

2020 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 2020 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 10 March 2021 at 05:09 PM by Kerry Hughes (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President Michelle Whelan

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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, and the Lake Tyers Beach Community. We had an enrolment of 167 students with 9% indigenous students and an SFOE of 0.52. In 2020 we ran 8 classrooms, specialist Art, PE French and Literacy Intervention. 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 2021.

Framework for Improving Student Outcomes (FISO)

Our work continues to focus on excellence in teaching and learning. In 2020 we privileged a 0.2 maths specialist and continued our work with an academic driver on the implementation of our agreed instructional model for the teaching of mathematics including the development of learning sequences that are comprised of a blend of carefully ordered and connected challenging tasks, consolidating tasks, explicit teaching, games and warm activities that are all connected to the big idea in mathematics. Teachers used a range of data sets as the starting point for planning the learning continuum.

We continued to refine our agreed instructional model for reading and implemented the model across all classrooms. We purchased new bookshelves, book boxes and books to support the program implementation. During remote learning, literacy learning was complemented by a variety of online learning platforms including Wushka and Studyladder.

Achievement

During remote learning we focused our attention on number specifically fluency, reading, Art, PE, French and the learning capabilities.

Teachers were rigorous in their assessments of student achievement in the middle of the year and at the end of the year which informed their teaching and teacher judgements. We can be proud of what our students achieved with 84.5% of students being judged at or above the expected standards in English and 80.6% of students at or above the expected standard in Mathematics.

We also asked students what they thought they'd learnt about themselves as learners during this time and what they got better at of which there was a huge range of responses indicative of the family input during the time.

We entered our first teams of students in Tournament of the Minds capitalising on the opportunity to do this remotely.

Engagement

The majority of students responded well to the range of flexible learning approaches we provided. We used the platform of Google Classroom to deliver our flexible learning modules from P-6 including Google Meets for explicit instruction when students were learning from home. Upon the return to school we took the time to reestablish the routines and rituals of school as well as giving students the opportunity to reflect and give feedback on what worked or didn't work for them.

Our attendance data indicated 90% or above attendance for all year levels however we did still have a number of students whose absences were in the chronic range ie 30 days or more. Improving attendance was a cluster focus and through the support of additional financial support we were able to have one person dedicated to following up with families more consistently and on a more personal level.

Wellbeing

At the beginning of term 3 students in grade 5/6 completed the learning from home student survey and we used that information to guide the changes we made for the second go at remote and flexible learning. For example, teachers prioritised wellbeing check ins twice a week via Google Meet, seeing how everyone was going and providing an opportunity for children to connect socially. Our PE program was modified encouraging students to be active at home in a variety of fun and engaging ways. Throughout term 1 (post bushfires) and term 4 (post COVID) we engaged a number of outside services to support students re- entry to school including an art therapist, play therapist and psychology services. In term 4 we took the opportunity to conduct three camps for our grade 2-6 students which were all very well received and provided a highlight for many students.

Financial performance and position

The Finance Committee of TAPS School Council oversee the schools budget, camping program and parent payment policy, reviewing the schools financial position on a monthly basis and reporting to school council. Additional funds are sourced through the sporting schools initiative which supported the 3-6 swimming program in term 1. We also received additional funding as part of the Bushfire Response Initiative which supported the employment of additional educational support staff and student wellbeing services. Parents were also supported through a bushfire relief fund so school council made the decision not to request any parent payments for 2020. Fundraising efforts by parents and friends and junior school council were limited due to restrictions.

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.

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 167 students were enrolled at this school in 2020, 81 female and 86 male.

NDP percent of students had English as an additional language and 9 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) which takes into account parents' occupations and education.

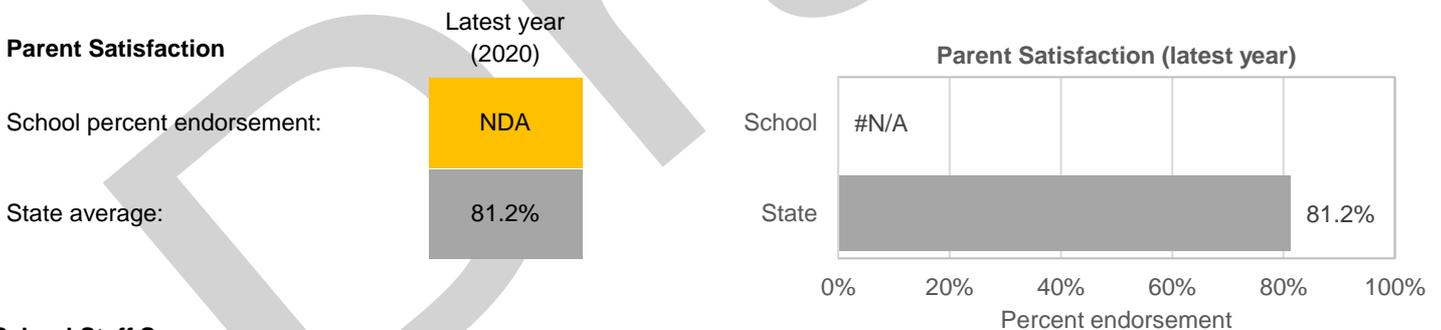
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

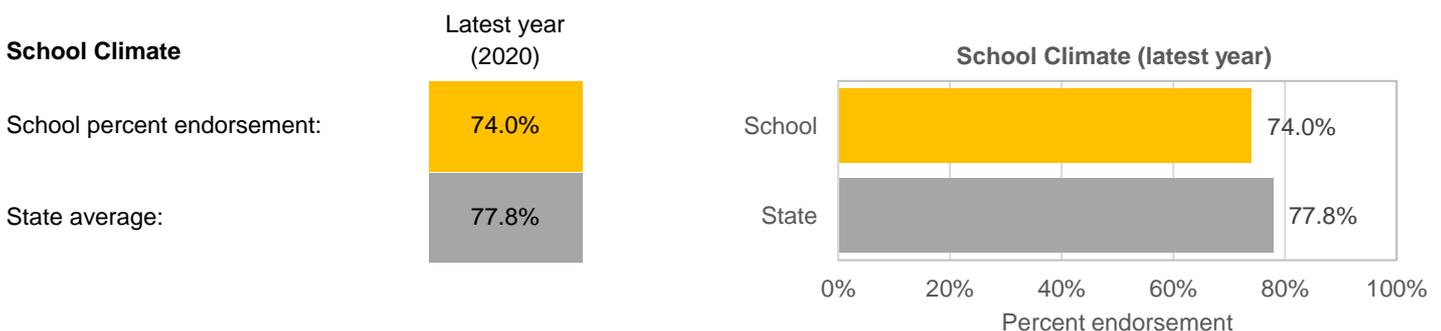


School Staff Survey

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.



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.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

84.5%

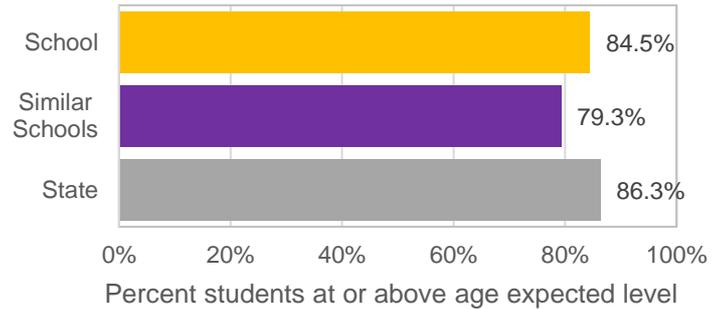
Similar Schools average:

79.3%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

80.6%

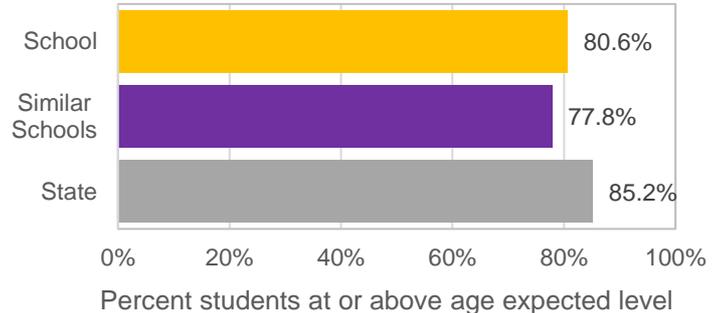
Similar Schools average:

77.8%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

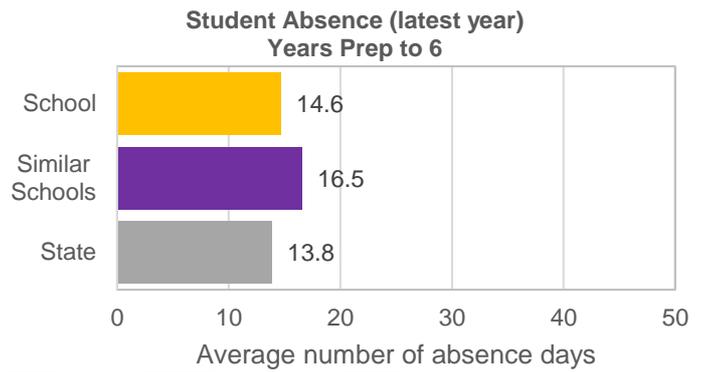
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.6	17.6
Similar Schools average:	16.5	17.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	95%	91%	90%	92%	93%	93%

WELLBEING

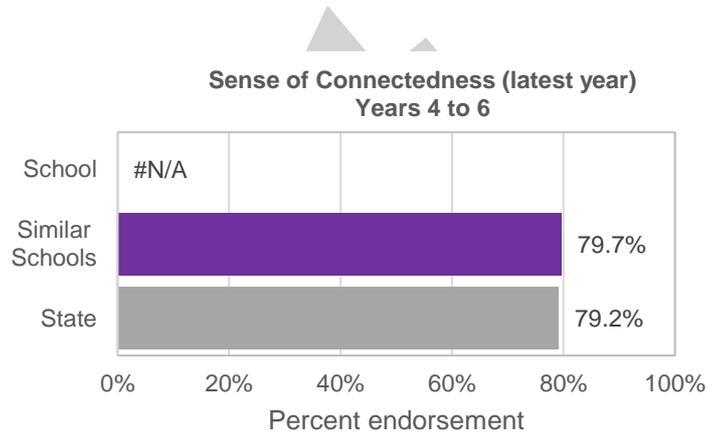
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	89.3%
Similar Schools average:	79.7%	81.1%
State average:	79.2%	81.0%



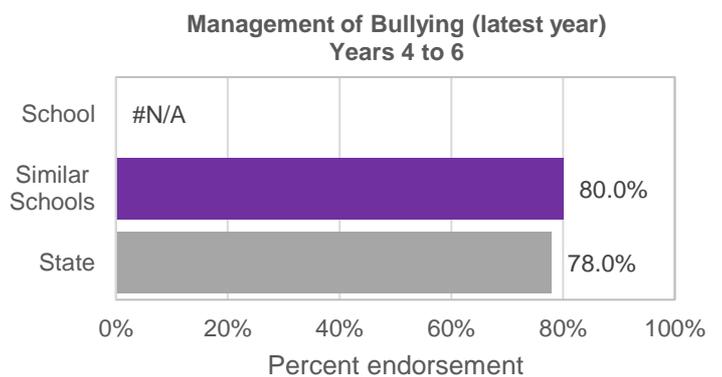
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.6%
Similar Schools average:	80.0%	81.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$1,728,194
Government Provided DET Grants	\$306,006
Government Grants Commonwealth	\$39,026
Government Grants State	NDA
Revenue Other	\$2,587
Locally Raised Funds	\$113,096
Capital Grants	NDA
Total Operating Revenue	\$2,188,909

Equity ¹	Actual
Equity (Social Disadvantage)	\$196,293
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$196,293

Expenditure	Actual
Student Resource Package ²	\$1,676,118
Adjustments	NDA
Books & Publications	\$2,530
Camps/Excursions/Activities	\$37,584
Communication Costs	\$4,925
Consumables	\$43,468
Miscellaneous Expense ³	\$25,190
Professional Development	\$4,119
Equipment/Maintenance/Hire	\$28,813
Property Services	\$81,433
Salaries & Allowances ⁴	\$67,820
Support Services	\$15,664
Trading & Fundraising	\$27,583
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$14,100
Total Operating Expenditure	\$2,029,348
Net Operating Surplus/-Deficit	\$159,561
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$283,341
Official Account	\$4,126
Other Accounts	NDA
Total Funds Available	\$287,467

Financial Commitments	Actual
Operating Reserve	\$53,132
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$64,969
School Based Programs	\$5,541
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$12,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$14,931
Maintenance - Buildings/Grounds < 12 months	\$13,930
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$199,503

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.