



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

Tobruk Street Primary School -
Morwell

School Number: 4680



Tobruk Street Primary School - Morwell

At Tobruk Street Primary School, teaching and learning is our focus. Staff work collaboratively to ensure that students feel safe and happy. Emphasis is placed on literacy and numeracy skills and students' personal learning behaviours. At Tobruk Street PS we aim to foster happy, successful learners who are confident, resilient and independent. We value and respect each others' abilities and individuality.

Tobruk Street Primary School is strongly committed to ongoing improvement. Staff professional development plays a vital role. The school Leadership Team engages in the strategic planning of staff professional learning and the school implements a collaborative team approach to continuous improvement. Agreed norms and protocols guide the conditions and expectations of working together.

The school is set amongst attractive grounds. Outdoor playing areas include a large oval, undercover play equipment, sandpit and fitness track. Building facilities include a hall, computer lab, art and assembly and music/drama performance area. All classrooms have electronic whiteboards and portable laptops are available for classroom usage. The school can cater for students with disabilities having ramp access and specialist toilet facilities. The school community is committed to providing a safe, supportive and stimulating environment where students are engaged and responsible for their own learning.

National Partnership funding will continue to support and develop leadership, teacher professional learning and monitoring of student performance.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Literacy and numeracy continue to be the main focus. Formal testing results indicate that in literacy and mathematics we fall in the middle 60% of like government schools. According to teacher judgement most students achieve at level - C. More students achieve below level - D, than above level-A. The school is currently implementing an intervention program (STA) for students at risk P-2.</p> <p>Students requiring intervention are supported and monitored closely. All intervention work is guided by individual learning plans.</p> <p>English Online Interview data indicates that in Prep the majority of students are at expected level. Approximately 20% are below.</p> <p>Naplan data sets indicate that both Year 5 and 3 students on average perform the same as like school cohorts. 2011 results indicate Year 3 to be behind the state average in reading but similar in other areas. Year 5 results indicate above state average benchmarks in reading from 2008-2011. Writing and Mathematics are below average and will be our focus in 2012</p> <p>The Student Comparison Report (Yr3-Yr5 2011) indicates student growth to be above matched cohort schools in all areas Reading, writing, spelling and punctuation are above the state mean. This is data the school needs to recognise and celebrate.</p>	<p>Our Attitudes to School Survey is consistently very strong. Our 5/6 students tell us they are happy and feel valued at school. All components within the teaching and learning category fall within the top 75th percentile. In the area of Student relationships, connectedness to peers drops below the 75th percentile. While this is still above state average, the school will investigate strategies to increase this score. Girls feel less connected to their peers compared to boys. In Wellbeing student distress falls to just above the 25th percentile for boys. This is an area to consider with regards to student engagement and wellbeing.</p> <p>Our weekly student behaviour awards focus on a particular strategy (Eg 'get your teeth into good behaviour'). This models appropriate social behaviour, safety and respect for others and property. All students, teachers and staff are aware of behaviour we encourage. School processes will continue to be reviewed and amended if required. Information is provided to parents through the weekly school newsletter.</p> <p>Student absence continues to be above the state average and we need to continue to work towards changing this trend. Our "All Day Every Day" strategy will continue and messages in the newsletter will be weekly. Lateness will be monitored this year.</p>	<p>Tobruk Street has strong strategies in place to support various transitions throughout and beyond the school.</p> <p>Our transition program for students entering Preps is conducted in conjunction with the local kindergarten and preschools. We hold parent information sessions for the students before beginning school. The Parent Opinion Survey indicates an upward trend in the area of transition with the score being above the state average.</p> <p>The transition from Year 6 to Secondary school is well catered for. All students participate in the transition between primary and secondary school. Other opportunities for the students to make connections with their feeder secondary schools are encouraged.</p> <p>The Parent Opinion Survey indicates parents feel their children are well prepared both academically and socially for secondary schooling. The general satisfaction score has been above the state average for the last 3 years.</p> <p>Transition between students moving from grade/year level is positive. The Staff Opinion Survey indicates an upward trend in student orientation, moving to equal with the state average. The school will continue to work in teams to monitor and improve transition processes.</p>

For more detailed information regarding our school please visit our website at

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Tobruk Street Primary School - Morwell

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>Lower  Similar  Higher </p>
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>Lower  Similar  Higher </p>

School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
 
- Overall socio-economic profile

low	low-mid	mid	mid-high	high
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Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language

low	low-mid	mid	mid-high	high
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- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 103 students (53 female, 50 male) were enrolled at this school in 2011.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

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Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2010



Results: English and Mathematics 2007 - 2010 (4-year average)



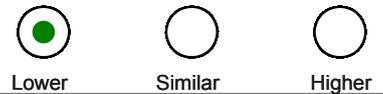
Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



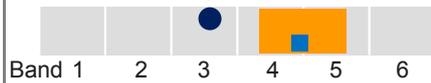
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

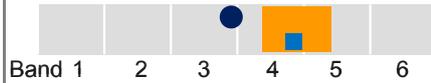
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2011



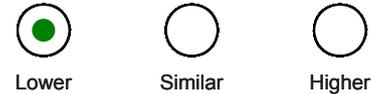
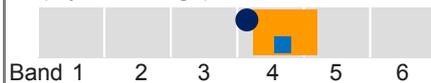
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



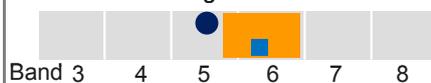
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

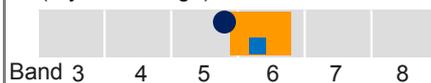
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

Results: Reading 2011



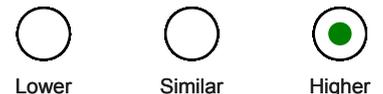
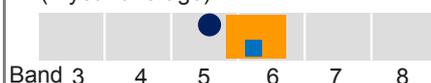
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



How this school compares to all Victorian government schools

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Student Engagement and Wellbeing

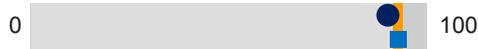
6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010

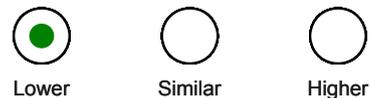
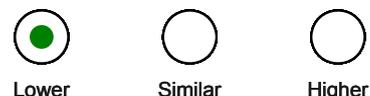


Results: 2007 - 2010 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
88%	92%	88%	88%	92%	92%	88%

School Comparison



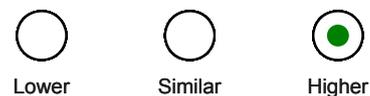
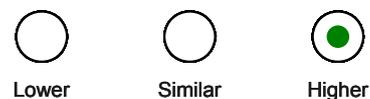
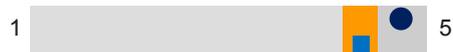
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2011



Results: 2008 - 2011 (4-year average)



How to read the Government School Performance Summary 2011

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

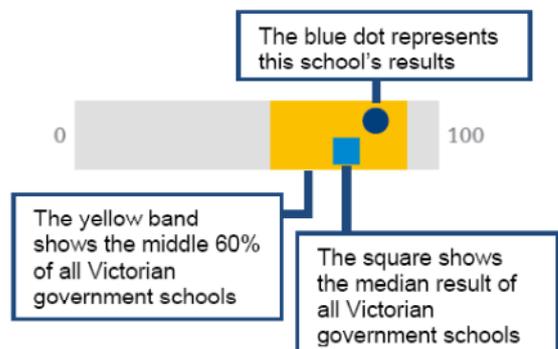
What are student outcomes?

Student outcomes describe the achievements of students in this school in English, Mathematics and other subjects. 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 colleges, the Government School 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 Government School 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.



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 Indigenous 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: www.education.vic.gov.au/aboutschool/schoolreports

School Comparison



Lower



Similar



Higher

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Tobruk Street Primary School - Morwell

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$135,682
Commonwealth Government Grants	\$4,904
State Government Grants	\$
Other	\$7,499
Locally Raised Funds	\$26,910
Total Operating Revenue	\$174,995

Expenditure

Salaries and Allowances	\$42,718
Bank Charges	\$95
Consumables	\$23,486
Books and Publications	\$2,001
Communication Costs	\$5,133
Furniture and Equipment	\$18,986
Utilities	\$15,006
Property Services	\$41,574
Travel and Subsistence	\$
Motor Vehicle Expenses	\$
Administration	\$1,274
Health and Personal Development	\$243
Professional Development	\$11,957
Trading and Fundraising	\$8,597
Support/Service	\$1,175
Miscellaneous	\$30,300
Total Operating Expenditure	\$202,545

Net Operating Surplus/-Deficit **-\$27,550**

Capital Expenditure **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$60,250
Official Account	\$10,930
Other Bank Accounts(listed individually)	
(insert)	\$
Total Funds Available	\$71,180

Financial Commitments

Financial Commitments	2011 Actual
School Operating Reserve	\$
Assets or Equipment Replacement <12 months	\$25,000
Capital – Building/Grounds including SMS < 12 months	\$5,000
Maintenance – Building/Grounds including SMS < 12 months	\$5,000
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$2,263
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$5,000
Maintenance - Building/Grounds including SMS > 12 months	\$5,000
Total Financial Commitments	\$47,263

Financial performance and position commentary

Smarter Schools National Partnerships Annual Activity and Accountability Statement 2011

4680 Tobruk Street Primary School - Morwell

Funding provided through the Commonwealth National Partnerships is aligned with state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership Name	National Partnership for Low SES School Communities
2011 Allocation	\$190,000
2012 Allocation (to date)	\$55,816
School Co-investment	Victorian Government Schools are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- * National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- * Expenditure at the school level may not have been spent in the year the direct support was received.
- * Some schools are holding funds on behalf of other schools for a group improvement project.
- * Schools with a \$0 allocation are:
 - being supported by a group improvement project where the funding is held by another school, or
 - receiving funding in subsequent years.

The school is participating in the following initiatives to support the achievement of its goals and targets:

2011 NP Initiative Details	2012 NP Initiative Details
Building leadership capacity (coaching, professional learning)	Building leadership capacity (coaching, professional learning)
Building teacher capacity (in-school support/coaches)	Building teacher capacity (in-school support/coaches)
Improved monitoring of literacy and numeracy performance information	Building teacher capacity (professional learning opportunities)
	Improved monitoring of literacy and numeracy performance information