

2023 Annual Report to the School Community

School Name: Toorloo Arm Primary School (3968)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 24 April 2024 at 08:20 AM by Kerry Hughes (Principal)

- This 2023 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 24 April 2024 at 08:53 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 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Toorloo Arm Primary School is situated in Lake Tyers Beach and draws its enrolment from Lakes Entrance, Kalimna, Nowa Nowa and the Lake Tyers Beach Community. In 2023 we had an enrolment of 136 students with 6% indigenous students and an SFOE of 0.47. We ran 7 classrooms, specialist Art, PE, French, STEM 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 families. Consequently, our teachers are committed to developing links with all parents so that children are supported at school and at home.

Our staff are committed to working together so that all children can succeed through a professional learning community. The school staff survey indicated a highly effective school climate 5% above the state average, with staff identifying strengths in our collective focus on student learning and a shared responsibility for student outcomes and whole school priorities.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we continued to work on the key improvement strategy of having consistent instructional practises across all classrooms and increasing student voice and agency in learning.

We continued to improve our reading instructional practise through the implementation of student goal setting and reading conferences. Our focussed PLC work was on redesigning our writing instructional model which was then implemented in semester two with a focus on the six traits of writing, students understanding the writing process and having choice over their writing. Peer observations were conducted across all classrooms, providing teachers with feedback on their implementation of the workshop model. Our grade three NAPLAN results in reading had 44.4% of students achieving strong or exceeding whilst 50% of grade five students also achieved that result. Our writing results were very pleasing with 67% of grade 3 students achieving strong or exceeding as well as 43% of grade 5's. These will be our benchmark results for 2024.

In mathematics, teachers were supported to develop sequences of learning documents that doubled as formative assessment checklists for collecting student responses. This supported teachers on the content to be taught and also confirmed what they were looking for in student achievement. There was a shift in teacher practise valuing the formative assessment strategies in this curriculum area. Teachers indicated that they have an increasing confidence in implementing our instructional model for mathematics. Our numeracy specialist supported new staff with coaching on a weekly basis and modelled the use of challenging tasks across the school. We had 70.6% of grade 3 students achieve the strong or exceeding standard on the NAPLAN assessment, as well as 35% of grade 5 students.

Wellbeing

Emotional literacy was taught through our second year of implementing the Resilience Project. Units 7 & 8 from the Respectful Relationships program was also prioritised for term 4. Our Mental Health and Wellbeing Leader was an active participant in the Communities of Practise throughout the year and developed an action plan specific to our school. Teachers and school councillors were consulted on our "Happy and Healthy School" jigsaw, establishing priorities for implementation.

Professional development for staff on mental health was conducted in term 3 and two teachers attended the Safe Minds professional development program to build our capacity in responding to tier 3 concerns. A review of our approach to social and emotional literacy took place in term 4.

Our mental health funding was used to employ a councillor throughout the year to support tier 3 referrals from both teachers and parents. Our referral process was mapped to include in school and out of school referrals to build teachers capacity to better support families.

PIVOT student surveys for wellbeing commenced at the end of term 3 and continued across the whole school as part of the Far East Network initiative to support the wellbeing of young people and schools in our area. These surveys were highly informative and valued by staff and students indicated they liked the opportunity to express how they were feeling about a range of aspects affecting their mental health. We continue to be proactive in managing student behaviour and catering for a diverse range of student needs throughout the school. This is positively endorsed by students on the attitude to school survey with 83% of students being positive

about respect for diversity, 75.8% of student positive about our practises for managing bullying and 94% of student not experiencing racism.

Engagement

Students are highly engaged in the programs offered by their classroom teachers on a daily basis. On the student attitude to school survey 88% of students believed teachers had high expectations for success. Our focus area for engagement is on providing students with increased voice and agency in their learning. Teachers used a variety of strategies such as clear learning intentions, success criteria, learning contracts and rubrics to make the learning visible for students.

Our specialist programs of Language other than English-French, Visual Arts, Music, Performing Arts, Physical Education and Sport are well planned and students indicate their enjoyment in these subject areas.

We had numerous visiting artists and excursions throughout the year to engage student's curiosity and interest in learning. Our camps program from grade 1-6 extends students personal and social learning capabilities, helping build resilience and collaboration.

Attendance is monitored on a weekly basis and follow up occurs in a timely manner. 81% students on the attitude to school survey are positive about attending our school, however our average of 30.1 days absence for 2023 is much higher than we would like.

Other highlights from the school year

Throughout the year students participate in a wide range of sporting opportunities. A number of Toorloo students qualified for district, division, regional and state sporting events in a variety of sports. We also linked students into community sport by attending sessions at the Lakes Entrance Tennis and Lakes Entrance Golf Clubs. An extensive 10 day swimming program was conducted for all students.

Our Junior School Council hosted a range of social service activities throughout the year and had input into our rewards day program each term. Term 2 was celebrated with a colour run which was highly popular.

Term 3 was celebrated by our school community attending our Arts and Writers Festival evening where all students shared their writing with their family members and exemplary pieces were recognised.

Our whole school performance evening in term 4 was a fabulous evening of dance, storytelling and song and was hugely supported by our whole school community.

Our dedicated Parents and Friends group worked tirelessly throughout the year conducting a range of activities for students to enjoy. This culminated in a family fun night in November which was well attended by the school community.

School Council oversaw the refurbishment of the old toilet block in collaboration with the Victorian Schools Building Authority and we are very pleased with the outcome.

Financial performance

The school finances are overseen by the finance sub-committee of school council and reports are presented to school council throughout the year. A budget is prepared annually and adhered to with any major adjustments overseen by school council. All financial audit processes are in place and monitored regularly.

Three Commonwealth Sporting grants were sourced to financially support our 10 week intensive swimming programs for all students in terms 1 and 3 and in term 4 all students had specialised tennis coaching. Financially supported by the Australian Tennis Foundation, after school tennis coaching was facilitated throughout the year, providing an opportunity for community connectedness.

For more detailed information regarding our school please visit our website at 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 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 136 students were enrolled at this school in 2023, 67 female and 69 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).

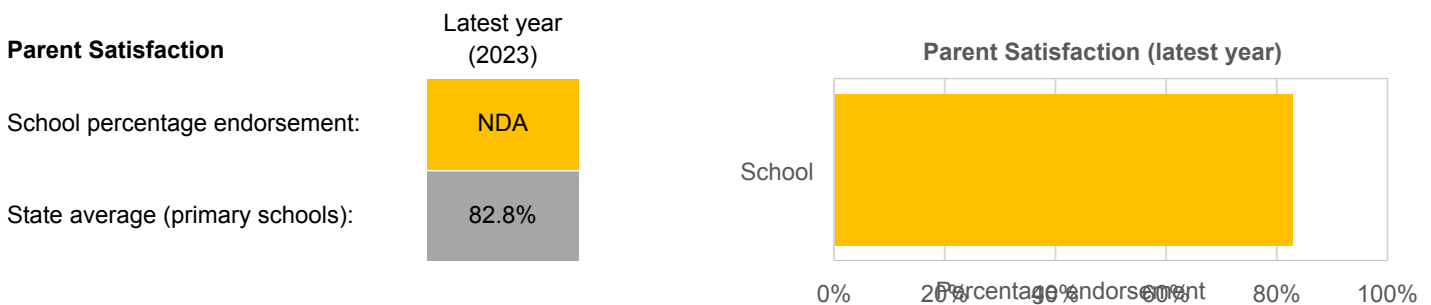
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

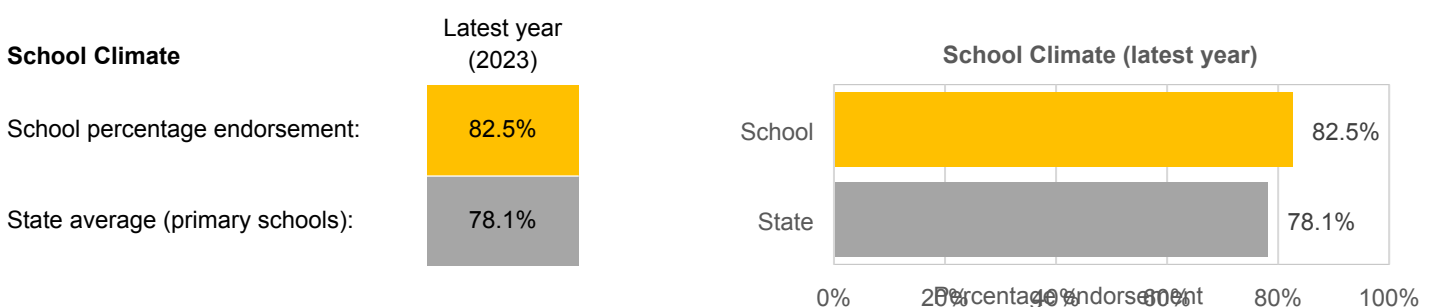


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

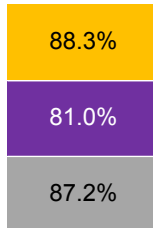
English Years Prep to 6

School percentage of students at or above age expected standards:

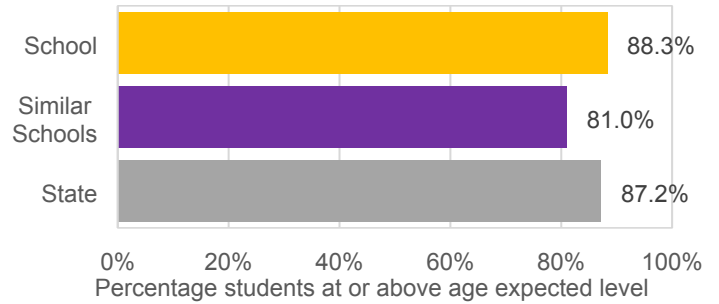
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



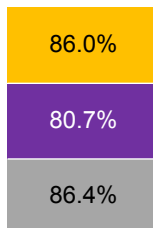
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

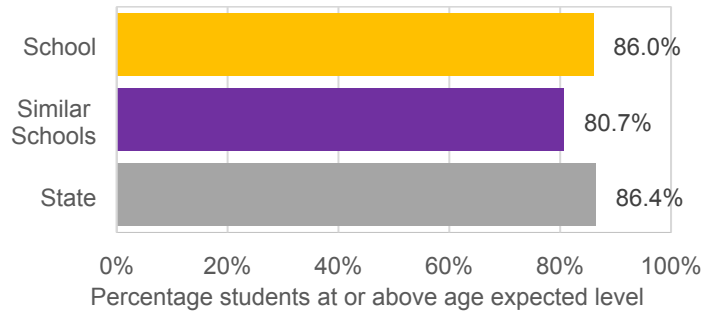
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.4%

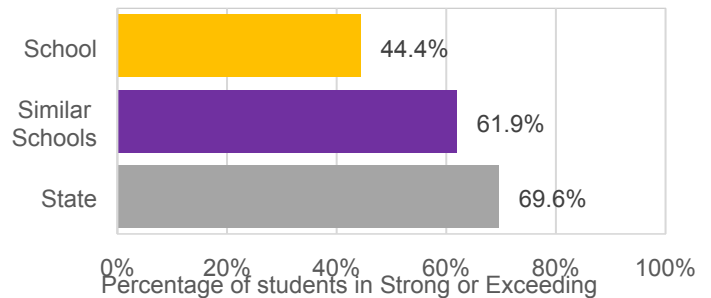
Similar Schools average:

61.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

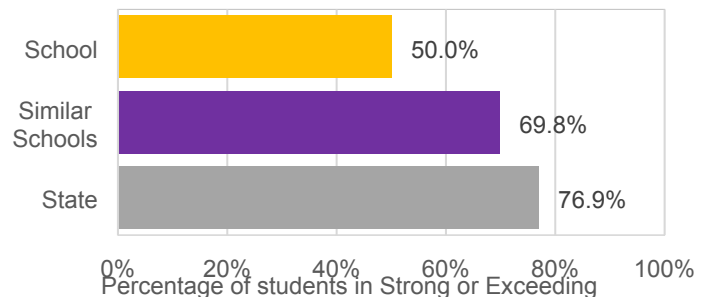
Similar Schools average:

69.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.6%

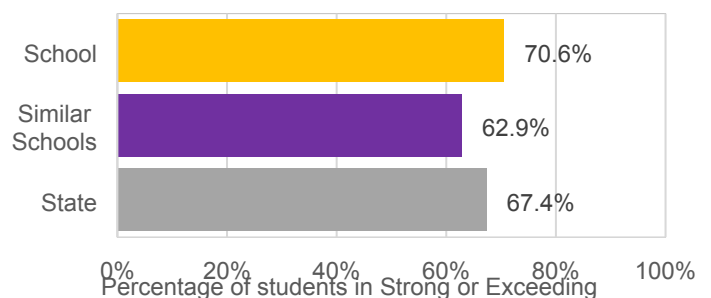
Similar Schools average:

62.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

35.0%

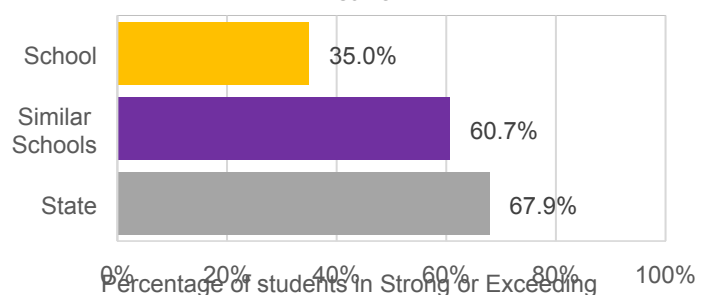
Similar Schools average:

60.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

75.0%

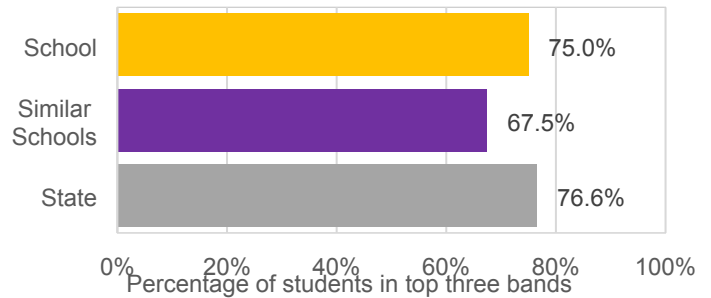
Similar Schools average:

67.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

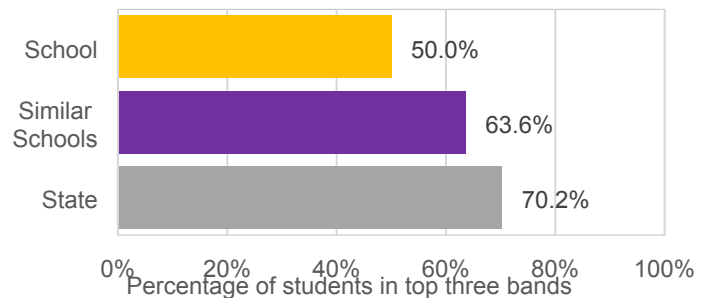
Similar Schools average:

63.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

62.5%

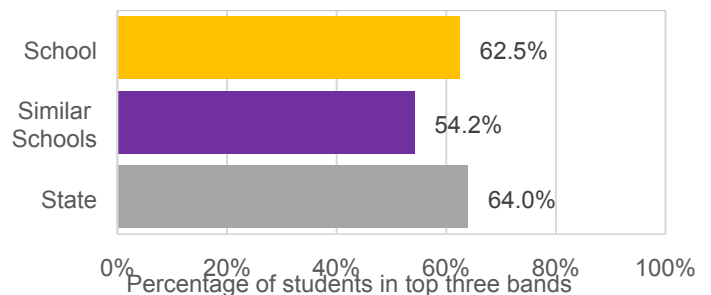
Similar Schools average:

54.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.0%

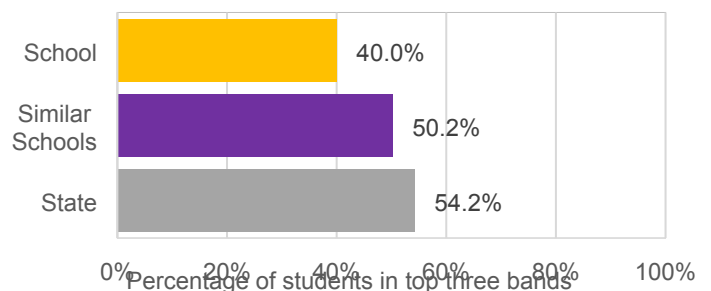
Similar Schools average:

50.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

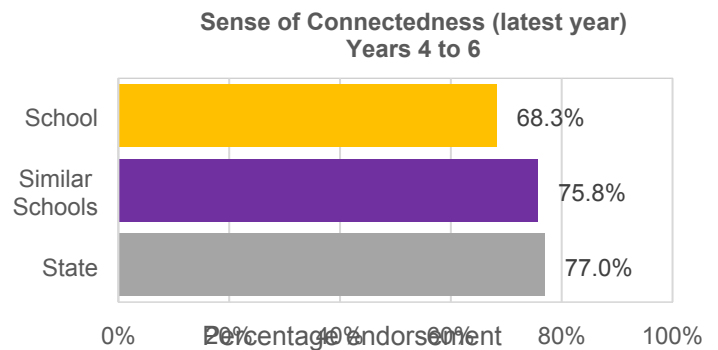
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	68.3%	76.3%
Similar Schools average:	75.8%	77.8%
State average:	77.0%	78.5%

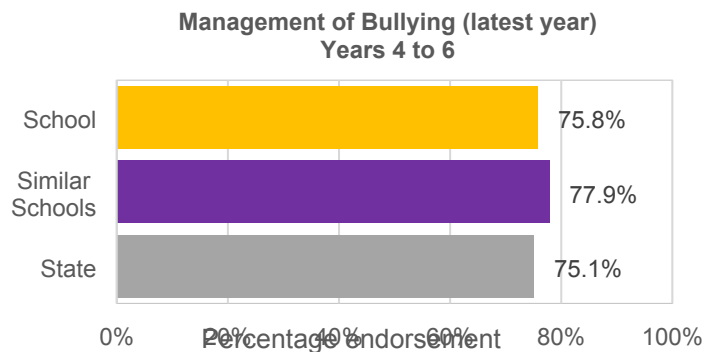


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	75.8%	81.4%
Similar Schools average:	77.9%	79.1%
State average:	75.1%	76.9%



ENGAGEMENT

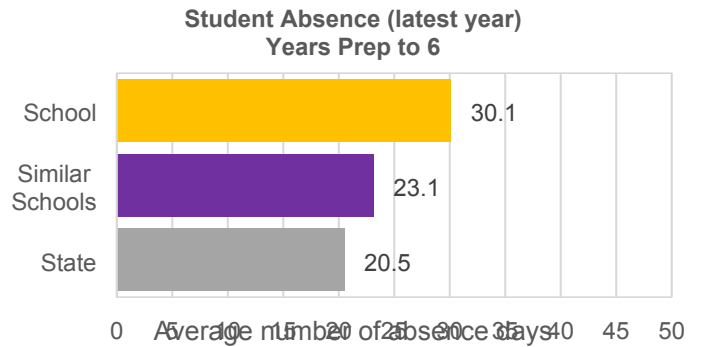
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	30.1	24.6
Similar Schools average:	23.1	20.8
State average:	20.5	18.1



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 (2023):	82%	84%	90%	88%	87%	79%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,809,282
Government Provided DET Grants	\$334,587
Government Grants Commonwealth	\$8,363
Government Grants State	\$0
Revenue Other	\$10,283
Locally Raised Funds	\$43,557
Capital Grants	\$0
Total Operating Revenue	\$2,206,072

Equity ¹	Actual
Equity (Social Disadvantage)	\$142,329
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$142,329

Expenditure	Actual
Student Resource Package ²	\$1,730,721
Adjustments	\$0
Books & Publications	\$1,250
Camps/Excursions/Activities	\$73,480
Communication Costs	\$2,172
Consumables	\$47,943
Miscellaneous Expense ³	\$30,031
Professional Development	\$4,531
Equipment/Maintenance/Hire	\$28,337
Property Services	\$80,521
Salaries & Allowances ⁴	\$115,034
Support Services	\$41,985
Trading & Fundraising	\$23,042
Motor Vehicle Expenses	\$461
Travel & Subsistence	\$0
Utilities	\$15,293
Total Operating Expenditure	\$2,194,800
Net Operating Surplus/-Deficit	\$11,272
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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$164,796
Official Account	\$10,919
Other Accounts	\$0
Total Funds Available	\$175,714

Financial Commitments	Actual
Operating Reserve	\$70,474
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$10,687
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,735
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,503
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$142,899

All funds received from the Department of Education, 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.