

**2014 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:

20/4/2015

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 - languages program' minimum standards until 31 December 2014.

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 four years the school has had an enrolment of over 200 students, with this figure dipping slightly in 2011 due to building works. Enrolments at the start of 2015 will be in the vicinity of 250 students. The school's SFO is currently 0.56 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 children. 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's staffing profile has a range of teaching experience across all levels. The leadership framework is comprised of the Principal and Assistant Principal (Acting). Approximately 50% of teachers are within the experienced range and the remaining half are either within the accomplished or graduate range. In 2014, a team of five Education Support (ES) staff supported five 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 children 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.

The Principles of Learning and Teaching (PoLT), the Victorian Essential Learning Standards (VELS) and more recently (AusVels) have become key elements of teaching and the curriculum across all levels of the school, including specialist provision in the following program areas: Visual Arts, Music, Physical Education, Indonesian and Blueearth. A broad range of extra curricula programs operate 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. As a dedicated specialist program, 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 Compared to State

Year 3 2014 NAPLAN – in most areas the grade 3 students are working close to, at or above state level in all areas except for spelling.

Year 5 2014 NAPLAN – in most areas the grade 5 students are working close to, at or above state level in all areas except for spelling. Maths is trending toward state level.

Naplan 2014 Year 3

Boys are working close to or above state level when compared to the girls in grade three. No grade 3's are integration or special needs. Recent data has shown that assessment strategies are helping to improve student outcomes in Maths.

Naplan 2014 Year 5

Boys are working close to or above state level when compared to the girls in grade five. No grade 5's are integration or special needs. Recent data has shown that assessment strategies are helping to improve student outcomes in Maths especially with the boys. Reading strategies have the girls working at state level and the boys workings towards state level.

Tootgarook P.S is developing a whole school approach to supporting student achievement and capacity in;

- Spelling that complements current English initiatives, is meaningful and relevant.
- Mathematics and in particular structure, space and measurement and chance and data.
- Interrogating student achievement data to identify any performance trends according to gender and, as required, develop and implement a structured approach to address any weaknesses.
- Implement a school wide focus on the use data to understand individual student achievement growth.

Engagement

Engagement measures in the Student Attitudes to School survey data indicate strong performance in this area, with responses consistently in the third and fourth quartile with the exception of only one parent factor (student safety). The school is well resourced with new buildings and evidence of investment in teaching resources. Numerous initiatives to support student engagement have been implemented including:

- Kidmatter program and specific teaching
- Breakfast Club which regularly feeds up to 90 students two times a week, providing opportunities for building relationships with students as well as supporting health and wellbeing,
- Human Powered Vehicle (HPV) program which is an annual school commitment which allows students to work towards the end of year competition and engage in numerous opportunities for active learning.
- Student Leadership group which provides opportunities for student voice.
- Bluearth (Health program), Bounceback (Social Skills program), Tootstars, Lunchtime clubs, Running Club and external programs such as Zumba.

Engagement: Specific Recommendations

-Interrogating trends in student data particularly to identify differences in engagement and achievement between gender. Developing and implementing a response to particular trends as required.

-Developing and implementing increased opportunities for student voice and allocation of student responsibilities.

-Investigating influences on student transition within school (particularly between years 2 and 3) and implementing a program to support more effective transition.

Wellbeing

Transition of students within the school and particularly between years 2 and 3 was identified by the Professional Learning Team as an area which required additional scaffolding. The inconsistent approach to grouping of students throughout the school was considered as an influence or barrier to smooth transition. The culture of withdrawing students and moving them into a higher year levels as a behaviour management strategy was also identified as effecting years 2-3 transition. Student attendance has displayed increases in family holidays during school term time and parent permission for unnecessary absence from school highlighted as ongoing challenges. The Welfare Committee has dealt with significant student wellbeing issues which were challenges for the school and listed numerous strategies and supports in place for families and students who required access.

Wellbeing: Specific Recommendations

- Student attendance rates with a structured program to create a new culture and prioritizing Investigating student perception of safety and influences on student attitudes to school data.
- Improving attending school to maximize learning outcomes.
- Continuing to support student health and wellbeing of all students and their families by accessing external agencies and supports as required.

Productivity

Classroom teachers identified challenges in the larger learning spaces which had been overcome to the point where the pedagogy now reflected the physical design and generally the view was that the facilities supported engagement and learning. One exception highlighted was the need for quieter spaces for testing, with more effective procedures for booking additional rooms identified. The staffing profile was discussed by the various Professional Learning Teams and all agreed the current balance of experienced practitioners and early career teachers was identified as a strength of the workplace and the learning environment. Staff indicated a priority was to develop the “next level” of leadership in preparation for the future.

Productivity: Specific Recommendations

- Developing a transparent and accessible procedure for allocation of quiet learning spaces on an as needs basis.
- Researching 1:1 device programs and consulting with the school community in order to reach a decision about the implementation of this approach to ICT.
- Evaluating the breakfast program and designing a sustainable model to ensure the strategy is maintained in an ongoing capacity.
- Providing staff with varied opportunities and access to leadership development and maximising the skills and capacity of staff through the implementation of performance development procedures.

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 240 students were enrolled at this school in 2014, 119 female and 121 male.

<p>Overall socio-economic profile</p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p>Proportion of students with English as a second language.</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 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> Similar</p> <p> Similar</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> Higher</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> Higher</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 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>39%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>59%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>45%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	39%	35%	Numeracy	14%	71%	14%	Writing	27%	36%	36%	Spelling	23%	59%	18%	Grammar and Punctuation	18%	45%	36%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <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>92 %</td> <td>89 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	89 %	93 %	93 %	93 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	89 %	93 %	93 %	93 %	92 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

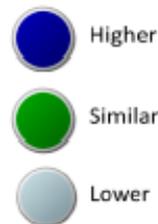
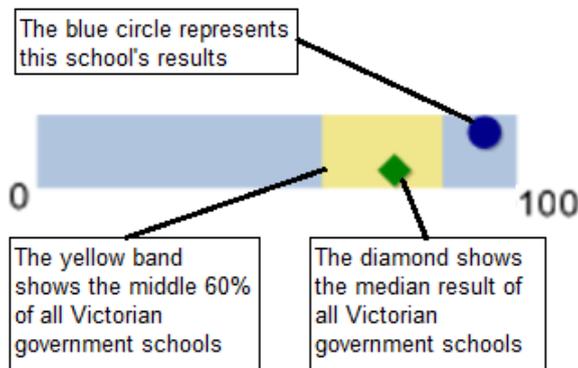
What are student outcomes?

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 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.

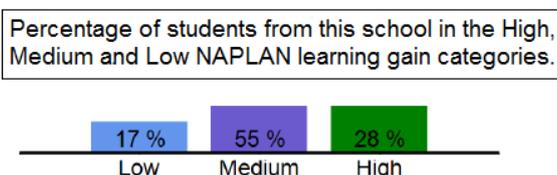
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 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'.



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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,617,585
Government Provided DE&T Grants	\$173,041
Government Grants Commonwealth	\$3,323
Government Grants State	\$1,668
Revenue Other	\$22,921
Locally Raised Funds	\$235,552
Total Operating Revenue	\$2,054,089

Funds Available	Actual
High Yield Investment Account	\$15,346
Official Account	\$22,249
Other Accounts	\$2,389
Total Funds Available	\$39,984

Expenditure	
Student Resource Package	\$1,622,732
Books & Publications	\$2,165
Communication Costs	\$4,415
Consumables	\$44,425
Miscellaneous Expense	\$136,586
Professional Development	\$5,415
Property and Equipment Services	\$119,056
Salaries & Allowances	\$124,243
Trading & Fundraising	\$17,338
Travel & Subsistence	\$750
Utilities	\$11,592
Total Operating Expenditure	\$2,088,718

Financial Commitments	
Operating Reserve	\$39,984
Total Financial Commitments	\$39,984

Net Operating Surplus/-Deficit	(\$34,629)
Asset Acquisitions	\$0

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.

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 staff absences not recoverable from Department of Education and Training (DET) in 2014.