

2016 Annual Report to the School Community



School Name: Tootgarook Primary School

School Number: 4661



Name of School Principal:

Wayne Whitworth

Name of School Council President:

Gary Barrett

Date of Endorsement:

27/3/2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

In 2016 Tootgarook Primary School experienced a steady increase in enrolments (250-278) as more families with young children moved into the area. For the past two years the school has had an enrolment of over 230 students, with this figure increasing significantly with an enrolment of 45 prep students at the start of 2016. The school's SFO has increased to 0.5817 which categorizes the school's socio-economic profile as low-mid.

The school community brings with it high expectations in terms of academic outcomes, resourcing, facilities and the provision of extra curricula opportunities for students. Whilst the school has been in existence for more than 50 years, it occupies a modern, well-maintained set of buildings which were constructed in 2008-9, when the school was totally rebuilt. The facilities, resources and improved academic results in recent years have all contributed to the enrolment growth. A high level of parent participation is characteristic of the school. The school is based around 3 foundations Community, Personalized Learning and Quality Teaching.

The school's staffing profile has a range of teaching experience across all levels. The leadership framework is comprised of the Principal and Assistant Principal. Approximately 40% of teachers are within the experienced range and the remaining staff is either within the accomplished or graduate range. In 2016, a team of four Education Support (ES) staff supported six students funded through the Program for Students with Disabilities (PSD). One part time ES staff member (0.5) Reading Intervention operates on a daily basis to provide intensive support for Year 1 students identified at risk in their reading development.

Tootgarook has a solid commitment to high quality teaching and learning, at all levels of the school and across all programs. This begins with the foundations of learning in English and Mathematics in the early years and is reinforced as students' progress through both the early years and middle years of schooling. As a professional learning community, strong degrees of collaboration are expected between staff members to ensure robust team planning structures operate.

We have consolidated a Pedagogy of 'Personalised Learning' that has become a key element of teaching across all curriculum areas. There are nine areas embedded in the 'Personalised Learning Model' based on the needs of Tootgarook Primary School. A broad range of curricula programs operate such as The Arts, Music, Physical Education and Indonesian on a regular basis to support the diverse needs and interests of students.

Information and Communication Technology (ICT) continues to be an integral component of teaching and learning for students and staff at Tootgarook. All students and staff participate in a carefully structured program that embraces many existing and emerging technologies and the infrastructure has lowered the ICT devices per student ratio.

The 'Kismatter' Program provides a strong basis for the school's wellbeing practices. Parents and students consistently identify student safety and behaviour expectations as one of the strong features of the school. The foundation skills of this program are explicitly taught and students receive awards at assembly for demonstrating these skills. 'Every Day Counts' was implemented in 2016 unpacking the concept, going to school every day is the single most important part of a child's education.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives based on FISO are 'Building Practice and Excellence' and 'Curriculum Planning and Assessment.'

The duration of the School Strategic Plan(SSP) was framed around improving student outcomes in English and Mathematics. An audit/survey of the TPS Spelling Program in 2016 indicated students performing above the expectation were clearly showing progress with the rigorous assessment of a list regime. However the students not performing at expected level showed little or no growth relevant to year level via list assessment. Triangulated forms of assessment showed personal growth for individual students. Naplan results for 2016 showed 28.1% of students in the low growth category for spelling. The target in the SSP is 25%. The 2017 AIP looks to revamp the Spelling program at TPS structured around 'Words their Way', Oxford Words, Fountas and Pinnell strategies and consolidating VCOP and a variety of intervention strategies in English.

The Mathematics program at TPS was based around the life of the SSP. Into the third year mathematics will be based around implementing documentation inclusive of 'I can' statements.

Follow up professional development with Michael Ymer and investigation into best practice around teaching and learning for cohort configurations throughout the school. Naplan results for 2016 indicated 36.7% of students in the low growth category.



Achievement

Percentage of students by NAPLAN bands-2016

| | | |
|-----------------------------------|--------------------|-----------------------------|
| Year 3 Numeracy – Top 2 Bands-20% | Middle 2 Bands-60% | Bottom 2 Bands & Exempt-20% |
| Year 3 Reading – Top 2 Bands-48% | Middle 2 Bands-38% | Bottom 2 Bands & Exempt-15% |
| Year 3 Writing – Top 2 Bands-50% | Middle 2 Bands-50% | Bottom 2 Bands & Exempt-0% |
| Year 5 Numeracy – Top 2 Bands-15% | Middle 2 Bands-76% | Bottom 2 Bands & Exempt-9% |
| Year 5 Reading – Top 2 Bands-32% | Middle 2 Bands-50% | Bottom 2 Bands & Exempt-18% |
| Year 5 Writing – Top 2 Bands-15% | Middle 2 Bands-76% | Bottom 2 Bands & Exempt-9% |

As a target Tootgarook is aiming to have no more than 25% of students in the Bottom 2 Bands of Naplan.

The school has been able to achieve this in 2016 with various fluctuations in the other two band brackets.

As stated previously, the improvement initiatives, based around English and Mathematics focus on Building Practice and Excellence and Curriculum Planning and Assessment.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Currently we have a mix of traditional and contemporary teaching styles demonstrated by all teachers. Students benefit by participating in learning activities that give them choice and where they can set directions and goals for their own learning. We also have learning activities that are teacher led and directed and aim to develop specific skills and knowledge.

We have developed a strong extra curricula program including Zumba, The Arts – (Band, Annual Concert, Music Camp, Art & Cultural Fair), PE programs and initiatives beyond the classroom such as Swimming, Beach Safety Program, Camping program, RACV Energy Breakthrough. We have also sustained a successful Breakfast and Running Club Program further enhanced by donations from local organisations which assist in funding a Wednesday lunch program led by a team of parents.

Attendance rates Prep-Year 6 have continued to be consistent with past years. There are 39% of students having less than 10 days away from school. The State average is 47% over the calendar year. There are 12% of students having more than 30 days away from school. The State average is 9% over the year. The 'Every Day Counts' campaign will hopefully make an impact in the 2017 Annual Report.

We have maintained consistent data re student engagement with continued strong results in the student survey. Student Relationships/ Teaching and Learning data indicate similar outcomes relevant to State and Region results. In 2016, 65% of students felt connected to school. The State average is 66% for all Primary Schools.

Wellbeing

We have maintained or exceeded state average results in relation to the Student Attitudes to School Survey. In each domain for Year 5 and 6 the trend line continues to improve for our students.

Tootgarook have an extremely strong and supportive staff that are always willing to implement new initiatives to drive improvement. The refinement and extension of Individual Learning Plans for students at risk has allowed us to monitor student progress and more effectively cater for all of our students. We also have a strong welfare program that enables us to provide for those in need and is coordinated by the Assistant Principal. We aim to develop the use of an effective welfare tracking program to assist with students both within the school and students transferring to other schools.

For more detailed information regarding our school please visit our website at
www.tootps.vic.edu.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

| School Profile | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 278 students were enrolled at this school in 2016, 148 female and 130 male. There were 1% of EAL (English as an Additional Language) students and 3% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p> | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| Achievement | Student Outcomes | School Comparison |
|---|---|---------------------------------|
| <p>Teacher judgment 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 Performance Summary</i>.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p> Similar</p> <p> Similar</p> |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

| 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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> |
| | | <p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p> |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

| 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>56%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>69%</td> <td>6%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>41%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 28% | 56% | 16% | Numeracy | 37% | 50% | 13% | Writing | 25% | 69% | 6% | Spelling | 28% | 41% | 31% | Grammar and Punctuation | 31% | 50% | 19% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 28% | 56% | 16% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 37% | 50% | 13% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 25% | 69% | 6% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 28% | 41% | 31% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 31% | 50% | 19% | | | | | | | | | | | | | | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

| 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. 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.</p> <p>Average 2016 attendance rate by year level:</p> | <p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</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>91 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> <td>90 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 91 % | 92 % | 93 % | 90 % | 90 % | 93 % | 91 % | <p>● Similar</p> <p>● Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 91 % | 92 % | 93 % | 90 % | 90 % | 93 % | 91 % | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p> | <p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p> | <p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p> Similar</p> <p> Similar</p> |

How to read the Performance Summary

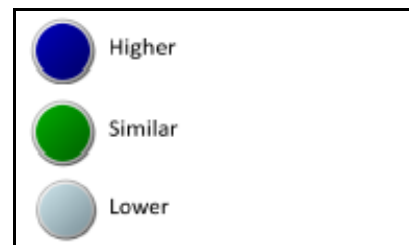
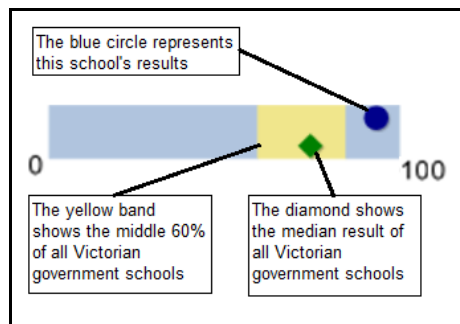
What are student outcomes?

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, P-12 and specialist schools, 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.

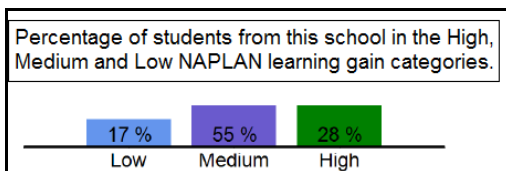
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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* 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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,992,951 |
| Government Provided DET Grants | \$316,216 |
| Government Grants Commonwealth | \$4,773 |
| Revenue Other | \$35,679 |
| Locally Raised Funds | \$268,229 |
| Total Operating Revenue | \$2,617,848 |

| Expenditure | |
|------------------------------------|--------------------|
| Student Resource Package | \$1,917,039 |
| Books & Publications | \$1,293 |
| Communication Costs | \$4,454 |
| Consumables | \$63,657 |
| Miscellaneous Expense | \$135,865 |
| Professional Development | \$9,718 |
| Property and Equipment Services | \$117,376 |
| Salaries & Allowances | \$191,108 |
| Trading & Fundraising | \$23,991 |
| Travel & Subsistence | \$2,079 |
| Utilities | \$30,738 |
| Total Operating Expenditure | \$2,497,318 |

| | |
|---------------------------------------|------------------|
| Net Operating Surplus/-Deficit | \$120,530 |
| Asset Acquisitions | \$0 |

Financial Position as at 31 December, 2016

| Funds Available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$16,641 |
| Official Account | \$17,384 |
| Other Accounts | \$2,470 |
| Total Funds Available | \$36,495 |

| Financial Commitments | |
|------------------------------------|-----------------|
| Operating Reserve | \$36,495 |
| Total Financial Commitments | \$36,495 |

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

The school remains in a sound financial position with a modest surplus targeted for future school improvements. Surplus comprised of funds generated by the monthly school market. Salaries inflated due to long term staff absences in the latter period of 2016. Finances have been managed through the use of a program budget model and have been deployed to achieve the Strategic plan's goals and priorities. Staff and School Council have been kept informed about the Program Budgets while conveners of budgets have effectively monitored spending in consultation with the Principal and Business Manager.

