2018 Annual Report to The School Community

School Name: Tootgarook Primary School (4661)

THE EDUCATION STATE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 March 2019 at 10:24 AM by Wayne Whitworth (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 19 March 2019 at 12:40 PM by Gary Barrett (School Council President)

VICTORIA State Government | Education and Training

About Our School

School context

Located beachside on the Mornington Peninsula, Tootgarook Primary School serves a local community and currently caters for 242 students.
The current school vision-
Achieving personal excellence, empowering students in a supportive community.
The school RICH values are Respect, Integrity, Celebration and Honesty.
The current school staffing comprises a Principal, Assistant Principal and 16 teachers with whole–school or Professional Learning Team (PLT) responsibilities. Education Support (ES) staff (8) also work across a range of school programs and in administrative positions. A positive climate and culture combined with collaborative teams promotes consistency of the curriculum throughout the entire school.
The school has a strong focus on English and Mathematics. In 2018 Literacy Support continued for students at risk from F-6.
Student learning takes place through a Guided Inquiry approach based on the MAPPEN software package.
Digital Technologies is an integral part of the teaching program and is integrated into all curriculum areas.
The school prides itself on its personalised learning programs and curriculum programs in the Arts, Digital Technologies, Physical Education and Music.
The school conducts an extensive breakfast program with high levels of parent involvement.
A range of student engagement and student wellbeing programs based on the School Wide Positive Behaviours program currently operate across the School.

A special emphasis within the Physical Education program is placed on water safety and swimming, including lessons at the local swimming pool and a beach program. Students have the opportunity to participate in a wide range of sporting activities. Community involvement is highly valued, with parents and community members taking an active interest in supporting the school.

Framework for Improving Student Outcomes (FISO)

•	The School needs to further consolidate its assessment and reporting processes.
•	Initiatives that build capacity to analyse data should be enhanced.
•	As the targets in the previous SSP had not been achieved, prioritising higher levels of student achievement and the use of Individual Learning Plans (ILPs) to extend students will be implemented.
•	Further work to be considered in the new SSP could include implementing a whole school instructional framework which focuses on consistency in teaching and learning.
•	Refocus on the teaching of Mathematics with attention to basic number facts and problem solving activities.
•	Generate a consistent approach to the teaching of Writing, Reading and Spelling which is driven by data collection and analysis and the PLT leaders at the School.
•	Continue to improve leadership capacity and staff data literacy which will improve instructional leadership and teacher capacity to analyse and utilise data.
•	Engage all school stakeholders in building a school culture that promotes a positive school climate and high expectations, resilience and self esteem.
•	Build staff leadership capacity across the School based on data and higher levels of student achievement.
•	Document a whole school instructional framework that is directly linked to staff performance and development.

Achievement

Percentage of students by NAPLAN Bands-2018
Year 3 Numeracy   Top 2 Bands-44%   Bottom 2 Bands-4%
Year 3 Reading   Top 2 Bands-64%   Bottom 2 Bands-0%
Year 3 Writing   Top 2 Bands-54%   Bottom 2 Bands-4%
Year 3 Spelling   Top 2 Bands-54%   Bottom 2 Bands-4%

Year 5 Numeracy   Top 2 Bands-16%   Bottom 2 Bands-26%
Year 5 Reading   Top 2 Bands-29%   Bottom 2 Bands-16%
Year 5 Writing   Top 2 Bands-11%   Bottom 2 Bands-8%
Year 5 Spelling   Top 2 Bands-5%   Bottom 2 Bands-29%

RELATIVE GROWTH YEARS 3-5
Relative Growth of Students-from year 3 to 5-Reading   Low-19%   High-16%
Relative Growth of Students-from year 3 to 5-Writing   Low -22%   High-27%
Relative Growth of Students-from year 3 to 5-Mathematics   Low-33%   High-17%

TARGETS

 •No more than 25% of students have low growth in NAPLAN Reading, Writing and Mathematics annually
(Relative Growth from years 3-5)
 •At least 25% of students have high relative growth in NAPLAN Reading, Writing and Mathematics annually
(Relative Growth from years 3-5)
 •At least 40% of the students are in the top two bands for Reading, Writing and Numeracy in Year 3 and Year 5
NAPLAN by 2020

-Year 3 attaining all targets and the low percentage of students operating in the bottom two bands is a positive
result.
-Year 5 is on the borderline of results we are striving to achieve in relative growth from year 3-5. Low growth has
been achieved in Reading and Writing and Mathematics is marginally over at 33%. High growth was achieved in
Writing and marginally lower in Reading and Mathematics at 16% and 17% respectively.

2019 Focus
-Develop a consistent instructional framework that provides evidence–based personalised teaching and learning
across all curriculum areas.
-Review all aspects of the School Reading, Writing and Mathematics programs and to develop a consistent
pedagogical approach across the school.

Engagement

The goal for Student non–attendance evolves around the concept of improving annually across the school.
Students have discussed the vision and mission statements and provided feedback to staff of the importance to
be at school and 'READY TO LEARN' at the commencement of the school day. Staff have studied the theories of
action based on student behaviour models and implemented an updated Student Engagement Policy based
upon the School Wide Positives Behaviour Support Program (SWPBS). Student attendance is logged on the
COMPASS portal and the electronic messaging system will alert parents if their child is marked absent. All
absences are coded appropriately once contact has been established with the parents or carers.
In 2018 the average of unapproved absences reduced from 13.0-10.5. The average of Absences across the
school increased from 18.4 to 19.4. The year 1 cohort reduced their average of unapproved absences from 12.4-
6.3. Absenteeism in general was reduced from 18.5-14.5. The year 1 cohort in 2018 was below State levels and
is a significant statement of progression for Tootgarook Primary School.

Wellbeing

Tootgarook Primary School strives to build teacher capacity at all levels to develop and support Student Wellbeing and Resilience at all year levels.

Students have experienced success and implement strategies of resilience based on Kidsmatter, Bounceback and Respectful Relationships programs.

The RICH school values (Respect Integrity Celebration Honesty) have been embedded throughout the school with the support of the School Wide Positives Behaviour Support Program (SWPBS). Student voice has been a major component of enhancing the implementation SWPBS in 2018/19.

Teachers have demonstrated an understanding of each students' needs in the area of Wellbeing and apply strategies to suit individual needs sourcing a variety of professional services within the community.

The Student Attitude survey indicated that 73.7% (+11.7%) of year 5/6 students were positive in regard to Stimulated Learning. The 5/6 cohort rated a Sense of Confidence at 70% (+8.5%) and Managing Bullying at 68% 9(-2.7%) for 2018. Results have indicated a significant increase in the areas of learning and confidence within the 5/6 area. The concept of bullying has reduced marginally and will be monitored in 2019.

Financial performance and position

At the close of 2018 Tootgarook Primary School remained in a financially sound position, with a moderate operating cash reserve of $89, 639 carried forward to 2019. 2018 saw our ongoing commitment to providing a quality education to the students at Tootgarook Primary School. A major focus is on English and Mathematics, and a significant portion of our budget was expended on classroom support teachers, coaching aspirant leaders and maintenance on school resources. We are proud to be able to offer our students a diverse range of educational experiences.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 267 students were enrolled at this school in 2018, 137 female and 130 male.

2 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Lower Lower

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Higher Higher Higher Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 19 % Low — 65 % Medium — 16 % High **Numeracy** 33 % Low — 50 % Medium — 17 % High **Writing** 22 % Low — 51 % Medium — 27 % High **Spelling** 51 % Low — 38 % Medium — 11 % High **Grammar and Punctuation** 24 % Low — 68 % Medium — 8 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 .... 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 .... 50 Few absences <------> Many absences	Lower Lower

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	93 %	90 %	90 %	91 %	88 %	88 %

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▨
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	 Results: 2018 Results: 2017 - 2018 (2-year average)	🟢 Similar 🟢 Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	 Results: 2018 Results: 2017 - 2018 (2-year average)	⚪ Lower ⚪ Lower

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$2,119,931	High Yield Investment Account	$64,996
Government Provided DET Grants	$352,034	Official Account	$21,261
Government Grants Commonwealth	$1,500	**Total Funds Available**	**$86,258**
Revenue Other	$31,005		
Locally Raised Funds	$223,179		
Total Operating Revenue	**$2,727,650**		
Equity[1]			
Equity (Social Disadvantage)	$228,419		
Equity Total	**$228,419**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$2,110,118	Operating Reserve	$21,206
Books & Publications	$806	Other Recurrent Expenditure	$9,300
Communication Costs	$4,905	Funds Received in Advance	$4,027
Consumables	$72,487	School Based Programs	$7,000
Miscellaneous Expense[3]	$142,696	Asset/Equipment Replacement < 12 months	$10,919
Professional Development	$10,796	Maintenance - Buildings/Grounds < 12 months	$12,000
Property and Equipment Services	$115,851	**Total Financial Commitments**	**$64,452**
Salaries & Allowances[4]	$184,185		
Trading & Fundraising	$23,399		
Travel & Subsistence	$2,978		
Utilities	$23,495		
Adjustments	($3,089)		
Total Operating Expenditure	**$2,688,628**		
Net Operating Surplus/-Deficit	**$39,022**		
Asset Acquisitions	**$23,845**		

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
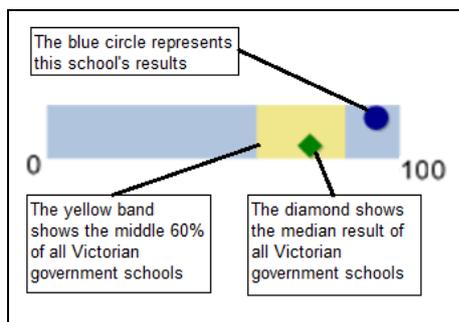
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
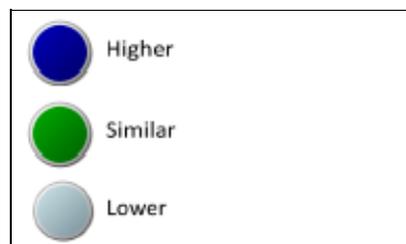
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').