

2013 Annual Report to the School Community

Tootgarook Primary School

School Number: 4661



Name of School Principal: Wayne Whitworth

Name of School Council President: Simone Royle

Date of Endorsement: 29/4/2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Tootgarook Primary School is a small school, located close to the foreshore of Port Phillip Bay on the Southern Mornington Peninsula. At Tootgarook Primary School we aim for all to achieve their personal best. We provide high quality programs using best practise teaching and learning strategies which encourage our students in a creative, stimulating, safe and harmonious environment.

The school offers a comprehensive curriculum program. We have a strong commitment to the teaching and learning of literacy and numeracy and this remains a priority for the school. In support of this we offer Reading Intervention in Year One and implemented intervention and support groups in literacy and numeracy for cohorts of students achieving either significantly below or above expected levels. Tootgarook Primary School has reviewed pedagogical concepts over the last 12 months and activated adjustments to enhance learning. The school has also extended its extracurricular provision over recent years to include opportunities such as: Active After School Activities, chess clubs, school cooking & gardening clubs, running club, beach program, Tootstars program, school choirs, sporting clubs, private music tuition etc.




An outstanding feature of the school is the strong sense of community and the high level of parent involvement in the school. Parental assistance in the classrooms on a daily basis provides valuable assistance to students and teachers and also helps to forge strong partnerships between the home and school. A dynamic PA raises valuable funds for the school along with the market committee.

Achievement	Engagement	Wellbeing
<p>Over the period of the Annual Implementation Plan 2013, The school maintained planned targets in the areas of Literacy and Numeracy.</p> <p>Teacher assessments against AusVELS also indicate that students have been achieving expected levels in these areas. NAPLAN results consistently show students achieving within or close to the school's SFO percentile range. Year 5 reading indicated students above the state mean. NAPLAN Relative Growth in reading and writing indicated 79% of students or higher were in the medium to high range. In 2013-14 we will continue to strengthen our focus on writing. The school has decided to adopt Roz Wilson's Big Write approach to proactively teach writing skills and produce written outcomes.</p> <p>The Four Elements of Big Write- VCOP- Vocabulary, Connectives, Openers, Punctuation-</p> <p>By proactively teaching VCOP children will be equipped with the understanding and skills to write increasingly sophisticated text.</p> <p>The school has a Principal, Leading Teacher, 13 teachers, including specialists and 6 Educational Support staff.</p> <p>All Program for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.</p>	<p>Tootgarook P.S. aims to provide a safe, stimulating, student-centred learning environment which engages and motivates all students.</p> <p>Student Opinion in the school shows that students feel strongly connected to their peers with a positive sense of wellbeing. Students consistently demonstrate high levels of engagement with their learning and enjoy being challenged.</p> <p>A highly visible culture of respect, inclusiveness and tolerance translates to students interacting positively and building caring & supportive friendships.</p> <p>Engagement has been consolidated via-</p> <p>Implementation of a 1:1 learning netbook program for students in Years 3 – Year 6.</p> <p>Development of an iPad program in the Prep -2 learning domain.</p> <p>Refined and embedded inclusion practices across the school via updated policies, Kidsmatter and Bounceback programs</p> <p>Redevelopment of external play spaces to provide opportunities for learning, cooperative and imaginative play.</p> <p>Engaged all students in tasks that challenge and motivate them to be creative and strive for personal excellence.</p>	<p>Tootgarook Primary School has a variety of programs in place to support the various transitions students make during their educational journey.</p> <p>Our Prep students' transition program, 'Leap into Learning', starts in term 2. Many preschool children link into the program and continue through to the end of the year. Feedback has confirmed a smoother transition for prep students.</p> <p>Our staffing profile and open style teaching in the school allows for the consolidation of Literacy and Numeracy teaching with reduced class ratios and data based evidence.</p> <p>The Buddy program for Prep and Grade 5 students is embedded and contributes to the development of social and emotional skills and strategies.</p> <p>Our exiting Grade 6 students enrol in a variety of secondary settings. Representatives from each of the schools visit students during the course of the year in preparation for their secondary education.</p> <p>In 2014 we are exploring the concept of an extended Prep – 5 Transition program that operates during Term 4 and further develop the Buddy program across the school.</p> <p>Buddy practices captured in the yard during recesses and lunchtimes and promoted by using ICT. The RICH awards will be presented at assembly by our RICH squad leadership team, celebrating the values of our students portrayed in the school environment.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 221 students were enrolled at this school in 2013, 111 female and 110 male.

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.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




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"> English Mathematics <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>Results: English</p> <p>Results: Mathematics</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>47%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>50%</td> <td>44%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>53%</td> <td>21%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>42%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	47%	42%	Numeracy	50%	44%	6%	Writing	21%	58%	21%	Spelling	53%	21%	26%	Grammar and Punctuation	26%	42%	32%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 795 1037 891"> <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>91 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	94 %	92 %	92 %	91 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	92 %	94 %	92 %	92 %	91 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

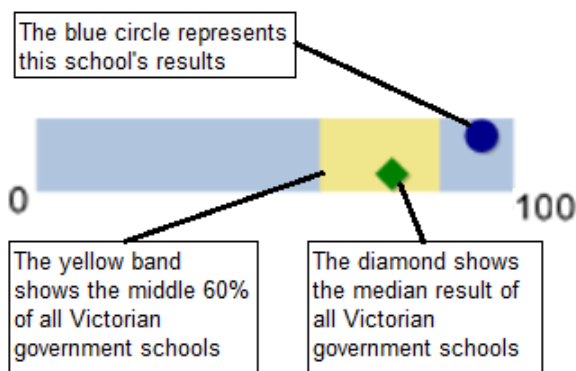
What are student outcomes?

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 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.

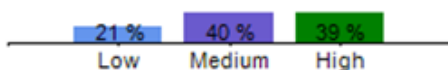
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$223,356
Government Grants Commonwealth	\$4,905
Government Grants State	\$225
Revenue Other	\$25,314
Locally Raised Funds	\$220,528
Total Operating Revenue	\$474,328

Funds Available	Actual
High Yield Investment Account	\$68,232
Official Account	\$26,744
Other Accounts	\$11,553
Total Funds Available	\$106,529

Expenditure	
Books & Publications	\$2,140
Communication Costs	\$6,225
Consumables	\$48,458
Miscellaneous Expense	\$116,911
Professional Development	\$9,837
Property Maintenance	\$101,007
Salaries & Allowances	\$102,158
Trading & Fundraising	\$21,339
Travel & Subsistence	\$736
Utilities	\$12,733
Total Operating Expenditure	\$421,544

Financial Commitments	
Operating Reserve	\$67,685
Maintenance - Buildings/Grounds incl SMS<12 months	\$26,445
Cooperative Bank Account	\$4,900
Revenue Received in Advance	\$7,500
Total Financial Commitments	\$106,529

Net Operating Surplus/-Deficit **\$52,784**

Asset Acquisitions **\$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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary