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The community displays pride in its history and works together to achieve a shared vision for the future: “Striving for Excellence.” Our high expectations are reflected through our school values of Trustworthiness, Respectfulness and Inclusiveness.  Built in 2012, the school has a strong emphasis on flexible learning spaces. The main building consists of six classrooms opening to a vast central learning space, an administration block, a meeting room, and a staff room with adjoined preparation area. A multi-purpose room is also contained within the main building, this space is utilised for Outside School Hours Care, Kitchen Garden and various community meetings. The school has a dedicated Visual Arts Room and Mod 5 building which provides a functional space for our school library and an additional classroom. The Toolamba Pre-School is situated onsite and ensures a smooth transition process. The school grounds are kept in immaculate condition with ample space for students to participate in a variety of pursuits.  The 162 pupils reside within the township or the outlying area which is serviced by two buses. The school has the equivalent of 8.8 full time staff: 1 Principal Class and 0.8 Education Support Staff. Our students benefit with access to the community hall, tennis courts, sporting oval and bushland whilst being only 17km south of Shepparton. Toolamba PS offers a comprehensive curriculum with a particular focus on individual goal setting in Literacy and Numeracy to ensure that precise and personalised learning is achieved. Specialist classes operate to deliver Visual Arts, Health & Physical Education and Personal & Social Capabilities. Parent participation is actively encouraged through School Council, Parents and Friends, Working Bees, Welcome Barbecues, Information Sessions, Sports Days and our Open Door Policy | |  | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | Building practice excellence was selected as an improvement initiative to drive our strategic goal of “improving relative growth across Literacy and Numeracy from Foundation to Grade 6.” Our target was to increase the percentage of students in the high growth area and decrease the number in the low growth area.” Our involvement with UMNOS16 has had dramatic impact on the teaching of literacy across the school. We have embedded the Gradual Release of Responsibility Instructional Model across all subject areas. This model ensures that students learning is scaffolded and supported. Our focus on the High Impact Teaching Strategies (HITS) reinforces this model.  Building Leadership Teams was our second Improvement Initiative. At Toolamba PS we made a concerted effort to build an improvement culture by developing the capabilities of leadership teams. Two additional staff members joined the UMNOS program so that they developed their knowledge around the teaching of reading and subsequently their sections within the school. We also participated in the Professional Learning Communities Initiative. (PLC) This structure enabled groups of teachers to meet and use data to inform the learning which needed to happen across the grades. By doing this the leadership teams demonstrated their ability to use current research and data to plan and implement school improvement.  Additional time and resources were allocated for leadership teams to monitor and drive improvement across the school. A range of Protocols were used to build a safe, purposeful and inclusive learning | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | Our key focus in 2017, in line with our Strategic Plan was to; improve student achievement across all domains, with a strong focus on Literacy and Numeracy. Having high expectations around achievement, as well as quality teaching and learning practices across the school was a key strategy. Our progress in 2017 was largely due to our passionate, committed staff who strove to improve their professional practice and learning outcomes for students.  Our strength came from having agreed, school wide processes combined with targeted professional learning. Having a bank of relevant data sets that we could triangulate, enabled us to identify students’ zone of proximal development and then plan and deliver a curriculum that met the individual needs of all students. Our Assessment Schedule provided staff with pertinent data sets which were used to underpin planning and teaching in the classroom. Pre and post testing was found to be an invaluable tool to identify where students were at with their learning. The focus was building on students’ existing knowledge and then scaffolding them to their next point of learning. Post testing enabled staff to clearly track student growth and measure their impact. Learning was personalised with all students setting individual goals. Our Early Intervention Program saw that students below the indicative level being targeted and placed on short term goals which were reviewed every three weeks. Positive results were gained through this process. Whole school data sets show a positive trend with teacher judgement meeting the 12 month growth targets.  The School Performance Report 2017 rated our performance as being consistently high over a three year period with the school acting as an influencer and system leader, earning us the title of an Influence School.  Relative growth in NAPLAN achieved the set targets. We were especially pleased to see that the percentage in the low growth decreased in all subject areas and the percentage in the high growth exceeded our targets.  In summary, 2017, has been a positive year for us. We have embedded significant strategies to drive improvement across our school and look forward to the 2018 year where we can build on the strong gains that we have made. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Toolamba Primary School prides itself on the emphasis it places on student engagement. The quality of the relationships we are able to develop with students, and their families as well as the programs we put in place are reflected in our attendance rates and results from the Parent Opinion and the Student Attitudes to School Survey. Parent participation and involvement rated as 98% positive on the Parent Opinion Survey.  Our key focus for 2017 was to improve student engagement with a particular focus on high quality instructional practice. We had two key improvement strategies, firstly to prioritise collaborative professional learning, including observation and feedback, which is designed to help teaching teams at all levels to develop high-impact teaching approaches. Our Instruction Model was refined and adopted across the school. Our participation in the UMNOS program drove improvements in Reading and our involvement in the Professional Learning Communities built leadership capacity.  Secondly, we reviewed the curriculum so that it included programs and activities that would further engage students in their learning and to give students ownership of their learning by setting individual learning goals. Through reading conferences, writing analysis and our pre and post testing structures, teachers were able to have authentic conversations with students about their next point of learning. Students then developed goals for their future learning.  The continuation of the Kitchen Garden Program and a strong Science component involved the students in many activities designed to build their world knowledge.  Attendance results were higher than like schools and over the 4-year average, indicating high levels of engagement in our programs, with this also being a reflection of the high level of parental participation in student learning. | | | |  | | --- | | Wellbeing | | | |  | | --- | | Having an adjoining Kinder ensures the transition program is fully integrated into the everyday running of the school. We now plan whole school activities to coincide with Kinder days so that students can interact. Continual communication between staff from the Kinder and the school further enhances the seamless process. There is a clear documented transition process. Results of the school transition survey show parents were very happy with the process. It is clear that families feel staff are approachable and welcoming. The Parent Opinion Survey showed 95% positive rating for Transition.  In 2017, we continued to refine the whole school approach to teaching and learning. Having consistent practices across the school, facilitated a smooth transition for students from grade to grade. The use of data to underpin teaching and learning ensured that teaching was targeted at each student’s zone of proximal development. Staff have an agreed handover package which enabled pertinent records and data to be passed on to the child’s teacher for the next year. Time was also allocated for teachers to sit and discuss any information they felt was relevant for that child. This ensured that teachers have the base line data they need to make informed decisions for the students’ learning and were ready to cater for the students’ needs from Day 1.  All Grade Six students participated in the Transition program which included Orientation Day, meetings with staff from their nominated Secondary School.  The Student Engagement Policy is framed around non-negotiable rights and responsibilities. The Parent Opinion Survey results frame our school in a very positive light across all measures.  To ensure student wellbeing, we have clear documented policies around medical issues, first aid, and storage of medication, administration of medicine, record keeping and staff qualifications. These are monitored and reviewed on an ongoing basis to ensure the health and wellbeing of all students.  Students are also supported by a range of external services which cater for speech, educational assessments and student counselling. Education Support Officers are employed to ensure that students are supported in their learning.  Pivotal to the success of our school is staff health and wellbeing. Our Staff Survey results strongly demonstrate that there is a coordinated and focused approach to teaching and learning in our school. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  www.toolambaps.vic.edu.au | | |  | | |  | | | |  | | --- | |  | | |

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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. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 162 students were enrolled at this school in 2017, 68 female and 94 male.  0 percent were EAL (English as an Additional Language) students and 8 percent ATSI (Aboriginal and Torres Strait Islander) students. | | | | | |  |  |  | | |  | | --- | | Overall Socio-Economic Profile  Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | Parent Satisfaction Summary  Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **School Comparison**  A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 95 % | | |  | | --- | | 94 % | | |  | | --- | | 96 % | | |  | | --- | | 95 % | | |  | | --- | | 95 % | | |  | | --- | | 94 % | | |  | | --- | | 94 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘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/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* referto?**  TheSchool 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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Guidelines*](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolImprovementCycle/Guidelines%20for%20the%202016%20Annual%20Report%20to%20the%20School%20Community.docx) *for information on how to complete the ‘Financial Performance and Position Commentary’ section]* | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $183,855 | | Official Account | $3,294 | | **Total Funds Available** | **$187,149** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $1,183,689 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $185,064 | | Government Grants Commonwealth | $8,200 | | Revenue Other | $16,895 | | Locally Raised Funds | $156,112 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$1,549,960** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $10,166 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$10,166** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $54,814 | | Asset/Equipment Replacement < 12 months | $27,000 | | Maintenance - Buildings/Grounds incl SMS<12 months | $5,000 | | Revenue Receipted in Advance | $1,375 | | School Based Programs | $41,667 | | Other recurrent expenditure | $2,662 | | Asset/Equipment Replacement > 12 months | $30,000 | | Maintenance -Buildings/Grounds incl SMS>12 months | $15,000 | | **Total Financial Commitments** | **$177,518** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $1,134,150 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $6,766 | | Communication Costs | $3,996 | | Consumables | $34,502 | | Miscellaneous Expense³ | $69,534 | | Professional Development | $11,491 | | Property and Equipment Services | $114,611 | | Salaries & Allowances⁴ | $66,367 | | Trading & Fundraising | $24,331 | | Utilities | $15,265 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$1,481,013** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$68,947** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$0** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | Toolamba PS had an operating surplus of $68,947. We received Equity Funding of $10,166 and a grant of $7722 related to our involvement in Professional Learning Communities. There was an increase in the amount of Miscellaneous Expenditure due to additional purchases of technology.  (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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |