

2021 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 2021 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 08 March 2022 at 03:06 PM by Luke Haustorfer (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 April 2022 at 11:09 AM by Tara Hollier (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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 2021 were 54 students, an increase of nine students in 2020. Students were split into 3 classes (P/1 and 1/2/3 and 4/5/6). Staff for 2021 consisted of a Principal, Learning Specialist/Tutor (0.4), three FT 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 from 2.8 EFT to 3EFT from the previous year. TPS did not have any staff that identify as Aboriginal or TSI in 2021.

The school provides an approved curriculum framework differentiated to meet student needs. Specialist subjects include Art, Physical Education, Science, and Indonesian Language. We also have a music program and regular extra-curricular activities including school camps, excursions, and theme days.

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)

In Term 1 2021 our school undertook a review, which had been delayed from 2020. The process was very positive, and the findings validated numerous improvements over the course of the previous four in the areas of student achievement (as evidenced by NAPLAN data) and our positive climate for learning (evidenced by our (SAAtSS, Parent Opinion Survey and Staff Opinion Survey). Our new SSP developed out of the school review process identified two goals and six key improvement strategies those being:

Goal 1

Maximise the literacy and numeracy learning growth of every student.

KIS 1.a - Embed the guaranteed and viable curriculum in numeracy and literacy.

KIS 1.b - Develop assessment practices to target student point of need teaching.

KIS 1.c - Develop teacher capability to implement the TPS pedagogical model.

KIS 1.d - Implement effective school and cluster professional learning communities.

Goal 2

Strengthen student engagement in learning

KIS 2.a - Build teacher and student capability to activate and deliver student agency in all classrooms.

KIS 2.b - Enhance parents and families as active partners in learning.

Throughout 2021 we continued to work on developing our guaranteed and viable curriculum, with a particular focus on literacy, in line with KIS 1.a of our new our SSP goal of 'maximise the literacy and numeracy learning growth of every student'. This work primarily focused on embedding 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 COVID restrictions, and despite our getting the year off to a good start with a day PD at TPS with Noelle Burdekin, our ability to implement effective inquiry cycles were halted by repeated stints of Remote Learning.

Achievement

Student learning was significantly impacted as a result of repeated periods of Remote Learning throughout 2021. 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.

Despite the interruptions experienced due to COVID our students performed well on NAPLAN, which in many ways reflects positively on our approach to teaching and learning during Remote Learning. A particular highlight was that all grade 5 students demonstrated Medium - High growth in the area of Reading, which had been a major focus of our previous Strategic Plan.

Our intervention and tutoring program ran consistently throughout the year during periods of on-site learning. Students were identified from literacy data on termly basis, and included in a range of interventions including 1:1 Toe by Toe, 1:1 Reading Recovery type program, 1:1 guided reads, in class 1:1 and small group support, team teaching (which enables focus groups) and additional guided reading groups.

In 2021 we had three PSD funded students (two Level 3 funded and one Level 4) and received \$102,584.75 in PSD funding. PSD funding was utilised to employ additional staff to assist funded students to engage with their learning.

Engagement

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

Attendance

The validity of 2021 attendance data is questionable given the impact COVID had on the 2021 school year. Nonetheless, we continued to prioritise reducing unexplained absences. Strategies that we continued to implement throughout the period of 'normal operation' during 2021 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 prep transition program usually runs throughout the year could not occur due to COVID restrictions, we implemented a 6 week intensive pre-prep program in November and December which saw our students start school ready to learn. Throughout 2021 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 lead their younger peers through the activities.

Wellbeing

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

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

- Phone check-ins and daily Webex sessions for students
- Surveys to gather feedback on how to better support families
- Adjusting learning tasks to meet the needs of families and including core and optional tasks
- Altered delivery of our Breakfast Club program to make up meal packs that were sent home to vulnerable families.

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

- Embedding the 'Buddies' approach to implementing Respectful Relationships at TPS (AIP priority), which was implemented throughout 2021, when onsite. Students were grouped into a multi-age triad, with the elder students leading the younger students through the RR activities. Staff noted that students use RR language in everyday interactions and Student Attitudes to School Survey results indicated a strong culture of respect in our school.
- Extra wellbeing support for students during periods of onsite learning.

Finance performance and position

Overall our school is in a very sound financial position. Taking into account all revenue, our reconciliation of the 2021 SRP showed we carried forward a surplus of \$2.

Due to our school having a projected surplus exceeding \$20,000, we were required to make a Tutor Learning Program Contribution of \$7,500. These funds were taken from our 2021 SRP and appear as an adjustment on the Reconciliation.

TPS currently have a School Council License Agreement – Outside School Hours Care Service in place with 'Their Care', which was signed in May 2021 and is effective for two years from the Commencement Date of July 12, 2021. This agreement requires TPS to pay Their Care \$50,000 (plus GST) per year for OSH services which are paid for out of the OSH establishment grant which we receive.

In addition to our SRP, throughout 2021 we received the following:

- RATCH Australia donation \$10,000
- Sporting Schools grants approx. \$6,000 - put towards swimming program and new sports equipment.

All of the \$298,149 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
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 54 students were enrolled at this school in 2021, 25 female and 29 male.

0 percent of students had English as an additional language and 15 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).

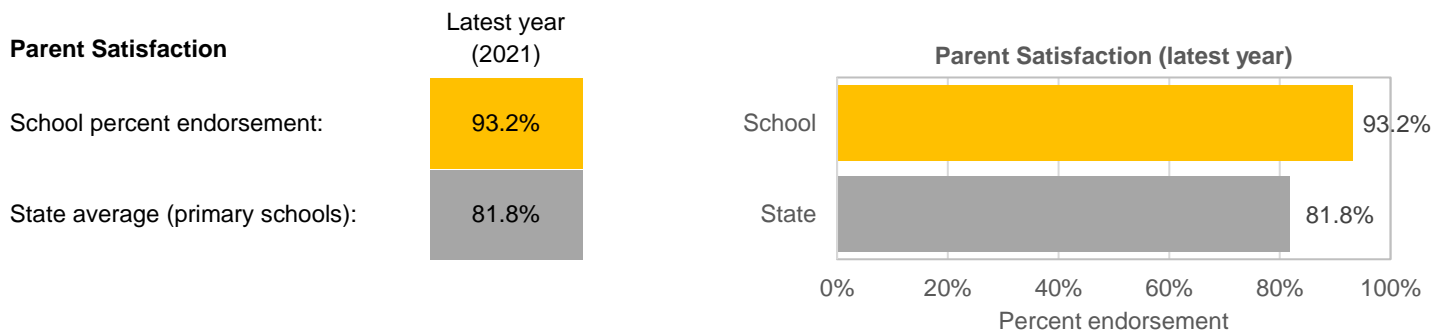
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

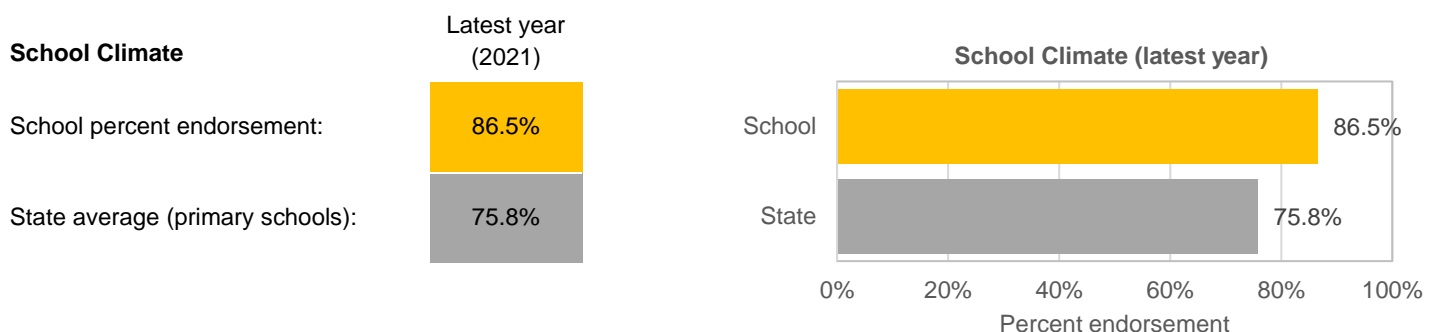


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

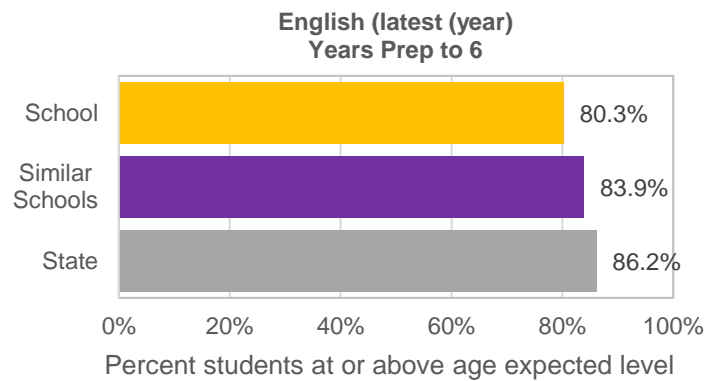
80.3%

Similar Schools average:

83.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

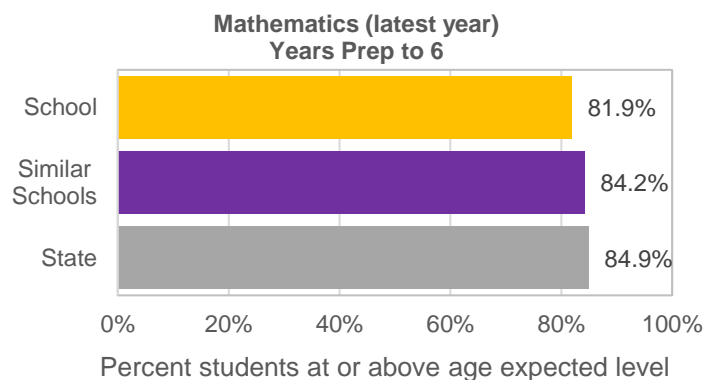
81.9%

Similar Schools average:

84.2%

State average:

84.9%



ACHIEVEMENT (continued)

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.

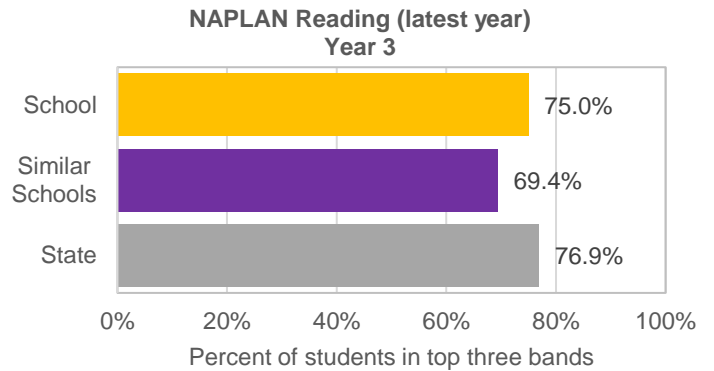
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

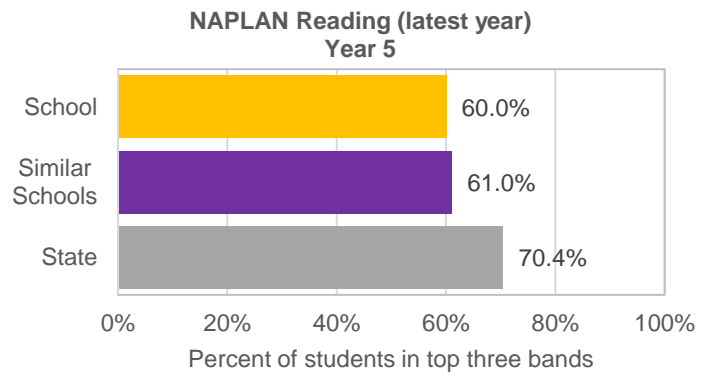
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	69.2%
Similar Schools average:	69.4%	68.4%
State average:	76.9%	76.5%



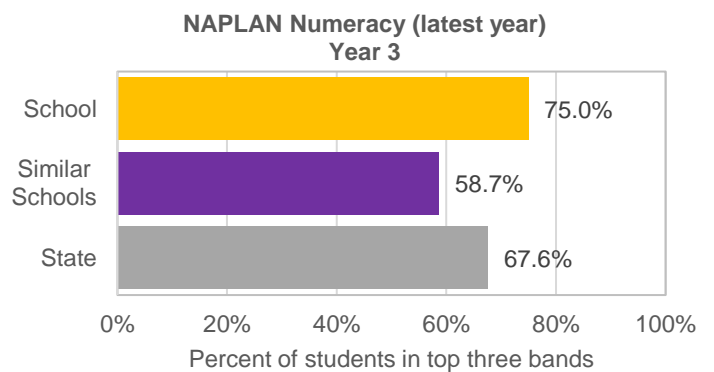
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	78.6%
Similar Schools average:	61.0%	61.8%
State average:	70.4%	67.7%



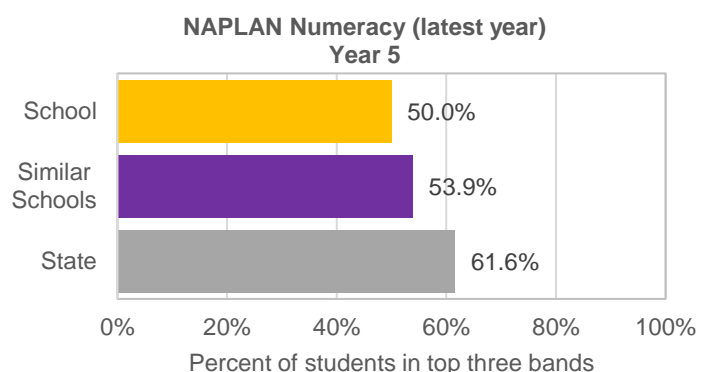
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	78.6%
Similar Schools average:	58.7%	63.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	40.0%
Similar Schools average:	53.9%	52.1%
State average:	61.6%	60.0%



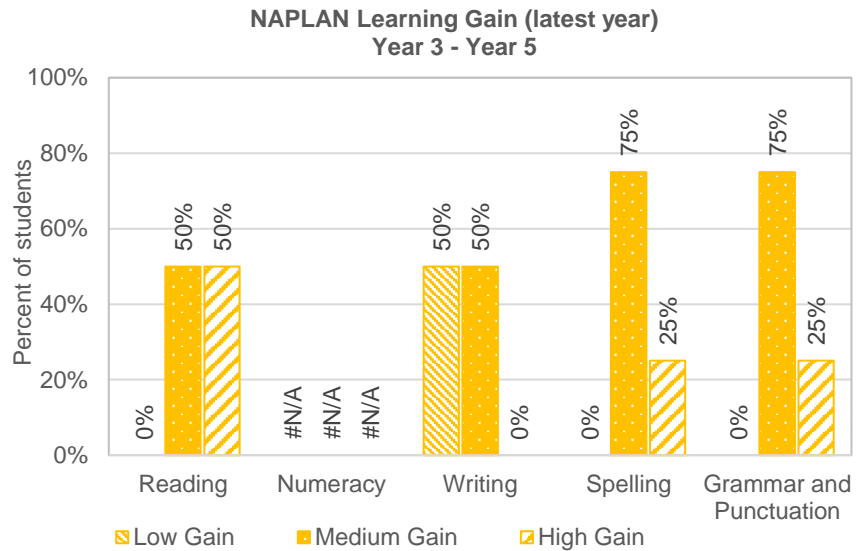
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	0%	50%	50%	22%
Numeracy:	NDP	NDP	NDP	19%
Writing:	50%	50%	0%	15%
Spelling:	0%	75%	25%	19%
Grammar and Punctuation:	0%	75%	25%	19%



ENGAGEMENT

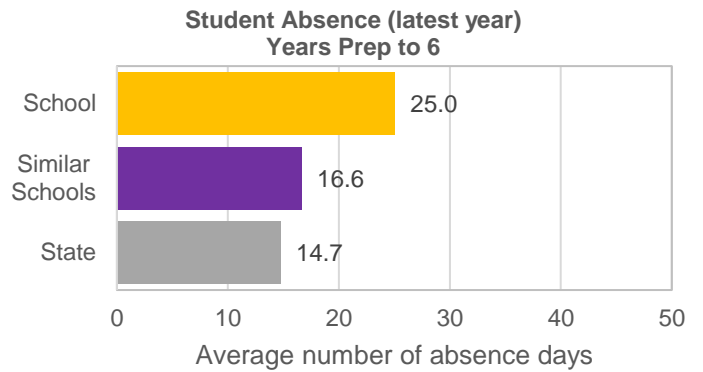
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	25.0	19.0
Similar Schools average:	16.6	16.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	82%	76%	92%	91%	96%	89%

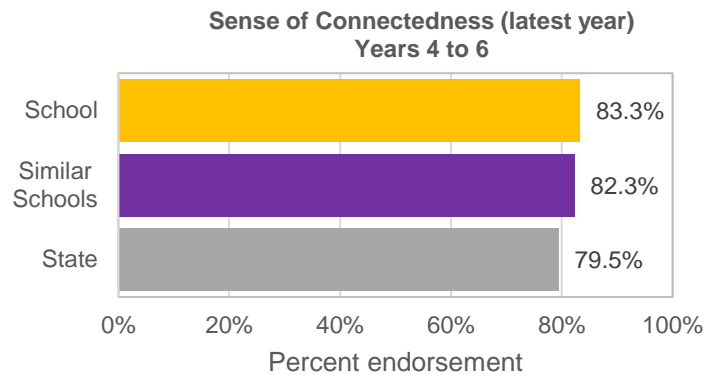
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.3%	92.2%
Similar Schools average:	82.3%	82.1%
State average:	79.5%	80.4%

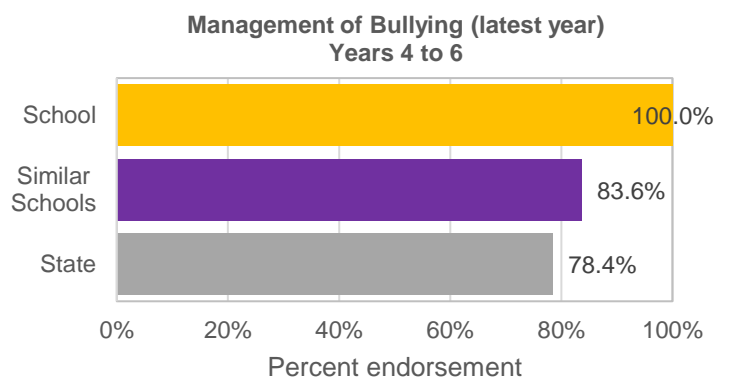


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	100.0%	96.7%
Similar Schools average:	83.6%	83.6%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$647,867
Government Provided DET Grants	\$289,641
Government Grants Commonwealth	\$40,224
Government Grants State	\$0
Revenue Other	\$12,479
Locally Raised Funds	\$49,000
Capital Grants	\$0
Total Operating Revenue	\$1,039,211

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,912
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$43,912

Expenditure	Actual
Student Resource Package ²	\$647,865
Adjustments	\$0
Books & Publications	\$1,784
Camps/Excursions/Activities	\$8,237
Communication Costs	\$1,823
Consumables	\$24,692
Miscellaneous Expense ³	\$4,558
Professional Development	\$1,690
Equipment/Maintenance/Hire	\$19,346
Property Services	\$123,474
Salaries & Allowances ⁴	\$62,676
Support Services	\$0
Trading & Fundraising	\$27,904
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,916
Total Operating Expenditure	\$933,963
Net Operating Surplus/-Deficit	\$105,248
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$275,944
Official Account	\$15,162
Other Accounts	\$0
Total Funds Available	\$291,106

Financial Commitments	Actual
Operating Reserve	\$29,747
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$131,800
School Based Programs	\$59,052
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	\$35,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$55,000
Total Financial Commitments	\$310,599

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.