

2018 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 2018 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 01 May 2019 at 12:52 PM by Adrian Waters
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 31 May 2019 at 08:09 AM by Nick Kearsley (School
Council President)

About Our School

School context

Torquay P-6 College is the largest school on the Surfcoast, with a student enrolment of 1060 at the end of 2018. It is a well-resourced school with an SFO of 0.2393. It has modern and sought after facilities, including an Environment Centre with aviary and wetlands, a student-managed cafe, an Stephanie Alexander Kitchen Garden and chicken enclosure, art studios, rehearsal/recording/film editing rooms and a number of outdoor sports facilities. In 2018 there were multiple improvements made to play and recreational space including climbing apparatus and fenced enclosures. Torquay College has a well-balanced staff with a range of age, gender and skill sets evident in the profile. In 2018 there were 3 PCOs, 53.55 FTE Teaching Staff and 16.26 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.

As the Surfcoast has expanded additional primary schools have opened, which has made it a challenge to predict and cater for future enrolments and potential staff changes. The school has good attitudinal data reflected by the statistics in the Panorama Report of 86% of students feeling 'strongly connected' to school, 74% of staff strongly positive about school climate, and 82% of parents satisfied with the school overall.

Framework for Improving Student Outcomes (FISO)

The FISO improvement initiatives listed in the 2018 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 Pedagogical 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 2017 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 2018. Torquay College has also adopted Sentral as its student management and reporting platform. In 2018 Torquay College focussed on consolidating their dynamic and continuous reporting program.

Building practice excellence - Torquay College 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 a consistent approach to writing across the school including a School Improvement Partnership with Montpellier Primary School in a formal setting, which will continue into 2019. This partnership will enhance strategies for scaffolding students' writing to enrich their learning and skill development. A Mathematics Professional Learning Community focused on enabling students to apply mathematical knowledge and skills to a range of contexts. The appointment of two Learning Specialists and a Writing Coach supported staff in deepening and developing their skills and understandings in these areas. In 2018 the average days of student absence across the school was 16.4. Torquay College continues to send a clear message of the importance of school attendance and being at school for the beginning of the day.

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 2018 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 2018 from previous years, with the exception of Reading and Writing in Grade 3 with of marked improvement, with an additional 6% of students working in the top band in Writing. The relative growth in Writing between Grade 3 and 5 demonstrates an additional 8% of students achieving high growth.

Across the school there is a clear pedagogical model in place that aligns with FISO and the Performance and Development approach.

Engagement

In 2018, all students from Grades 4-6 participated in the Attitudes to School Survey. Results indicate that Torquay College students feel well connected to school with 86% of responses positive in this regard. The state average was 81%. 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 25% of students offering 'not positive' or 'neutral' responses.

The 2018 Parent Survey data indicated a high level of satisfaction with 82% of parents being satisfied with the school overall. 85% of parents recorded positive responses about the school's physical environment.

In 2018 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,' the Stephanie Alexander Kitchen Garden, a Torquay Festival, Enviro Centre, good professional relations with neighbouring schools and Deakin University, as well as multiple sporting and extra-curricular activities on offer.

Wellbeing

In 2018 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: a Welfare Officer, 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 PCOs 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 an average of 86% positive response from all Grade 4-6 students. 91% of students also recorded positive responses to a 'sense of inclusion.' In 2018, 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.

Financial performance and position

The school is in a sound financial position as reflected in the financial summary statement. The school has a number of fund-raising activities in place to increase locally raised revenue for expenditure on resources and facilities. Regular auditing ensures all reports meet Department of Education and Training.



For more detailed information regarding our school please visit our website at
www.torquaycollege.vic.edu.au

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

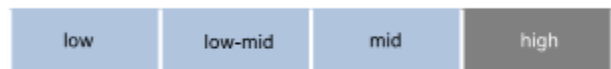
Enrolment Profile

A total of 1056 students were enrolled at this school in 2018, 486 female and 570 male.

1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>


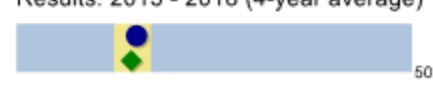


Performance Summary

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>NAPLAN Learning Gain Year 3 - Year 5</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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>55%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>48%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>51%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>48%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	55%	26%	Numeracy	36%	48%	15%	Writing	24%	51%	25%	Spelling	35%	48%	17%	Grammar and Punctuation	24%	57%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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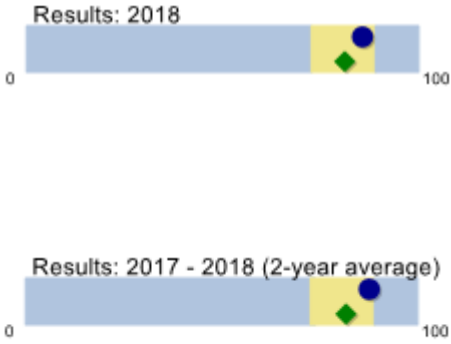


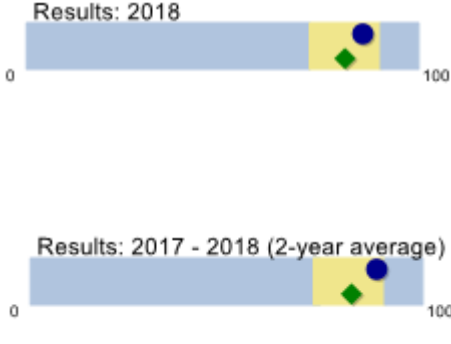


Performance Summary

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>Average Number of Student Absence Days</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>School Comparison 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>91 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	91 %	92 %	91 %	90 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	91 %	92 %	91 %	90 %										

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>Students Attitudes to School - Sense of Connectedness</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> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</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> Similar</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,125,860	High Yield Investment Account	\$671,463
Government Provided DET Grants	\$1,026,402	Official Account	\$41,266
Government Grants Commonwealth	\$9,318	Other Accounts	\$226,421
Government Grants State	\$3,233	Total Funds Available	\$939,150
Revenue Other	\$173,673		
Locally Raised Funds	\$1,034,501		
Total Operating Revenue	\$9,372,988		
Equity¹			
Equity (Social Disadvantage)	\$28,609		
Equity Total	\$28,609		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,382,149	Operating Reserve	\$100,000
Books & Publications	\$11,023	School Based Programs	\$17,377
Communication Costs	\$20,678	Funds for Committees/Shared Arrangements	\$214,104
Consumables	\$313,667	Repayable to the Department	\$255,969
Miscellaneous Expense ³	\$494,089	Asset/Equipment Replacement < 12 months	\$151,700
Professional Development	\$49,250	Maintenance - Buildings/Grounds < 12 months	\$200,000
Property and Equipment Services	\$568,238	Total Financial Commitments	\$939,150
Salaries & Allowances ⁴	\$494,988		
Trading & Fundraising	\$55,604		
Utilities	\$80,164		
Total Operating Expenditure	\$9,469,848		
Net Operating Surplus/-Deficit	(\$96,861)		
Asset Acquisitions	\$0		

(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 15 March 2019 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.

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)

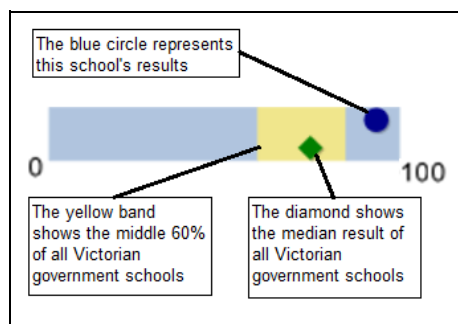
Engagement

- 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).

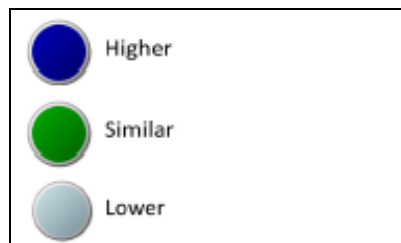


What does *School Comparison* refer to?

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*' or '*ND*' 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').