

2022 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 (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 24 March 2023 at 11:52 AM by Kerry Hughes (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 24 April 2023 at 01:53 PM by Taryn Humphrey (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

Toorloo Arm Primary School is situated in Lakes Tyers Beach and draws its enrolment from Lakes Entrance, Kalimna, Nowa Nowa and the Lake Tyers Beach Community. We had an enrolment of 133 students with 6% indigenous students and an SFOE of 0.49. In 2022 we ran 7 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. Parents continue to indicate very high levels of satisfaction of our school 2.8% above the state average

Our staff participate in ongoing Professional Development focused on improving teacher practice in reading, writing and mathematics. We have adopted the professional learning cycle to focus our work. The school staff survey indicates a highly effective school climate 7.8% above the state average.

The installation of a new playground and a new shade sail enhanced the outside facilities for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our focus for this year was to establish a consistent instructional model for reading instruction. We engaged in professional learning including seminars, peer observations and feedback throughout the year to build our skills and knowledge of the readers workshop model. Our Literacy Leader was released from the classroom for at least 3 hours a week to facilitate the PLC work and to: model the readers workshop, observe teachers and give feedback on the workshop model implementation and professional learning on High Impact Strategy of Goal Setting and Conferencing. The readers workshop model has tightened the instructional time for reading freeing up time for daily writing and the writers workshop model. Giving purpose to writing our grade 3/4 students engaged in the Red Room Poetry opportunity and their works were published to a large audience on the internet.

Our internal literacy assessments and teacher judgements indicate that 85% or more of our students are working at or about the expected standard for English. Our grade 3 NAPLAN results in reading were very pleasing with 75% of students in the top three bands, whilst 50% of our grade 5 students in the top three bands. The trend for a lower percentage in grade 5 is consistent with statewide trends.

The teacher learning initiative focused on early years literacy and was implemented by two staff members throughout the whole year.

Our focus in mathematics was to embed our agreed instructional model for mathematics into every classroom consistently. Our Mathematics Leader was released for classroom observations, modelling and teacher support. Anchor charts are being used consistently to support learning and make the learning visible to students. Our students disposition to approaching challenging tasks continues to develop positively.

Our internal numeracy assessments and teacher judgements from P-6 indicate that 83.4% or more of our students are working at or above the expected standard for Mathematics. Our grade 3 NAPLAN results in numeracy were very pleasing with 62.5% of students in the top three bands, whilst 40% of our grade 5 students in the top three bands. The trend for lower percentage for grade 5 is consistent with statewide trends.

Wellbeing

Supported by the Bushfire Resilience Funding we implemented the first year of The Resilience Project aimed at students understanding of Gratitude, Empathy and Mindfulness. This project gave a positive boost to our wellbeing program with great resources and students individual workbooks. Respectful Relationships units were linked into the TRP when appropriate. We also engaged in the Regional Arts Victoria program that delivered drama education for students in grades 2-4. With the introduction of the School Mental Health Fund we undertook an audit of our current practices and determined the gap was at the tier 2 early intervention area and therefore employed a counsellor and a play therapist for term 4. We continue to be proactive in managing student behaviour and students endorse our processes with an 83% positive endorsement of the management of bullying on the attitude to school survey. This is 7.2% above the state average and is a credit to all staff for creating a safe, orderly and engaging school environment. 86% of students responded positively to a sense of inclusion and 100% of students at our school say it is okay to be different at this school.

Engagement

Students are highly engaged in the programs offered by their classroom teachers on a daily basis. Our student attitude to school survey results for effective teaching time, differentiated learning challenge and effective classroom behaviour were all above 80%. Our focus on learning goals for reading aimed at giving students more agency in their learning which was endorsed on the student attitude for school survey with 84% positive response for self regulation and goal setting. Our integrated studies units in 2022 focused on the big ideas of change over time in both history and science, sustainability, identity and provided students with the opportunity to explore areas of interest. The Museum In Motions unit in grade 5/6 culminated in a terrific open night for families where students showcased an Australian Great. Our specialist programs including Physical Education, Sport, Visual Arts and Languages Other Than English, French, all contribute to a well rounded educational experience for our students. We had numerous visiting educational experiences throughout the year to engage students curiosity in Science, Technology and Engineering including Robotics, Engineers without Borders, Museum Victoria, Victorian Space Education Centre and the Planetarium. Our grade P/1/2 teachers attended professional learning in Music Education - "Duet" providing music education to the junior school. Toorloo Arm Primary School hosted a Reconciliation Event for the cluster of schools with over 400 students from five neighboring schools participating in a range of cultural activities and culminated in all students singing "We Are One" in Gunai Kurnai language. 57% that is 89/133 students had 20 days or more absent from school. Attendance is monitored on a weekly basis and timely calls are made to families. We have engaged regional staff to support our efforts in this area.

Other highlights from the school year

Our community partnership with Lakes Primary to provide an Out Of School Hours Care Service has been well utilised by our school community and a successful Memorandum of Understanding was reached throughout the year. In collaboration with Uniting Care we established a playgroup onsite which gained momentum throughout the year. The Positive Start initiative saw our grade 3-6 students have two school camps throughout the year. Grade 3/4 went to Lakeside and Healesville and our grade 5/6's went to The Summit and Sovereign Hill, Ballarat. Our grade 2's had a two day camp at Lake Tyers Beach and our grade 1's had a sleepover at school. Our school performance evening was a highlight with students performing a range of items including singing, body and musical percussion, storytelling and dance, in front of a packed crowd. Bike Education was introduced to grades 3-5 and we received a set of school bikes courtesy of Aus Cycles. Our school website was updated to be more reflective of our current beliefs and practices.

Financial performance

The Schools 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. School Council endorsed stage one of the playground replacement. We were grateful to our school community who assisted in the dismantling and removal of the old playground and grounds preparation.

Three Commonwealth Sporting Schools Grant were sourced to financially support our intensive 10 week swimming program for all students P-6 and the introduction of our Bike Education Program.
Supported by the Australian Tennis Foundation, after school tennis coaching was facilitated throughout the year, providing an opportunity for community connectedness and links to the wider school community.
We received additional funds from Fair Education in 2022 that supported the review of the transition program linked to Lakes Entrance Secondary College.

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 133 students were enrolled at this school in 2022, 65 female and 68 male.

NDP percent of students had English as an additional language and 6 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).

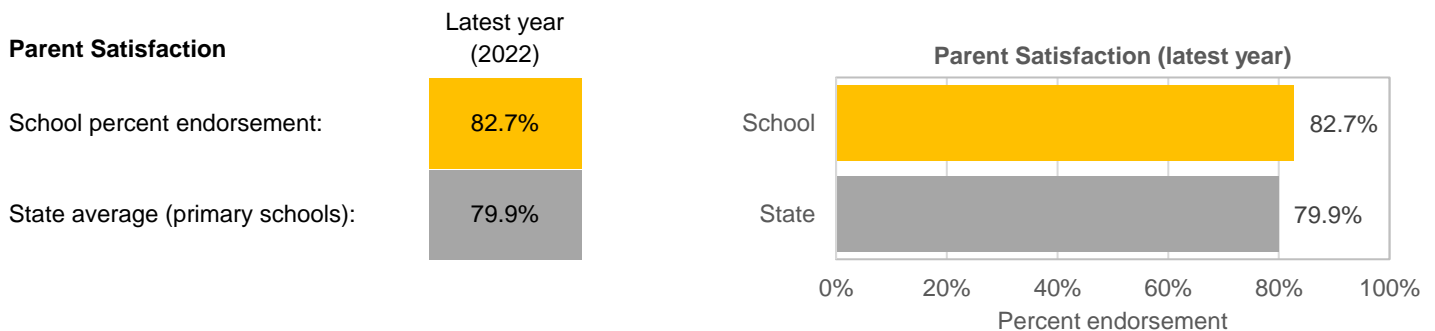
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

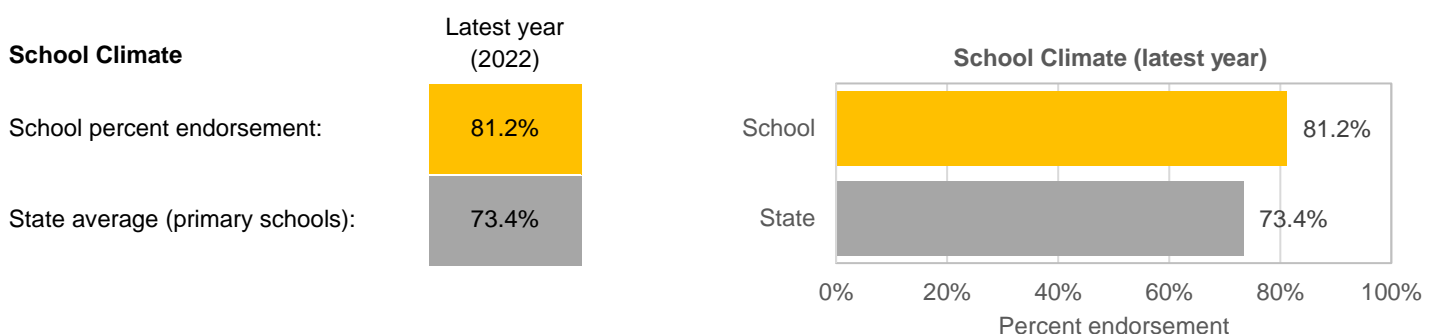


School Staff Survey

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:

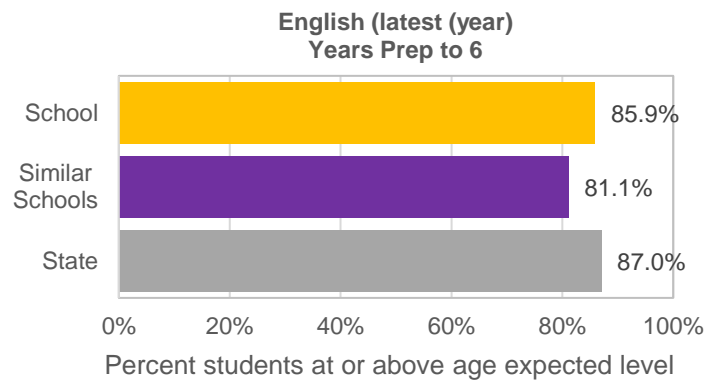
85.9%

Similar Schools average:

81.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

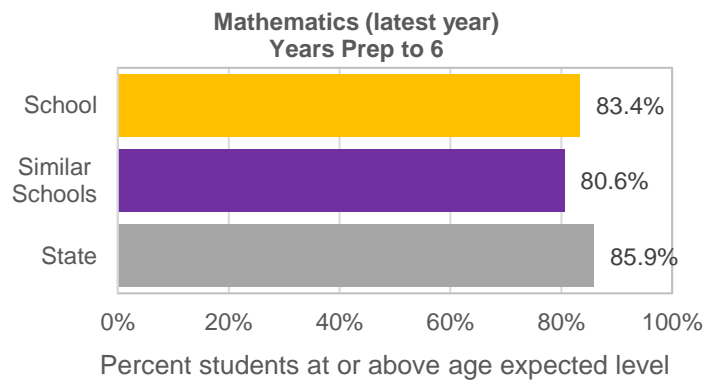
83.4%

Similar Schools average:

80.6%

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.

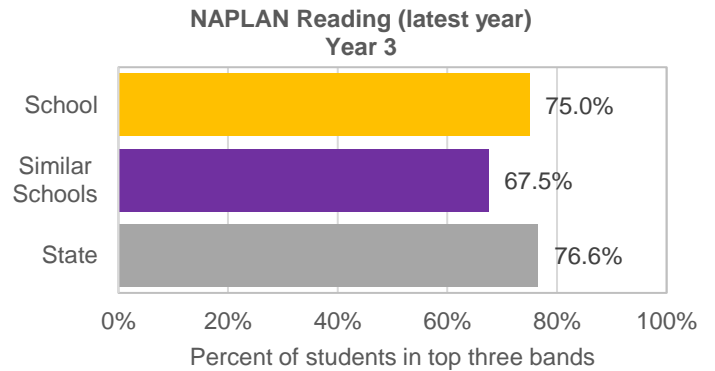
NAPLAN

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.

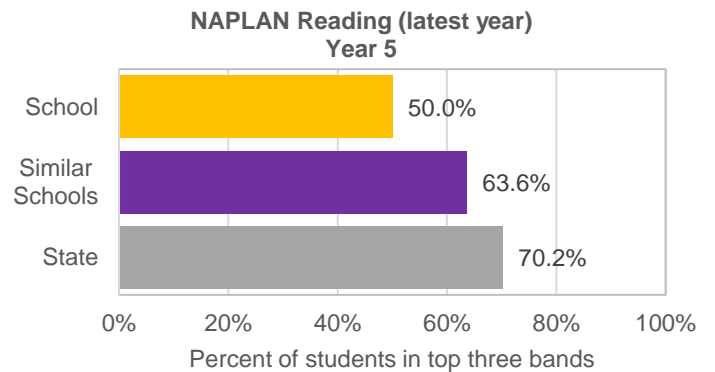
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	50.0%
Similar Schools average:	67.5%	67.3%
State average:	76.6%	76.6%



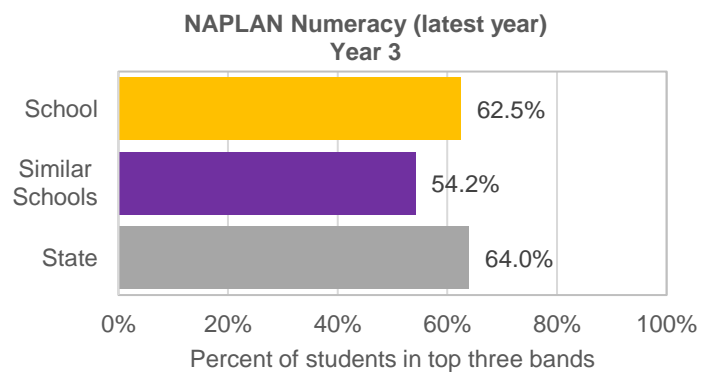
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	54.5%
Similar Schools average:	63.6%	63.3%
State average:	70.2%	69.5%



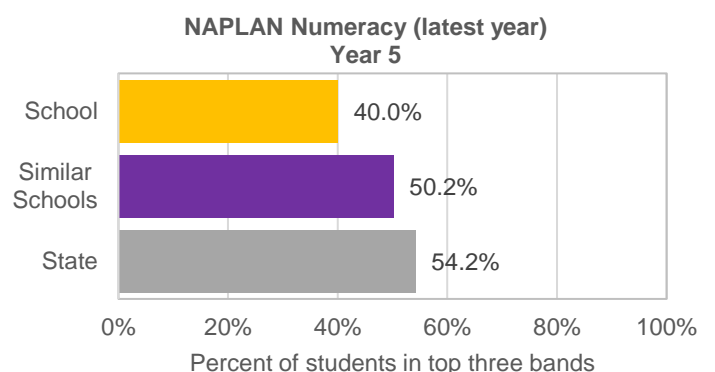
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	50.0%
Similar Schools average:	54.2%	59.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	40.3%
Similar Schools average:	50.2%	54.3%
State average:	54.2%	58.8%



WELLBEING

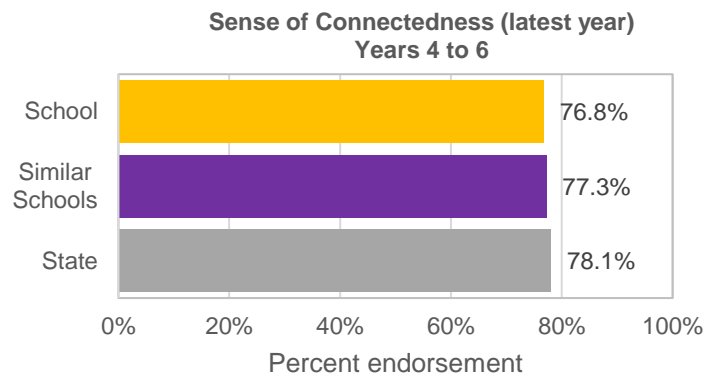
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	76.8%	81.9%
Similar Schools average:	77.3%	78.8%
State average:	78.1%	79.5%

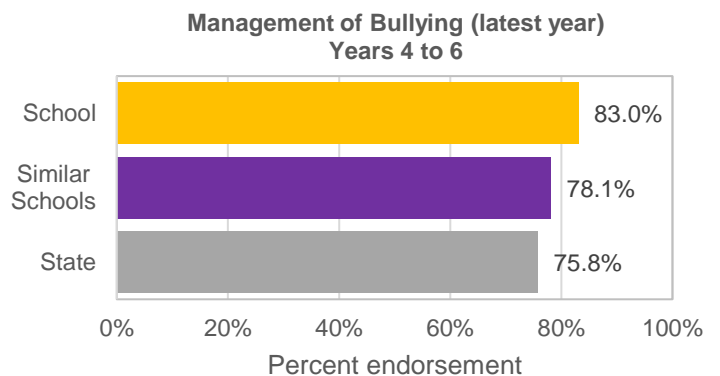


Student Attitudes to School – Management of Bullying

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:	83.0%	84.6%
Similar Schools average:	78.1%	79.8%
State average:	75.8%	78.3%



ENGAGEMENT

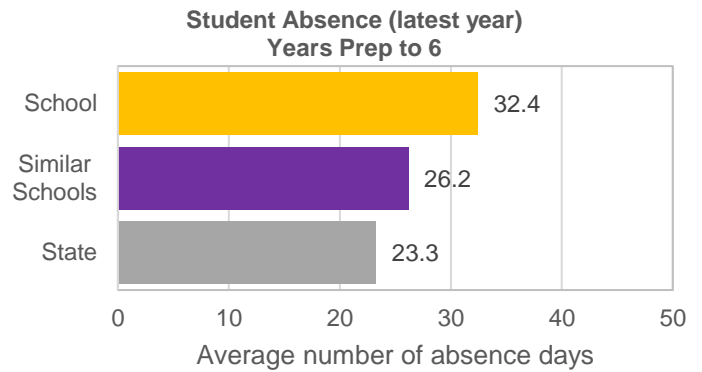
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	32.4	22.3
Similar Schools average:	26.2	19.4
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):	82%	86%	84%	88%	79%	82%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,769,941
Government Provided DET Grants	\$312,092
Government Grants Commonwealth	\$29,151
Government Grants State	\$0
Revenue Other	\$4,400
Locally Raised Funds	\$76,215
Capital Grants	\$0
Total Operating Revenue	\$2,191,800

Equity ¹	Actual
Equity (Social Disadvantage)	\$161,168
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$161,168

Expenditure	Actual
Student Resource Package ²	\$1,686,760
Adjustments	\$0
Books & Publications	\$2,308
Camps/Excursions/Activities	\$72,427
Communication Costs	\$3,630
Consumables	\$51,839
Miscellaneous Expense ³	\$27,120
Professional Development	\$3,736
Equipment/Maintenance/Hire	\$27,462
Property Services	\$66,914
Salaries & Allowances ⁴	\$76,030
Support Services	\$31,672
Trading & Fundraising	\$15,728
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,790
Total Operating Expenditure	\$2,082,416
Net Operating Surplus/-Deficit	\$109,384
Asset Acquisitions	\$80,085

- (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	\$240,919
Official Account	\$1,115
Other Accounts	\$0
Total Funds Available	\$242,034

Financial Commitments	Actual
Operating Reserve	\$62,747
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$40,500
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	\$14,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$14,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$138,747

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.