

2022 Annual Report to the School Community

School Name: Torquay Coast Primary School (5556)



- 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 of the previous calendar year 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 22 March 2023 at 03:21 PM by Darren Roskosch (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 April 2023 at 08:24 PM by Kelsey Jamieson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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

Torquay Coast Primary School is a Foundation to Year 6 State school which first opened in 2018 in Torquay on the Surf coast. The school contains contemporary, adaptive teaching spaces which are designed to support 21st century learning. The school was originally built to accommodate 400 and our enrolments are expected to continually increase progressively over the first 7 years. In 2022 TCPS commenced the year with 538 students. The large majority of this enrolment number were Foundation - Grade 4 students.

TCPS aims to provide an environment conducive to learning and supportive of the pursuit of excellence, and in which students develop self-discipline and learn to take responsibility for their own actions. It recognises that, in the pursuit of excellence, all students are individuals entitled to equal opportunity, a positive learning environment and on-going support to enable them to realise their fullest potential – intellectual, personal, physical, creative, social and vocational. Such an environment can be developed when based on the values of mutual respect, shared responsibility and co-operation between staff, students and parents.

TCPS has 4 PILLARS (core values) which underpin all dimensions of our teaching and learning environment and are supported through the implementation of Positive Education. They are embraced and modelled by staff and students and promoted throughout the school community.

The TCPS PILLARS are:

RESPECT

We are respectful of ourselves, others and the environment.

STRENGTH OF CHARACTER

We are always striving to be the best versions of ourselves.

ACCEPTANCE

We have the skills and strategies to overcome challenging situations.

MINDFULNESS

We are aware of what is happening within and around us.

It is the mission of Torquay Coast Primary School to provide our students with a safe and supportive learning environment that motivates and challenges students, and that provides a comprehensive primary education for all students that empowers them to reach their full academic, social, and physical potential.

The staffing profile for 2022 was made up of 1.0 Principal, 1.0 Assistant Principal, 2.0 Learning Specialist, 37 teachers (30.05 EFT), 10 Education Support Staff (7.18 EFT), and 1.0 Business Manager

This school's Student Family Occupation and Education Index (SFOE) band value is: Low
A 'Low' band represents a low level of socio-educational disadvantage.

2022 Survey Data:

Parent satisfaction: 81% (79.9% State)

School Climate: 97.6% (73.4% State)

Progress towards strategic goals, student outcomes and student engagement

Learning

The Victorian community's experience of COVID-19, including post remote and flexible learning, had a notable impact on normal school operations.

NAPLAN however was able to be implemented.

As our school continues to grow, our enrolment totals will become more weighted towards those children who have only attended our school. Our academically measured enrolment base (student cohort) have historically been recipients of previous school cultures and educational direction. It is under those conditions that reviewing benchmark data has been more challenging in our early years of development and growth.

Teacher Judgements:

Domain English:P-6

- School % of students at or above age expected standards: 96.5%
- Similar Schools average 92.7%
- State Average 87%

Domain Mathematics

- School % of students at or above age expected standards: 95.2%
- Similar Schools average 92.4%
- State Average 85.9%

NAPLAN:

Domain Reading: Grades 3 and 5

- School % of students at or above age expected standards: 80% / 85.7%
- Similar Schools average 84.2% / 78.3%
- State Average 76.6% / 70.2%

Domain Numeracy

- School % of students at or above age expected standards: 68.9% / 56.1%
- Similar Schools average 72.9% / 61%
- State Average 64% / 54.2%

Wellbeing

The Victorian community's experience of COVID-19, including post remote and flexible learning, had a notable impact on normal school operations.

However, our ongoing commitment to a proactive approach to Student Well-Being in the implementation to our 'School Wide Approach to Positive Behaviour,' and regular education and exposure centred on our 4 Pillars continues to have a significantly positive impact on student behaviour and Well-Being.

In 2022 school-based surveys were implemented to all students in grades 4 to 6

Student Well-being is measured through two areas of the grades 4 to 6 'Attitudes to School Survey'. These areas are 'Sense of Connectedness' and 'Management of Bullying'.

In the area of 'School Connectedness', our school's 4 to 6 year average was 95.1%.

This is well above Similar Schools Average (77.8%), and above State Average (78.1%)

In the area of 'Management of Bullying', our school's 4 to 6 year average was 96%.

This is well above Similar Schools Average (76.6%), and above State Average (75.8%)

A positive school culture and connectedness with community ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Our school implements a wide range of programs to promote student well-being and positive behaviours. We heavily promote and celebrate our 4 TCPS Pillars, including Assembly acknowledgements focused on the 24 Character Strengths, in support of a Student Pledge and the celebration of our school and its occupants. The ongoing successful development of the Starting Right Program and a strong focus on the development of student leadership capacity was maintained and extended. Programs that not only support the transition into grade prep, but also provide an opportunity for all students participate in a whole school transition program are provided. Initiatives such as the 1:1 iPad program for grades P - 6 and the fact that student learning occurs in a visually engaging, contemporary and adaptive learning environments are also significant contributing factors.

Engagement

The Victorian community's experience of COVID-19, including post remote and flexible learning, had a notable impact on normal school operations.

Student engagement is measured through student attendance.

Student absence at TCPS in 2022 indicates below the state average, although it can still be considered to be high.

- 22.1 average number of absence days per student TCPS
- 21.9 Similar Schools Average
- 23.3 State Average

There is no distinct grade level related absence, with all grade levels achieving attendance rates ranging from 85% to 90%

Financial performance

In its five years of operation, Torquay Coast Primary School has been placed in an extremely strong financial position due to the careful and highly effective management of the SRP (Student Resource Package) – particularly in relation to maintaining a balanced staff in terms of experience. This has been particularly challenging considering there was a strategic commitment to maintaining low staff to student ratios in order to;

- a) support ongoing student transition into a new school
- b) cater for any unforeseen growth throughout the year
- c) cater for a diverse range of educational programs

This commitment will also be made in 2023

In 2022 due to the school's such a strong financial position there was no requirement to implement a 'Student Charges' contribution program.

NO requested payment towards Curriculum Contributions from families (previously known as student charges) were implemented. This meant that education at TCPS was free for all TCPS families.

TCPS provided ALL curriculum materials for our students without any requested financial contribution in the form of student charges, from our families.

This included ALL books/pens/pencils/paper etc, art supplies, online programs, classroom materials, sporting programs including buses. Parents were not requested to make any financial contribution to cover all curriculum related activities, resources and events which were covered financially by the school.

There are a number of complex contributing factors that enabled us to achieve and provide this for our families.

TCPS finished 2022 with a staffing surplus of \$76,529. This was after the credit conversion of \$200,000 used to fund 1:1 technology provision for all students in grades P to 3.

TCPS received a small amount of equity money which was used to help employ Education Support Staff for student support.

For more detailed information regarding our school please visit our website at

<http://www.torquaycoastps.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 2.0 (FISO 2.0).

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 538 students were enrolled at this school in 2022, 244 female and 294 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).

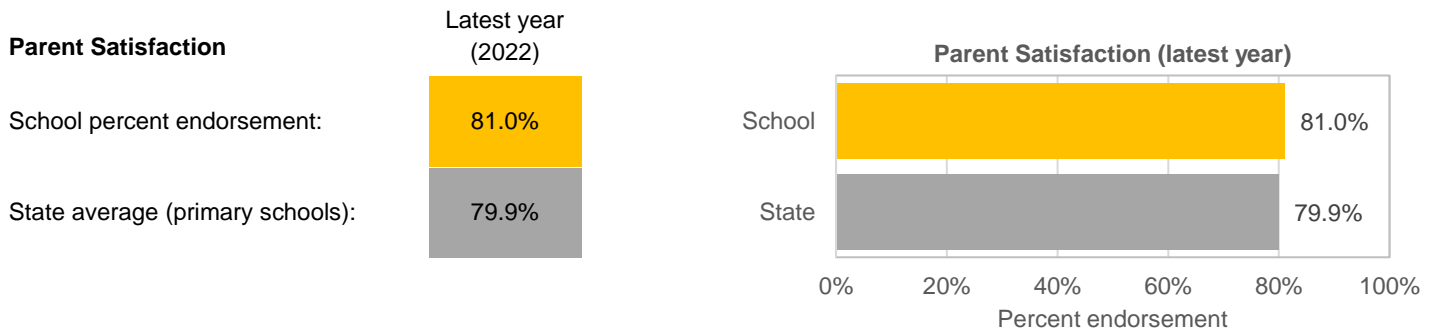
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

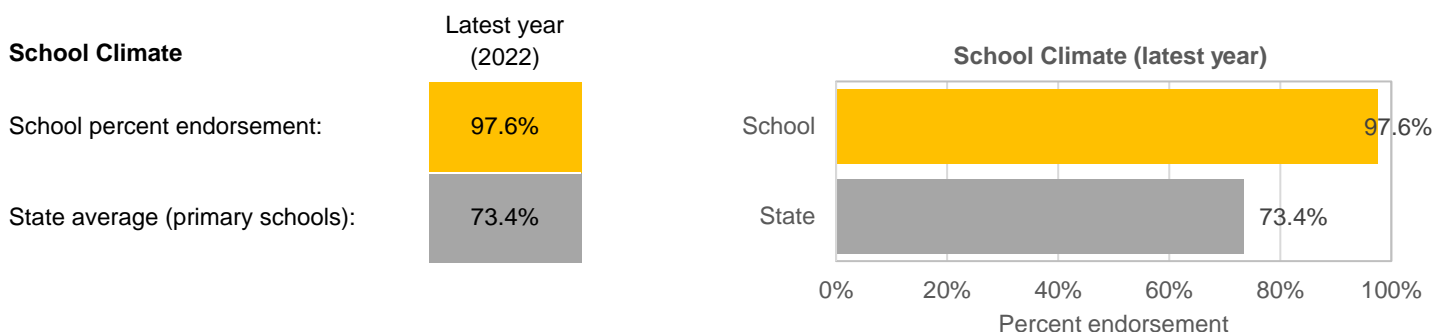


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

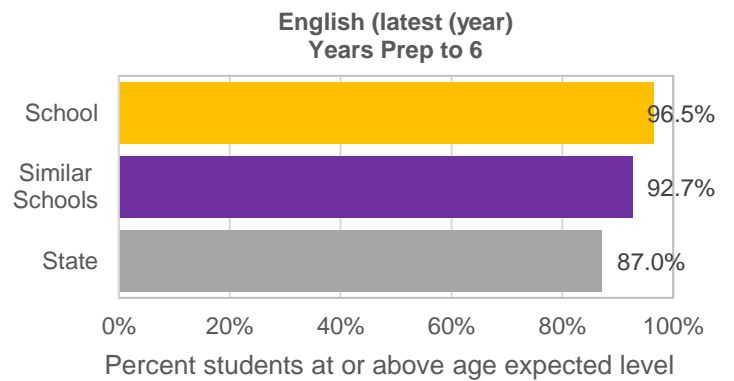
96.5%

Similar Schools average:

92.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

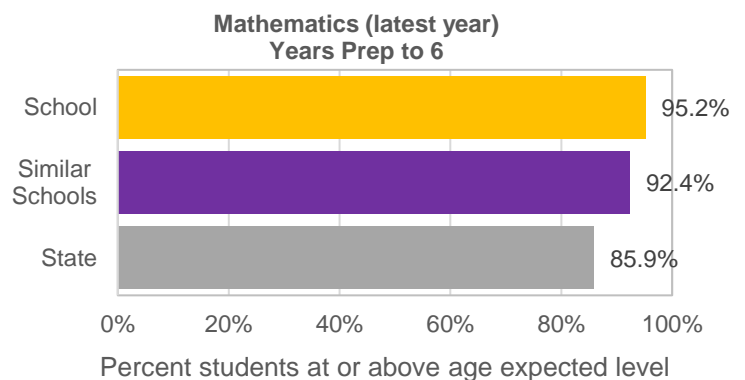
95.2%

Similar Schools average:

92.4%

State average:

85.9%



LEARNING (continued)

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.

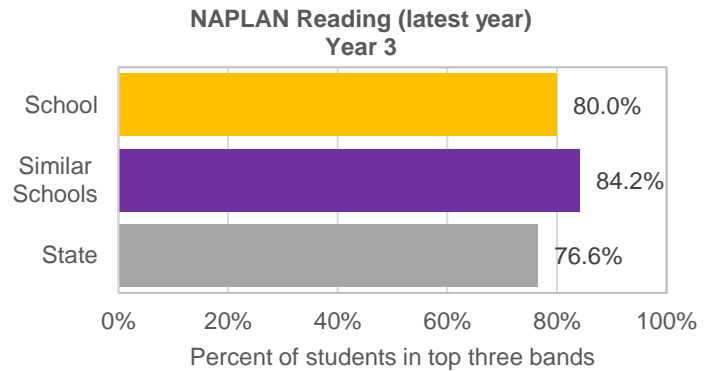
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

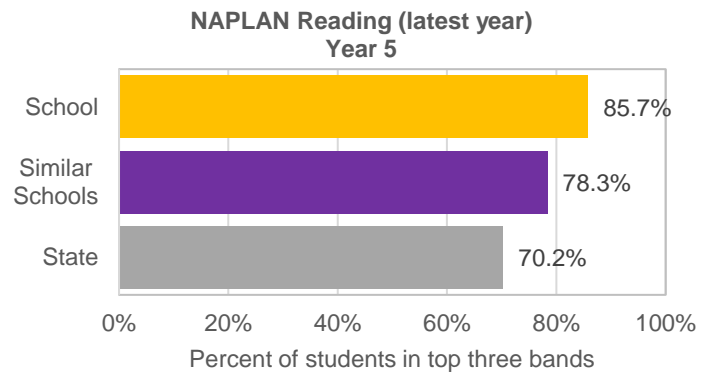
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	83.2%
Similar Schools average:	84.2%	85.0%
State average:	76.6%	76.6%



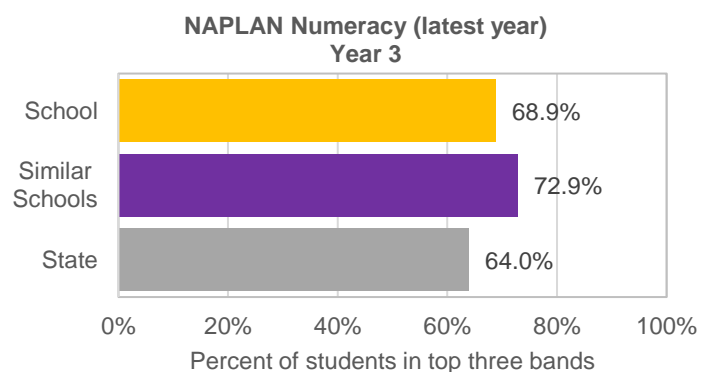
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	85.9%
Similar Schools average:	78.3%	78.3%
State average:	70.2%	69.5%



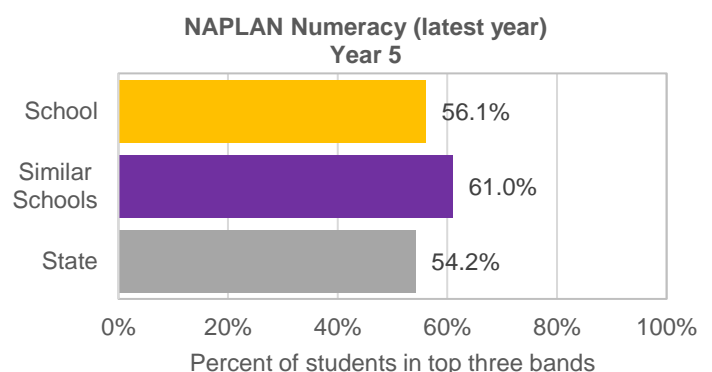
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.9%	68.5%
Similar Schools average:	72.9%	75.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.1%	57.1%
Similar Schools average:	61.0%	66.1%
State average:	54.2%	58.8%



WELLBEING

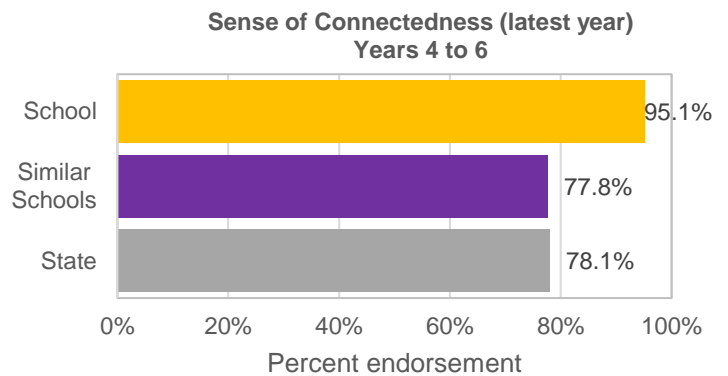
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	95.1%	95.6%
Similar Schools average:	77.8%	80.1%
State average:	78.1%	79.5%

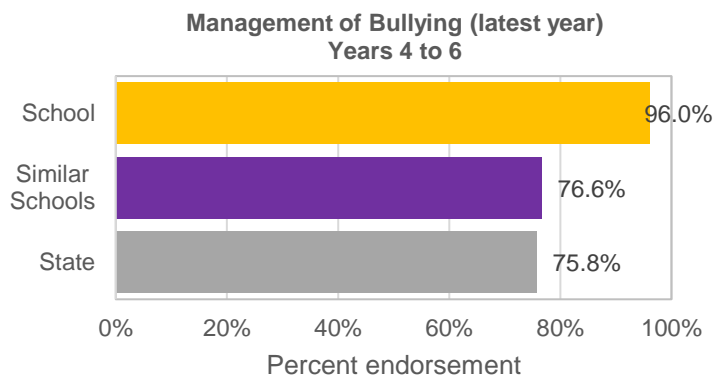


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	96.0%	96.4%
Similar Schools average:	76.6%	80.3%
State average:	75.8%	78.3%



ENGAGEMENT

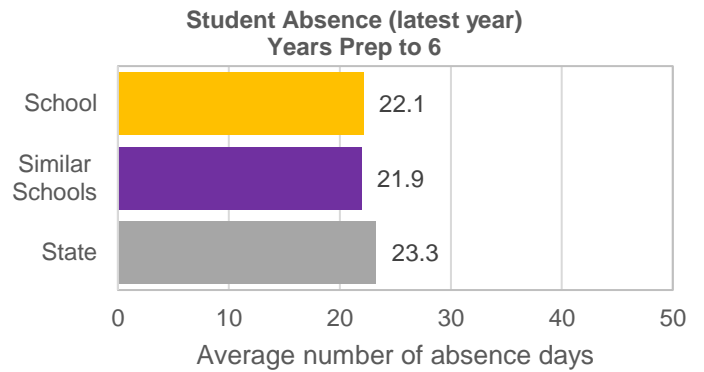
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.1	15.6
Similar Schools average:	21.9	15.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	89%	90%	89%	89%	87%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,522,127
Government Provided DET Grants	\$645,294
Government Grants Commonwealth	\$9,966
Government Grants State	\$0
Revenue Other	\$58,588
Locally Raised Funds	\$86,151
Capital Grants	\$0
Total Operating Revenue	\$5,322,126

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,110
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,110

Expenditure	Actual
Student Resource Package ²	\$4,445,598
Adjustments	\$0
Books & Publications	\$23,694
Camps/Excursions/Activities	\$101,879
Communication Costs	\$419
Consumables	\$70,232
Miscellaneous Expense ³	\$5,954
Professional Development	\$10,797
Equipment/Maintenance/Hire	\$166,847
Property Services	\$0
Salaries & Allowances ⁴	\$0
Support Services	\$118,076
Trading & Fundraising	\$886
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$91,038
Total Operating Expenditure	\$5,035,421
Net Operating Surplus/-Deficit	\$286,705
Asset Acquisitions	\$113,359

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$481,085
Official Account	\$22,451
Other Accounts	\$0
Total Funds Available	\$503,536

Financial Commitments	Actual
Operating Reserve	\$98,304
Other Recurrent Expenditure	\$31,293
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$90,629
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$325,225

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.