

2022 Annual Report to the School Community

School Name: Torquay P-6 College (3368)



- 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 17 April 2023 at 08:55 PM by Jessica Kelly (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 12:17 PM by Nicolas Kearsey (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

At Torquay College, we are committed to a whole child approach to education by ensuring all students feel safe, valued and included. A whole child approach considers the needs of not only the academic growth of the student but the social and emotional growth. We aim for every child to reach their full potential. The values our school community embraces are:

Respect, Friendship and Doing your Best.

Our motto is 'Living and Learning by the Sea'. The excellent facilities are, in part, due to the legacy of the expansion in 2009 of the facilities to accommodate Year 7 to 9 students before reverting back to a Primary School.

Our purpose is to prepare our students to be happy, healthy and resilient individuals who make positive contributions to our community. Torquay College has a friendly school atmosphere where students from all age groups work and play together and where families and teachers work in partnership. The school advocates for critical and analytical thinking within a positive learning environment with an emphasis on positive mental health and well-being. We provide an excellent, broad, innovative educational program delivered by a highly motivated team of professionals committed to providing the best. We are committed to developing students in partnership with the wider community so that they excel academically, creatively, socially and emotionally.

In 2022, we started the year with 900 students, 22 less than what had been planned for in 2021.

Foundation 5 classes

Year 1 5 classes

Year 2 5 classes

Year 3 5 classes

Year 4 5 classes

Year 5 6 classes

Year 6 6 classes

The schools student family education (SFOE) is 0.2041

The staffing profile is made up:

Principal 1.0 (shared role)

Assistant Principals 2.0

Instructional Leaders 8.0

Learning Specialists 2.0 (shared role),

45 Teachers,

14 Education Support Staff,

Business Manager 1.0

As the school is sought after as a place of employment, the school is in a fortunate position of having a well balanced staffing profile with a good mix experience (new and existing staff).

Progress towards strategic goals, student outcomes and student engagement

Learning

Torquay College delivered on our Annual Implementation Plan (AIP) key improvement strategy (KIS) to continue to develop and implement the whole school inclusion through the lens of a School Wide Positive Behaviour Support (SWPBS) framework. This included continuing the SWPBS team school improvement team (SIT) work and embedding learning from professional development into whole school practices. We also continued the focus on implementing a whole school professional learning community (PLC) model.

The other areas of the AIP were Mathematics and whole school pedagogy model. We finished the year with the completion of SWPB lesson (one each week) for the whole school. Connected to our matrix. We introduced our Primary Maths Specialist team who worked on embedding our new approach to teaching Numeracy school wide and enhanced our PLC structures with the widening of focus where teams were using the PLC cycle to enhance student learning and engagement. As part of the Primary Maths Science Specialist (PMSS) initiative three of our

staff were released for 0.5 each week to support our whole school development in Maths (second year). They used this time to learning, lead and document best practice in Numeracy.

The plan was to have this team work together to plan and create resources for staff, attend PD ran by Department of Education and lead our whole staff in Maths development. With the continuation of the PLC process we made significant gains in deepening our collaborative practices and using data to inform our planning and teaching. We reshaped how we used our meeting times, with teams narrowing their focus to the 'crumb' allowing teams to be more specific when addressing students. We continued School Improvement teams linked to our key improvement strategies from the AIP.

AIP related data sets for 2022:

We had **58%** Year 3 students in top two bands for 2021 (Writing) above State (54%) and Network (51%)

We had **23%** Year 5 students in top two bands for 2022 (Writing) ahead of State (29%) and on target with Network (29%)

We had **45%** Year 3 students in top two bands for 2022 (Numeracy), 5% increase from 2021 well ahead of State (39%) and Network (38%)

We had **21%** Year 5 students in top two bands for 2022 (Numeracy) 1% lower than 2021 and not meeting State (27%) or Network targets (23%)

Whilst Reading wasn't an AIP data goal our data for 2022 was pleasing with **61%** of Year 3 students in top two bands (State 58% and Network 58%)

Year 5 **54%** of students in top 2 bands (State 44% and Network 47%)

Wellbeing

In 2022, the school continued its strong culture of wellbeing and connectedness, as well as continuing its role as a Respectful Relationship Lead School. The Respectful Relationship program is embedded throughout the school and connects perfectly to our SWPB lessons. We introduced Berry Street Education Model to staff and students, with particular focus on the multi-tiered system of support (MTSS). We compiled a resource that identified the work across tier 1, 2 and 3 and have a team in place for each level. A predominant focus has been around teaching regulation strategies within the classroom, daily, so students are exposed to tier 1 strategies. Students are also part of 'Learning How to Learn' at the beginning of each year, which incorporates our school values and agreements to set a healthy learning environment with a focus on Personal and Social Capability.

The focus for 2022 was to become part of the School Wide Positive Behaviour Coaching team, and this is due to commence in 2023. Care and attention was provided to students who required additional support during the transition back to onsite attendance. In 2022 we continued the intervention support programs including Skate Art, Joey Pouches and Hands on Learning in Term 3 & 4. We also continued with the newly set up Wellbeing drop in space, that had timetables wellbeing support staff managing. We monitored through incident data (sentral) the frequency and severity of incidents so we could create a team around the student to further support our inclusion work.

Engagement

At the start of 2022 we were preparing for our first 12 months back at full-time school. We commenced the year with our starting right program, building social and emotional capacity. This was delivered through our SWPB lessons weekly. Staff attended Berry Street Trauma Informed practice professional development in Term 1, introducing Ready to Learn plans and morning circles to start the day. We opened our school up to families with classroom visits encouraged and contact with parents/carers was continued with the use of SeeSaw. We continued our virtual assemblies

We had a high number of school absences for 2022 with 55% of students having more than 20 days absent from school. This was higher than state and network averages. Individually the attendance trends remained consistent across the year levels with P-2 attendance tracking well across the year.

Our student attitudes to school survey shows that students are happy at our school and in our classrooms.

Student responses for "High Expectations in Learning" as 92% and "Effort" as 68%.

Advocacy of the school was high at 78% and 60% of students responded in the positive band for management of bullying.

83% of our students responded positively to "sense of inclusion" which was pleasing.

Other highlights from the school year

We were pleased to be able to welcome families back onsite after a few absent years. We commenced with Meet and Greets in Term 1 and Foundation and Buddies Teddy Bear Picnic. We proudly presented our School Production - Enchantos across two evenings and had a re-focus of a community gathering with our 21st Birthday in Term 4 celebrated as a festival style catering with food trucks and student led entertainment (DJ). We showcased our whole school Art Program through our Annual ART Show on the same night as our 21st birthday. We continued with our Camps program for Years 3,4,5,6. We participated in Lightning Premiership Sports competition across neighbouring schools. A had a student compete in Regional Cross Country Championships.

Financial performance

The School finished the year with a planned deficit of \$114,292. This means the school was able to meet the deficit with the finances they had saved over the 12 months collected from revenue, in-particular from the revenue collected from out-of-hours-school care program.

We were very pleased with this effort. We continued to manage a planned deficit and made staffing and resourcing decisions to manage the school year. We were able to continue to run all of our existing programs and keep the quality high for our delivery of lessons. The school continues to bring forward revenue from out-of-hours school care to assist with 2023 school resource package (SRP). The remaining debt recovery figure accumulated over 2018/2019 is \$175,000 to be paid back in Term 1 2024. This will finalise the debt recovery and have the school operating within the allocated budget.

Total cash revenue for 2022 was \$1,717,854.00 and the total expenditure in 2022 was \$1,414,975.00. Total cash surplus was \$302,880.00 (OHSC profit).

We commenced the tutor learning initiative and received \$157,000 that was used for three part-time tutors. We received \$16,000 of social equity funding and \$315,000 of tier two funding. We developed a continued role of "Disability and Inclusion Learning Specialist" and due to our tier two funding we were able to continue the use of our SAKG program and Environment Centre. The first year of two leaders sharing the Principal role (0.4 and 0.6) showed a saving in the SRP which was an advantage to the school.

For more detailed information regarding our school please visit our website at
<https://www.torquaycollege.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 898 students were enrolled at this school in 2022, 411 female and 487 male.

1 percent of students had English as an additional language and 1 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).

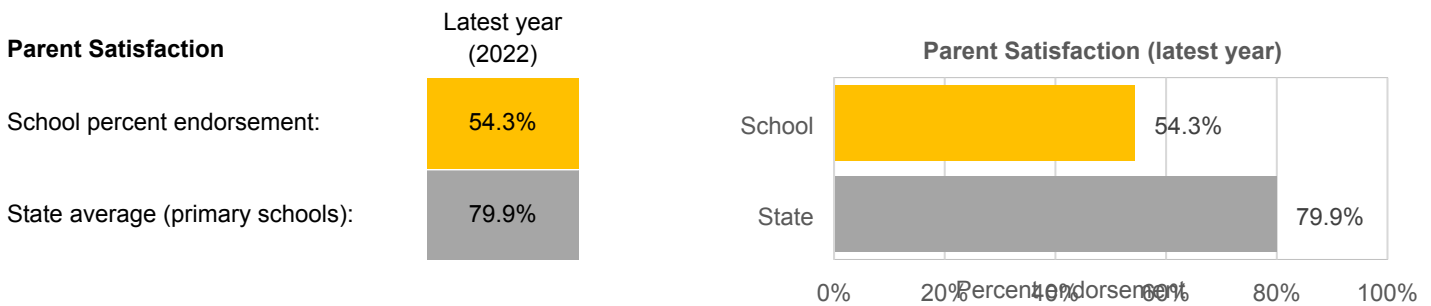
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

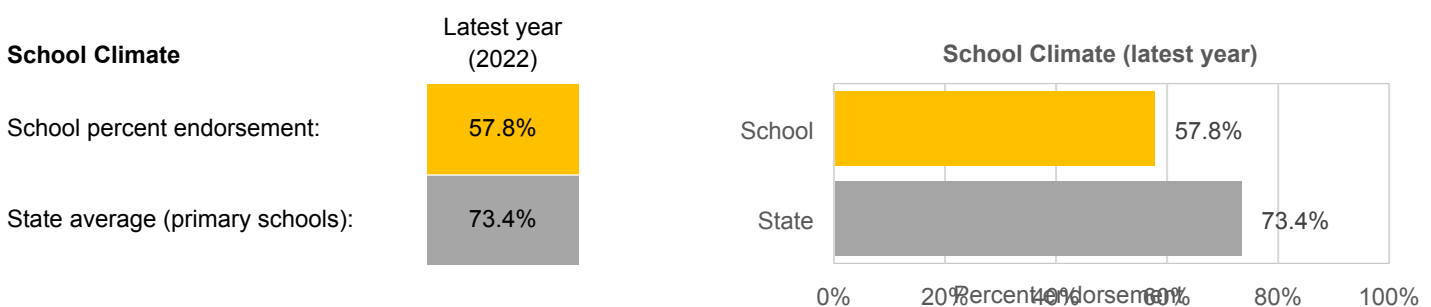


School Staff Survey

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:

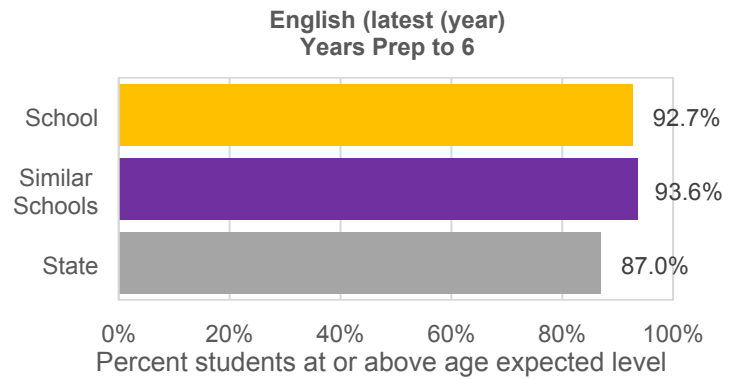
92.7%

Similar Schools average:

93.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

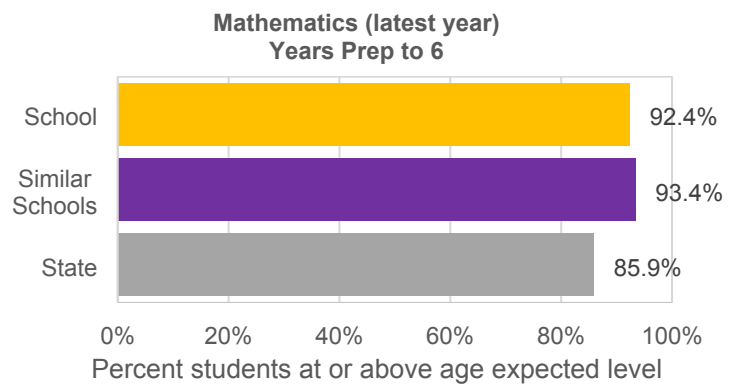
92.4%

Similar Schools average:

93.4%

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.

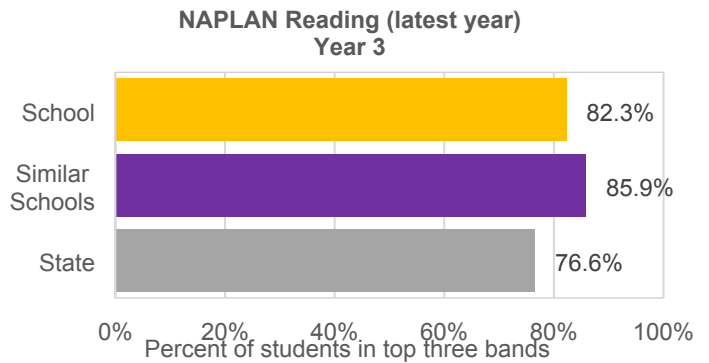
NAPLAN

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.

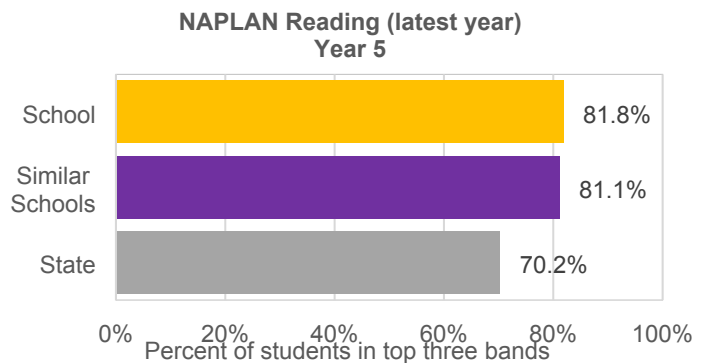
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.3%	81.5%
Similar Schools average:	85.9%	86.3%
State average:	76.6%	76.6%



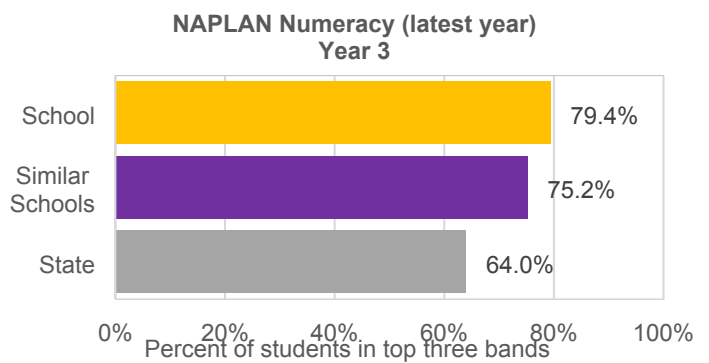
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	77.9%
Similar Schools average:	81.1%	80.5%
State average:	70.2%	69.5%



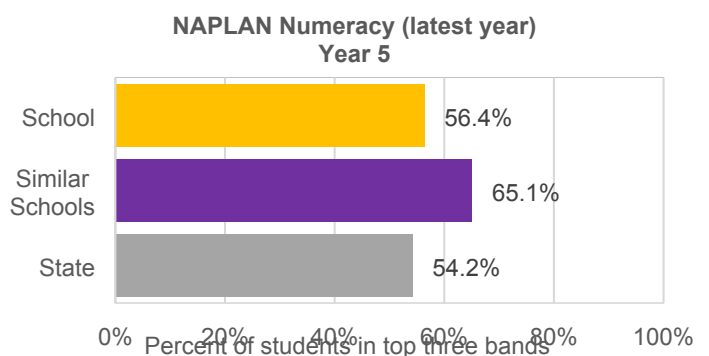
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.4%	74.6%
Similar Schools average:	75.2%	78.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.4%	59.9%
Similar Schools average:	65.1%	69.8%
State average:	54.2%	58.8%



WELLBEING

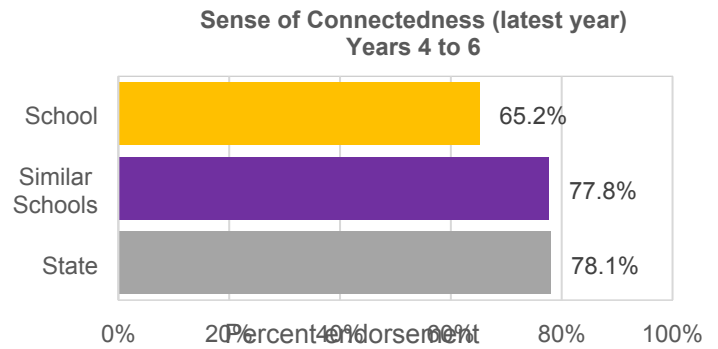
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	65.2%	77.8%
Similar Schools average:	77.8%	79.7%
State average:	78.1%	79.5%

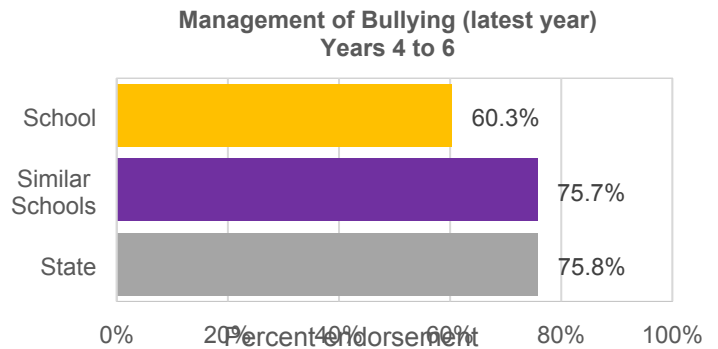


Student Attitudes to School – Management of Bullying

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:	60.3%	74.4%
Similar Schools average:	75.7%	78.6%
State average:	75.8%	78.3%



ENGAGEMENT

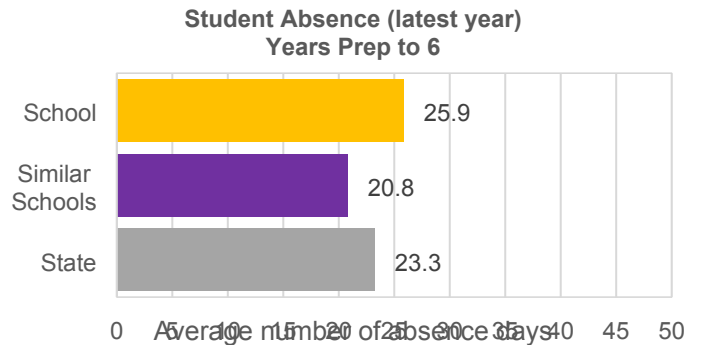
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.9	18.2
Similar Schools average:	20.8	14.1
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):	88%	88%	87%	87%	85%	87%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,710,092
Government Provided DET Grants	\$643,131
Government Grants Commonwealth	\$187,918
Government Grants State	\$22,493
Revenue Other	\$59,962
Locally Raised Funds	\$670,757
Capital Grants	\$0
Total Operating Revenue	\$9,294,353

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,481
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,481

Expenditure	Actual
Student Resource Package ²	\$7,825,701
Adjustments	\$0
Books & Publications	\$586
Camps/Excursions/Activities	\$347,089
Communication Costs	\$11,613
Consumables	\$188,606
Miscellaneous Expense ³	\$20,780
Professional Development	\$35,036
Equipment/Maintenance/Hire	\$96,768
Property Services	\$408,505
Salaries & Allowances ⁴	\$420,934
Support Services	\$35,679
Trading & Fundraising	\$41,764
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$83,777
Total Operating Expenditure	\$9,516,838
Net Operating Surplus/-Deficit	(\$222,485)
Asset Acquisitions	\$0

(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	\$1,104,835
Official Account	\$41,311
Other Accounts	\$14,625
Total Funds Available	\$1,160,771

Financial Commitments	Actual
Operating Reserve	\$265,977
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$265,977

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.