

# 2020 Annual Report to The School Community



School Name: Toora Primary School (2253)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2020 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 15 March 2021 at 10:59 AM by Luke Haustorfer (Principal)

The 2020 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 27 April 2021 at 08:44 AM by Tara Hollier (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## About Our School

### School context

Toora Primary School (TPS) is a small, rural, primary school situated in South Gippsland, south east of Melbourne. Enrolments at census in February 2020 were 45 students, and pleasing were much more stable than in previous years. Students were split into 3 classes (P/1/2 and 3/4 and 5/6). Staff for 2020 consisted of a Principal, Learning Specialist (0.2), three Classroom Teachers, Business Manager (0.7), Welfare Officer (0.6), two Integration Aides (EFT 1.0) and a visiting MARC Specialist for two hours per week. Classroom Teachers were increased as the year progressed for 2.6 EFT to 2.8 EFT.

Because we firmly believe that it is our job to develop the whole child, we have developed strong values that underpinned everything that we do. (Be Safe, Be Fair, Think, Learn and Care). All staff at TPS work hard to provide an exemplary literacy and numeracy program, encourage the development of social skills, relationships and nurture our students' artistic and sporting talents. Our local community is proud of our school where all children are known individually and our staff are enthusiastic and committed to ensuring our students attain a high level of academic achievement.

The school was part of the Corner Inlet Learning Alliance (CILA) consisting Foster, Fish Creek, Welshpool, Tarwin Valley and Tarwin Lower primary schools for sport, cultural activities, and professional development for staff. The school was also part of the Corner Inlet PLC Cluster with Fish Creek, Welshpool, Tarwin Valley and Tarwin Lower primary schools for professional development.

### Framework for Improving Student Outcomes (FISO)

Throughout 2020 we continued to work on developing our guaranteed and viable curriculum, with a particular focus on literacy, which is in line with our SSP goal of improving student's learning in literacy and numeracy through creating consistent whole school practices. This work primarily focused on developing our Scope and Sequence for Reading and Writing to enable teachers to plan collaboratively from a documented scope and sequence and deliver lessons that align to the scope and sequence in a consistent manner. The desired outcome of this work is to ensure students are learning from the Victorian Curriculum at their point of learning which will lead to improved outcomes in literacy, as demonstrated by a minimum of 12 months learning growth in a 12 month period.

Unfortunately our PLC Cluster work was significantly impacted by the

### Achievement

Student learning was significantly impacted as a result of extended periods of Remote Learning throughout 2020. Whilst we need to acknowledge that some students flourished during Remote Learning, many did not, which was evident when comparing benchmarking data from February to November. Furthermore, the cancelling of NAPLAN removed our ability to compare our schools performance against similar schools and state averages.

During Remote Learning, we deliberately developed an asynchronous model which allowed students to engage with learning in a flexible manner, and allowed parents to provide support outside of other commitments. Furthermore teachers used a blend of online and tangible resources to cater to the learning needs of a diverse range of students.

### Engagement

Student engagement and attendance is always a priority for our school.

#### Attendance

The validity of 2020 attendance data is questionable given the impact of COVID 19 had on the 2020 school year.

Nonetheless, we continued to prioritise reducing unexplained absences from 8.4% to less than 5% by the end of 2020. Strategies that we continued to implement throughout the period of 'normal operation' during 2020 included: continuing to send automated text messages for unexplained absence, enabling parents to log into the Compass parent portal to submit attendance notes and placing regular reminders in the school newsletter, on social media and news items through Compass about the importance of regular attendance.

**Engagement**

Our school places the utmost importance on student engagement and as such we implemented a number of strategies to maintain a high level of connectedness to school. As our usual prep transition program that usually runs throughout the year could not occur due to COVID 19 restrictions, we implemented a 6 week intensive pre-prep program in November and December which saw our students start school ready to learn. Throughout 2020 we continued our student-developed reading rewards program which is led by the students and we continued with our 'student voice' sessions to allow all students the opportunity to have input in to school initiatives. We also continued with our weekly Respectful Relationships program during our buddies sessions which enables our senior students to led their younger peers through the activities.

**Wellbeing**

Given the Impact COVID 19 had on education in 2020, wellbeing was a high priority throughout the year.

Strategies that we implemented to support wellbeing across our school community included:

- Phone check-ins on a regular basis
- Surveys to gather feedback on how to better support families
- adjusting amount of learning tasks to met the needs of families and including core and optional tasks
- Learning Pack drop offs - these doubled as a wellbeing check in with families
- FATCAT Fridays - catch up days during Remote Learning to allow families extra time to finish off any incomplete learning tasks.
- Extra wellbeing support for students during periods of onsite learning

**Financial performance and position**

Overall our school is in a very sound financial position. Taking into account all revenue (including locally raised funds), we carried forward a credit deficit of \$14,356, which had been planned for in our budget, as we had allocated Equity Funding money from our cash budget to additional wellbeing support. All of the \$218,478.63 that we carried forward (\$50,134.96 more than the previous year) is also committed to various projects, including equipment replacement and upgrades to facilities.

IN addition to our SRP, throughout 2020 we received the following grants and donations:

- RATCH \$10,000 (This money is allocated to our mural project)
- Sporting Schools grants approx. \$6,000 - put towards swimming program and new sports equipment.
- Minor Capital Works fund\$55,000 - allocated to new playground

**For more detailed information regarding our school please visit our website at [www.tooraps.vic.edu.au](http://www.tooraps.vic.edu.au)**

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 46 students were enrolled at this school in 2020, 26 female and 20 male.

0 percent of students had English as an additional language and 12 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

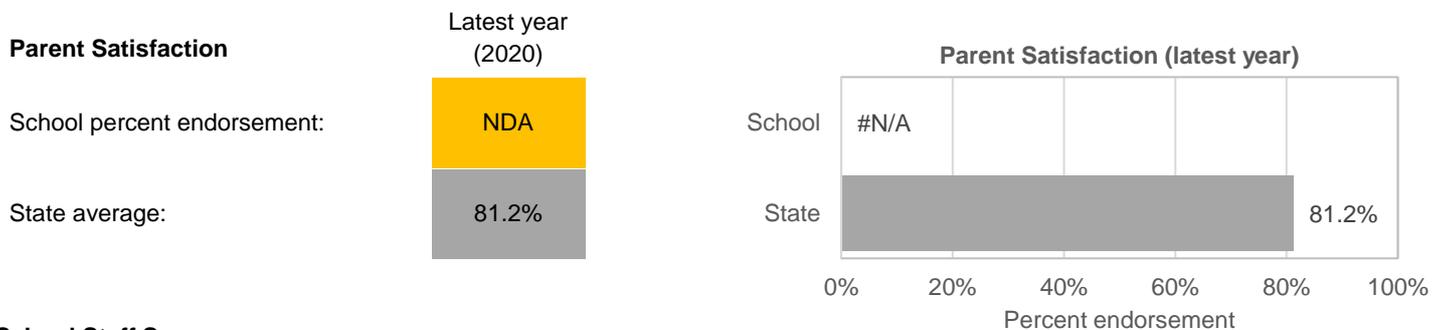
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

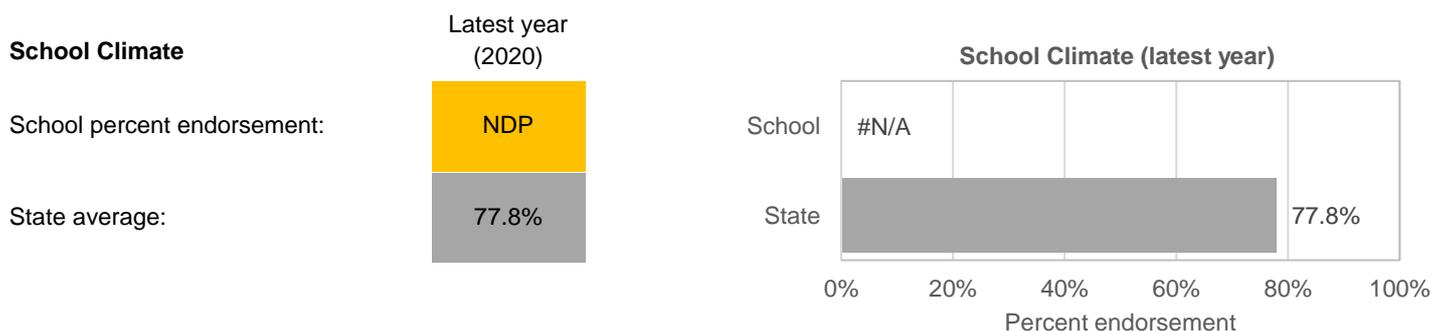


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

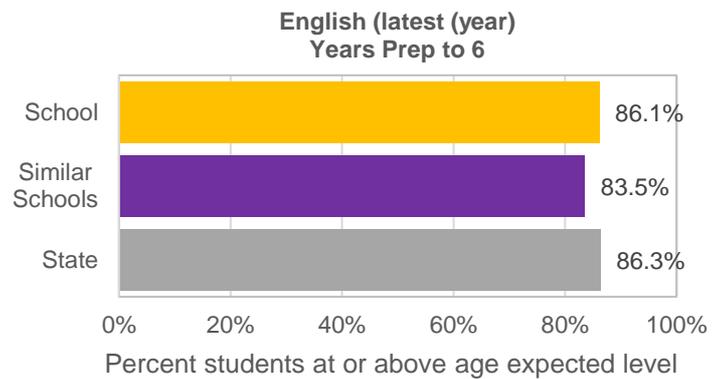
86.1%

Similar Schools average:

83.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

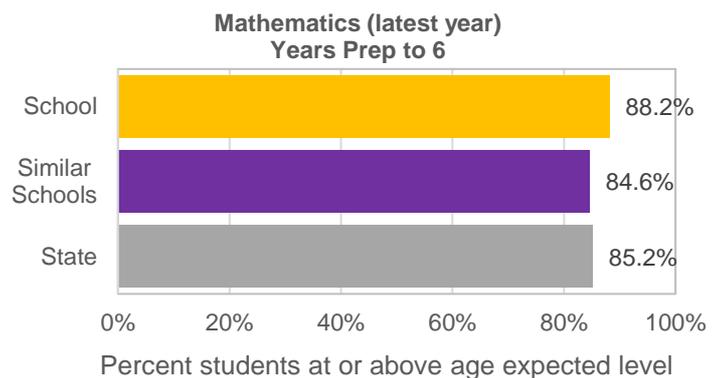
88.2%

Similar Schools average:

84.6%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

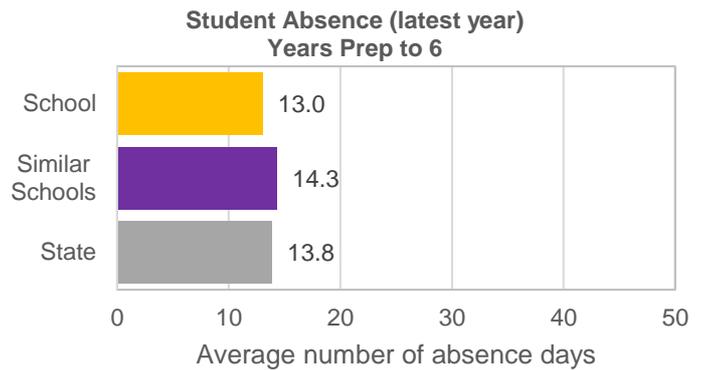
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.0	16.5
Similar Schools average:	14.3	15.9
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	90%	97%	94%	NDP	94%	92%

## WELLBEING

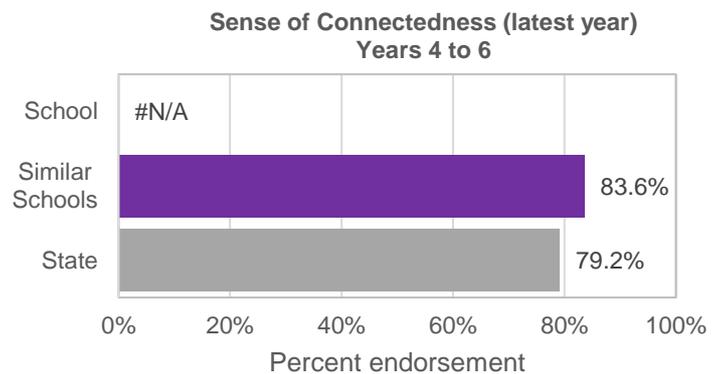
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.5%
Similar Schools average:	83.6%	82.6%
State average:	79.2%	81.0%



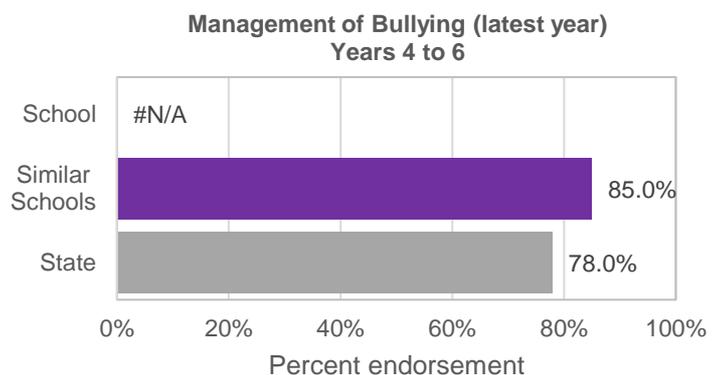
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	86.9%
Similar Schools average:	85.0%	84.4%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$526,329
Government Provided DET Grants	\$165,721
Government Grants Commonwealth	\$4,900
Government Grants State	NDA
Revenue Other	\$20,525
Locally Raised Funds	\$27,218
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$744,693</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$34,710
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$34,710</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$540,685
Adjustments	NDA
Books & Publications	\$9,468
Camps/Excursions/Activities	\$6,520
Communication Costs	\$2,089
Consumables	\$17,026
Miscellaneous Expense <sup>3</sup>	\$4,821
Professional Development	NDA
Equipment/Maintenance/Hire	\$2,578
Property Services	\$57,162
Salaries & Allowances <sup>4</sup>	\$54,547
Support Services	\$22,372
Trading & Fundraising	\$4,226
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$13,244
<b>Total Operating Expenditure</b>	<b>\$734,739</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$9,954</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$185,894
Official Account	\$5,337
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$191,231</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$27,247
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$81,231
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$20,000
Capital - Buildings/Grounds > 12 months	\$75,000
Maintenance - Buildings/Grounds > 12 months	\$15,000
<b>Total Financial Commitments</b>	<b>\$218,479</b>

*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.*