

# 2020 Annual Report to The School Community



School Name: Toorak Primary School (3016)



- 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 27 April 2021 at 11:22 AM by Julie Manallack (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 29 April 2021 at 02:24 PM by Alicia Brown (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

#### Toorak Primary School Vision Statement

We provide a dynamic learning environment that engages and inspires students to achieve their personal best in an atmosphere of mutual respect and cooperation. Values that underpin the vision statement • Truthfulness • Persistence • Success. Underpinning these values are the Toorak citizenship attributes: • respect, kindness, honesty, responsibility and friendship. We continually improve procedures and practices at Toorak Primary School so that every child has the opportunity to succeed.

Toorak Primary School was opened in 1890 consisting of a single, original red brick building. Over the years, the buildings and grounds at Toorak Primary School have been fully refurbished 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. Census Day on February 28 2021 confirmed 542 student enrolments. Five specialist classes including French, Physical Education, Sustainability, Music and Performing Arts and Visual Art are offered to students throughout the year. Other languages available at Toorak Primary School include German and Swedish. Science, Technology, Engineering, Art and Mathematics (STEAM) learning opportunities are integrated across the curriculum. Innovative programs on offer comprise an integrated Environmental Science Program and a Snow Sports Program, offered during the winter months at Mt Buller. As part of the Performing Arts Program, a whole school musical is staged biennially with the musical production for 2021 currently in the planning stages.

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 Year Six 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 40 full time equivalent staff employed.

### Framework for Improving Student Outcomes (FISO)

2020 saw the school respond to the COVID-19 induced shift to Remote Learning with the introduction of the 'Seesaw' platform for our Foundation - Year 2 students, and Google Classroom for Year 3-6 students. Students engaged in live and pre-recorded lessons as well as daily face-to-face check-ins with classroom teachers and small group conferences via Google Meet. During this period, staff professional learning focused on the High Impact Teaching Strategies (HITS) of differentiated task design, formative assessment practices and feedback. Staff continued to work in Professional Learning Communities, undergoing two Inquiry Cycles; Reading (during online period) and Writing (upon the return to school). The school engaged with Department of Education and Training appointed Professional Learning Community, Practice Instructor Verity Sheppard to work with Team Leaders in supporting their respective Inquiry Cycles, as well as the support of Learning Specialists. The engagement of a VCAA NAPLAN writing marker saw three whole school priority areas in Writing identified; Punctuation, Sentence Structure and Paragraphing. Staff engaged in Professional Learning around moderation of writing, before unpacking the identified foci in Professional Learning Communities. The development of a school wide Instructional Model has been carried over to the 2021 AIP due to the COVID-19 interruption. The school will continue to develop teacher capability and implementation of the Instructional Model through the expertise of three Learning Specialists through planning, modelling and coaching.

In Mathematics, lessons focused on the regular inclusion of problem solving and the four proficiencies across F-6. This saw an increase in student engagement and application of knowledge. In 2020, the school continued to improve its school-wide consistency in its approach to teaching Mathematics. The school developed teacher capability with the expertise of three Learning Specialists through planning, modelling and coaching. The school concluded its two-year partnership with the Mathematics Collaborative and Mathematical Association of Victoria using their knowledge and expertise to support teacher development in planning for open ended and differentiated learning tasks. In the final quarter of 2020, the school evaluated its vision for teaching Mathematics and will use the vision in the development of

the instructional model for teaching and learning in 2021.

### Achievement

In 2020, due to the absence of NAPLAN data the school was able to derive student achievement data through a combination of standardised assessments such as PAT Reading, Pat Maths, OnDemand, Reading Benchmarks and Essential Assessment. The school engaged with a VCAA NAPLAN writing marker to assess students' writing samples to a previous NAPLAN writing prompt. This gave us invaluable data that contributed to the identification of strengths, as well as determine future foci for our 2021 Year 3 and Year 5 students. In the absence of formal NAPLAN data, this enabled the school to measure progress against our 12 month targets.

Our 2020 performance measures indicate the following:

In Reading, 60% of students achieved 12+ months above expected standard.

83% of Year 3 students were identified as performing in the top 2 bands - above SSP Targets of 74% (2022).

66% of Year 5 students were identified as performing in the top 2 bands.

These results indicate that our 12 month target were met in Reading.

In Writing, 27% of students achieved 12 + months above expected standard.

Our mock NAPLAN data identified that 52% of Year 5 students performed in the top 2 bands.

Our mock NAPLAN data identified that 71% of Year 3 students performed in the top two bands.

These results indicate that our 12 month target were partially met in Writing.

In Maths (Number & Algebra), 48% of all students achieved 12+ months above expected standard.

In Maths (Measurement & Geometry), 38% of all students achieved 12+ months above expected standard.

In Maths (Statistics & Probability), 36% of all students achieved 12+ months above expected standard.

Whilst NAPLAN was not assessed in 2020, the following percentage of Year 3 and Year 5 students performing in the top two bands were derived from Victorian Curriculum scores:

48% of Year 3 students were identified as performing in the top 2 bands.

43% of Year 5 students were identified as performing in the top 2 bands.

These results indicate that our 12 month target were partially met in Mathematics.

Proposed future directions and strategies:

- Develop teacher data literacy to identify students requiring additional support
- Strengthen the schools Professional Learning Community (PLC) Model and initiate peer observations to support teacher collaboration and reflection on practice
- Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students
- Provide coaching and modelling of exemplary practice incorporating the introduction of the Instructional Model.

### Engagement

In 2020, The Engagement Team had a primary focus on improving Student Voice and Agency, Stimulated Learning, Teaching Time, and assisting in the transition to Online Learning during lockdown periods. Despite the unusual year, the school met or partially met all of its targets, based on the various student, staff and community surveys, in addition to attendance information. Attendance data was tracked during remote learning and it was carefully monitored to ensure regular attendance by all students. Regular staff communication with families and with leadership ensured that any attendance concerns were addressed as a matter of priority. It is pleasing to note that during online learning the school saw an increase in student attendance across the whole school with data showing an increase in some year levels, from 92% to 98.5%. This engagement, during the most difficult of circumstances, was due to the hard work of all staff in following through with Wellbeing actions for 2020.

The Engagement Team also assisted in adapting the whole school remote learning approach and philosophy with Google Classroom, Google Meet and Seesaw which ensured that students and families were well supported during this challenging time.

A whole school survey, in late Term One, identified families needing technical assistance, access to computers or iPad devices to support them with their learning. The school also accessed attendance data and through staff and parent

conversations, identified students at risk or needing extra support. A whole school record sheet was devised and utilised to monitor students. Staff (Wellbeing officer, leadership, classroom teachers) communicated regularly with parents and students at risk. The school connected with external agencies for extra support e.g. Father Bob Foundation, Stonnington School Focused Youth Service, Horace Petty Estate (Hub) and other local services.

Some of the highlights from the year include: a greater focus on student led Junior School Council, Online Assemblies and events, Professional Development for staff on Student Voice and Agency and training and assisting staff in the implementation of online learning.

In 2021, The Engagement Team’s focus will be aimed at :

- Consolidating community connections
- Strengthening and adapting the school-wide approach to digital learning initiated in 2020
- Strengthening engagement with regional and external support agencies
- Embedding a school wide approach to communication with parents/carers/kin
- Blending the new ways in which schools connected during remote and flexible learning

**Wellbeing**

In 2020, Toorak Primary School had two Annual Implementation Plan goals for Wellbeing:

- To increase school pride and connectedness by making the school a place for everyone to enjoy and learn
- To increase school pride and connectedness by making the school a safe place for everyone

We had many successes in 2020 to enhance all students safety and enjoyment at school. These included:

- Developing a whole school approach and action plan for Resilience, Rights and, Respectful Relationships(RRRR) and connecting with health promotion professionals from Star health and the South East RRRR team.
- Continuation of the TPS school values with the wristband program and the development of the ‘value of the month community challenges’
- Maintaining whole school events such as school assemblies, Toorak's Got Talent, Nadoc Week, Book Day celebrations, whilst online.
- Development of staff capacity in affective language and restorative circles. Staff began to unpack Student Engagement Plans and Past>Present>Future restorative discussion model was implemented.
- Introducing the Wellbeing Beacons initiative. This allowed constant professional discussions and practice of Restorative Practices strategies for all staff.
- Equitable access to online learning for all students through the provision of internet dongles and devices.

Our 2021 future directions are:

- Refine the whole school approach to wellbeing at the leadership, teacher and student levels.
- Establish consistent School Wide Positive Behaviour Strategies (SWPBS) whilst building teacher capacity and student understanding
- Build and strengthen relationships so that parents feel connected and informed about teaching and learning programs and are well aware of their child's progress.
- Initiate a 'Start Up' program at the beginning of 2021 focusing on developing routines, expectations and building a positive classroom culture.

This will be led by the newly appointed Wellbeing Learning Specialist, working through identified actions to increase positive behaviours and relationships across the school.

**Financial performance and position**

Toorak Primary School completed 2020 in a financially sound position with \$309,355 being carried forward into 2021. There was a Net Operating Surplus of \$764,749. This surplus is due to several factors including an increase in student enrolments and sound workforce planning. Due to the interruption of the school year and the forced closure in Term Two and Term Three, we received limited locally raised funds from parent payments and fundraising. However, quite a large portion of the community paid their school contributions in Term Four which helped with the surplus moving into 2021. The school’s commitments were closely monitored by the School Council. Some of the expenditure for 2020

related to ICT resources including iPads for staff and student use during remote learning, computers for staff working from home, specific programs for online learning and support services for staff working onsite during COVID. The funds carried forward will be expended on upgrading internal aspects of the school buildings and further developing the school wide sustainability program for students by resourcing the program and training staff. Toorak Primary School continues to focus on improving whole school culture and remains committed to the provision of high quality educational opportunities for all students.

**For more detailed information regarding our school please visit our website at**  
[www.toorakps.vic.edu.au](http://www.toorakps.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 569 students were enrolled at this school in 2020, 276 female and 293 male.

25 percent of students had English as an additional language and 2 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.

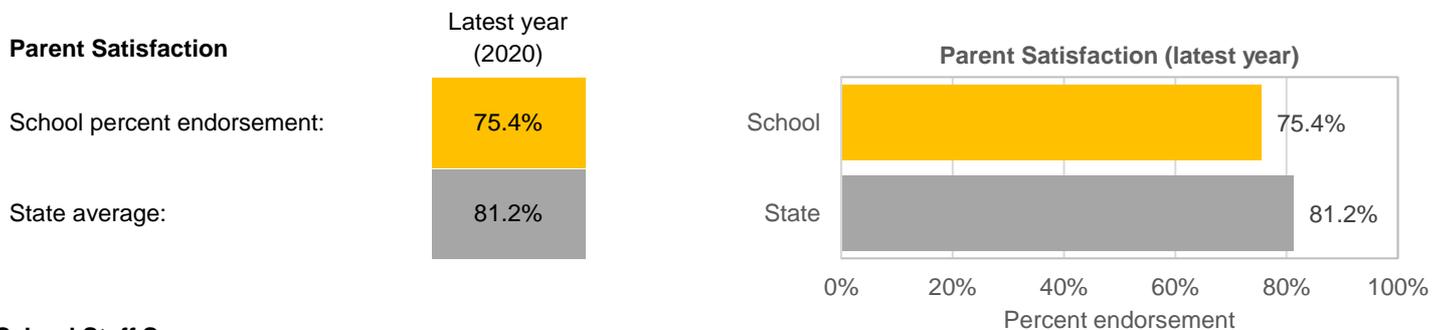
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

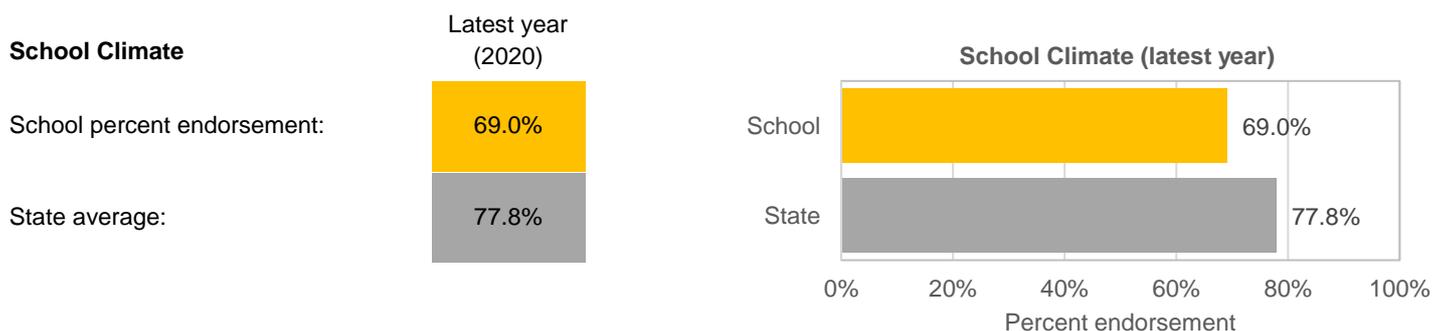


### School Staff Survey

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:

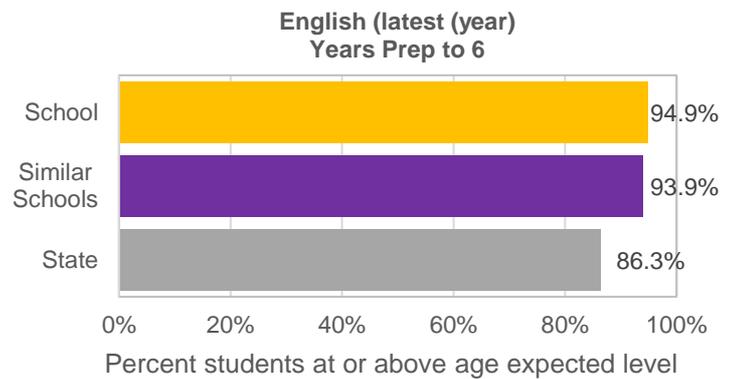
94.9%

Similar Schools average:

93.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

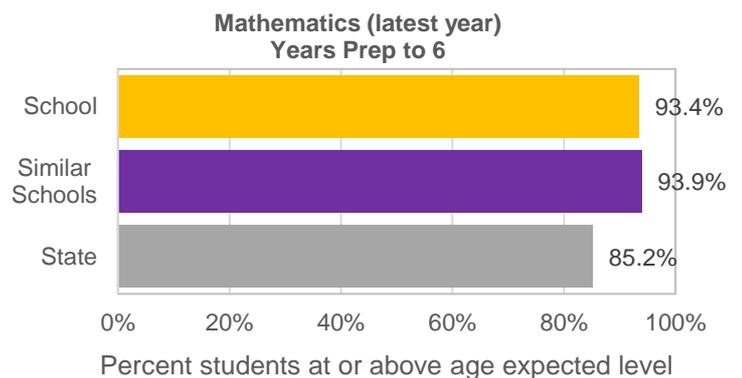
93.4%

Similar Schools average:

93.9%

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

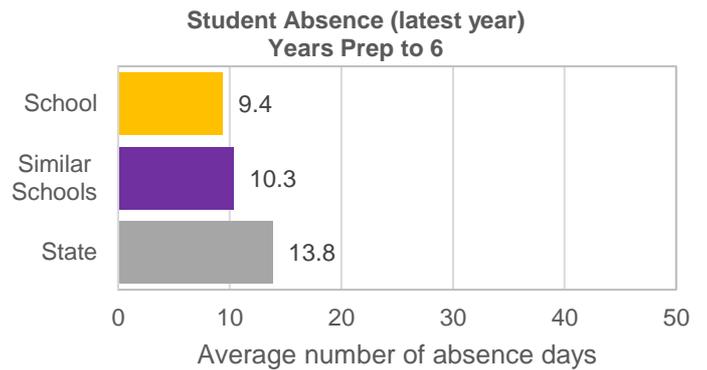
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	9.4	13.3
Similar Schools average:	10.3	12.8
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):	96%	96%	95%	95%	95%	95%	94%

## WELLBEING

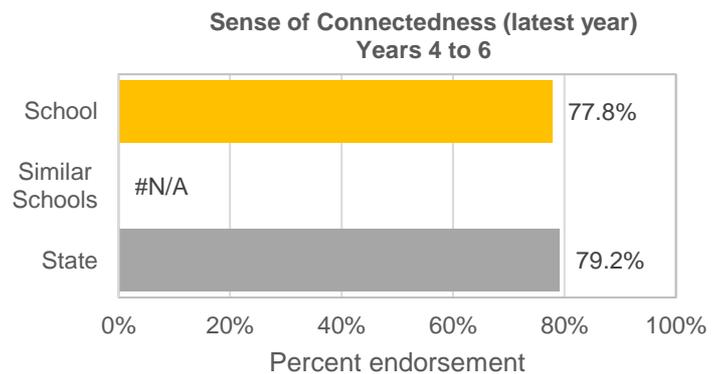
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	77.8%	76.4%
Similar Schools average:	NDP	82.2%
State average:	79.2%	81.0%



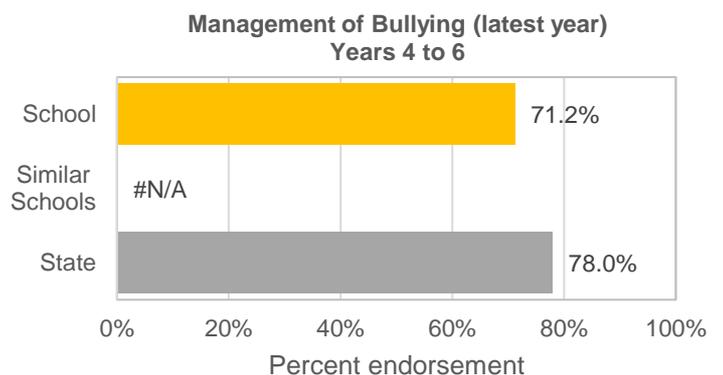
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	71.2%	68.9%
Similar Schools average:	NDP	81.0%
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

Revenue	Actual
Student Resource Package	\$4,793,291
Government Provided DET Grants	\$556,842
Government Grants Commonwealth	\$9,650
Government Grants State	NDA
Revenue Other	\$8,881
Locally Raised Funds	\$438,605
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,807,269</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$38,710
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$38,710</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,062,159
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$151,783
Communication Costs	\$8,672
Consumables	\$110,723
Miscellaneous Expense <sup>3</sup>	\$50,665
Professional Development	\$14,062
Equipment/Maintenance/Hire	\$135,176
Property Services	\$111,578
Salaries & Allowances <sup>4</sup>	\$126,379
Support Services	\$222,194
Trading & Fundraising	\$10,864
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$75
Utilities	\$38,189
<b>Total Operating Expenditure</b>	<b>\$5,042,519</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$764,749</b>
<b>Asset Acquisitions</b>	<b>NDA</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	\$124,578
Official Account	\$59,169
Other Accounts	\$125,608
<b>Total Funds Available</b>	<b>\$309,355</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$150,149
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$92,148
School Based Programs	\$67,059
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
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>\$309,355</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.*