

2019 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 2019 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 2020 at 02:13 PM by Jessica Kelly (Principal)

The 2019 Annual Report to the school community:

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

Attested on 19 March 2020 at 05:10 PM by Nick Kearsy (School Council President)

About Our School

School context

Torquay College P-6, with a student enrolment of 1000 at the start of 2020, is the largest school on the Surfcoast. It is a well-resourced school with an SFO of 0.24. Relocating in 2001 from the original site in Bristol Road to over six hectares on Grossmans Road, the buildings are reflective of the coastal location and despite increasing enrolments an abundance of open space for students has been maintained. The school has modern and sought after facilities, including an Environment Centre with reptiles, 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.

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. At this time the school's name changed from Torquay Primary School to reflect the enrolment of secondary students. In 2011 Surf Coast Secondary College was gazetted and Torquay College reverted to a primary school. Torquay College has a well-balanced staffing profile and attracts many applicants for any job openings. We have 80 staff - full time and part-time across Foundation to Year 6.

The school 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 2019 AIP include:

Curriculum planning and assessment was a priority piece of work at Torquay College. This included continuing with team collaboration and developing a collaborative culture across teams with a PLC model. Torquay Colleges work on a Guaranteed and Viable Curriculum continued and a Torquay College Instructional Model was in operation in most classrooms. 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 2019 indicated that we showed growth in writing across Year 3 and Year 5 cohorts, but an area of focus going forward was Numeracy. We have performed consistently well in Reading across both cohorts. Writing was a focus area for Torquay College and it was pleasing to see that the data growth supported the level of detail that was put into the implementation plan. Torquay College continues to work with Sentral as its student management and reporting platform. In 2019 Torquay College progressed with its continuous reporting processes.

Building practice excellence -

In 2019 the average days of student absence across the school was 17.5.

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 2019 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 in Writing and Numeracy

Although there have been improvements 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 2019 from previous years, with the exception of Reading and Writing in Grade 3 with of marked improvement. Across the school there is a clear pedagogical model in place that aligns with FISO and the Performance and Development approach but now we need to work on consistency in practice and implementation.

Engagement

In 2019, 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 90% of responses positive in this regard. 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 'respect for diversity'

In 2019 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 Festivus, Enviro Centre, good professional relations with neighbouring schools and Deakin University, as well as multiple sporting and extra-curricular activities on offer. We also have introduced more nature play areas where students can access the environment to explore and investigate. At the end of 2019 the Foundation team introduced Developmental Curriculum and this has been instrumental in supporting the develop of the whole child and building personal and social capabilities into daily practice.

Wellbeing

In 2019 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: two wellbeing workers, a PCO member with a wellbeing focus, termly SSGs for students with PSD funding, becoming a 'partner' school in Respectful Relationships Initiative and a diverse integration team that supports learners who need additional support. Strong communication with feeder preschools is maintained to ensure positive transition into school, and close links were maintained with the local Surfcoast Secondary College to ensure positive transitions for those leaving Year 6.

The parent, staff and student surveys are positive, which demonstrates children feel safe at school. There was an average of 89% positive response from all Year 4-6 students around feeling safe at school. Students feel very connected to Torquay College with 97% of students saying they have friends at school. In 2019, 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

Torquay College is in a sound financial position. Bank balances reflect the ability of the school to provide the classroom resources necessary for students to excel in an environment that is safe and conducive to natural play.

Building and refurbishment of the existing relocatables is currently being undertaken. These works are partially funded by the VSBA and to ensure the final integrity of the buildings, Torquay College has committed a substantial sum to the project.

The school held its inaugural Festivus as its major fundraiser in 2019. School Council allocates the proceeds of fundraising to the enhancement and improvement of the outdoor spaces.

The SRP recorded an overall deficit for the 2019 year, reflecting the experience and hence salary levels of the teaching staff. The appointment of two Learning Specialists to fulfil the DET's requirements for a total of four has also added to the school's salary costs.




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 1038 students were enrolled at this school in 2019, 462 female and 576 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).









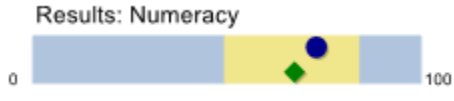
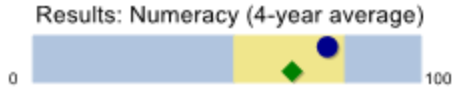








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Performance Summary

Achievement	Student Outcomes	Similar 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>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>Below </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>46%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>57%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	51%	23%	Numeracy	33%	50%	17%	Writing	23%	44%	33%	Spelling	40%	46%	14%	Grammar and Punctuation	19%	57%	25%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	92 %	91 %	92 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	92 %	91 %	92 %	90 %										

Performance Summary

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Wellbeing	Student Outcomes	Similar 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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,156,155	High Yield Investment Account	\$628,014
Government Provided DET Grants	\$776,794	Official Account	\$20,293
Government Grants Commonwealth	\$5,273	Other Accounts	\$216,311
Revenue Other	\$74,651	Total Funds Available	\$864,619
Locally Raised Funds	\$1,123,723		
Total Operating Revenue	\$9,136,597		
Equity¹			
Equity (Social Disadvantage)	\$31,871		
Equity Total	\$31,871		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,620,430	Operating Reserve	\$312,989
Books & Publications	\$6,586	Funds for Committees/Shared Arrangements	\$192,124
Communication Costs	\$15,937	Repayable to the Department	\$468,542
Consumables	\$483,060	Capital - Buildings/Grounds < 12 months	\$220,000
Miscellaneous Expense ³	\$322,855	Total Financial Commitments	\$1,193,655
Professional Development	\$43,268		
Property and Equipment Services	\$477,692		
Salaries & Allowances ⁴	\$522,414		
Trading & Fundraising	\$51,229		
Utilities	\$93,297		
Total Operating Expenditure	\$9,636,768		
Net Operating Surplus/-Deficit	(\$500,171)		
Asset Acquisitions	\$6,945		

- (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 26 February 2020 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)

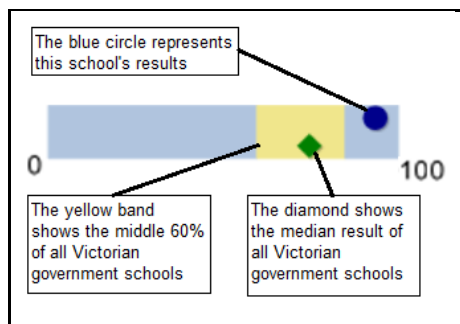
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').