

2017 Annual Report to the School Community



School Name: Toongabbie Primary School

School Number: 856



- 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 Regulation 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 2017 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 27 April 2018 at 10:00 AM by Garry Vear (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 Regulation 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 2017 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 30 April 2018 at 06:33 PM by Pepper Coles (School Council President)



About Our School

School Context

At Toongabbie Primary School it is our strong belief that all children are capable of educational and personal development and growth. All learning programs are targeted to maximise this growth.

Toongabbie Primary School is in a rural community 20kms northeast of Traralgon in Gippsland and is situated on a 1.6 hectare block. Our spacious grounds provide a picturesque and safe play area for our students. The school serves the local community and takes pride in providing a comprehensive, quality education to its students.

Our workforce consists of a principal, 4.4 teachers and 3 Education Support staff, with volunteers assisting in a variety of capacities. Due to a period of extended sick leave for the principal, an acting principal was employed for two days a week to fulfill technical leadership duties. A senior staff member took on additional duties as a joint acting principal.

At Toongabbie Primary School we subscribe to a School Wide Positive Behaviours Support (SWPBS) framework which promotes a safe and friendly learning environment where all members of the school community are treated with care and respect. Our key values, or key 'bees' are to be a good friend, be respectful, be a good team player and be a great learner. Term action planners ensure that there is explicit teaching of each value and that the school wide community is fully aware of the program's expectations.

We recognise that our students are key stakeholders in our school and as such contribute significantly to setting their short and long term educational goals. To assist them in achieving their goals, individual and targeted programs are developed for our students that respond to their current learning needs. Our students are nurtured to develop skills of self-discipline, independence and cooperation. Emphasis is placed on the development of each child as an individual.

The school is very pleased with annual survey results which indicated that both parent and staff satisfaction had increased from 2016 levels and was significantly above the median of all Victorian schools.

Framework for Improving Student Outcomes (FISO)

Guiding the school's 2017 Annual Improvement Plan was the Framework for Improving School Outcomes (FISO) improvement initiatives 'Building Practice Excellence' and 'Setting Expectations and Promoting Inclusion'.

A key improvement strategy for our Build Practice Excellence initiative was the use of FISO Community of Practice approach to build teacher capacity around numeracy through observations and shared approaches to curriculum planning, assessment and differentiation. Toongabbie staff worked at a professional learning team level to continue with its whole school approaches to the teaching of numeracy. To support this work, staff joined colleagues from neighbouring schools, Glengarry, Tyers, Traralgon South, Gormandale and Traralgon SC for a collaborative approach to these areas. Due to participant feedback, the FISO Community of Project will be modified in 2018 with a continuing focus on numeracy.

A key improvement strategy for our Setting Expectations and Promoting Inclusion initiative was to build a culture of high expectations around student learning growth through a focus on targeted teaching, student leadership, goal setting, high attendance and punctuality targets and parental and community involvement. A school leadership program that provided areas of responsibility of all senior students and regular goal setting meetings with students and parents assisted in providing avenues for student voice, the setting of high expectations and promoting inclusion.

The school participated in its four yearly review process during Terms 2 and 3. A thorough self-assessment of the school's performance over the past review period, extensive survey feedback from parents, students and staff and a two day review panel deliberation process provided the key improvement goals for the school for the period 2018 – 2021. A review panel report was endorsed by the school council for presentation to the broader school community.

Achievement



The relatively small number of participants makes it difficult to make generalisations on the overall level of achievement and progress in the NAPLAN test areas. Where comparisons were made with 'like' schools, Toongabbie's Year 3 and 5 students achieved at a similar level in all Year 3 and Year 5 testing areas. Encouragingly, the Year 3 Numeracy results and the Year 5 Reading results were significantly higher than the state median. Although at a similar comparison level with 'like' schools, results in Year 3 Reading were below the state median. Targeted teaching strategies, in line with 2018 school improvement goals will endeavour to improve these results in 2018.

Learning Gain measure students' growth from Year 3 to Year 5 in relation to students who achieved at a similar level in NAPLAN assessment two years prior. Growth is rated low, medium or high. To the credit of our students and staff, either middle and high learning growth was achieved by 100% of students in Reading, 76% in Numeracy, 88% in Spelling (with 50% high growth), and 91% in Grammar and Punctuation. A stronger focus on Writing will attempt to correct a lower than expected medium/high gain (43%) in Writing.

Our teacher judgment of student achievement was equal to the state median in English and slightly below the state median in Mathematics with both areas deemed at a similar level in comparison with similar schools.

Goal setting, individual learning plans, shared curriculum planning and thorough assessment ensure that the learning needs of all of our students are met. Our Program with Students with Disabilities program is monitored by Student Support Group Meetings that involves teaching and education support staff, principal, parents and regional support staff.

Every effort is made to celebrate the achievements of our students. Acknowledgement of achievement is provided in classrooms, at SWPB assemblies, at goal setting meetings, through school reporting, through verbal and email communication to families, on our school Facebook page and in newsletters.

Engagement

Through the work undertaken in SWPBS, students are engaged in appropriate decision making processes within the school. SWPBS teaches students appropriate behaviours through identifying and correcting negative behaviours and teaching and modelling positive behaviours. SWPBS assists students to focus on their responsibility for their own learning and helps them to be reflective about their actions.

A key engagement initiative during 2017 was our in-house production, Toon TV. Toon TV was developed in 2016 as a video self and peer modelling program. Students were recorded performing appropriate behaviours in and out of the classroom. Regular video screenings reinforced the positive behaviours being addressed. Toon TV also was used to record major school events and special acknowledgements. Students play a very active role in the production process.

Our Gardening Club continues to promote positive participation in school activities. Children worked with parent and teacher helpers to develop and maintain garden beds. A key initiative of the Gardening Club was the growing of herbs that were in turn, sold to restaurants in the local community. The Gardening Club's achievements were recognised at the Latrobe Council Gardening Awards, Resource Smart Sustainability Awards, the Stephanie Alexander Kitchen Program, interviews with ABC Victoria and in items published by the Latrobe Express and the Australian Teachers' Magazine.

In addition to numeracy and literacy programs, students were actively engaged in specialist classes in Visual Arts, Physical Education and German. Each of the classes engaged students in extracurricular activities such as Cluster sporting events, cluster camps, German Cultural Celebrations and performing arts community events.

Our school attendance data was at the state median for 2017, having improved in comparison to the four year average where we were slightly above the state median. Our level of attendance is at a similar comparison to 'like' schools. As part of a Latrobe Network Cluster of School's focus on improving school attendance, Toongabbie implemented a range of engagement strategies to increase attendance and improve punctuality. Encouragingly, the percentage of students who were absent for 20 or more days, dropped from a 2014-2016 average of 31% to 14% in 2017, well below the similar schools average of 21%. Our average absence total for 2017 was 12 days per student (down from 15 in 2016), achieving the network target of less than 16 days.



Wellbeing

The Attitudes to School Survey results, supported by student surveys conducted during the school review period, indicated positive attitudes to learning and school connectedness. Our students are integral in the goal setting processes within our school and actively involved in discussing and reporting their progress on learning goals with their teachers and parents in formalised goal setting meetings.

Students' responses in the Attitudes to School survey (taken in May) were slightly below the state median in regards to their connectedness to school. Similar questions about school connectedness put to students in a review survey in August indicated an much improved level of learning satisfaction (96% positive response) and 100% positive response to the statement, 'My teacher cares about me'.

Student input into our SWPB program is paying dividends with our students' perception of the school's management of bullying significantly above the state median.

Due to the generous support of the Wellington Latrobe Lions Club, our students can attend Breakfast Club on two mornings a week. A healthy breakfast is served by Lions Club and school community volunteers in a warm and comfortable environment, providing a great start to the day.

At Toongabbie Primary School we work closely with Student Support Services to pro-actively identify ways in which to work with students who require additional support. Wellbeing meetings are held regularly where teachers meet with Student Support Services staff to develop strategies that improve educational and social outcomes for students.

Our acknowledgement and reward system is designed to give appropriate and targeted praise to students. This creates an atmosphere of celebration and gratitude within the school without the expectation that there will be material gain associated with positive behaviour. Through targeted and specific praise around positive behaviours, students are aware of why they are appreciated and how to continue working and relating to others in a positive manner.

For more detailed information regarding our school please visit our website at www.toongabbieps.vic.edu.au or our Toongabbie PS Facebook page.



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 61 students were enrolled at this school in 2017, 30 female and 31 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 0 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>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

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

Achievement	Student Outcomes	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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</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:

Achievement	Student Outcomes	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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>75%</td> <td>25%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>43%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>75%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	75%	25%	-	Numeracy	25%	38%	38%	Writing	57%	43%	-	Spelling	13%	38%	50%	Grammar and Punctuation	13%	75%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	75%	25%	-																							
Numeracy	25%	38%	38%																							
Writing	57%	43%	-																							
Spelling	13%	38%	50%																							
Grammar and Punctuation	13%	75%	13%																							



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:

Engagement	Student Outcomes	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>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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 913 1040 1010"> <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>93 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	92 %	93 %	93 %	92 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	92 %	93 %	93 %	92 %	92 %										



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
<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: 2017</p>	Similar
<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: 2017</p>	Similar

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)

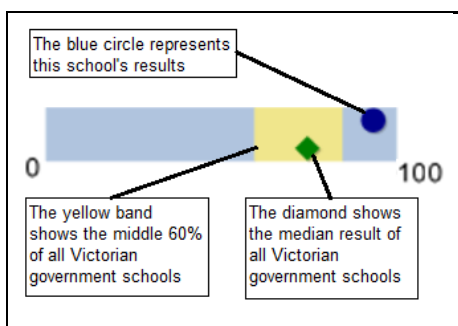
Engagement

- 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).

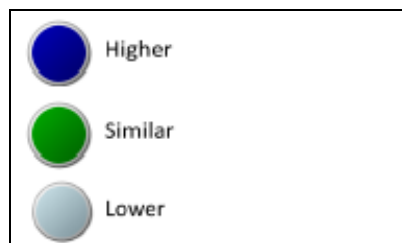


What does *School Comparison* refer to?

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*' 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').



Financial Performance and Position

Financial performance and position commentary

The school's net operating expenditure surplus of \$708 is not an accurate figure as a considerable percentage of Salaries and Allowance was used to compensate for the extended sick leave of the principal during Term 4. This amount (acting principal salary and higher duties allowance) will be credited to the school in due course.

Locally raised funds amounted to \$37569 during 2017. These funds were used to support our ICT with the purchase of computer hardware, software and literacy resources and garden club projects. The Parents and Friends Association, in conjunction with the wider school community, is to be commended on its efforts in raising much needed funds to support the children's learning programs.

The school was successful in receiving a Sun Smart grant of \$25000 to purchase and install sun shade structures on the two playground settings.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$744,914	High Yield Investment Account	\$34,575
Government Provided DET Grants	\$103,358	Official Account	\$8,766
Government Grants Commonwealth	\$10,564	Total Funds Available	\$43,342
Revenue Other	\$2,699		
Locally Raised Funds	\$37,568		
Total Operating Revenue	\$899,102		
Equity¹			
Equity (Social Disadvantage)	\$69,293		
Equity Total	\$69,293		
Expenditure		Financial Commitments	
Student Resource Package ²	\$739,093	Operating Reserve	\$22,602
Books & Publications	\$1,066	Asset/Equipment Replacement < 12 months	\$11,240
Communication Costs	\$1,514	Maintenance - Buildings/Grounds incl SMS<12 months	\$1,500
Consumables	\$16,379	School Based Programs	\$1,000
Miscellaneous Expense ³	\$17,298	Asset/Equipment Replacement > 12 months	\$5,000
Professional Development	\$2,521	Maintenance -Buildings/Grounds incl SMS>12 months	\$2,000
Property and Equipment Services	\$57,997	Total Financial Commitments	\$43,342
Salaries & Allowances ⁴	\$45,451		
Trading & Fundraising	\$13,044		
Utilities	\$4,031		
Total Operating Expenditure	\$898,395		
Net Operating Surplus/-Deficit	\$708		
Asset Acquisitions	\$0		



- (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 05 March 2018 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.