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| **2017 Annual Report tothe School Community** |

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| **About Our School** |

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| School Context |

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| The buildings and grounds at Toorak Primary School have been fullyrefurbished to provide an attractive, functional learning environment for all students. Wider community members also utilise the array of facilities on offer at Toorak Primary School. Enrolments continue to increase as the demand for inner city schooling grows annually. Cenus Day on February 28th 2017 confirmed 491 student enrolments. Five specialist classes including French, Physical Education, Music, Visual and Performing Arts and Library are offered to all students throughout the year. Other languages available at Toorak Primary School include German, Greek, Mandarin and Swedish. Science, Technology, Engineering, Art and Mathematics (STEAM) learning opportunities are integrated across the curriculum. A biennial French study tour to New Caledonia is undertaken where students are immersed in French language and culture. Innovative programs on offer comprise an integrated Environmental Science Program and a Snow Sports Program, including interschool skiing competitions, offered during the winter months at Mt Buller. As part of the Performing Arts Program, a whole school production is staged every second year with the musical production for 2019 currently in the planning stages. In order to address the high absence data experienced across the school, families are encouraged to take holidays during the school vacation period, rather than throughout each term. Students who arrive late to school must collect a late pass from the front office as well as provide an explanation for the late arrival. For early departures from school, an Early Departure pass must be collected with a reason for leaving school early. For those students who have an unexplained absence, contact is made with the parent/guardian at 9.30am each day to determine the reason for the pupil’s absence from school. The school promotes the current government initiative of,” Every Day Counts” in order to ensure daily school attendance for every child.In line with the State Government initiative, “Building the Education State”, Toorak Primary School supports the Victorian Curriculum. Single levels operate across the school from foundation through to grade 6 where possible. The school draws on highly acclaimed paraprofessionals from the local community to support teaching and learning and encourages parent and carer participation in school activities. Staffing profile is varied in terms of both gender and teaching experience with 38.00 equivalent full time staff including 2 principal class members, 30.00 teachers and 6.00 education support staff. |

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| Framework for Improving Student Outcomes (FISO)  |

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| “**Building Practice Excellence”** is Toorak Primary School’sKey Improvement Initiative to build greater consistency in the whole school approach to English and Mathematics with a specific focus on implementing a school wide approach to spelling. Toorak Primary School is committed to increasing student learning confidence in these key areas by further embedding the VCOP writing program, implementing a differentiated phonics based spelling program, supporting less experienced teachers through coaching and professional development that supports our current programs. **“Curriculum Planning and Assessment”** is an area that Toorak Primary continues to address in both Writing and in Numeracy. Pleasing trend results in NAPLAN Numeracy have been evident but there are still a high number of students achieving medium growth. Increased student engagement by embedding open-ended problem solving and real life investigations as part of weekly planning expectations was a focus in 2017. Network schools continue to improve planning and moderation of writing through involvement with cross-school moderation. **Reflective Comments** Throughout 2017 all staff participated in rigorous professional development to support improved student learning outcomes across the curriculum. To ensure student outcomes continue to improve, a professional learning plan has been developed for all staff members, so that, our Annual Implementation Plan goals are achieved. Peer observations occur throughout the year where triads provide constructive feedback to ensure the development of pedagogical understandings for all staff. To further improve reflective conversations amongst staff, peer coaching will be offered in order to provide positive conversations about teaching practice. The inclusion of student feedback to inform school improvement will be a focus for the future. In both Literacy and Numeracy, a detailed scope and sequence has been developed and documented, so that staff members are fully aware of curriculum expectations throughout the year. In addition, to ensure the curriculum is monitored and evaluated a whole school assessment schedule has been developed and is implemented to support accurate teacher judgements. |

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| Achievement |

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| In 2017 Year 3 NAPLAN reading results indicated that 60% of students achieved in the top 2 bands. In Year 5, 67% of students were placed in the top two bands. NAPLAN relative growth between Year 3 and 5 in reading indicates that 81% of students are achieving medium to high growth. The school exceeded the target for students who achieved high growth, by growing from 22% in 2016 to 33% of students in 2017. The results indicate an upturn in the school trend. To further improve, the school will ensure high quality resources, linked to the Victorian Curriculum, are provided across the school. The percentage of students achieving high growth in writing has remained steady. To work towards improving student outcomes the school will enhance the VCOP program by introducing the traits of writing, which will develop student knowledge of different text structures, ideas and organisation. The school will continue to provide a consistent approach for spelling using resources and strategies from the “Letters and Sounds” program in Foundation-2 and “Words Their Way” program in grades 3-6. In 2017, NAPLAN results indicated students continued to perform above both state and national levels in Numeracy across all elements. In Year 3 and Year 5 Numeracy, more than 90% of students achieved above the National Minimum Standard. NAPLAN relative growth between Year 3 and Year 5 in Numeracy indicates 88% of students received medium to high growth, with 38% of students receiving high growth. The 2017 relative growth showed an improvement of the school’s ability to maintain the number of students in the top 2 bands between Year 3 and Year 5. Toorak Primary School will continue to improve the number of students achieving A and B in Numeracy. To improve student performance in problem solving strategies, all year levels will embed weekly lessons focusing on open-ended Mathematical problems and real life investigations. High achieving students who have demonstrated low to medium growth in Mathematics will receive additional support. In 2018 the school will develop a greater understanding of the proficiencies across all grade levels, through whole staff professional development and teacher coaching sessions focussed on differentiating the curriculum to meet individual student needs.  |

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| Engagement |

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| The whole school musical, Peter Pan, offered all students the opportunity to develop self-confidence, kinaesthetic awareness and teamwork. Similarly, the Carols Night provided a platform for classroom teachers to work collaboratively within the year levels to prepare and present Christmas carols to the school community. Other school wide initiatives such as, an integrated Sustainability Program and student participation in Science fairs and competitions, promoted increased student engagement. In order to continually improve school practices, staff and students provided constructive feedback to the Engagement Team after each event. Opportunities have been provided for Junior School Council representatives across the school to promote student voice and agency within the community. Such opportunities will be extended to other student leadership groups in 2018. During 2017, a host of extra- curricular opportunities were available for students during lunchtimes to develop their talents and support their interests. Similar opportunities will continue in 2018. The promotion of school wide initiatives in the areas of Science, Technology, Engineering, Arts and Mathematics (STEAM) will continue to be a priority in fostering student engagement during 2018. |

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| Wellbeing |

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|  In 2017, student engagement data overall has shown a reduction in both approved and unapproved student absences. To continue the upward trend of improving student absences in 2018, the school has implemented a tracking system which communicates to families the importance of regular school attendance. This year we are embedding our wellbeing programs of Bounce Back, The Resilience Project and Respectful Relationships to continue to improve on our Student’s Attitudes to School survey. We will be continuing with the Toorak Citizenship Wristbands and promoting the values of Kindness, Honesty, Responsibility, Friendship and Respect. Transition programs, both internal and external were positively received once again in 2017. Children from local Kindergartens attended multiple classroom sessions whilst parents were welcomed into the school community with information sessions and social gatherings. An internal whole school transition day was held to ensure students transition into new year levels and classes with minimal distress.  |

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| For more detailed information regarding our school please visit our website atwww.toorakps.vic.edu.au |

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|  **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 493 students were enrolled at this school in 2017, 237 female and 256 male.24 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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). |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| School Comparison |

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| **Performance Summary** |

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| School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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.Average 2017 attendance rate by year level: |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| --- |
| **Financial Performance and Position** |

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| --- |
| **Financial performance and position commentary** |

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| *[Please refer to the* [*2017 Annual Report Guidelines*](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolImprovementCycle/Guidelines%20for%20the%202016%20Annual%20Report%20to%20the%20School%20Community.docx) *for information on how to complete the ‘Financial Performance and Position Commentary’ section]* |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| Financial Position as at 31 December, 2017 |

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| --- |
| **Revenue** |

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| --- |
| **Actual** |

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| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $83,694 |
| Official Account | $18,536 |
| Other Accounts | $118,308 |
| **Total Funds Available** | **$220,538** |

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| --- |
| Student Resource Package |

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| --- |
| $3,574,582 |

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| --- | --- |
| Government Provided DET Grants | $567,949 |
| Government Grants Commonwealth | $12,609 |
| Revenue Other | $6,607 |
| Locally Raised Funds | $611,073 |

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| **Total Operating Revenue** |

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| **$4,772,819** |

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| **Equity¹** |

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| --- | --- |
| Equity (Social Disadvantage) | $13,754 |

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| **Equity Total** |

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| **$13,754** |

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| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $92,280 |
| Revenue Receipted in Advance | $89,241 |
| School Based Programs | $28,000 |
| Other recurrent expenditure | $11,017 |
| **Total Financial Commitments** | **$220,538** |

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| Student Resource Package² |

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| $2,893,085 |

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| --- | --- |
| Books & Publications | $2,819 |
| Communication Costs | $5,693 |
| Consumables | $105,933 |
| Miscellaneous Expense³ | $426,943 |
| Professional Development | $31,931 |
| Property and Equipment Services | $443,854 |
| Salaries & Allowances⁴ | $168,832 |
| Trading & Fundraising | $40,407 |
| Travel & Subsistence | $13 |
| Utilities | $18,797 |
| Adjustments | ($17,612) |

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| **Total Operating Expenditure** |

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| **$4,120,694** |

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| **Net Operating Surplus/-Deficit** |

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| **$652,125** |

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| **Asset Acquisitions** |

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| **$0** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *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.* |

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Toorak Primary School completed 2017 in a financially sound position with a surplus being carried forward into 2018. This surplus was due to several factors including an increase in student enrolments, sound workforce planning and the inclusion of locally raised funds. Over the course of the year, the school’s finances were monitored by the School Council. The expenditure for 2017 related to new iPads and netbooks for students to use, literacy resources and new carpet in classrooms. Upgrading the library, server room, photocopiers and archiving system were also completed. Maintenance of buildings and grounds and the cost of leased equipment continue to be significant items of expenditure. The funds carried forward will be expended on installing security cameras around the school, supporting the wellbeing program through the implantation of The Resilience Project and additional STEAM (Science Technology, Engineering, Art and Mathematics) resources. Toorak Primary School is committed to the provision of high quality educational opportunities for all students.