

2018 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).
- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 02:54 PM by Luke Haustorfer
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 April 2019 at 05:50 PM by Tara Hollier (School
Council President)

About Our School

School context

Toora Primary School (TPS) is a small, rural, primary school situated in South Gippsland, south east of Melbourne. In 2018 TPS had an enrolment of 38 students who were split into 3 classes (P/1/2 and 3/4 and 5/6). Staff for 2018 consisted of a Principal, two Classroom Teachers, Business Manager, Welfare Officer, Integration Aide and a visiting MARC Specialist.

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 is 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. Both staff and students get a lot of benefit out of being in CILA; the students particularly enjoy the social networking that it provides whilst the teachers benefit from the collegiate support, broader network for collaboration and access to broader range of professional development. This was a successful initiative that engaged teachers in professional learning with their colleagues whilst establishing strong, supportive networks.

Framework for Improving Student Outcomes (FISO)

2018 was the first year of our new Strategic Plan, which was developed in 2017. In our Strategic Plan we identified several areas of the FISO model to focus our work on over the three years, namely Curriculum planning and assessment, Building practice excellence and Building communities. Goals that we have set ourselves within these areas of the FISO model include: creating consistent whole school practices; developing assessment practices to monitor student learning and inform teacher practice; and creating a strong culture of collaboration between staff, students and community.

Throughout 2018 we continued the work we began in late 2017 (after the review) on creating consistent whole school practices, with an initial focus on reading. We also continued the implementation of Clear Track (our student data tracking system) and begun staff professional development into how to utilise student data to best effect.

Achievement

In 2018 our cohorts of students completing NAPLAN at both year 3 and year 5 were quite small. As a result, it is hard to analyse an individual year's result as an indicator of whole performance. Because of this, when looking at NAPLAN data as indicator of whole school performance, we prefer to look at the four (and five) year averages; this makes the data easier to interpret, provides us with a better indicator of progress, and is a more useful tool in strategic planning.

When analysing our four year data, it can be seen that as a school we are performing within state averages for both reading and numeracy at the Year 3 level, however our results slip at the Year 5 level. A number of factors may have attributed to this; changing cohorts (students leaving and new students arriving), transition between classes, inconsistent teaching of the curriculum across the school and inconsistent teaching practices/language. We as a staff identified this as an area of concern in the 2017 review process and have included measures in our Strategic Plan to improve our four averages; these include, developing whole school curriculum documents,

planning collaboratively and developing our assessment practices so that we have a better understanding of each students' next step in learning.

Our staff are very much dedicated to catering to the learning needs of all students and teaching to each student's individual point of learning. Reading was an area of focus for us during 2018 and as a result of this we would expect to see improved results in NAPLAN for 2019.

Engagement

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

Attendance

While our absences are similar to state averages, we still included attendance as a priority on our Strategic Plan; over the next 3 years we will aim to decrease unexplained absences from 8.4% to less than 5%. Strategies that we implemented during 2018 included automated text messages for unexplained absence and sending home attendance notes once a term for absences that remain unexplained.

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. During 2018 we ran a very successful prep transition program that included in excess of 10 sessions throughout the year, we implemented a student-developed reading rewards program and we ran 'student voice' sessions to allow all students the opportunity to have input in to school initiatives. We also reviewed and revised our behaviour continuum (which is displayed throughout the school for students to refer to) and bolstered our SEL program with the inclusion of Respectful Relationships.

Wellbeing

Student wellbeing was an area identified as a focus for Toora Primary School several years ago, and we continue to focus on improving our Students Attitudes to School (SATTS) results. We implemented (and continued with) numerous strategies during 2018 to address student wellbeing needs, these included:

- Welfare Officer – Based on the great success we had with reallocating the funding from the Chaplaincy Program to employ a Welfare Officer in 2017, we decided to continue with this model in 2018. We saw great benefit from this as our Welfare Officer has a broader range of skills and greater capacity proactively address wellbeing issues. The Wellbeing Officer is also utilised to provide small group intervention to meet students' academic needs.
- SEL Time – we continued to provide dedicated Social and Emotional Learning (SEL) time in our program, which is underpinned by our school values. This time provides students the opportunity to develop reasoning, interpersonal skills, conflict resolution skills and multi-age friendships.
- Respectful Relationships - Our Welfare Officer oversees the implementation of the Respectful Relationships (RR) program and, with the support of our lead school, led our staff through RR professional development throughout 2017.
- Behaviour Matrix – Several years ago our school developed a behaviour matrix to assist students to self-identify and self-regulator behaviour. During the second half of last year we re-visited and updated this with the students to ensure that it is still relevant and current.

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 small surplus of \$43,524. All of the \$193,602 that we carried forward is also committed to various projects, including equipment replacement and upgrades to facilities.

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 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

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 38 students were enrolled at this school in 2018, 18 female and 20 male.

0 percent of students had English as an additional language and np 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: Low - 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	np	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	77.7	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.8	90.1	82.6	95.3	Similar
Mathematics	96.0	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	40.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	80.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	np	64.9	48.8	80.0	np
Year 5	Numeracy (latest year)	np	55.6	37.0	75.0	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	53.8	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	60.0	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	40.9	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	23.8	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.1	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	16.8	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	95	91	94	91	92	92	72

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	98.0	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	81.0	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	90.0	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	80.0	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$418,190
Government Provided DET Grants	\$111,219
Government Grants Commonwealth	\$3,100
Government Grants State	\$0
Revenue Other	\$15,401
Locally Raised Funds	\$65,622
Total Operating Revenue	\$613,533

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,191
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,191

Expenditure	Actual
Student Resource Package ²	\$413,392
Adjustments	\$0
Books & Publications	\$6,212
Communication Costs	\$1,994
Consumables	\$22,843
Miscellaneous Expense ³	\$33,544
Professional Development	\$2,351
Property and Equipment Services	\$37,428
Salaries & Allowances ⁴	\$33,734
Trading & Fundraising	\$9,358
Travel & Subsistence	\$0
Utilities	\$9,152
Total Operating Expenditure	\$570,008
Net Operating Surplus/-Deficit	\$43,524
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$123,094
Official Account	\$18,179
Other Accounts	\$52,329
Total Funds Available	\$193,602

Financial Commitments	Actual
Operating Reserve	\$22,854
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$12,000
School Based Programs	\$63,747
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$80,000
Maintenance - Buildings/Grounds > 12 months	\$5,000
Total Financial Commitments	\$193,602

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are '**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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').