

2022 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 of the previous calendar year 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 27 March 2023 at 01:28 PM by Luke Haustorfer (Principal)

- This 2022 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 27 March 2023 at 01:35 PM 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 rural primary school situated in South Gippsland, south east of Melbourne.

Enrolments at census in February 2022 were 57 students, an increase of three students from 2021. Students were split into 3 classes (P/1 and 2/3 and 4/5/6). Our SFO for 2022 was 0.63, and our ICSEA was 966. Our Distribution of Socio-Educational Advantage (SEA) saw 39% our students in the bottom quarter, 36% in the lower middle, 18% in the upper middle and 7% in the top quarter.

Staff for 2022 consisted of a Principal, Learning Specialist/Tutor (0.4), three FT Classroom Teachers, Inclusive Education Teacher (FT), Specialist PE Teacher (0.1) Business Manager (0.7), Welfare Officer (0.6), two Integration Aides (EFT 1.0) and a visiting MARC Specialist for three hours per week. Our overall staffing EFT increased from 6.8 in 2021 to 8.8 in 2022. TPS did not have any staff that identify as Aboriginal or TSI in 2022.

The school provides an approved curriculum framework based on the Victorian Curriculum and differentiated to meet student needs. Specialist subjects include Art, Physical Education, Science, and Spanish, which was new in 2022. Our regular extra-curricular activities include 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 and 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, DET provided all schools with the following Priorities Goal for their Annual Improvement Plan (AIP):

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

DET also provided the following Key Improvement Strategy (KIS) for all schools to focus on for learning:

Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Actions that we committed to undertake for this KIS were:

- focus our PLC on numeracy to improve teacher capacity to teach and support each student at their point of need which will improve student outcomes.
- attend a Maths professional development day with Michael Minas.

We also committed to support these actions with dedicated time on our weekly Professional Learning Community (PLC) meetings to focus on maths, and conducting peer to peer (teachers) observations. The intended outcome of this work was to see teachers using multiple sources of evidence (including Victorian Curriculum, scope and sequence documents, 'Teaching Primary Mathematics' by Booker et al. and assessment data) to plan and deliver research informed best practice numeracy lessons, which would have a positive effect on our achievement data.

Wellbeing

As part of the 2022 Priorities Goal, all schools were provided with a wellbeing Key Improvement Strategy (KIS) to work on. This strategy was to: *effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.*

Based on this strategy, we devised two actions to undertake:

- continue to focus on student wellbeing and work to bolster our multi-tiered approach, which includes pro-active strategies and intervention measures.
- implement the Mental Health Fund program in Semester 2.

Activities that we undertook to achieve these included continuing to implement Respectful Relationships in a whole school approach and continuing to provide wellbeing intervention (small group and 1:1) through National School Chaplaincy Program*. We also used the Mental Health Fund program in Semester 2 to provided additional support through the Chaplaincy program. We were also planning to continue to work with South Gippsland Hospital to provide Mental Health counselling and social work services as an out-reach service at Toora PS, however South Gippsland Hospital's capacity to provide this support changed and this did not eventuate. *We were fortunate to again receive the National School Chaplaincy funding for 2022 which enabled us to employ an school wellbeing officer 10 hours per week. Our Wellbeing Officer was able to offer Tier 2 and 3 proactive strategies as well as on demand 1:1 counselling when required.

Engagement

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

Attendance

The 'hangover' effect of COVID had a significant impact on our student attendance in 2022, with our average number of absences per student increasing from 25 days in 2021 to 32 days in 2022. Strategies that we continued to implement throughout 2022 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. Reducing our student absences will be a priority for our school in 2023.

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. Our 2023 prep transition program ran throughout the year, and we also implemented an 8 week intensive pre-prep program in November and December. Throughout 2022 we continued our student-centred reading rewards program which is led by the students and we continued with our weekly 'circle time' 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.

Other highlights from the school year

School camps and excursions

Our Grade 3/4 students enjoyed a 3-day camp at Rumbug with students from Welshpool and District and Tarwin Lower Primary Schools. Our grade 5/6 students enjoyed two camps last year, a 3-day Urban Camp to Melbourne and a 5 day camp to Wilson Promontory, which was a fully-funded Positive Start camp. Both camps were in conjunction with Welshpool and District and Tarwin Lower Primary Schools.

Community Partnerships

We partnered up with Leongatha Gymnastics Cub to offer gymnastics lessons to primary aged children of the Corner Inlet area. This has been a fantastic partnership, and the students really enjoyed participating in a free lesson each week. This partneshgip will continue in 2023. We have also partnered up with Corner Inlet Landcare and Toora Food swap to establish a community garden on school grounds. The garden is located in a section of the yard that is out of bounds to the students, which makes it ideal for this purpose.

Whole School Events

We ran our highly successful Colour Run event, which has been running since 2020. The purpose of this event is to provide a fun, family-friendly and child-cetnred event for studnets of Toora PS and neighbouring schools. This event is very much dependent on the support of our school community, and it is fabulous that our school community gets behind this event to make it so wonderful.

Financial performance

Overall our school is in a very sound financial position. Taking into account all revenue, our reconciliation of the 2022 SRP showed we carried forward a deficit of \$3,036.

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 2022 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 \$360,63 that we carried forward is also committed to various projects, including equipment replacement and upgrades to facilities.

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 2.0 (FISO 2.0).

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 57 students were enrolled at this school in 2022, 29 female and 28 male.

0 percent of students had English as an additional language and 11 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).

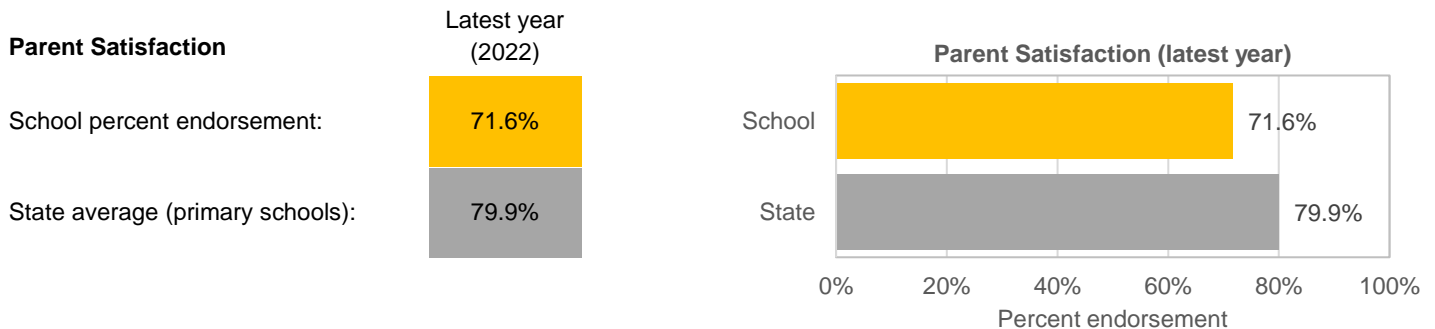
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

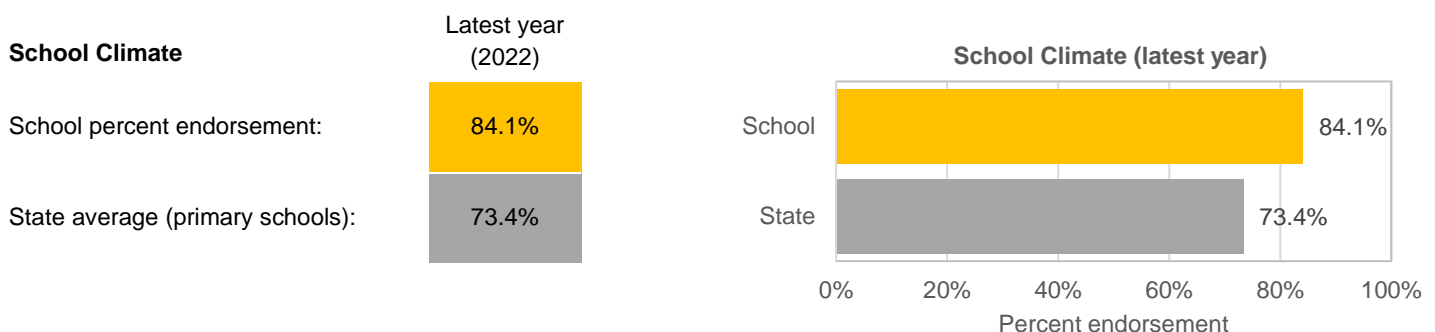


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

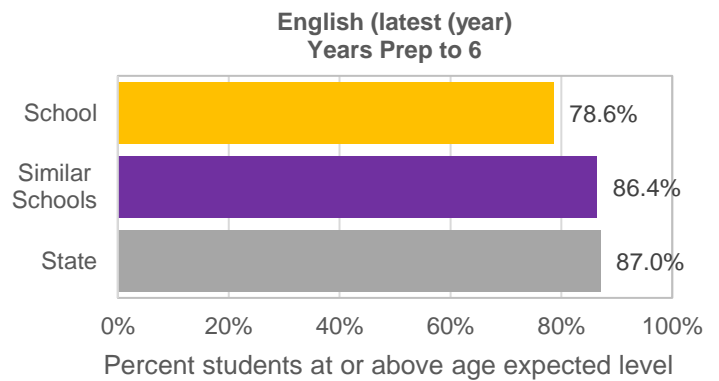
78.6%

Similar Schools average:

86.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

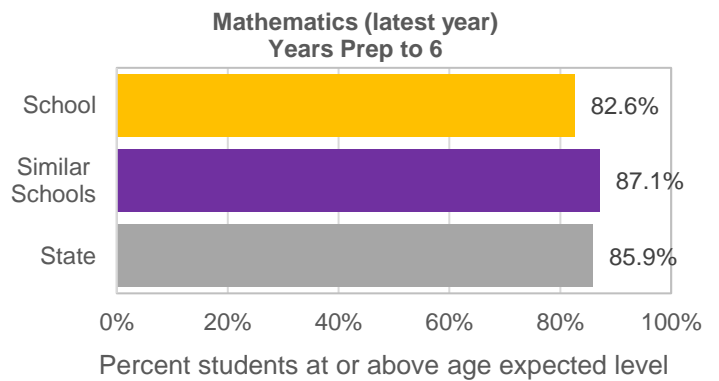
82.6%

Similar Schools average:

87.1%

State average:

85.9%



LEARNING (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.

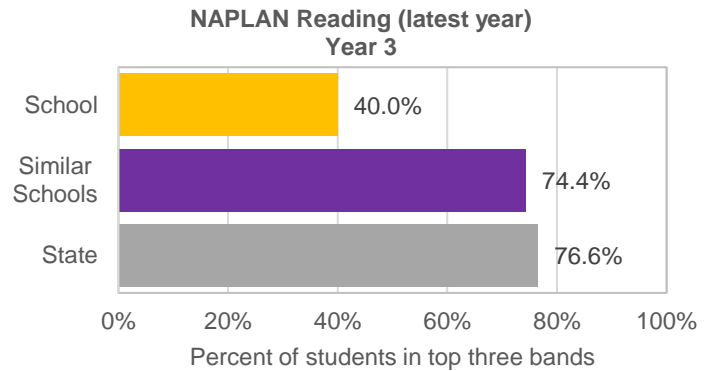
NAPLAN

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 2019, 2021 and 2022 data.

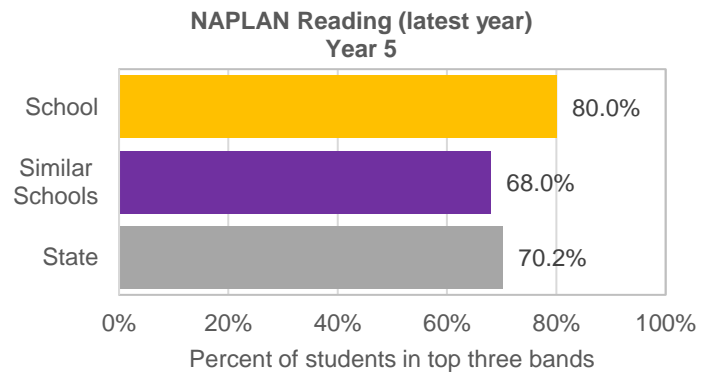
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	69.2%
Similar Schools average:	74.4%	73.2%
State average:	76.6%	76.6%



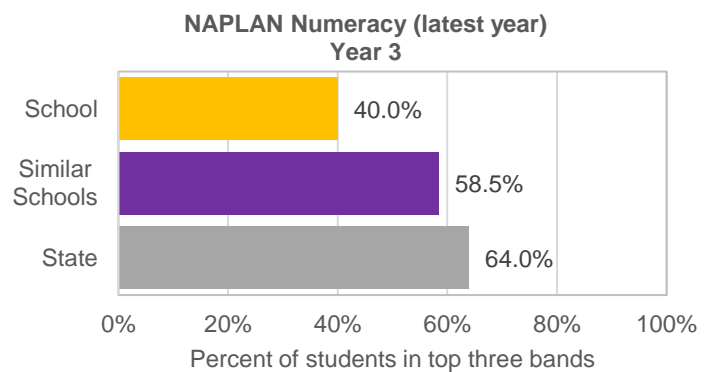
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	81.3%
Similar Schools average:	68.0%	64.4%
State average:	70.2%	69.5%



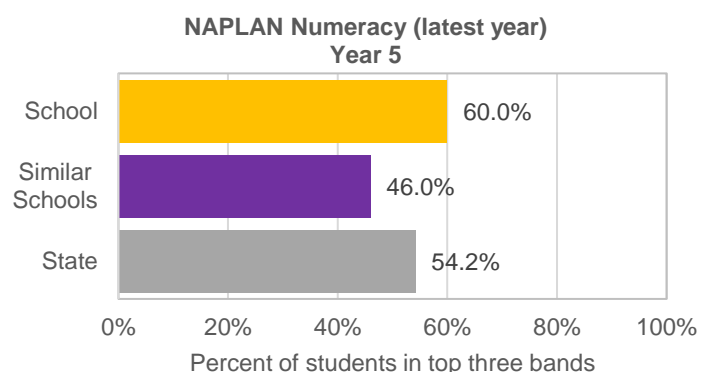
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	64.3%
Similar Schools average:	58.5%	62.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	47.1%
Similar Schools average:	46.0%	52.3%
State average:	54.2%	58.8%



WELLBEING

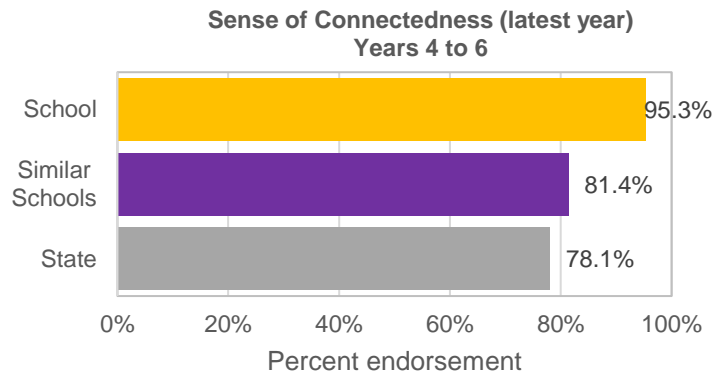
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	95.3%	92.1%
Similar Schools average:	81.4%	82.8%
State average:	78.1%	79.5%

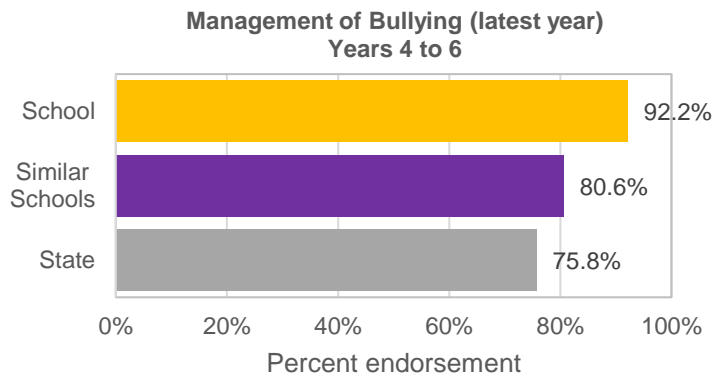


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	92.2%	96.5%
Similar Schools average:	80.6%	84.6%
State average:	75.8%	78.3%



ENGAGEMENT

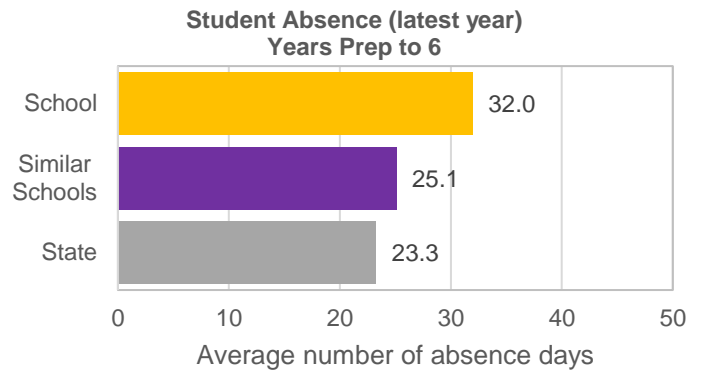
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	32.0	22.8
Similar Schools average:	25.1	18.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	80%	82%	87%	89%	82%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$737,268
Government Provided DET Grants	\$346,729
Government Grants Commonwealth	\$4,300
Government Grants State	\$0
Revenue Other	\$35,998
Locally Raised Funds	\$16,718
Capital Grants	\$0
Total Operating Revenue	\$1,141,012

Equity ¹	Actual
Equity (Social Disadvantage)	\$57,792
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$57,792

Expenditure	Actual
Student Resource Package ²	\$740,304
Adjustments	\$0
Books & Publications	\$2,817
Camps/Excursions/Activities	\$19,064
Communication Costs	\$760
Consumables	\$27,353
Miscellaneous Expense ³	\$13,742
Professional Development	\$2,692
Equipment/Maintenance/Hire	\$5,026
Property Services	\$126,612
Salaries & Allowances ⁴	\$64,720
Support Services	\$22,104
Trading & Fundraising	\$44,900
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,884
Total Operating Expenditure	\$1,083,981
Net Operating Surplus/-Deficit	\$57,032
Asset Acquisitions	\$5,182

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$338,649
Official Account	\$21,982
Other Accounts	\$0
Total Funds Available	\$360,631

Financial Commitments	Actual
Operating Reserve	\$39,951
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$21,700
School Based Programs	\$193,930
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
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	\$50,000
Capital - Buildings/Grounds > 12 months	\$35,000
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$400,581

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.