

2025 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 20 March 2026 at 11:47 AM by Allison Hopkins (Principal)

- As executive officer of the school council, I attest that this 2025 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 20 March 2026 at 11:48 AM by Allison Hopkins (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Toorloo Arm Primary School is a small, regional school situated in Lake Tyers Beach. The school serves the communities of Lakes Entrance, Kalimna, Nowa Nowa and Lake Tyers, and is a member of the Far East network of Outer Gippsland, South-eastern Region. Our enrolment in 2025 was 129 students with 16 indigenous students and a SFOE of 0.47. The school structure consisted of 7 classrooms with specialists' classes in Art, Physical Education and French, with the Tutor Learning Initiative (TLI) supporting intervention and extension programs. The staffing profile consisted of a principal, two learning specialists, twelve teachers (full time and part-time) and six education support staff.

Our vision statement is 'Learning together, succeeding together' and supports our philosophy that children succeed at school when all community members (students, teachers and parents) work in a mutually supportive and cooperative environment. Our staff are committed to building successful relationships between school and families with open, honest and supportive communication, and are committed to developing links with all parents so that children are supported at school and at home. Our vision statement is further supported through our school values and behaviours; respect, resilience, collaboration and being ready to learn.

Our staff are committed to working together in a professional learning community of practitioners with a belief that that all children can succeed. These communities strengthen 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

The school has continued to work towards the improvement of student achievement and maximising learning growth in English and mathematics across the school. Within the 2025 School Performance Report, the school rated 'medium' in learning performance and 'improving' for change, with a final overall rating of 'improving'. This means that we had mixed results. Although we were unable to meet the majority of outcomes in Naplan, our learning measures for reading, writing and numeracy indicate improvements with our students, particularly with students achieving within the strong category. Further analysis suggests that sustaining expected growth is an area that needs further work, as well as exceeding our higher students in all areas.

A strength of the school is using PLC's (professional learning communities) as a structure to drive student improvement in teams and across the school. This structure enables teams of teachers to collect, analyse and use cohort data to determine student achievement levels, and to flow on to collaborative planning for individuals points of needs. This ensures collaboration, increases

collective expertise, supports staff and increases knowledge of all students in the cohort, as well as high quality planning for all students.

Another strength is the number of experienced staff at the school. The school benefits from a high proportion of expert teachers who have been here for a substantial amount of time to enable consistency. This expertise and consistency has ensured that there is a strong base in teaching knowledge and expertise across all years. Teachers demonstrate a strong knowledge and application of High Impact Teaching Strategies (HITS), which are embedded in classroom practice. A part-time teacher (two days) is dedicated to delivering small group instruction across the school, providing both intervention and extension opportunities for students.

A phonics program (based on the Phonics Plus) has been successfully introduced in the junior years, with students working in small groups to strengthen foundational skills across both classes in the junior classes. Continued work has been achieved on developing an Instructional Model for numeracy and literacy and ensuring that this is aligned with the Victorian Teaching and Learning Model 2.0. Unpacking each of these to develop collective understanding and application will continue to be developed moving into next year. Clarity around assessment; why are we assessing, what information is it giving us and what is the next stage of learning for optimal growth, will continue, as well as building teacher capacity to utilise this data effectively and with intended purpose.

Wellbeing

The school has placed a strong emphasis on student wellbeing and has a well aligned structure of wellbeing support across the school. The school works in a strong partnership model with parents, allied agencies and external providers to ensure that students are supported and ensures there are whole school practices to create a positive and inclusive school culture. The 2025 School performance report, the school rated 'developing' in performance, and the change level was rated at the 'maintained' level. This data indicates a low level of wellbeing across the school, which is in contrast to the information gathered through surveys on wellbeing. One of the indicators of this variance is the mixed results from the Attitudes to School survey with the grade 4, 5 and 6's.

The PIVOT wellbeing surveys play an important part in gathering student voice and feedback, allowing staff to better understand student perceptions of wellbeing and engagement. These surveys help provide real time information for teachers to regularly check in with students to help monitor their wellbeing and help provide any proactive support when needed. The Respectful Relationship curriculum is embedded across the school and is implemented with fidelity to support the schools' values and priorities.

School wide wellbeing approaches revolve around the teaching of the Respectful Relationships curriculum across the school and implementing the PIVOT wellbeing survey to monitor student engagement and connectedness. These surveys provide a confidential avenue for students to seek support, ensuring that all students have at least one trusted adult within the school. To support relationships across the school and peer collaboration and support, we run a buddy system between the preps and Grade Six students. Staff maintain authentic and respectful relationships with parents and carers, promoting strong partnerships that support student wellbeing and learning. Relationships between staff and families are maintained through formal (parent teacher interviews) and informal conversations throughout the year.

Wellbeing support across the school is a strength. The school counsellor continues to play a key role in supporting students and families, with the time being extended due to higher demand, contributing to a proactive and caring environment. The school's values were codesigned with staff and student input, with the "Your Choice" framework encouraging consistency, accountability and reflection. Programs, such as the 'Brendan' program (construction activity groups for the senior students) and regular values-based assemblies (led by senior students), promote connection, positive behaviour and celebrate success. Some teachers are using class rewards to acknowledge and reinforce respectful and responsible behaviour and support students to increasingly recognise the positive actions of their peers. Staff have also strengthened their connections with families through more frequent communication and follow-up, particularly to help reduce student absences. Daily classroom check-ins at the end of the day give students an opportunity to reflect positively and leave school feeling supported and valued.

Engagement

Student engagement remained a strong focus throughout the year, with particular attention given to improving attendance and strengthening student connection to school. The attendance level in the 2025 School Performance Report was classified as 'developing', indicating that there is further work needed in this space. 2025 saw a focus on attendance across the school and although there was a decrease in absence rates, going from 44% in 2024 to 41% in 2025 of students with 30 plus days away from school, this was minimal. Attendance rates were regularly tracked and targeted supports, such as regular family communication, individual attendance plans and wellbeing check-ins, were implemented. These strategies resulted in modest improvements for several students, highlighting the importance of early intervention and strong home-school partnerships. There were mixed results in the Attitudes to school survey with the grade 4's scoring markedly higher than the Grade 5 and 6's, with the area of stimulated learning being particularly low.

A highlight was the breadth of extracurricular opportunities offered to students. Whole-school events such as camps, sporting activities, and performing arts programs significantly enhanced student engagement. Programs such as the visiting dance initiative and interschool activities provided authentic, collaborative learning experiences that promoted participation and connection.

The school also prioritised creating engaging classroom environments aligned with the FISO 2.0 focus on student engagement as a driver of learning and wellbeing. A behaviour expectations chart was implemented this year to address behaviour inconsistencies between classrooms and specialists' subjects. This was designed to provide a clear visual in all learning spaces, enabling students to clearly see that behaviour expectations are consistent and expected across the school and focus on the positives. One of the strategies incorporated within this was the ability to have a 'reset' where students can have a chance to regulate their emotions. To enable students to use this successfully, targeted learning needs to be completed with students to be able to firstly, identify emotions and secondly, the knowledge around selecting strategies that will help them to self-regulate. This will be a focus for work in the future.

Other highlights from the school year

Throughout the year, students participated in a wide range of extra curriculum activities including camps, whole school events and performances, as well as sporting opportunities. Several Toorloo students qualified for district, division and regional 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 Lawn Bowls. 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 the termly rewards day program, encouraging students displaying school values and behaviours. Whole school events included a colour run that occurred in Term 2, and our Network Arts and Writers Festival evening in Term 2 enabled the community to celebrate students writing with family members and recognise exemplary pieces. Term 4 saw our whole school 'Bollywood' performance cultivated in a fabulous evening that showcased the dancing talents, effort and practice that students put into their class dances. It was a fabulous evening that was warmly supported by the school community. Building knowledge and understanding of Indigenous culture became the focus for Reconciliation Day where whole school activities enabled us to learn from and with each other with strong participation at the event held at Lakes Entrance Secondary College. Several of our Grade six students participated in the completion of community activities that got them involved in connecting with local community groups for the Junior Rotary Awards, and all students had the opportunity to participate in competitions such as the Junior Rotary Public speaking competition and the French poetry state competition. A part time teacher was employed to work with the senior students in small groups to develop a project looking at rebuilding the chicken shed.

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. Commonwealth Sporting grants were sourced to financially support our 10-week intensive swimming programs for grade six students. In 2025, this grant will enable all students to participate in the swimming program. The Australian Tennis Foundation grant ensured that specialised tennis coaching in term 4, as well as an opportunity given for students to participate in after school tennis coaching.

**For more detailed information regarding our school please visit our website at
<http://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 128 students were enrolled at this school in 2025, 60 female and 68 male. NDA had English as an additional language and 12% 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 **High**.

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	81.8%	
	Similar schools	89.9%	
	State	82.0%	

School Staff Survey

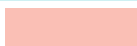
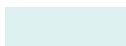
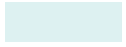
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	83.2%	
	Similar schools	79.3%	
	State	77.4%	

LEARNING

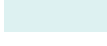
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	86.2%	
	Similar schools	79.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.1%	
	Similar schools	77.2%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

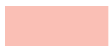
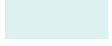
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	58.8%		55.2%
	Similar schools	59.6%		61.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	60.0%		59.6%
	Similar schools	68.6%		67.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%		59.3%
	Similar schools	57.0%		60.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	64.3%		54.0%
	Similar schools	60.4%		60.0%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	71.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	64.3%	
	Similar schools	67.6%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	66.3%		74.0%
	Similar schools	78.2%		77.8%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	69.9%		78.5%
	Similar schools	79.3%		79.0%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	30.6	31.6
	Similar schools	24.7	25.2
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	83.9%	
Year 1	School	87.4%	
Year 2	School	81.4%	
Year 3	School	85.7%	
Year 4	School	87.5%	
Year 5	School	80.5%	
Year 6	School	85.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,857,109
Government Provided DET Grants	\$321,091
Government Grants Commonwealth	\$7,478
Government Grants State	\$20,209
Revenue Other	\$9,345
Locally Raised Funds	\$51,604
Capital Grants	\$0
Total Operating Revenue	\$2,266,836

Equity	Actual
Equity (Social Disadvantage)	\$127,888
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$127,888

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$1,805,763
Adjustments	\$0
Books & Publications	\$5,529
Camps/Excursions/Activities	\$72,605
Communication Costs	\$2,918
Consumables	\$33,675
Miscellaneous Expenses ²	\$15,420
Agency Staff	\$0
Professional Development	\$46
Equipment/Maintenance/Hire	\$5,286
Property Services	\$82,602
Salaries & Allowances ³	\$62,271
Support Services	\$63,809

Expenditure	Actual
Trading & Fundraising	\$17,093
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$188
Utilities	\$19,226
Total Operating Expenditure	\$2,186,430
Net Operating Surplus/-Deficit	\$80,406
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$156,452
Official Account	\$10,746
Other Accounts	\$0
Total Funds Available	\$167,199

Financial Commitments	Actual
Operating Reserve	\$63,445
Other Recurrent Expenditure	\$27
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$108,472

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.