHLIGHTS AND COMMUNITY LINKS



### NATIONAL WALK TO SCHOOL DAY



The whole community got involved with Walk to School Day. We had a healthy breakfast afterwards provided kindly by our P & C.

### 2016 SWIMMING CARNIVAL

The Swimming Carnival with Meckering Primary School is always a fantastic day!



### HARMONY DAY 2016

A free dress day to celebrate belonging, respect and inclusivity for 2016 Harmony Day.



### BRANT GARVEY - PARALYMPIAN

The Year 4/5/6 class travelled to Cunderdin District High School to hear Paralympian Brant Garvey tell his inspirational life story.



## GARDEN IMPROVEMENTS

A lot of aesthetic improvements have been made to the school buildings and grounds in 2016. Students became very involved in our garden. Thanks to Mr Rod Taylor and Mrs Glenice Batchelor for their awesome assistance!



## MEGA MINDS-YORK



Student representatives from Tammin Primary competed in the Mega Minds Competition hosted by York District High School in June.



## WINTER CARNIVAL/ATHLETICS CARNIVAL

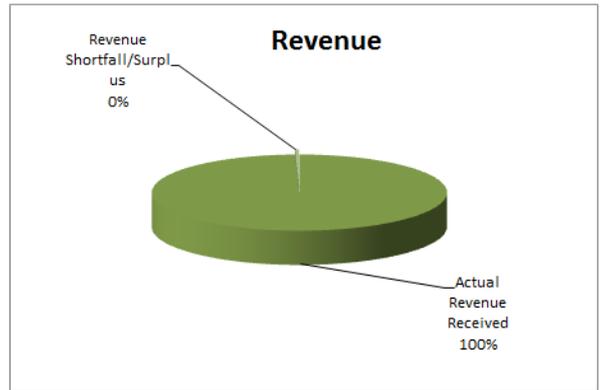


A huge undefeated win for our football side in the 2016 Winter Carnival. Winners of the Freo Dockers Shield. Congratulations to our netball side for a mighty effort!

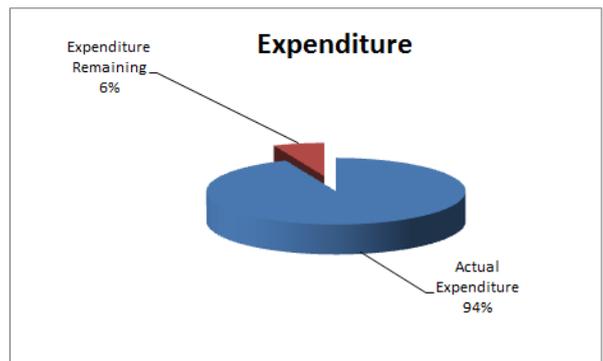


# FINANCIAL SUMMARY AS AT 31 DECEMBER 2016

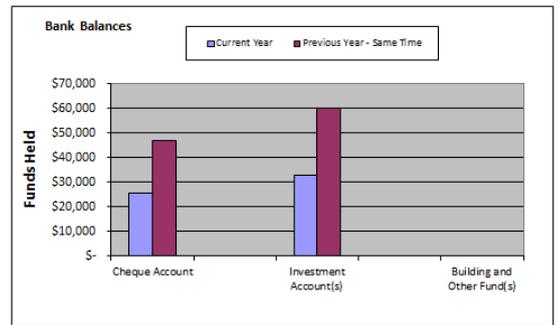
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 72,781.39
Current Year Budgeted Revenue	\$ 168,628.00
Actual Revenue Received	\$ 169,401.92
Revenue Shortfall/Surplus	-\$ 773.92
Revenue Collected as a % of Current Budget	100.5%
Total Funds Available	\$ 242,183.31



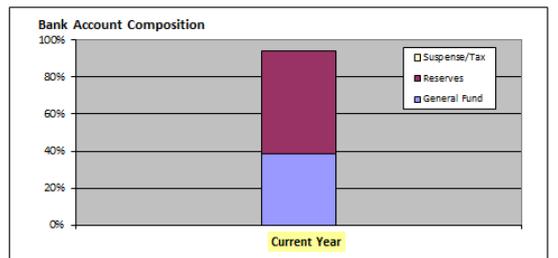
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 231,390.00
Actual Expenditure	\$ 216,660.93
Expenditure Remaining	\$ 14,729.07
Cash Budget Variance	\$ 10,019.00
Variance as a % of Total Funds Available	4.1%
Actual Expenditure as a % of Budgeted Expenditure	93.6%



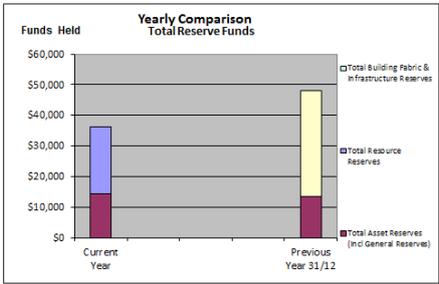
Reconciled Bank Balances:		
	Current Year as at	Previous Year - Same Time
Cheque Account	\$ 25,505.05	\$ 47,117.33
Investment Account(s)	\$ 32,921.86	\$ 59,955.55
Building and Other Fund(s)	\$ -	-
<b>Total</b>	<b>\$ 58,426.91</b>	<b>\$ 107,072.88</b>



Bank Account Composition	
General Fund	44%
Reserves	63%
Suspense/Tax	-7%



Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 14,187.94	\$ 13,500.00
Total Resource Reserves	\$ 21,967.13	\$ 34,433.00
Total Building Fabric & Infrastructure Reserves	\$ -	
Total All Reserves	\$ 36,155.07	\$ 47,933.00
Current Year Reserve Transfer Funds Included above	\$ 12,000.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A



School Salary Allocation (SCFM)									
As at 31/12/2016									
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance	
\$ 83,021.00	\$ 993,361.00	\$ -164,900.00	\$ 911,482.00	\$ 856,198.00	\$ 55,284.00	94%	\$ 856,198.00	\$ 55,284.00	

