

# 2020 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](http://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 2020 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 15 April 2021 at 02:43 PM by Christian Smith (Principal)

The 2020 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 21 April 2021 at 12:42 PM by Jennifer Appleton (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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, so that they can learn effectively and reach their full potential. In 2020, students spent approximately half of the year in a Remote and Flexible learning program due to the COVID-19 pandemic.

Torquay College is a primary school located in Torquay, 102 kilometres south-west of Melbourne CBD. Relocating in 2001 from the original site in Bristol Road to over six hectares on Grossmans Road, our learning spaces are reflective of the coastal location and 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.

Our motto is 'Living and Learning by the Sea'. Our purpose is to prepare our students to be happy, independent, and confident individuals who make positive contributions to our community.

Torquay College has a friendly school atmosphere where children 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. The values our school community embraces are: Respect, Friendship and Doing your Best. Students, staff and parents are expected to honour and uphold our school values. A common language surrounding these values is used to promote inclusive and positive behaviour.

In 2020, our enrolment was 1007 students, comprising 6 Foundation classes, 6 Yr 1 classes, 6 Yr 2 classes, 7 Yr 3 classes, 6 Yr 4 classes, 7 Yr 5 classes, and 5 Yr 6 classes. The schools SFOE is 0.2029. The staffing profile is made up of 1 Principal, 2 Assistant Principals, 8 Instructional Leaders, 3 Learning Specialists, 66 Teachers, 26 Education Support Staff, and a Business Manager. 61 staff are full time and 39 are part-time. 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 of age, experience and gender.

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.

### Framework for Improving Student Outcomes (FISO)

Torquay College delivered on our Annual Implementation Plan (AIP) key improvement strategy (KIS) to begin developing and implementing the School Wide Positive Behaviour Support (SWPBS) framework. This included forming a SWPBS team and delivering professional learning to staff at our curriculum day. However, some of the associated AIP actions were modified as a result of the challenges associated with delivering a Remote and Flexible Learning Program.

We also focused on curriculum planning and assessment. This included continuing with team collaboration and developing a collaborative culture across teams with a PLC model.

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 is Numeracy.

**Achievement**

The Strategic Plan goal was for all students to 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.

In 2020, the school continued to work on its identified goal of maximizing the learning growth for all students with a focus on Writing and Number and Algebra.

During Remote and Flexible Learning, staff were able to utilize online resources for content delivery and assessment and consequently develop new ways of differentiating for our students. Students were provided with regular 'live' workshops via WebEx that focused on English and Mathematics. Focus groups were also conducted via WebEx.

Based on teacher judgement of student achievement, our percentage of students working at or above expected standards in English was comparable to similar schools and above the State average. Based on teacher judgement of student achievement, our percentage of students working at or above expected standards in Mathematics was also comparable to similar schools and above the State average.

Our student supported through the Program for Students with a Disability showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

**Engagement**

In 2020, there was a strong focus on student engagement and connection to school during the Remote and Flexible Learning period. This included a focus on increasing communication to both students and parents and providing engaging learning programs and processes for students. This impacted positively on parent survey data with parent participation and involvement at 71% and school communication at 82%. Student data was also positive in response to cognitive engagement with 'effective teaching' 83% endorsement and 'attitudes to attendance' 83% endorsement. The school consolidated the total number of absence days for students and had a similar average to other network schools. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the weekly newsletter, reminders via the Skoolbag App and at parent events and assemblies.

**Wellbeing**

In 2020, the school continued its strong culture of wellbeing and connectedness, as well as continuing its role as a Respectful Relationship lead school. The Attitudes to School Survey, completed by all Year 4, 5 and 6 students, shows that students at Torquay College have similar perceptions of their 'connectedness' to school as their other similar state school counterparts. Transition within, into and out of the school is also prioritized to ensure all students are engaged and comfortable within their learning environment. The Respectful Relationships program is embedded throughout the school and is highly valued by our community. 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 2021 is to become part of the School Wide Positive Behaviour Program and further strengthen our wellbeing program. The 2020 Attitudes to School Survey indicates that Torquay College students feel well connected to school with 81.5% of responses positive in this regard. Care and attention was provided to students who required additional support during Remote and Flexible learning and during the transition back to onsite attendance. Although a high percentage of students gave positive responses in all areas when compared to similar schools, we will continue to focus on 'Student Voice and Agency' and 'Respect for Diversity'.

The parent survey is positive in regard to student safety, which demonstrates children feel safe at school.

### **Financial performance and position**

The school is currently liaising with Department representatives to manage the deficit in the Student Resource Package (SRP). Program budgets reflect the ability of the school to provide the classroom resources necessary for all students.

Building and refurbishment of the existing relocatables was completed in 2020 where these learning spaces support our pedagogy of collaboration and high quality instruction. These works were partially funded by the VSBA with a substantial contribution from Torquay College.

Due to the disruptions caused by COVID-19, there were no major fundraising events. We plan on conducting our annual fundraising events in 2021 with Covid-19 safe measures.

**For more detailed information regarding our school please visit our website at**  
[www.torquaycollege.vic.edu.au](http://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.

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 999 students were enrolled at this school in 2020, 452 female and 547 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) which takes into account parents' occupations and education.

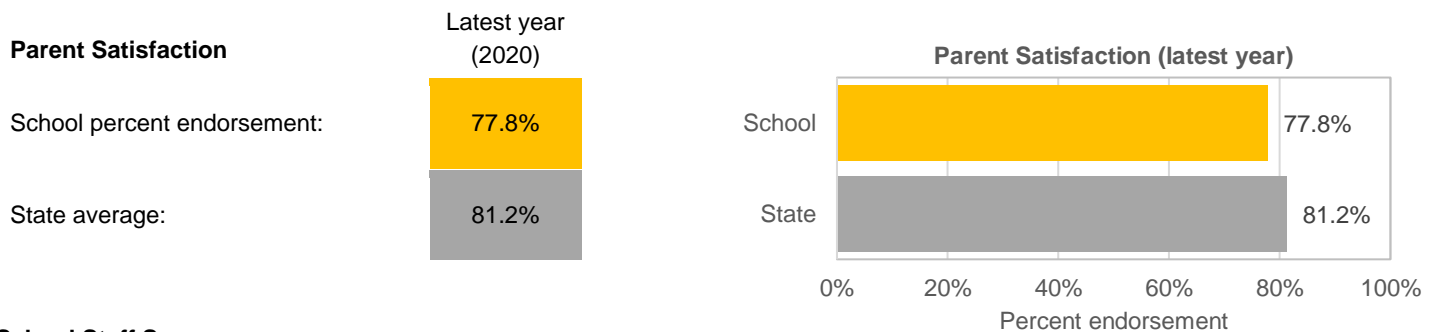
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

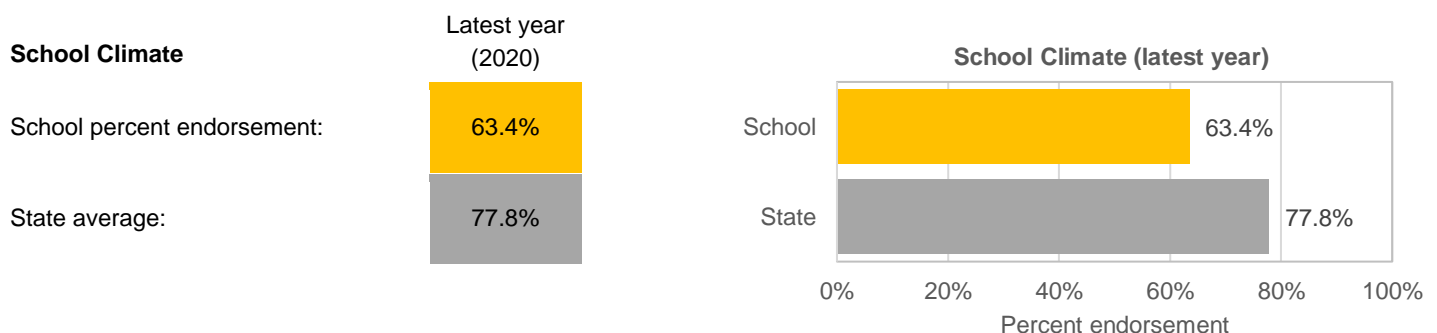


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

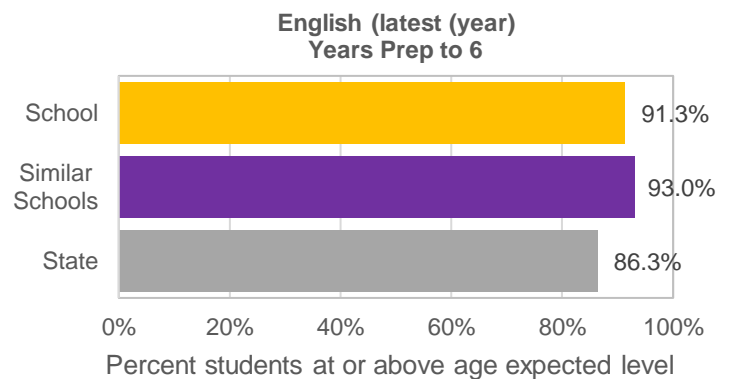
91.3%

Similar Schools average:

93.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

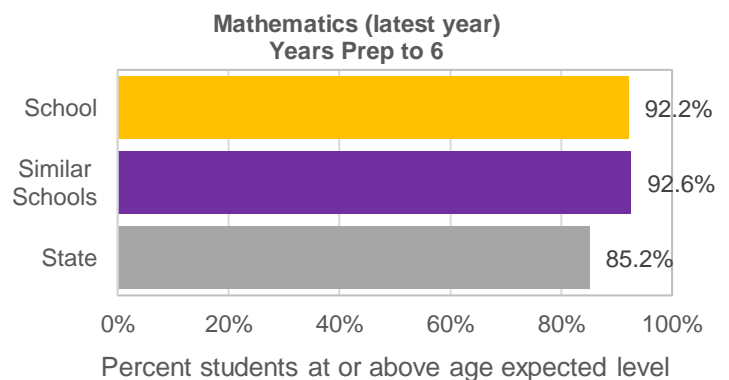
92.2%

Similar Schools average:

92.6%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

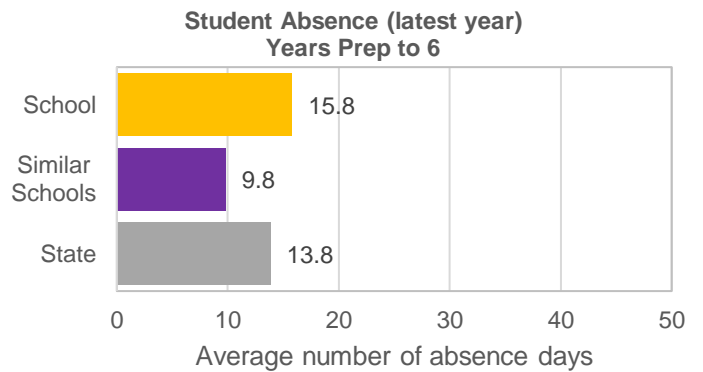
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.8	16.1
Similar Schools average:	9.8	13.1
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	92%	90%	92%	92%	92%	92%

## WELLBEING

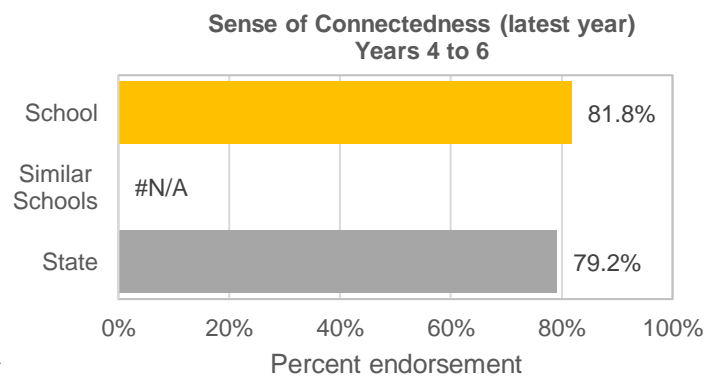
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	81.8%	85.1%
Similar Schools average:	NDP	82.5%
State average:	79.2%	81.0%



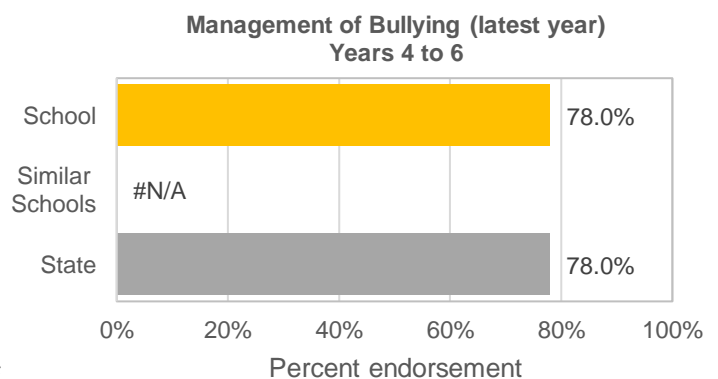
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	78.0%	84.9%
Similar Schools average:	NDP	82.1%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$7,420,161
Government Provided DET Grants	\$965,673
Government Grants Commonwealth	\$345,623
Government Grants State	NDA
Revenue Other	\$23,696
Locally Raised Funds	\$532,493
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$9,287,645</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$38,147
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$38,147</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$8,442,043
Adjustments	NDA
Books & Publications	\$1,880
Camps/Excursions/Activities	\$146,074
Communication Costs	\$23,083
Consumables	\$255,968
Miscellaneous Expense <sup>3</sup>	\$36,408
Professional Development	\$22,520
Equipment/Maintenance/Hire	\$287,854
Property Services	\$505,067
Salaries & Allowances <sup>4</sup>	\$382,031
Support Services	\$26,005
Trading & Fundraising	\$36,677
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$79,937
<b>Total Operating Expenditure</b>	<b>\$10,245,546</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$25</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$885,588
Official Account	\$66,050
Other Accounts	\$14,625
<b>Total Funds Available</b>	<b>\$966,263</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$247,849
Other Recurrent Expenditure	\$627
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$473,577
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$103,347
Repayable to the Department	\$303,115
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,128,515</b>

*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.*