

2016 Annual Report to the School Community



School Name: Toora Primary School

School Number: 2253

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

Delete this text after inserting the image



Name of School Principal:	Robert Tinker (Acting) _____
Name of School Council President:	Tara Hollier _____
Date of Endorsement:	[Enter date here] _____

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Toora Primary School is a rural school located along the Corner Inlet coast in South Gippsland. During 2016 we had an enrolment of 41 students. Teachers at Toora work to provide a sequential teaching and learning program in English and Mathematics as well as all other domains of the Victorian Curriculum except Languages other than English. (LOTE). Providing a LOTE has proven difficult due to our isolation and lack of qualified teaching staff in the area. Our local community is proud of our school, where all children are known individually and where there is an explicit focus on developing social and emotional skills. During 2016, three class groups operated; Prep/1, 2/3/4, and 5/6 as our staffing level provided for three classroom teachers, a principal, a part time business manager and a chaplain. All staff accept 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 as they grow toward their full potential.

This school is part of the Prom Coast Cluster, (which includes Foster, Welshpool, Tarwin Valley, Tarwin Lower and Fish Creek primary schools), for sport and cultural activities, but has also included professional development activities for all schools involved in the cluster. Through a range of successful professional learning initiatives, the cluster has developed into a strong and supportive network.

Framework for Improving Student Outcomes (FISO)

Toora Primary School in 2016 was in the final year of its four-year strategic plan. As the FISO initiative is a relatively new construct, this school had not set any of its goals against FISO attributes. The review process for the development of the new strategic plan was rescheduled to early 2017 as the school was in the process of selecting a new substantive principal. Once the new strategic plan has been developed, more comment can be made about the FISO areas of improvement. It is expected that the new plan will be developed by the end of the first semester 2017.

Achievement

During 2016, teachers executed the whole school numeracy and literacy plans developed during 2015 and continued to follow the school's assessment schedules. The data wall used to track students' reading progress has been an evolving visual tool and plays a large role in the development of individual learning plans for students at risk in particular. NAPLAN data places student performance at the lower end of average for the middle 60% in all areas tested and some results in the Student Attitude to School survey, such as 'connectedness to school' were on the low side of normal as well for 2016. As the year progressed, much effort was channeled into developing positive and respectful relationships among the school student population and several Individual Learning Plans were developed to assist teachers in catering for the vast range of ability groups across the school. Staffing continuity has been an issue for a while at Toora, particularly at the leadership level, but the outcome of all the work put in by staff during 2016 has led to a calmer, more respectful learning environment for all stakeholders, and an accurate idea of what our next level of work looks like for 2017.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

During 2016 the school's attendance result indicated that we had a higher rate of absence than in previous years and also when compared to similar schools. However, the four-year average places the attendance rate at Toora Primary above the median for Victorian Government Schools. In a rural community there are often families who are bound by agricultural constraints when it comes to time available for family holidays, and this tends to skew the average absence rate toward the higher percentages. An increase in absence rates may also be attributed to the transitional period between the beginning of the year, and the end of the year when aspects of the social and emotional development program had started to come into effect. Examples of these include the breakfast club, some student voice in playground design, the presence of a school chaplain and regular whole-school 'Circle Time' where values and beliefs are reinforced



Wellbeing

During 2015, Toora Primary School adopted the Kids Matter program and implemented the first stage: Building a Positive School Community. During 2016 the school experienced success in the second stage of the program; Social and Emotional Learning. The success is evidenced by the absence of conflict and the general lift in student behaviour towards each other and to staff. In regard to transition at the Prep level, we have orientation visits throughout the year prior to their formal commencement facilitated by our strong links with our local kindergarten. For the grade 6 to Year 7 transition, we work closely with Year 7 coordinators from Foster Secondary School who visit with our grade 6 students and provide orientation days twice each year.

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

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 41 students were enrolled at this school in 2016, 19 female and 22 male.
There were 0% of EAL (English as an Additional Language) students and 11% 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

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 judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</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> Similar</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> Similar</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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>NAPLAN Learning Gain does not require a 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:

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 2016 attendance rate by year level:</p> <table border="1" data-bbox="617 763 1078 853"> <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>93 %</td> <td>84 %</td> <td>88 %</td> <td>88 %</td> <td>92 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	84 %	88 %	88 %	92 %	88 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	84 %	88 %	88 %	92 %	88 %										



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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>



How to read the Performance Summary

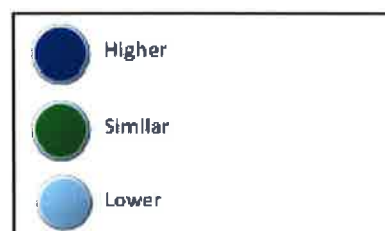
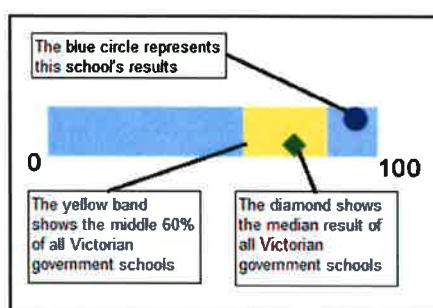
What are student outcomes?

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, P-12 and specialist schools, 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.

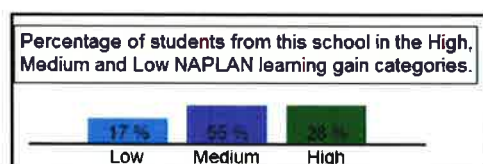
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$448,833	High Yield Investment Account	\$89,596
Government Provided DET Grants	\$95,926	Official Account	\$9,259
Government Grants Commonwealth	\$49,720	Other Accounts	\$50,000
Revenue Other	\$20,650	Total Funds Available	\$148,855
Locally Raised Funds	\$43,986		
Total Operating Revenue	\$659,115		
Expenditure		Financial Commitments	
Student Resource Package	\$449,173	Operating Reserve	\$28,081
Books & Publications	\$260	Asset/Equipment Replacement < 12 months	\$26,000
Communication Costs	\$2,191	Capital - Buildings/Grounds incl SMS<12 months	\$18,000
Consumables	\$32,710	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,000
Miscellaneous Expense	\$48,386	School Based Programs	\$25,000
Professional Development	\$2,385	Provision Accounts	\$9,500
Property and Equipment Services	\$51,283	Other recurrent expenditure	\$5,000
Salaries & Allowances	\$45,067	Asset/Equipment Replacement > 12 months	\$10,000
Trading & Fundraising	\$9,607	Capital - Buildings/Grounds incl SMS>12 months	\$10,500
Utilities	\$10,175	Maintenance -Buildings/Grounds incl SMS>12 months	\$3,774
		Total Financial Commitments	\$148,855
Total Operating Expenditure	\$651,237		
Net Operating Surplus/-Deficit	\$7,878		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.