

## 2015 Annual Report to the School Community



Name of School Principal:

*Melanie Whelan*

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*g.s.*

Name of School Council President:

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Date of Endorsement: 18/4/2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2015.

## About Our School

### School Context

Tootgarook Primary School has experienced a steady increase in enrolments as more families with young children move into the area. For the past two years the school has had an enrolment of over 230 students, with this figure increasing significantly with a predicted enrolment of 45 prep students at the start of 2016. The school's SFO is currently 0.5797 which categorizes the school's socio-economic profile as low.

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 2015, a team of three 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 introduced 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.

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.

### Achievement

#### Naplan Data

Year 3 2015 NAPLAN – in most areas the grade 3 students are working within the range of results for the middle 60% of Victorian Government primary year levels. The Reading results for this cohort of students are in the lower domain of outcomes. The cohort of students is tracked in relation to growth over a six month period. TPS has introduced a Personalised Learning Model to enhance learning and targeted less than 25% of students in 2017 to be within the low range of growth.

Year 5 2015 NAPLAN – in most areas the grade 5 students are working close to, at or above state level in all areas.

The 4 year average for Reading is rated above the state average. The learning gain in year 3-5 over 2 years had a large component of students in the low range in spelling. TPS at the start of 2015 has implemented a spelling program consistent throughout the school to increase the learning gain towards medium and high outcomes.

In 2016 the school will continue to focus on Writing (VCOP) to ensure implementation of the writing program is firmly entrenched as part of our regular practice. The development of this will ensure continual growth for our students as they

move through the school. In addition to this we will investigate the implementation of a whole school spelling program to enhance our writing program.

Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

We will continue our explicit and rigorous teaching in Mathematics with a strong focus on personalising learning to cater for all students at their appropriate levels. During 2015 staff worked to review our current Mathematics curriculum and developed planners in line with Michael Ymer strategies. These will be fully implemented in 2016.

## 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.

Attendance rates have continued to improve with all year levels above 90% and performing above state level in 2015.

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.

## Wellbeing

We have maintained state average results over a four year period re Student Attitudes to School Survey. In 2015 the year 5 cohort answered on the lower end of the scale in the areas of Student Morale and Student Distress. These results are against the trend over a four year period and have been monitored during 2015. A comparison will be made with the 2016 survey, year 6 cohort, to ascertain if results are similar or fall within our normal results at state level.

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.

## Productivity

Human Resources – In addition to Principal Class Staff which includes Principal and Assistant Principal we have an excellent balance of teaching staff ranging from experienced teachers to new graduates. This range allows us to provide solid mentors for peer support through our teaching teams. With this balance we are able to structure classroom organisation and staffing to allow for lowest possible numbers in most classes. Our staff all take on many responsibilities as outlined in the Tootgarook Primary School - Roles and Responsibilities document.

Our facilities at Tootgarook Primary School are excellent. We have large open learning spaces which facilitate strategies for greater achievement, engagement and team planning. We have increased and upgraded our ICT equipment to a quality level where we now maintain an excellent ratio across the school of approximately 1 device to 3 students. This has involved the lease and or purchase of laptops and netbooks all serviced by wireless infrastructure. We are currently discussing a three year cyclic plan to maintain and improve the current ICT school system and have identified areas of concern that will need to be addressed in the near future. This requires a substantial injection from the cash budget.

We have maintained a stringent budgetary process to ensure resource allocation is equitable across the school and that priority areas are prioritised. This has included a cash injection into our English and Mathematics infrastructure and special projects such as our School Grounds evolving development plan.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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.

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

#### Enrolment Profile

A total of 250 students were enrolled at this school in 2015, 128 female and 122 male. There were < 10% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### 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

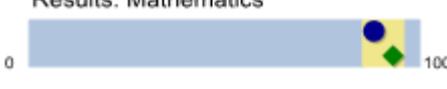
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



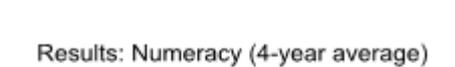
## Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p>  <p><b>Results: Reading (4-year average)</b></p>  <p><b>Results: Numeracy</b></p>  <p><b>Results: Numeracy (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p>  <p><b>Results: Reading (4-year average)</b></p>  <p><b>Results: Numeracy</b></p>  <p><b>Results: Numeracy (4-year average)</b></p> 	<p> Similar</p> <p> Higher</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>68%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>48%</td> <td>38%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>52%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	55%	14%	Numeracy	26%	57%	17%	Writing	32%	68%	-	Spelling	48%	38%	14%	Grammar and Punctuation	19%	52%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## 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><b>Average Number of Student Absence Days</b></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 2015 attendance rate by year level:</p> <table border="1" data-bbox="566 828 1037 929"> <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>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	91 %	93 %	91 %	93 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	91 %	93 %	91 %	93 %										

## 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><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

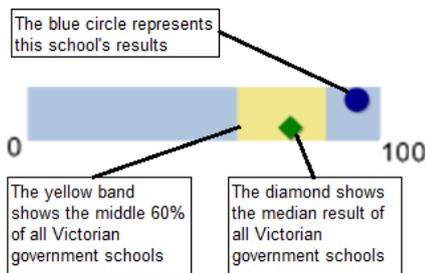
## What are student outcomes?

*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 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?

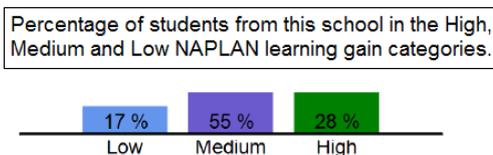
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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.

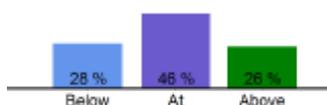
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,766,074	High Yield Investment Account	\$25,337
Government Provided DET Grants	\$254,770	Official Account	\$11,972
Government Grants Commonwealth	\$5,450	Other Accounts	\$3,736
Government Grants State	\$1,250	<b>Total Funds Available</b>	<b>\$41,045</b>
Revenue Other	\$7,935		
Locally Raised Funds	\$226,348		
<b>Total Operating Revenue</b>	<b>\$2,261,826</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$1,777,482	Operating Reserve	\$41,045
Books & Publications	\$1,285	<b>Total Financial Commitments</b>	<b>\$41,045</b>
Communication Costs	\$4,390		
Consumables	\$56,997		
Miscellaneous Expense	\$115,965		
Professional Development	\$8,814		
Property and Equipment Services	\$113,823		
Salaries & Allowances	\$142,040		
Trading & Fundraising	\$20,096		
Travel & Subsistence	\$2,627		
Utilities	\$11,749		
Adjustments	(\$7,866)		
<b>Total Operating Expenditure</b>	<b>\$2,247,403</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$14,424</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 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 2015.

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.



Education  
and Training

Tootgarook Primary School  
4661