**2021 Annual Report to**

**The School Community  
  
School Name: Toorloo Arm Primary School (3968)**

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| --- | --- | --- | --- | --- | --- |
| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 15 March 2022 at 09:53 AM by Kerry Hughes (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 2021 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 06 April 2022 at 09:20 AM by Michelle Whelan (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**

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| --- |
| School context |
| Toorloo Arm Primary School is situated in Lakes Tyers Beach and draws its enrolment from Lakes Entrance, Kalimna, and the Lake Tyers Beach Community. We had an enrolment of 147 students with 5% indigenous students and an SFOE of 0.49. In 2021 we ran 8 classrooms, specialist Art, PE, French and the tutor learning initiative.   Our philosophy is that children succeed at school when teachers and parents work in a mutually supportive and cooperative environment. We also believe that open and honest communication is essential to building successful relationships between school and family. Consequently, our teachers are committed to developing links with all parents so that children are supported at school and at home. The school staff survey indicates a highly effective school climate.   Our staff participate in ongoing Professional Development focused on improving teacher practice. Much of this work revolves around the High Impact Teaching Strategies which we are continuing to implement in greater depth across the curriculum. Ongoing work will continue in reading, writing and mathematics in 2022. Parents continue to indicate very high levels of satisfaction of our school. |
| Framework for Improving Student Outcomes (FISO) |
| Our key improvement strategy of learning, catch up and extension, focused our work for 2021 in the areas of reading writing and numeracy.   In term one we introduced the Professional Learning Communities (PLC) Structure facilitating staff collaboration in the area of writing. The PLC team supported teachers through the improvement cycle with a focus on writing specifically supporting students to plan a narrative and be able to produce a story following that plan. The initial focus was on data -what evidence did we have- plotting students across the outcomes and then planning and implementing the teaching so all students demonstrated growth. Teachers commented on the collaborative nature of this work, how tight the focus was and how the students have been scaffolded to be successful. Not being able to collaborate face to face during remote learning reduced the effectiveness of our PLC work at different times of the year.   The tutor learning initiative program was established, resources allocated and program implemented throughout the year targeted at grade 1 and 2 students (26 altogether) having a solid grasp of letter sounds and the ability for students to segment and blend when reading and writing.    Two staff members have attended the Outer Gippsland Literacy Strategy professional learning and have been implementing improvements in relation to reading responses particularly in the senior classes. The Speech Pathology in Schools Program continued to build the capacity of our prep teachers in the implementation of a synthetic phonic program for prep students.   We used Google Classroom to deliver remote and flexible learning including a daily mini lesson in reading, writing, spelling or numeracy across the week and hands on tasks for students to complete at home. To increase the access to levelled readers all students had access to the Wushka Reading Library whilst learning from home.   In numeracy we continued to focus on the area of number fluency and students being flexible with their number knowledge. Number talks and games were used to engage students with thinking about numbers. Some project maths tasks were used during remote and flexible learning providing students with practical contexts for the use of mathematics. In term 4 we completed the Mathematics Online Interview with all students to springboard our 2022 learning focus in mathematics. |
| Achievement |
| Our learning, catch up and extension goal was to have 80% of students to be within 6 months of the expected level for reading, writing and number.   Our teacher judgement results were very pleasingly above similar schools average and within 3% of the state average for both English and Mathematics.  83.3%of students within 6 months of the expected level for English  83.3%of students within 6 months of the expected level for Mathematics   Our reading NAPLAN data shows a higher gain from year 3 to year 5 than similar schools but a lower percentage of students in the top 3 bands in grade 3 and 5 when compared to similar schools. We had an increase in the percentage of students with high gain in numeracy from 2020 but again a lower percentage of students in the top 3 bands in grade 3 and 5 when compared to similar schools.   Our focus for 2022 is to ensure that teachers know each child's next area of learning and that students are challenged in all areas of reading, writing and numeracy. Consistent use of our instructional models for reading and numeracy will be monitored through our PLC structure and we will engage in further professional learning in the area of writing. |
| Engagement |
| Due to COVID restrictions there were significant challenges throughout 2021 in the provision of activities that enhance students engagement in school including sports days, school camps, swimming, incursions and excursions. We did our utmost to be poised and ready to go with these activities when the restrictions were lifted.   By the end of the year we were able to provide swimming from P-6, grade 1 & 2 sleepover and grade 3/4 camp. To support students to reconnect across the school we held a whole school olympic games and rewards days. We also managed some local excursions to Lake Tyers Beach for grades 3/4 and Traralgon for grades 5/6. School council and our parents expressed their gratitude for our efforts in being flexible and willing to make these extra curricula learning opportunities available to our students.   During remote and flexible learning we provided three modes of access to learning- face to face for essential workers and vulnerable students and averaged over 35 students daily, hard packs of learning resources which were accessed by approximately 30 students on a weekly basis and Google Classroom which was the predominate mode of access particularly by the grade 5 and 6 students. We also supported families with in excess of 30 laptops to families so they could engage with Google Classroom learning mode.   There has been an openness of staff and students to virtual learning with the 3-6 team engaging with Drama Victoria to deliver virtual drama lessons throughout the year.   Ongoing monitoring of absences and follow up with families remains a focus. |
| Wellbeing |
| Students continue to endorse our school in a positive manner across all areas. In the two areas in this report, sense of connectedness and management of bullying, pleasingly our results continue to be above similar schools and the state average.   SATSS 2021 Peer relationships 86% positive  School connectedness 80% positive  Student voice and agency 71% positive  Sense of inclusion 88% positive  Advocate at school 89% positive  Managing bullying 83% positive  Respect for diversity 85% positive  Teachers create spaces where children feel valued and safe and this is underpinned by our strong values program giving us consistent language across the school for positive behaviour management. Teachers are tuned in to our students needs and have a good understanding of trauma informed practises. Teachers are willing to make the adjustments necessary for students to reset if they are unable to regulate their behaviour.   Our approach to remote and flexible learning included a daily wellbeing check facilitating peer and school connectedness and we successfully kept in contact with over 90% of our families and students.  In 2021 we engaged in a joint initiative with School Focussed Youth Group and Gippsland Lakes Community Health to deliver Peaceful Kids Program to identified grade 5 & 6 students supporting their self regulation and sense of wellbeing and have subsequently trained a staff member to continue with the facilitation of this wellbeing initiative in 2022. We completed the two year teaching cycle of Respectful Relationships curriculum throughout P-6 and will engage with The Resilience Project in 2022. |
| Finance performance and position |
| The Finance Committee of TAPS School Council oversees the schools budget, our camping programs and the school uniform sales by reviewing the schools financial position on a monthly basis and reporting to school council. School council reviewed our parent payment policy in line with DET requirements. DET funds for bushfire preparedness funds were spent and acquitted in a timely manner with the school acquiring a new trailer for rubbish removal. Junior school council ran a Pirate Day and a Colorful Clothes Day supporting local charities. There were limited opportunities for parents and friends to run fundraising activities or coordinate the provision of Lovely Lunches.   Additional funds ($5000) were sourced through the sporting schools initiative which supported the P-6 swimming program. Schools Plus provided funds ($30,000) for teachers to collaborate on improving year 6/7 transition. We were successful in receiving a grant ($17,500) from East Gippsland Water for a native vegetation and habitat, wildlife corridor which was also acquitted successfully.   Both the SRP and school finances remained in surplus at the end of the year. |
| **For more detailed information regarding our school please visit our website at** [**www.taps.vic.edu.au**](file:///C:\Users\02103792\Downloads\www.taps.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 147 students were enrolled at this school in 2021, 69 female and 78 male.

NDP percent of students had English as an additional language and 8 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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 83.5% |
| State average (primary schools): | 81.8% |

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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 77.5% |
| State average (primary schools): | 75.8% |

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.

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 83.3% |
| Similar Schools average: | 79.5% |
| State average: | 86.2% |

|  |  |
| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 83.3% |
| Similar Schools average: | 79.5% |
| 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: | 47.8% | 50.0% |
| Similar Schools average: | 65.2% | 68.0% |
| State average: | 76.9% | 76.5% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 47.8% | 54.8% |
| Similar Schools average: | 65.0% | 61.1% |
| State average: | 70.4% | 67.7% |

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| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 36.4% | 51.5% |
| Similar Schools average: | 60.0% | 62.9% |
| State average: | 67.6% | 69.1% |

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| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 45.5% | 37.0% |
| Similar Schools average: | 56.5% | 54.5% |
| 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: | 32% | 41% | 27% | 20% |
| Numeracy: | 29% | 57% | 14% | 24% |
| Writing: | 55% | 36% | 9% | 16% |
| Spelling: | 27% | 64% | 9% | 19% |
| Grammar and Punctuation: | 32% | 64% | 5% | 16% |

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.

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| --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 23.5 | 19.2 |
| Similar Schools average: | 19.3 | 17.6 |
| 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): | 87% | 88% | 92% | 88% | 85% | 90% | 88% |

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: | 80.3% | 86.8% |
| Similar Schools average: | 78.0% | 80.3% |
| 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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 83.3% | 87.4% |
| Similar Schools average: | 79.9% | 81.2% |
| 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 | $1,678,967 |
| Government Provided DET Grants | $337,873 |
| Government Grants Commonwealth | $34,527 |
| Government Grants State | $0 |
| Revenue Other | $18,131 |
| Locally Raised Funds | $60,148 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,129,646** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $185,902 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$185,902** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,546,147 |
| Adjustments | $0 |
| Books & Publications | $607 |
| Camps/Excursions/Activities | $44,407 |
| Communication Costs | $3,883 |
| Consumables | $35,437 |
| Miscellaneous Expense 3 | $28,904 |
| Professional Development | $6,135 |
| Equipment/Maintenance/Hire | $57,823 |
| Property Services | $84,056 |
| Salaries & Allowances 4 | $65,726 |
| Support Services | $20,840 |
| Trading & Fundraising | $17,563 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $13,442 |
| Total Operating Expenditure | **$1,924,970** |
| Net Operating Surplus/-Deficit | **$204,676** |
| Asset Acquisitions | **$20,926** |

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 | $302,960 |
| Official Account | $3,431 |
| Other Accounts | $0 |
| Total Funds Available | **$306,391** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $57,676 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $47,000 |
| School Based Programs | $0 |
| 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 | $13,000 |
| Maintenance - Buildings/Grounds < 12 months | $7,797 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$135,473** |

*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.*