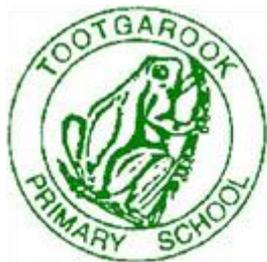


2019 Annual Report to The School Community



School Name: Tootgarook Primary School (4661)



- 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 2019 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 16 April 2020 at 11:47 AM by Wayne Whitworth (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 16 September 2020 at 02:47 PM by Gary Barrett (School Council President)

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, 15 teachers and 8 Education Support (ES) staff who 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. 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)

- Initiatives that build capacity to analyse data have been enhanced in 2019 with the implementation of Professional Learning Teams.
- 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) for students have been 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 data driving the curriculum. The 2 key Mathematics specialists at TPS for two years will oversee program quality control.
- Generate a consistent approach to the teaching throughout the school with a newly developed Whole School Instructional Model. (WSIM)
- Continue to improve leadership capacity and improve instructional leadership and teacher capacity to analyse and utilise data. The addition of a Learning Specialist will oversee the implementation.
- Engage all school stakeholders in building a school culture that promotes a positive school climate and high expectations, resilience and self esteem through School Wide Positive Behaviour Strategies. (SWPBS)
- 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

NAPLAN - students in top 2 bands
Year 3:

Reading - 42%
Writing - 41%
Spelling - 30%
Grammar & Punctuation - 42%
Numeracy - 21%

NAPLAN - students in top 2 bands

Year 5:

Reading - 43%
Writing - 15%
Spelling - 28%
Grammar & Punctuation - 36%
Numeracy - 29%

NAPLAN - high relative growth for students

Year 3- Year 5:

Reading - 19%
Writing - 25%
Spelling - 31%
Grammar & Punctuation - 26%
Numeracy - 9%

At least 15% of the students achieve an A or B based on teacher judgement against the Victorian Curriculum through progression points.

2019 Semester One Data F-6

Reading and Viewing - 30% above age expected level
Writing - 19% above age expected level
Speaking and Listening - 11% above age expected level
Average for English - 20% above age expected level

Measurement and Geometry - 18% above age expected level
Number and Algebra -26% above age expected level
Statistics and Probability - 8% above age expected level
Average for Mathematics - 17.3% above age expected level

All staff have developed knowledge and skills around the gradual release model. We have developed a unified Whole School Instructional Model (WSIM) document that is used for the planning and delivery of teaching and learning. (in all learning areas)

Teachers now commence planning for English based on Mappen units and select resources in line with these units and concepts. Mathematics planning also uses Mappen as a starting point for teaching and learning of Mathematical concepts as well as the integration of a network approach to teaching and learning.

Engagement

Tootgarook Primary School Attendance Targets and Actual Results

-Less than 10 days, (T) 50% - (A) 39%
-10-19 days, (T) 25% - (A) 33%
-20-29.5 days, (T) 10% - (A) 12%
-30+ days, (T) 5% - (A) 15%

Strategies Implemented to Improve Attendance

-School wide implementation of Compass Portal, as evidenced by parents receiving text messages if their child has not attended school on a particular school day.

-School Wide Positive Behaviour Support, entries on Compass portal for positive and challenging behaviour.
 -Attendance at workshops and community practice sessions.
 -Tracking student absenteeism data through compass codes compared to CASES codes.
 Tootgarook Primary School in 2020 will be extending the School Wide Positive Behaviour Support program to the community.

Wellbeing

The Wellbeing curriculum team focus was to develop and distribute School Wide Positive Behaviour Support, Lessons using the Whole School Instructional Model format and data tracking.

The next action for iTime (3-6) and Discovery Time (F-2) is for it to be implemented one year level at a time in 2020 with guidance by the Guided Inquiry coordinator. Professional Development in this area for all teaching staff will take place early 2020.

variety of focused wellbeing programs were implemented with the 3-6 cohort including Mpower, Revved up boys and Map your World. Due to various factors, most of these additional programs were run in Terms 3 and 4. (see below). Therefore, Student Attitudes to School Survey could not assess impact of these programs.

Map Your World (family life)	Term 3 5/6	Student Numbers	10			
Revved Up (boys) (youth services)	Term 3 5/6	Student Numbers	10			
Mpower (youth services)	Term 3 5/6	Student Numbers	10			
Dog – Social Skills	5/6 = Term 1	3/4 = term 2	3/4 and 5/6	5/6 – 10	3/4 - 10	
Story Dogs	Term 2, 3 and 4	3/4	Student Numbers	30		
Drum Beats	Term 3	3/4	Student Numbers	11		
Mural Project (youth services)	Term 4 5/6	Student Numbers	12			
Friends and Social Skills(family life)	Term 3	3/4	Student Numbers	10		
Friday Night Youth Services	Term 1 and 2	5/6	Student Numbers	15 (bus to and from)		

iTime was not conducted until Semester 2.

Financial performance and position

At the close of 2019 Tootgarook Primary School remained in a financially sound position, with a moderate operating cash reserve of \$56 509 carried forward to 2020. 2019 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. The Tootgarook School Market has generated funds to facilitate laptops, Ipads and Mountain Bikes in the 2019 financial year.

For more detailed information regarding our school please visit our website at
toot.ps@edumail.vic.gov.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 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	
<p>Enrolment Profile</p> <p>A total of 240 students were enrolled at this school in 2019, 126 female and 114 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 3 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Below </p> <p>Below </p>

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: ◆ Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Below ●</p> <p>Below ●</p>
<p>NAPLAN Year 5</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above ●</p> <p>Above ●</p>

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>47%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>67%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	47%	19%	Numeracy	24%	67%	9%	Writing	19%	56%	25%	Spelling	20%	49%	31%	Grammar and Punctuation	17%	57%	26%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	33%	47%	19%																															
Numeracy	24%	67%	9%																															
Writing	19%	56%	25%																															
Spelling	20%	49%	31%																															
Grammar and Punctuation	17%	57%	26%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</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>87 %</td> <td>94 %</td> <td>89 %</td> <td>89 %</td> <td>90 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	87 %	94 %	89 %	89 %	90 %	87 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	87 %	94 %	89 %	89 %	90 %	87 %										

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,143,550	High Yield Investment Account	\$46,733
Government Provided DET Grants	\$332,250	Official Account	\$5,776
Government Grants Commonwealth	\$7,000	Total Funds Available	\$52,509
Revenue Other	\$57,053		
Locally Raised Funds	\$201,015		
Total Operating Revenue	\$2,740,867		
Equity¹			
Equity (Social Disadvantage)	\$224,565		
Equity Total	\$224,565		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,154,896	Operating Reserve	\$52,509
Books & Publications	\$7,973	Funds Received in Advance	\$52,268
Communication Costs	\$4,092	School Based Programs	\$7,000
Consumables	\$82,297	Asset/Equipment Replacement < 12 months	\$9,500
Miscellaneous Expense ³	\$231,858	Maintenance - Buildings/Grounds < 12 months	\$12,000
Professional Development	\$2,769	Total Financial Commitments	\$133,276
Property and Equipment Services	\$68,775		
Salaries & Allowances ⁴	\$149,858		
Trading & Fundraising	\$26,659		
Travel & Subsistence	\$8,149		
Utilities	\$23,535		
Total Operating Expenditure	\$2,760,860		
Net Operating Surplus/-Deficit	(\$19,993)		
Asset Acquisitions	\$16,475		

- (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 26 February 2020 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)

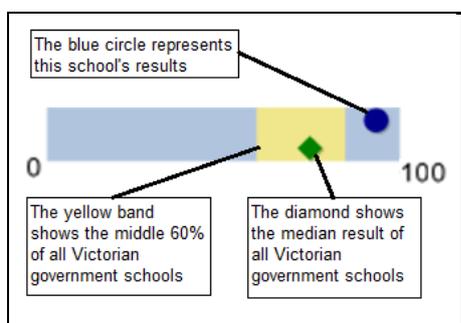
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').