

# 2016 Annual Report to the School Community

School Name: Toongabbie Primary School

School Number: 856



Name of School Principal:	Garry Vear
Name of School Council President:	David Edwards
Date of Endorsement:	

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.





## 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.

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 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 broader school community joined together on November 19 to acknowledge and celebrate the school's 150<sup>th</sup> Anniversary. Students, staff, parents, families and community members were provided with the opportunity to reflect on their involvement at Toongabbie Primary School.

### Framework for Improving Student Outcomes (FISO)

Guiding the school's Annual Improvement Plan was the Framework for Improving School Outcomes (FISO) initiative 'Building Practice Excellence with a strong focus on Achievement, Engagement, Wellbeing and Productivity.

A considerable review was been undertaken on how numeracy is taught at Toongabbie PS. 2016 has been a transition year from a 2015 whole school focus project called, The Art of Numeracy. Key elements of this project are being considered as staff finalise whole school Victorian Curriculum planning documents for 2017.

Inquiry learning focus has centred on engaging our boy cohort as a point of need. Professional learning on this need has taken the form of SWPB PLT meetings, Boys in Education PLT sessions and recent sessions on MESH (Mental, Emotional and Social Health) and Growth Mindset.

Our agreed Professional Learning Team schedule has been operating during Semester 2. Aligned with individual Performance and Development Plans, staff have presented professional learning sessions.

Our Engagement focus has been centred upon the Visible Learning strategies of the setting of clear learning intentions and the explicit detailing of what successful learning will look like (success criteria).

The school's SWPB team has benefitted tremendously from participation in network meetings. Sessions on Improving Attendance, Video Self Modelling, and Parent Behaviour Matrices will guide key SWPB initiatives for 2017. SWPB PLT sessions held twice a term looked at Tier 2/3 behaviour students. These have been very successful due to the input of all teaching staff. Parents have also provided input as a part of 'agreed' behaviour management plans. SWPB assemblies have become a feature of school week. Community support has increased due to greater emphasis on acknowledgments and rewards and the use of Toon TV.



## Achievement

The relatively small number of participants always 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 2016 Numeracy results were significantly higher than the state median. Although at a similar comparison level with 'like' schools, results in Year 5 Reading and Numeracy were significantly below the state median. Targeted teaching strategies will endeavour to improve these results in 2017. Learning Gain measure students' growth from Year 3 to Year 5 in relation to students who achieved at a similar level two years prior. To the credit of our students and staff, middle and high learning growth far outweighed low growth.

Our teacher judgment of student achievement was slightly below the state median, but considered higher in comparison with similar 'like' 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 involve teaching 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 and in newsletters.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

Through the work we do on 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 2016 was Toon TV. Toon TV was developed 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.

The establishment of the Gardening Club also promoted 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, in items published by the Latrobe Express and interviews with ABC Victoria.

In addition to numeracy and literacy programs, students were actively engaged in specialist classes in Music, Physical Education and German with highly qualified specialist teachers. Each of the classes engaged students in extracurricular activities such as Community Olympic Games, Olympic Games Opening and Closing Ceremonies, German Cultural Celebrations and music presentations at our 150<sup>th</sup> Anniversary Commemorations.

Our school attendance data was at the state median for 2016, and slightly above the state median for the four year average (2013-2016). Our level of attendance is at a similar comparison to 'like' schools.



## Wellbeing

The Attitudes to School Survey results indicated reflect the positive attitudes our students have toward their educational experience at Toongabbie Primary School. 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 were slightly above the state median in regards to their connectedness to school and slightly below the state median perceptions of safety. All components of the 2016 student surveys and the four year average (2013-2016) were at a similar comparison to 'like' schools.

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 extra 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 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 behavior. 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  
[enter web address here]



## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 59 students were enrolled at this school in 2016, 29 female and 30 male. There were 0% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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 primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>





## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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 year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<p><b>Reading</b>              Low: 20%   Medium: 40%   High: 40%</p> <p><b>Numeracy</b>              Low: 40%   Medium: 40%   High: 20%</p> <p><b>Writing</b>              Low: 40%   Medium: 40%   High: 20%</p> <p><b>Spelling</b>              Low: 20%   Medium: 40%   High: 40%</p> <p><b>Grammar and Punctuation</b>              Low: 40%   Medium: 40%   High: 20%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	94 %	93 %	92 %	91 %	94 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	94 %	93 %	92 %	91 %	94 %										



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

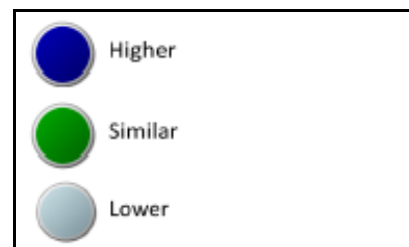
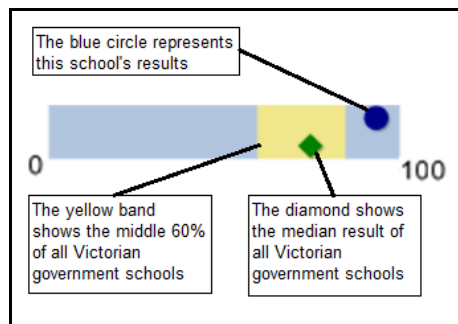
## What are student outcomes?

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, P-12 and specialist schools, 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.

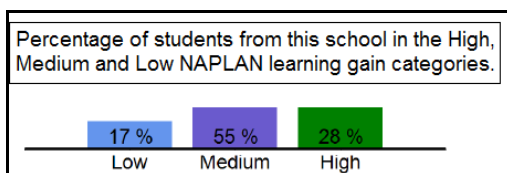
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## 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 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* 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.

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 and position commentary

The school's net operating expenditure surplus was \$4685, notable due to the fact that a deficit had been recorded over the past three years.

Locally raised funds amounted to \$39046 during 2016. These funds were used to support our 150<sup>th</sup> Anniversary Celebrations, with a successful event recouping these funds. Our ICT program benefited through an allocation of some of these funds for the purchase of five interactive whiteboard projectors.

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.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$663,632
Government Provided DET Grants	\$62,112
Government Grants Commonwealth	\$7,600
Revenue Other	\$5,582
Locally Raised Funds	\$39,046
<b>Total Operating Revenue</b>	<b>\$777,973</b>

Expenditure	
Student Resource Package	\$662,438
Books & Publications	\$1,068
Communication Costs	\$1,341
Consumables	\$9,680
Miscellaneous Expense	\$19,826
Professional Development	\$4,937
Property and Equipment Services	\$36,541
Salaries & Allowances	\$26,813
Trading & Fundraising	\$14,791
Utilities	\$5,223
<b>Total Operating Expenditure</b>	<b>\$782,658</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$4,685)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$48,234
Official Account	\$2,065
<b>Total Funds Available</b>	<b>\$50,299</b>

Financial Commitments	
Operating Reserve	\$17,944
Asset/Equipment Replacement < 12 months	\$15,249
Capital - Buildings/Grounds incl SMS<12 months	\$16,000
School Based Programs	\$1,106
<b>Total Financial Commitments</b>	<b>\$50,299</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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.

*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.*