

# 2017 Annual Report to the School Community



School Name: Torquay P-6 College

School Number: 3368

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Torquay College P-6, with a student enrolment of 1088 at the end of 2017, is the largest school on the Surfcoast. It is a well-resourced school with an SFO of 0.2484. It has modern and sought after facilities, including an Environment Centre with aviary and wetlands, a student-managed cafe, an edible garden and chicken house, art studios, rehearsal/recording/film editing rooms and a number of outdoor sports facilities. Torquay College has a well-balanced staffing profile and attracts many applicants for any job openings. In 2017 there were 4 PCOs, 57.8 FTE Teaching Staff and 18.4 FTE Education Support Staff.

The school vision is for: “The school community to work together to enable and support all students to reach their full potential as life-long learners and global citizens in an engaging, inclusive and safe environment, underpinned by the school values.” The school’s values represent the needs and aspirations of the whole school community. The three values are entrenched in all school documentation and displayed visually in all areas of our school. The values are: Respect, Friendship and Personal Best. Students, staff and parents are expected to honour and uphold our school values and a common language surrounding these values is used to promote positive behaviour.

In recent years the expansion of Torquay as a coastal town has been significant. However the development of new primary schools and the creation of a new Children’s Hub, make it a challenge to predict and cater for future enrolments and staff changes. The school has good attitudinal data reflected by the statistics in the Panorama Report of 90% of students feeling ‘connected’ to school, 80% of staff positive about school climate, and 90% of parents satisfied with the school overall.

### Framework for Improving Student Outcomes (FISO)

The FISO improvement initiatives listed in the 2017 AIP include:

**Curriculum planning and assessment** -Torquay College is engaged in the High Reliability Schools Framework to drive and build the learning and teaching. This includes developing and implementing a safe and collaborative culture, a Torquay College Guaranteed and Viable Curriculum, and a Torquay College Instructional Model of operation in the classroom. The Strategic Plan indicates the need for Torquay College to develop and document a sequential and rigorous curriculum to meet the needs of all students. The data from NAPLAN 2016 indicated that the year five cohort of students is not yet at expected level, particularly in Mathematics (Number) or English (Writing) and these were improvement focus areas for 2017. Torquay College has also adopted Sentral as its student management and reporting platform. In 2017 Torquay College focussed on introducing dynamic and continuous reporting.

**Building practice excellence** - Torquay College is currently in their fourth year of the New Pedagogies of Deep Learning Global Project. The school is continuing to develop collaborative cultures within and across teaching teams to build collective efficacy. Teaching teams continued to evaluate and improve Inquiry Learning that engages students in deep learning and develop and implement deep learning practices in all learning areas of the Victorian Curriculum. The main focus was on: To use NPDL strategies for scaffolding students’ writing to enrich their learning and skill development *and*, To use NPDL strategies to enable students to apply mathematical knowledge and skills to a range of contexts.

In 2017 the average days of student absence across the school was 14.7. Torquay College continues to send a clear message of ‘It’s not okay to be away!’

### Achievement

The Strategic Plan goal was for all students make at least one year’s growth for one year’s learning in English, Mathematics and Science and, to increase the percentage of students in the top two bands indicated through NAPLAN in Literacy and Numeracy. Within this framework, the key improvement strategies were:

*Provide professional development for all staff to increase Victorian Curriculum knowledge in English and Maths to improve student outcomes.*

*Establish a Torquay College instructional model across all learning areas.*

*Embedding Pedagogies for Deep Learning in English, Maths and Science.*

Formal 2017 data reveals that NAPLAN ‘Relative growth’ between Year 3 and 5 still requires further attention, as well as expanding the number of students in the top 2 bands of all NAPLAN assessment areas.

Although there have been improvement in teaching and learning across the school, there is still a discrepancy between the schools actual performance and other ‘similar’ schools. The number of students in the bottom two NAPLAN bands and top two NAPLAN bands remained fairly constant in 2017 from previous years, with the exception of Reading and Writing in Grade 3 with signs of marked improvement.

Across the school there is a clear *instructional model* in place .

### Engagement



In 2017, all students from Grades 4-6 participated in the Attitudes to School Survey. (Traditionally only Grade 5 and 6 students were included.) Results indicated that Torquay College students feel well connected to school with 90% of responses positive in this regard. The state average was 82%. Although a high percentage of students gave positive responses in all areas (approximately 80% or above), the two areas that require attention were 'Student voice and agency,' and 'Teacher concern,' with approximately 20% of students offering 'not positive' or 'neutral' responses.

The 2017 Parent Survey data indicated a high level of satisfaction with 90% of parents being satisfied with the school overall. This compares favourably with the state average of 82%.

In 2017 Torquay College continued to offer a range of activities and opportunities for students, parents and the community to engage with the school. These include lunch time clubs, involvement with the 'Men's Shed,' an Edible Garden, a Sustainability Festival, Enviro Centre, good professional relations with neighbouring schools and multiple sporting and extra-curricular activities on offer.

## Wellbeing

In 2017 Torquay College continued to develop programs aimed at supporting students at all levels, and as they transitioned between levels. A number of staff and structures were put in place to support the general well-being of students, including: an active Chaplain, a PCO member with a welfare focus, consistent SSGs for students in need, becoming a 'partner' school in the Respectful Relationships Initiative, a diverse integration program, clear values and expectations visible around the school, direct access to PCO's for students via an 'Are you okay?' link and a 'Buddy Program.' Strong communication with feeder preschools is maintained to ensure positive transition into school, and close links were maintained with the local Secondary College to ensure positive transitions for those leaving Grade 6.

The parent, staff and student surveys are positive, which demonstrates children feel safe at school. In all three categories of 'student safety,' there was over a 90% positive response from all Grade 4-6 students. 93% of students also recorded positive responses to a 'sense of inclusion.' In 2017, as always at the start of each academic year, students once again all participated in a 'Learning to learn' program aimed at promoting and understanding clear agreements, expectations, social inclusion and positive well-being.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 1044 students were enrolled at this school in 2017, 484 female and 560 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>45%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>62%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>53%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>48%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>51%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	45%	24%	Numeracy	24%	62%	14%	Writing	30%	53%	17%	Spelling	35%	48%	17%	Grammar and Punctuation	37%	51%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 913 1040 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	93 %	93 %	92 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	93 %	93 %	92 %	92 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: blue; font-size: 1.5em;">●</span> Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: blue; font-size: 1.5em;">●</span> Higher</p>

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

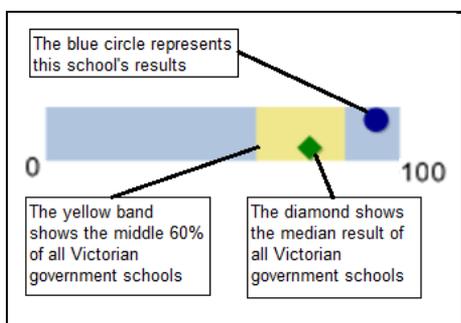
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').

## Financial Performance and Position

### Financial performance and position commentary

The financial position of Torquay College at the end of 2017 is favourably reflected in the annual report. Of note is the Locally Raised Funds' revenue of \$991,864. This amount comprises items such as camps and excursions, outside school hours care, hire of facilities and other school-based initiatives. Given the uncertainty of future enrolment figures due to the increasing enrolments at newly-opened neighbouring schools and the associated decrease in DET grants, it is appropriate that Torquay College has reserves available to maintain the integrity of its program delivery to students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$7,003,327	High Yield Investment Account	\$436,158
Government Provided DET Grants	\$995,174	Official Account	\$97,723
Government Grants Commonwealth	\$6,000	Other Accounts	\$235,594
Government Grants State	\$27	<b>Total Funds Available</b>	<b>\$769,475</b>
Revenue Other	\$159,476		
Locally Raised Funds	\$991,864		
<b>Total Operating Revenue</b>	<b>\$9,155,867</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$29,003		
<b>Equity Total</b>	<b>\$29,003</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,975,265	Operating Reserve	\$50,000
Books & Publications	\$8,702	Asset/Equipment Replacement < 12 months	\$116,950
Communication Costs	\$16,280	Maintenance - Buildings/Grounds incl SMS<12 months	\$124,210
Consumables	\$272,685	Revenue Received in Advance	\$6,200
Miscellaneous Expense <sup>3</sup>	\$447,336	School Based Programs	\$200,588
Professional Development	\$42,809	Asset/Equipment Replacement > 12 months	\$126,526
Property and Equipment Services	\$589,627	Maintenance -Buildings/Grounds incl SMS>12 months	\$145,000
Salaries & Allowances <sup>4</sup>	\$392,195	<b>Total Financial Commitments</b>	<b>\$769,475</b>
Trading & Fundraising	\$75,041		
Utilities	\$72,817		
<b>Total Operating Expenditure</b>	<b>\$8,892,758</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$263,109</b>		
<b>Asset Acquisitions</b>	<b>\$2</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



*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.*