

2015 Annual Report to the School Community

Toora Primary School

School Number: 2253



Name of School Principal: David Tyler

Name of School Council President: Tara Hollier

Date of Endorsement: 19th May 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Toora Primary School is a rural school situated in South Gippsland, south east of Melbourne and had an enrolment of 55 students in 2015.

Our school works to provide an exemplary literacy and numeracy program, encourages the development of social skills, builds relationships and nurtures our students' artistic and sporting talents. Our local community is proud of our school where all children are known individually, our staff are enthusiastic and committed to ensuring our students attain a high level of academic achievement. Three classes operated in 2015 - Prep/1, 2/3/4 and 5/6. School staff consisting of 3 classroom teachers, principal, part time bursar, education support staff and school chaplain, establish positive and respectful relationships with their students. All staff members have a shared responsibility for the overall development of students and believe that shared and demonstrated commitment to building positive and respectful relationships will support students to reach their full potential. Staff, parents and students working together strengthens students' overall development, resilience, engagement in learning and academic achievements.

The school is part of the Prom Coast Cluster (including Foster and Welshpool Primary Schools) for sport and cultural activities. This was extended to include professional development for staff across the wider Corner Inlet Cluster or CILA (including Foster, Fish Creek, Welshpool, Tarwin Valley and Tarwin Lower Primary Schools) in 2014/15. This was a successful initiative that engaged teachers in professional learning with their colleagues whilst establishing strong, supportive networks.

Achievement

During 2015 teachers reviewed and investigated the effectiveness of the school's Numeracy and Literacy Curriculum Plans and redeveloped the school's Assessment Schedules. The introduction of a data wall focusing on tracking the reading progress of students, led to the implementation of individual education plans designed to support improved student outcomes. The introduction of common principles of agreed practice included: visual scaffolding to support students' growing learning independence; articulating learning foci; whole class tuning in, group / individual learning task, whole class share time began to become apparent in all classrooms.

NAPLAN results show Relative Growth from Year 3 to Year 5 in all domains, with the majority of students achieving medium or high growth in the areas of Numeracy, Spelling and Grammar and Punctuation. These improvements reflect the improvement focus of the Professional Learning Team and the relentless focus of staff to investigate and implement best practice across all areas of the curriculum.

Engagement

The school's attendance results indicate a high level of attendance with all grade levels achieving greater than 90% attendance in 2015. The four-year average places the attendance rate of students at Toora Primary School above the median of Victorian Government Schools. This is the result of a proactive approach by the school where attendance is monitored regularly and parents contacted regarding concerns in this area.

Throughout the second half of 2015, following the appointment of a School Chaplain and the establishment of an active KidsMatter action team, several measures were put in place to address the Connectedness to School component of the Student Attitudes To School Survey. These measures included the introduction of a school breakfast club, a student steering committee, and several small projects throughout the school including the building of shelving to use in classrooms, and designing of student led play spaces.

These interventions, alongside an increased focus on social and emotional learning in each classroom, led to a very positive end to 2015

Wellbeing

Toora Primary School has a strong program in place to support the various transitions our students make. Our biggest success through 2015 has been the implementation of the KidsMatter Mental Health and Wellbeing initiative. We have begun Component 1 – Building a Positive School Community. This has seen the formation of a KidsMatter Action Team with representatives from teaching and welfare staff and parents. The school has begun planning for whole school family event along with parent information sessions. We will continue to build on this strong foundation in 2016 as we move towards Component 2 – Social and Emotional Learning.

Our Prep students' transition to school smoothly as a result of the transition visits conducted throughout the year prior to their commencement. Strong communication links with our local Kinder has been maintained and our strong Buddy

Program contributed to developing social confidence.

Our exiting Year 6 students primarily attend South Gippsland Secondary College. Three transition visits to the College and visits by previous College students (Year 7 Ambassadors), teachers and coordinators helped build familiarity and confidence among our exiting students. The Year 7 program at the College also helped the students settle well. This will be continually monitored and modified to suit the changing needs of our students. The strong relationships we have established with our local secondary college enable our students to make successful transitions. This will be further strengthened and developed in 2016 through our commitment to the KidsMatter Primary Framework.

Productivity

Our school through its staffing, range of specialist and extra curricula opportunities, flexible groupings, excellent student/teacher ratios, multi-purpose work spaces and efficient use of resources has striven to maximize the learning outcomes for students at Toora Primary School.

Our focus on providing a value for money and high efficacy approach to schooling has led to the lowest possible costs for camps, excursions and special programs.

Our membership of the Corner Inlet Learning Alliance (CILA) has led to meaningful collaboration in the provision of Professional Development, Leadership Development and peer support for staff and principals.

The Corner Inlet schools employ a dedicated OHS administration officer to ensure OHS systems are DET compliant and manageable to ensure the safety of our staff and students.

Our Parents and Friends Association (PFA) raise funds in a most diligent manner allowing the school to target and raise funds for resources and activities otherwise not provided for in the Student Resource Package. The activities of our PFA also contribute to the social capital and community culture of our students, staff and families.

The school capitalizes on the opportunities that Clustering allows and the positive interdependency between schools that improves school operations, event and time management and system knowledge.

The school employs a highly effective Performance and Development process that builds efficacy, high achievement, accountability and effective execution of the School Strategic and the Annual Implementation Plans.

Ongoing maintenance of school facilities including efficient long term planning and saving allow our facilities to be safe, inviting and conducive to learning and student wellbeing.

For more detailed information regarding our school please visit our website at
<http://www.tooraps.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 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.

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

Enrolment Profile

A total of 55 students were enrolled at this school in 2015, 24 female and 31 male. There were 0% of EAL (English as an Additional Language) students and 9% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



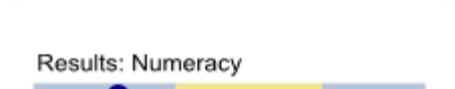
Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the 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: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78%</td> <td>22%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>57%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>33%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	78%	22%	-	Numeracy	43%	57%	-	Writing	67%	33%	-	Spelling	11%	56%	33%	Grammar and Punctuation	44%	44%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	78%	22%	-																							
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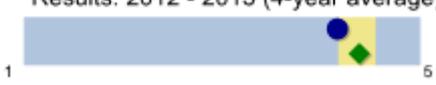
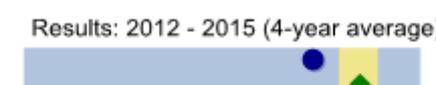
Performance Summary

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>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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <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>93 %</td> <td>93 %</td> <td>92 %</td> <td>98 %</td> <td>97 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	93 %	92 %	98 %	97 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	93 %	92 %	98 %	97 %										

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>Students Attitudes to School - Connectedness to School</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</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 colleges, 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.

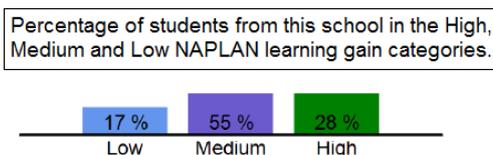
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

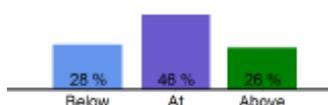


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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 - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$504,387	High Yield Investment Account	\$145,639
Government Provided DET Grants	\$58,288	Official Account	\$504
Government Grants Commonwealth	\$20,000	Total Funds Available	\$146,143
Revenue Other	\$4,144		
Locally Raised Funds	\$36,628		
Total Operating Revenue	\$623,448		
Expenditure		Financial Commitments	
Student Resource Package	\$525,836	Operating Reserve	\$19,767
Books & Publications	\$2,943	Asset/Equipment Replacement < 12 months	\$30,000
Communication Costs	\$2,113	Maintenance - Buildings/Grounds incl SMS<12 months	\$12,000
Consumables	\$13,218	School Based Programs	\$26,506
Miscellaneous Expense	\$27,828	School/Network/Cluster Coordination	\$1,494
Professional Development	\$1,662	Provision Accounts	\$15,000
Property and Equipment Services	\$41,520	Other recurrent expenditure	\$5,000
Salaries & Allowances	\$14,018	Asset/Equipment Replacement > 12 months	\$6,377
Trading & Fundraising	\$12,380	Total Financial Commitments	\$116,143
Travel & Subsistence	\$569		
Utilities	\$11,311		
Total Operating Expenditure	\$653,399		
Net Operating Surplus/-Deficit	(\$29,951)		
Asset Acquisitions	\$0		

Financial performance and position commentary

The School received National Chaplaincy funding for the implementation of Chaplain for two days per week in the school. The School contributes an additional \$9000 to deliver this program via Scripture Union.

Our outstanding deficit was a result of the need to run three classrooms to meet the needs of challenging behaviours and student/family dynamics.

Curriculum and Professional Development commitments focusing on the achievement of Strategic Plan goals

Furniture and equipment commitments – chairs / storage / photocopier

The school has had to investigate the re-asphalting of the outdoor courts due to severe surface cracking due to drainage and is anticipating works to be carried out over 2016.

The shade sails over the outdoor play equipment has also been identified as an area of concern and consideration for 2016 works.

Play Equipment area - Soft Fall mulch and sandpit sand is required. Old playground equipment needs replacing. Line markings in Stadium. Complete Playground Audit should be carried out.

Fencing and gates need repairing.

