

2022 Annual Report to the School Community

School Name: Tooborac Primary School (1225)



- 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 16 March 2023 at 04:02 PM by Nicholas Williamson (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 29 March 2023 at 09:37 AM by Kelly Cooper (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

Tooborac Primary School was established in 1873 and is situated in a small rural community approximately 90 kilometres north of Melbourne. We currently have 11 students enrolled and operate two classrooms. We currently have a 0.5 classroom teacher, 0.5 Maths Specialist, a teaching principal, and two integration aides. Specialist visiting teachers provide Art, Music, and Library lessons. Our school grounds back onto the local creek and we are surrounded by a mixture of rural houses and farmland. We have a supportive community and we have developed relationships with community members and enjoy support from our local shops and community services.

Our school has access to technology to support student learning. Our students enjoy a 1:1 device ratio with a mixture of desktops, laptops and ipads. We also have excellent student libraries of fiction and non-fiction and can access to the visiting library van weekly. Teachers have access to a considerable resource library to support literacy and numeracy instruction.

Our focus is on improving student outcomes in literacy and numeracy.

Our parent community is highly engaged with the school, and we welcome parent and family involvement.

1. School values, philosophy and vision

Vision - Tooborac Primary School's vision is to develop well rounded, confident and responsible individuals who are empowered to reach their full potential.

Mission - Tooborac Primary School's mission is to work collaboratively to provide positive, challenging and authentic learning experiences that recognise individual learning needs.

Safe - We provide a safe environment for learning, social interaction and emotional development. Students are encouraged to take risks with their learning and recognise that mistakes are an important part of learning. We actively promote and support physical, mental and emotional wellbeing.

Respectful - Staff, students and the school community treat each other and themselves with respect and consideration using courtesy and understanding. Students are explicitly taught the correct register of speech and body language to use in public situations.

Ready to learn - With a positive attitude students take ownership of learning and become independent, motivated learners. By articulating their mathematics and literacy goals and by engaging in reflection, goal setting and peer evaluation students can celebrate their strengths and know what to focus on in future.

Progress towards strategic goals, student outcomes and student engagement

Learning

After two Covid 19 impacted years the school was further disrupted due to the new building project taking place throughout the year. Staff and students were relocated into smaller learning environments that made achieving and attaining our learning goals throughout 2022 more difficult than usual. The school has enhanced their data collection and analysis practices throughout the year especially with the introduction of two new assessment tools. The students data is now able to be tracked and managed more easily. Number talks were introduced as a result of attending external professional development. The teaching and learning initiative was a school priority and students involved in the program had demonstrated successful progress.

Wellbeing

As part of the school's approach to addressing the wellbeing needs of our students we have actively participated in the network of school's Community of Practice (COP). The meetings have provided us with greater insight into the needs of student's within our care and how we can implement best practice when dealing with the wellbeing of students. The school has taken on key strategies to support student attendance. Staff have begun to implement the explicit teaching of social and emotional skills. Student Attitudes to School survey demonstrated that students felt a sense of connectedness 89.7% which is above the similar schools and state average.

Engagement

The school improved its communication about attendance and engagement and the important role it plays in ensuring students can reach their full potential. Looking at the data for 2022 Tooborac Primary had a slightly lower than average number of days absent in comparison to like schools and the state average. The school also remains slightly below like schools and the state average over a 4 year period. The school continues to encourage and celebrate student attendance at weekly assemblies. There has been a strong link between the students engagement in school and responsibilities such as looking after the chickens. This has aided the school in achieving a more favourable attendance outcome.

Other highlights from the school year

The school participated in two camps in 2022 both being a significant highlight for students. They had the opportunity to attend a beach camp at Portsea and many strong friendships and relationships were developed between students and staff. The end of year concert was a highlight for Tooborac Primary with students involved in different aspects of putting the concert on such as script writing, costume design and performing on the night. Many local community members were in attendance and it was a fantastic way to end the 2022 school year.

Financial performance

In 2022 Tooborac Primary School received \$15,000 for the Tutor Learning Initiative that was used to provide small group explicit instruction for those students who were identified as falling behind due to remote and flexible learning. The school received \$20,280 as part of the School Chaplaincy program to support student wellbeing and engagement. \$19,450 was granted to the school as part of the Covid uplift funding to maintain adequately clean buildings and reduce the spread and impact of Covid 19. The school was also granted \$18,805 for Bushfire Preparedness and Vegetation Program. Our school council closely monitors the school budget at twice termly meetings and discussed any variances. Funds unable to be expended in the calendar year are allocated to the 2023 budget.

For more detailed information regarding our school please visit our website at
<https://www.tooboracps.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 14 students were enrolled at this school in 2022, 6 female and 8 male.

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

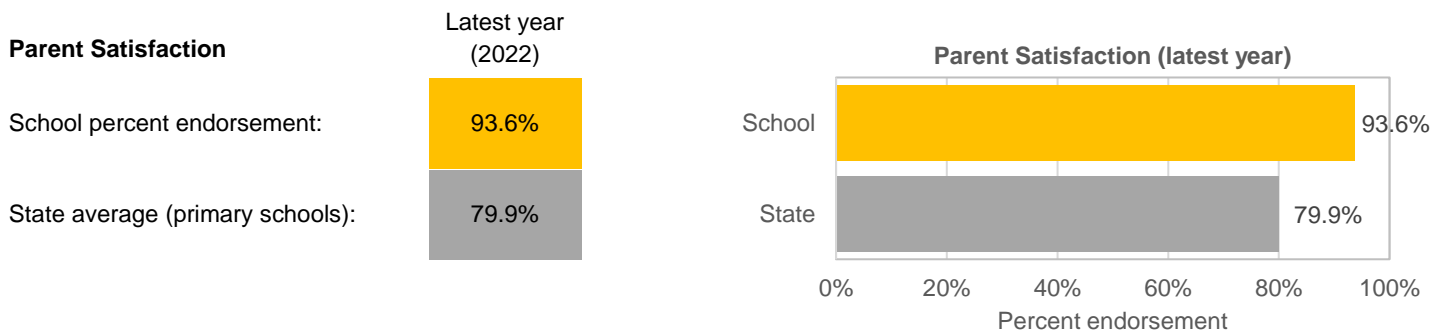
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

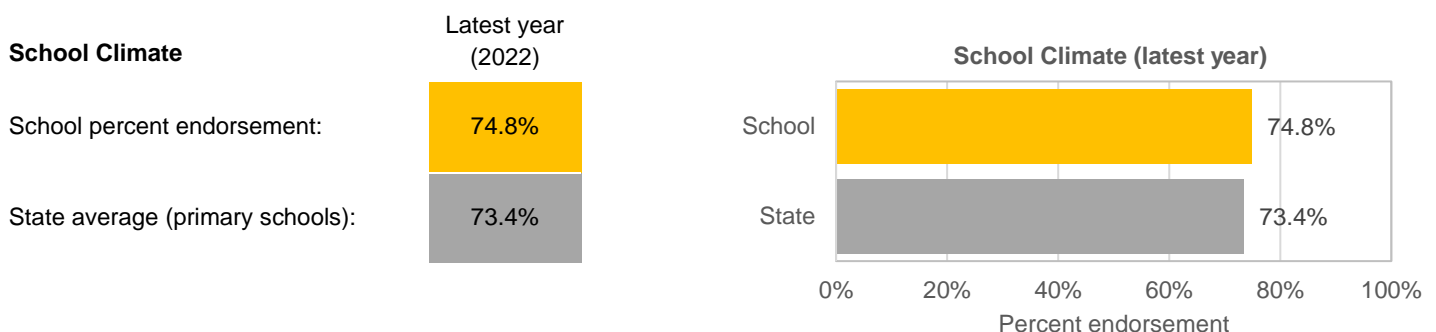


School Staff Survey

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:

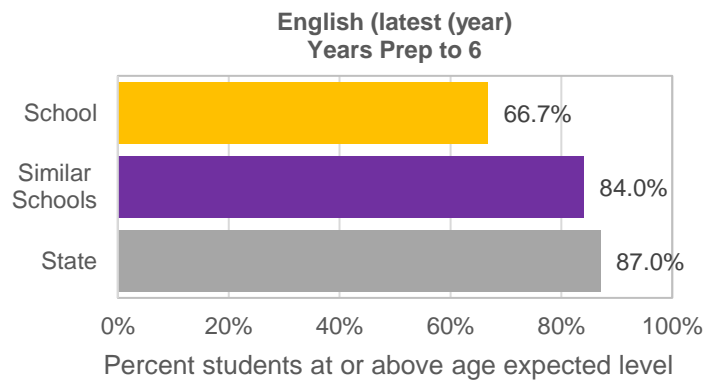
66.7%

Similar Schools average:

84.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

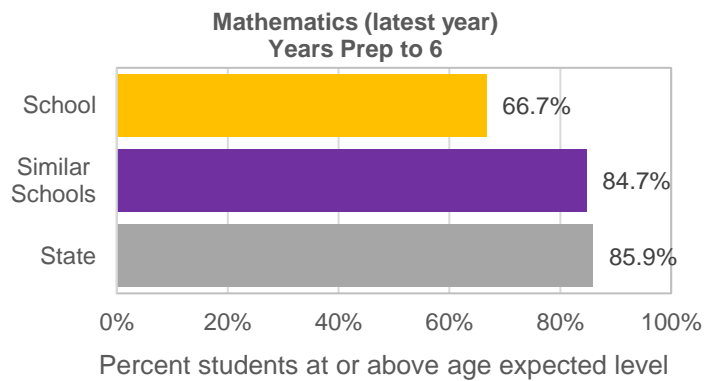
66.7%

Similar Schools average:

84.7%

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.

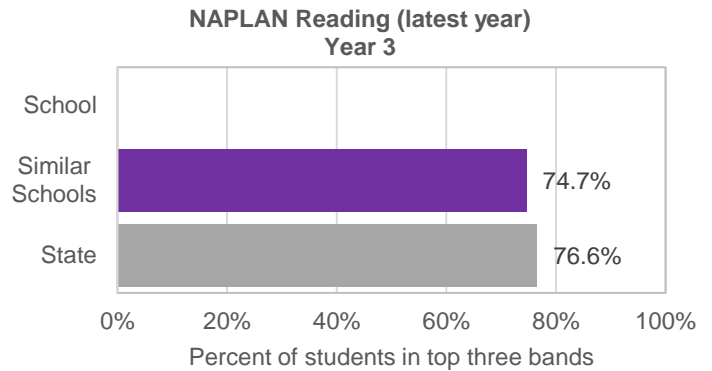
NAPLAN

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.

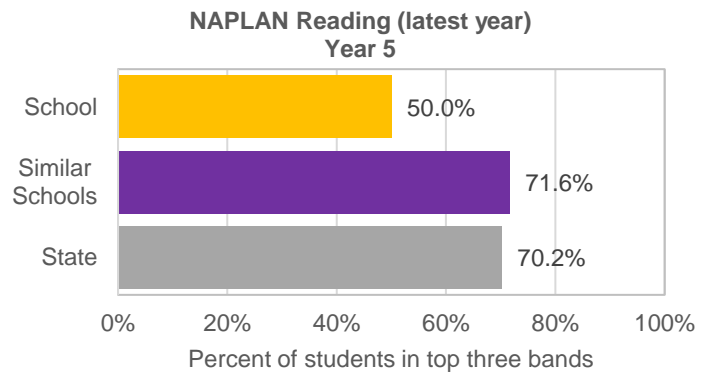
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	50.0%
Similar Schools average:	74.7%	72.7%
State average:	76.6%	76.6%



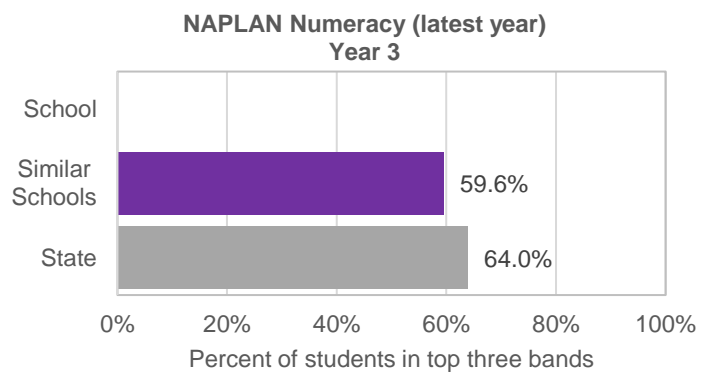
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	57.1%
Similar Schools average:	71.6%	67.1%
State average:	70.2%	69.5%



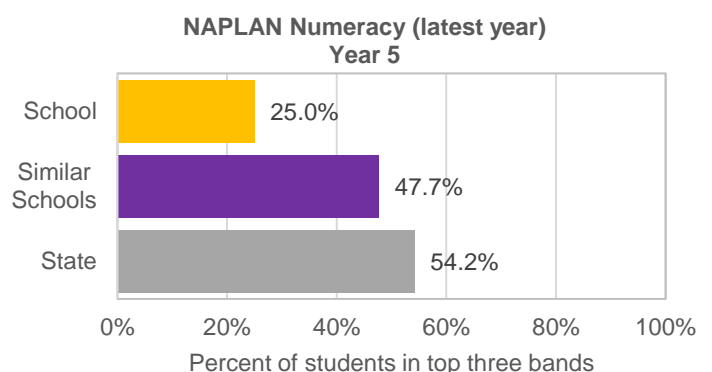
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	66.7%
Similar Schools average:	59.6%	66.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	28.6%
Similar Schools average:	47.7%	51.7%
State average:	54.2%	58.8%



WELLBEING

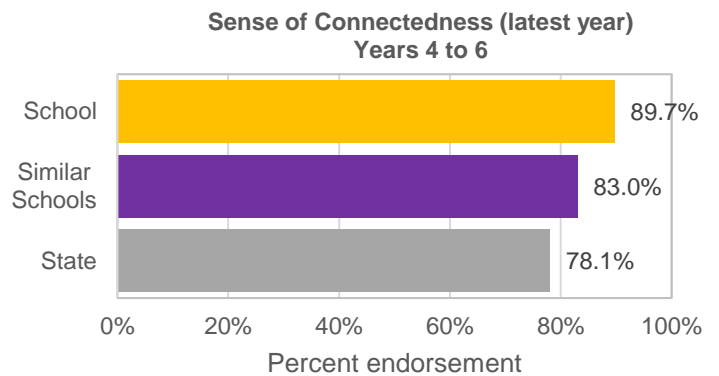
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	89.7%	81.1%
Similar Schools average:	83.0%	82.1%
State average:	78.1%	79.5%

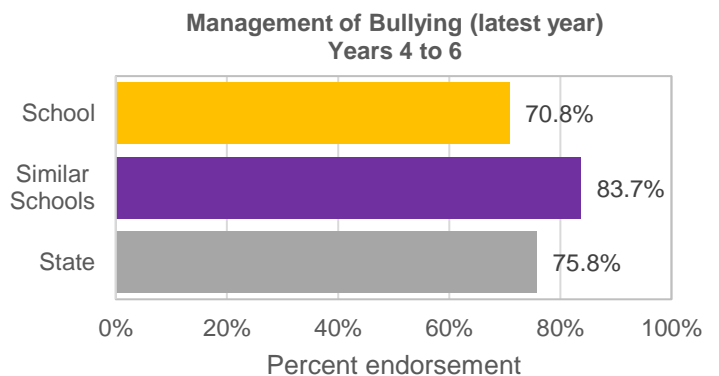


Student Attitudes to School – Management of Bullying

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:	70.8%	71.6%
Similar Schools average:	83.7%	84.2%
State average:	75.8%	78.3%



ENGAGEMENT

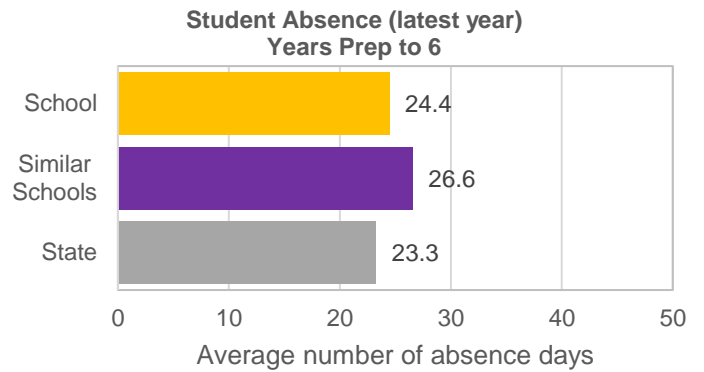
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.4	15.1
Similar Schools average:	26.6	18.6
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):	NDP	NDA	87%	NDP	NDP	84%	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$374,152
Government Provided DET Grants	\$206,537
Government Grants Commonwealth	\$0
Government Grants State	\$1,500
Revenue Other	\$2,155
Locally Raised Funds	\$15,312
Capital Grants	\$0
Total Operating Revenue	\$599,655

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,409
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,409

Expenditure	Actual
Student Resource Package ²	\$379,669
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$7,891
Communication Costs	\$783
Consumables	\$5,668
Miscellaneous Expense ³	\$7,565
Professional Development	\$5,657
Equipment/Maintenance/Hire	\$2,863
Property Services	\$39,784
Salaries & Allowances ⁴	\$12,939
Support Services	\$35,435
Trading & Fundraising	\$3,037
Motor Vehicle Expenses	\$2,230
Travel & Subsistence	\$0
Utilities	\$2,883
Total Operating Expenditure	\$506,404
Net Operating Surplus/-Deficit	\$93,251
Asset Acquisitions	\$54,261

- (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	\$120,419
Official Account	\$5,164
Other Accounts	\$0
Total Funds Available	\$125,584

Financial Commitments	Actual
Operating Reserve	\$17,461
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$57,201
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$43,042
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$117,704

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.