

2019 Annual Report to The School Community



School Name: Tongala Primary School (6255)



- 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 24 October 2020 at 04:43 PM by Judith Martin (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 10 November 2020 at 10:11 PM by Amber Townsend (School Council President)

About Our School

School context

Tongala Primary School will provide high quality education in a safe, supportive and engaging learning community that leads to all students achieving their potential.

Our school is a School Wide Positive Behaviour Framework, which is underpinned by our key values of respect, resilience and responsibility.

We provide a curriculum that is innovative and dynamic, whilst addressing the Key Learning Areas and taking into consideration our unique and diverse community.

Our enrolment is around 140 students in 2019, with a 12% Koorie population. School staff comprises of 1 principal class, 11 teaching staff, 3 education support staff and 2 trainees. 14 staff are full-time and 3 are part-time.

Our location within the town and our large, spacious grounds allow us to provide many and varied opportunities for our students both in and out of the school. We pride ourselves on the work we do with our local community.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence - Our school focussed heavily on building the capacity of the staff within the school. The introduction of Professional Practice Days for staff, allowed them to observe excellent practice from Network schools and within our own school. These days also let staff spend more time on analysing and assessing data. The use of the PLC Inquiry Cycle allowed our school to address Key Improvement Strategies and also provide staff with the skills to use evidence based learning to improve their classroom practice. The Performance and Development process was used to address the key areas of the Annual Implementation Plan, ensuring consistency across the school.

Curriculum Planning and Assessment - teams of staff were given the time to collaborate together around planning, and provided with a full day to plan for the upcoming term. The use of Google Docs to store and plan their learning ensured we have an ongoing library of the planning that is being completed.

Achievement

Our school continued to show pleasing improvement in a number of Key Learning Areas. Our growth in our reading data has been very pleasing to see and the introduction of a whole school instructional model and familiarity and consistency around using Fountas and Pinnell will lead to further improvements into the future hopefully.

Our Writing and Spelling data is still below where we would like it to be at. We have implemented key improvement strategies on the past couple of AIP's and introduced whole school programs in both areas to ensure consistency in practice. We have previously not had any framework or direction to follow for these aspects of student learning.

Our Numeracy data displays some growth, but we hope with the introduction of a consistent, school wide instructional model in 2020 which will be based around current research and best practice, this will be given a boost.

Our whole school assessment schedule provides teachers with a range of different academic results, which allows for greater differentiation to occur across the school.

Engagement

We have a strong focus on the whole child and ensuring students feel engaged and connected to the school. Our attitude to school data shows a difference between the boys and girls attitude to learning and their connectedness to all parts of the school. Work has been undertaken to address this, by implementing engagement programs using our Environmental Garden and lunchtime activities. Our Multidisciplinary team meets weekly and discusses student engagement, with a big focus on attendance, and develop plans for these students. Our AtoSS data shows below state average results around Student Voice and Agency, which has become a Key Improvement Strategy for 2020. Our work to become a School Wide Positive Behaviour school continued into 2019, with a particular focus around the development of a positive behaviour system.

Wellbeing

Our approach to Wellbeing has remained strong throughout the 2019 school year. We have a full time Wellbeing Officer and Student Support Worker, who keep on top of any particular wellbeing issues. The multidisciplinary team meet weekly to discuss students deemed vulnerable or 'at risk', and develop plans to support them, their teachers and their families. Our work to become a School Wide Positive Behaviour school has seen a very big focus on explicitly teaching our 3 values of Respectful, Responsible and Resilient. In 2019, we introduced values as a Specialist subject to be taught to all of our students across the school. Our incident data provides us with some issues and students that need stronger interventions, with a decrease in this data being seen across the school.

Financial performance and position

Our annual result returned a surplus for our school, which is pleasing, but with a decrease in potential numbers over coming years, this may not be the case in future years.

Our School Council and Parents and Friends made the joint purchase of new Interactive screens for all classrooms, which will keep our school up to date with the use of ICT, whilst supporting students learning.

Our school council Grants sub-committee were able to source some external grants to complete some Koorie art work around the school, purchase sports uniforms and the Pick My Project sub-committee were able to almost completely finish off our Community Fitness Hub.

The school received equity funding, which was spent to employ trainees and ensure we had enough Educational Support workers across the school.




For more detailed information regarding our school please visit our website at
www.tongalaps.vic.edu.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 149 students were enrolled at this school in 2019, 69 female and 80 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 11 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>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 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>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 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>42%</td> <td>37%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>47%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>61%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>67%</td> <td>33%</td> <td>0%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	42%	37%	21%	Numeracy	41%	47%	12%	Writing	28%	61%	11%	Spelling	67%	33%	0%	Grammar and Punctuation	33%	56%	11%	<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%
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Performance Summary

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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"> <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>93 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>89 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	92 %	91 %	92 %	89 %	93 %	<p>Similar school comparison not available</p>
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Performance Summary

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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>Above ●</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>Similar ●</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	\$1,509,002	High Yield Investment Account	\$373,831
Government Provided DET Grants	\$261,615	Official Account	\$27,182
Government Grants Commonwealth	\$2,500	Total Funds Available	\$401,013
Revenue Other	\$28,760		
Locally Raised Funds	\$100,694		
Capital Grants	\$109,500		
Total Operating Revenue	\$2,012,070		
Equity¹			
Equity (Social Disadvantage)	\$149,926		
Equity Total	\$149,926		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,372,022	Operating Reserve	\$52,471
Books & Publications	\$1,156	Other Recurrent Expenditure	\$275
Communication Costs	\$2,381	School Based Programs	\$178,400
Consumables	\$26,139	Asset/Equipment Replacement < 12 months	\$14,500
Miscellaneous Expense ³	\$101,077	Maintenance - Buildings/Grounds < 12 months	\$99,054
Professional Development	\$123	Asset/Equipment Replacement > 12 months	\$12,500
Property and Equipment Services	\$129,970	Maintenance - Buildings/Grounds > 12 months	\$20,000
Salaries & Allowances ⁴	\$91,109	Total Financial Commitments	\$377,201
Trading & Fundraising	\$18,061		
Utilities	\$10,280		
Total Operating Expenditure	\$1,752,318		
Net Operating Surplus/-Deficit	\$259,752		
Asset Acquisitions	\$93,411		

- (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)

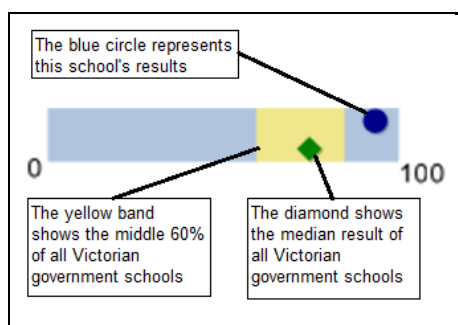
Engagement

- 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).

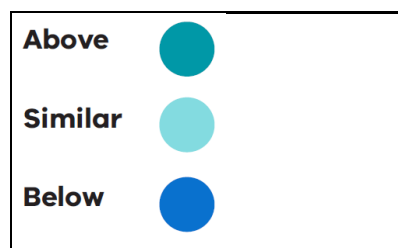


What does *School Comparison* refer to?

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').