

2022 Annual Report to the School Community

School Name: Toolangi Primary School (3237)



- 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 06 April 2023 at 04:41 PM by Sally Herbert (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 08 May 2023 at 09:54 AM by Rachael Dunkley (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

At Toolangi Primary School our vision is to cultivate curious and innovative young minds. We encourage a life-long passion for learning through the promotion of academic excellence, communication skills and creativity. We engage in individualized teaching and learning in a beautiful natural environment that enables us to maximize the academic achievement and wellbeing of every student. Our school motto is 'Every Child by Name and Need' which reflects our vision of tailoring academic and social learning to the individual needs of every child.

The core values that underpin our actions and behaviors at Toolangi Primary school are:

Respect: Caring for and appreciating ourselves, others and the environment.

Integrity: Being reliable, honest, and taking pride in our own actions.

Responsibility: Taking ownership of our behaviour and actions and setting a positive example to others.

Understanding: Using our personal experiences to relate to others.

Toolangi Primary School is nestled in the foothills of the Great Dividing Range and is located approximately 25 minutes from Healesville. Our grounds are abundant with nature and lush vegetation providing a natural bush setting for our students to play and learn. The school boasts an extensive kitchen garden that is a feature of our inquiry approach to learning and is utilized by the school community. The school buildings are representative of Toolangi history and offer engaging and specialist areas for learning. The school contains a wealth of history and community connections with many generations of families attending our school over the last 100 years. The school is an integral part of the Outer Eastern Melbourne area within the Yarra Valley network.

In 2022 the current school enrolment is 21 students. The school's SFOE is 0.3869. The school level band is Low-Medium. Our staff includes 1 Principal class (Teaching Principal), 1 Business Manager (0.4), 1 Junior class teacher (0.7), 1 Tutor (0.2), 1 part time teacher (0.2), 1 Education Support staff (0.2), 3 part time specialists including Physical Education, LOTE (Japanese) and MARC (Mobile Area resource Centre) and an OSHC coordinator. The school structure is divided into the Senior class (years 3 -6) and the Junior class (years F - 2). The core business of English and Mathematics remains a high priority where individualized learning is provided within our small class sizes. All students at TPS have an Independent Educational Plan (IEP) with student support group meetings each term. We engage a tutor one day a week as part of the Tutor Learning Initiative. Specialist staff work with all year levels on a weekly basis.

Toolangi Primary School is widely recognized for the Kitchen Garden program. This program provides students with engaging opportunities to learn about sustainability, science (including cooking), horticulture and biology through an inquiry approach to learning. The kitchen garden, visual and creative arts programs provide the stimulus for the school's annual events of the Harvest Festival, school concert and community events.

Extracurricular opportunities are provided throughout the year and extend to camps, excursions, local and district sports events, swimming and water safety programs, Kids Teaching Kids (KTK) program and student leadership forums. Private music tuition is provided for interested students. TPS has a strong community connection with families through regular participation in community events, strong representation on school council, trade expertise in maintaining buildings and grounds and working together to fundraise through local community events. TPS has developed a strong presence in our school community, participating in history projects, collaborating with community house and sporting clubs. We have a positive connection with Toolangi Fire Brigade and local emergency services ensuring high level emergency management plans, educational programs and general safety of our school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022 our priorities goal focused on student learning with an increased emphasis on numeracy. To achieve this goal, we established PLC structures to support teacher collaboration and strengthen teacher practice. We implemented the tutor learning program to provide additional support for students in both literacy and numeracy. The tutor program provided targeted academic support for students with a focus on student learning goals. We participated in professional learning aimed at building teacher capacity in assessment and differentiation enabling us to identify and monitor student's individual learning needs. Individual learning plans were developed for every child and monitored through active student feedback and regular Student Support Groups (SSG) meetings.

Aligned with FISO 2.0 we have continued a strong focus on Teaching and Learning. Staff capacity improved through professional learning on the High Impact Teaching Strategies (HITS) with an emphasis on explicit teaching within our Instructional Model. Using the gradual release of responsibility, we use the language and practice of 'I do, we do, you do, and you do it alone' to promote effective student learning. In addition, we focused on strengthening our assessment practices with an emphasis on formative assessment through an increased use of pre and posttests and gathering student feedback. Due to the 'multi-age' nature of our classroom structure we prioritized teaching practices to promote differentiation of teaching and learning sessions to support students' learning needs.

Teaching staff collaborated to ensure accurate teacher judgments of student achievement. Our priority goal was to increase the percentage of children working above level in teacher judgements in reading, writing and number and algebra. The majority of our students are working at or above age expected standards in English and Mathematics. Students deemed 'at risk' receive extra support from the Tutor Learning Initiative.

TPS prides itself on developing a positive community culture. We have strong relationships and active partnership with families, community groups and organisations. This supports us to strengthen students' participation and engagement at school. We focused on developing student voice and agency through student leadership roles, peer tutoring, student led interviews and goal setting.

We pride ourselves on teaching our school values and our school vision which promotes creativity, a sense of belonging and inclusion. Our students regularly support each other and engage in multi age play based and learning activities. We continue to provide engaging and inquiring based programs within the science, creative and arts curriculum. These included the introduction of MAPPEN, an inquiry based learning framework, our kitchen garden/science program and visual and performing arts. Highlights of these programs include our student led Bizarre Bazaar and puppet show and our annual Harvest Festival.

Wellbeing

Student wellbeing remains a priority at TPS. Our staff have a shared responsibility of all our students and we regularly communicate about each child. Staff consistently contact parents and families to celebrate student achievements, check in with attendance concerns and provide support for family and student wellbeing concerns.

The results of our Attitudes to School survey demonstrate a strong sense of connectedness to our school from our senior students. Students reported effective management of bullying as above similar and network schools. The majority of our students responded with a positive sense of inclusion at TPS.

The wellbeing team at TPS is comprised of our entire teaching and non-teaching staff. We have a strong commitment to ensuring the sense of wellbeing, safety and connectedness for our students and parents/carers. Student support group meetings with families are held every term, which provides an opportunity to check in with families. Follow up for additional support is provided through local Allied Health agencies and School Support Services (SSS).

We have continued to implement our weekly breakfast club program sponsored by Foodbank which provides a positive start to the day, a nutritious breakfast, and a chance to socialise with friends and family. Many of our parents and younger siblings also attend our breakfast club. Playgroup has continued to run twice a week, which provides an extension to our transition program by introducing new families and prospective new students to our school.

Wellbeing was also prioritised through regular celebrations and family gatherings. Our main events included a special 'Father's day Pie and Play day', and our end of year big day out to Healesville Sanctuary and the end of year school concert at the community hall.

Engagement

TPS prides itself on developing a positive community culture. We have strong relationships and active partnerships with families, community groups and organisations. This supports us to strengthen students' participation and engagement at school. We have

focused on developing student voice and agency through student leadership roles, peer tutoring, student led interviews and goal setting within our individual student learning plans.

Student attendance is monitored through regular conversations with parents. Student absence is noted and supported to ensure children are at school every day and ready to learn. The small school nature of TPS makes it possible for a strong link to be formed between school and families.

Our sustainability practices are embedded through our kitchen garden/science program. The students participate in weekly lessons relating to food and environmental science and nature studies aligned with the Victorian curriculum. This program supports student wellbeing through collaboration, leadership, and creativity learning experiences. In addition, the program provides opportunities for the students to grow, harvest, and prepare seasonal food - forming positive food habits for life. This program led into our annual Harvest Festival held in March. The students played an integral role in providing a performance, preparing and sharing food and contributing to our Harvest Festival stall comprising home made crafts and produce.

Community engagement has been a priority throughout the year. This was enhanced by our school's participation in the Toolangi/Castella History project. We hosted a very successful open day to celebrate the school's 125 birthday and collaborated with the history project to present and perform at the CJ Dennis Hall with our community. In addition to this community event we also participated in the CJ Dennis Poetry writing competition where 2 of our students won awards for their poetry.

Student engagement is enhanced through Mappen. This inquiry-based framework encourages students to learn through creativity and discovery and is aligned with the Victorian Curriculum. Throughout the year the students have worked through topics, including community, social justice, sustainability and creativity. The culmination of this learning sequence provided students with the opportunity to design, market and review their own products for our 'Bizarre Bazaar'.

Student engagement is also encouraged through regular local and inter school sporting events. These include swimming, archery, athletics, basketball, kayaking and cross country running. As a result of successful sporting schools grants, the students participated in tennis and basketball clinics and participated in a Bike Education program. The senior students (Yr. 3 - 6) attended Camp Manyung as part of the Positive Start program for schools. In Term 4 the students had the opportunity to be part of the 'Foggy Mountain Song Writing' workshop. The students created, wrote and performed their own song at a community market. This experience enabled our students to express their creativity and work as a team to present a very entertaining performance with other schools in the Kinglake area.

Financial performance

Toolangi Primary School has continued to allocate resources in line with the Strategic Plan and AIP to enable the achievement of the schools goals and priorities. As a result of staffing modifications and efficient use of resources we ended the year with a small budget surplus. A priority area for school expenditure this year included an upgrade of our technology including interactive panels, student computers and phone system.

Disability Inclusion funding enabled increased teacher professional learning and resources to support students with literacy skills with a focus on speech and language difficulties. Mental Health Funding enabled the employment of additional teachers to enhance our physical education program.

We received a substantial OSHC grant to provide staffing for an afterschool program 3 days a week and to purchase relevant equipment and resources to support the program. Through the Shade Grants program we received funds for a shade sail over our outdoor learning space. Through the Tutor Learning Initiative we were able to provide a tutor one day a week. We received a small amount of equity funding which was utilized to provide additional teacher support for targeted student learning, professional learning for teaching staff and educational resources. TPS is a BARR 2 school and we received a generous grant to ensure that our grounds and facilities are compliant with regulations and fire safe. Through community donations and local fundraising efforts we have purchased items for outdoor play areas and kitchen garden. TPS was fortunate to receive financial support from several sporting schools grants providing a variety of sporting clinics for all our students.

For more detailed information regarding our school please visit our website at
<https://www.toolangips.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 21 students were enrolled at this school in 2022, 9 female and 12 male.

0 percent of students had English as an additional language and NDP 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).

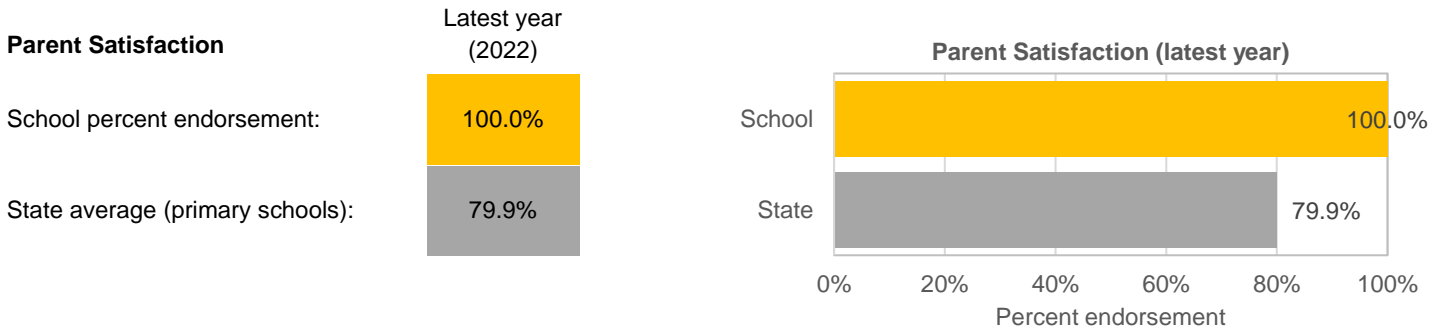
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

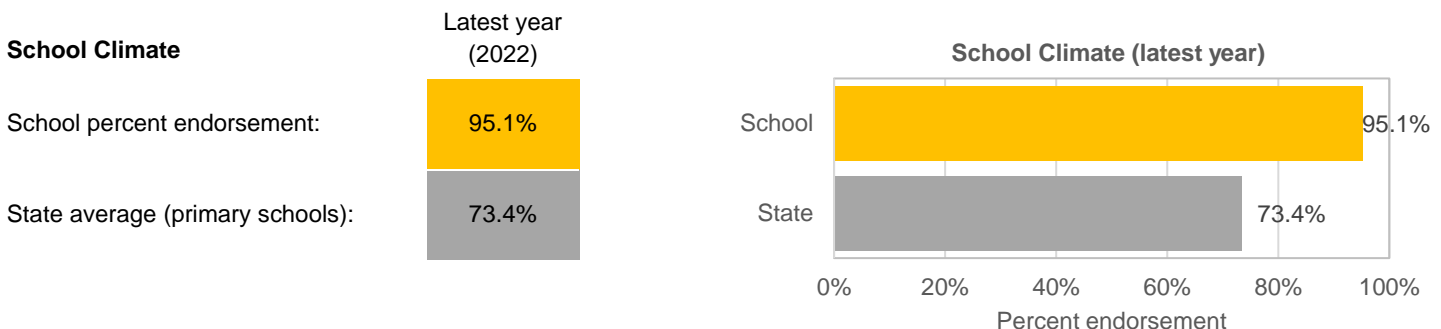


School Staff Survey

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:

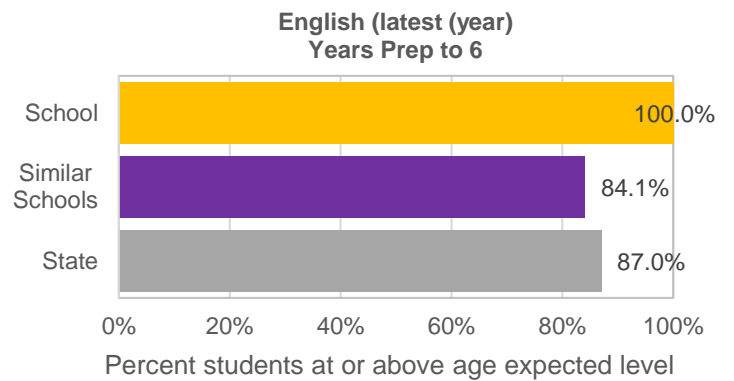
100.0%

Similar Schools average:

84.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

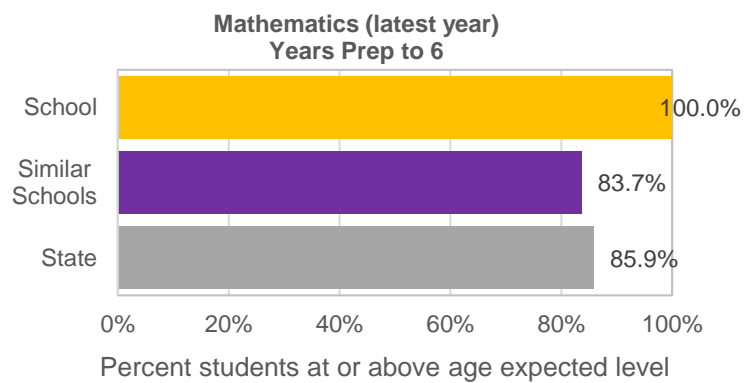
100.0%

Similar Schools average:

83.7%

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.

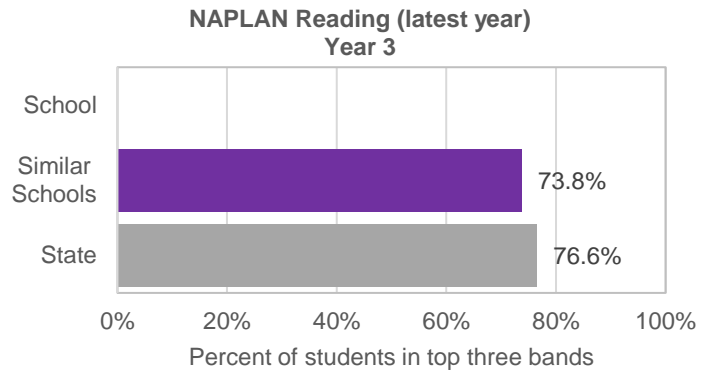
NAPLAN

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.

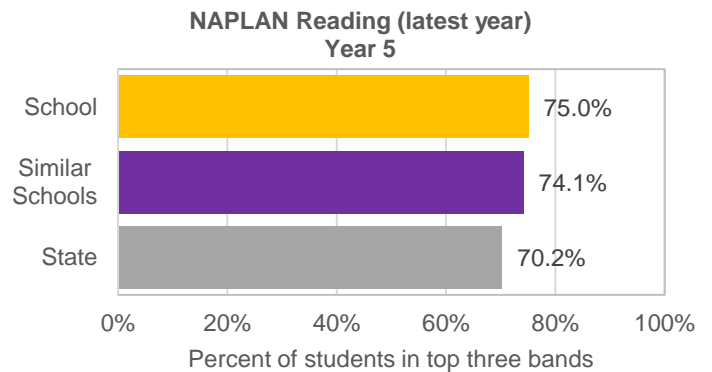
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	60.0%
Similar Schools average:	73.8%	72.4%
State average:	76.6%	76.6%



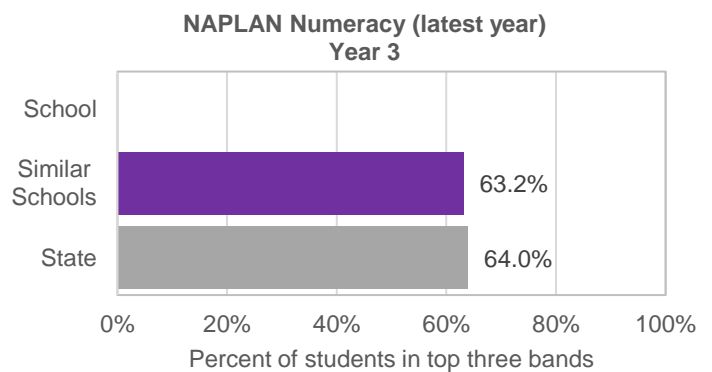
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	81.8%
Similar Schools average:	74.1%	67.4%
State average:	70.2%	69.5%



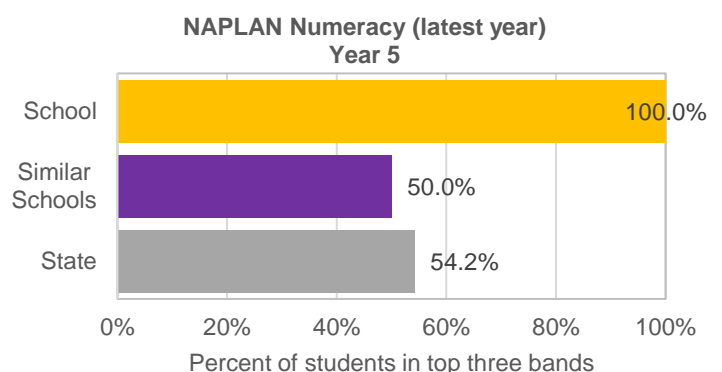
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	60.0%
Similar Schools average:	63.2%	67.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	72.7%
Similar Schools average:	50.0%	51.8%
State average:	54.2%	58.8%



WELLBEING

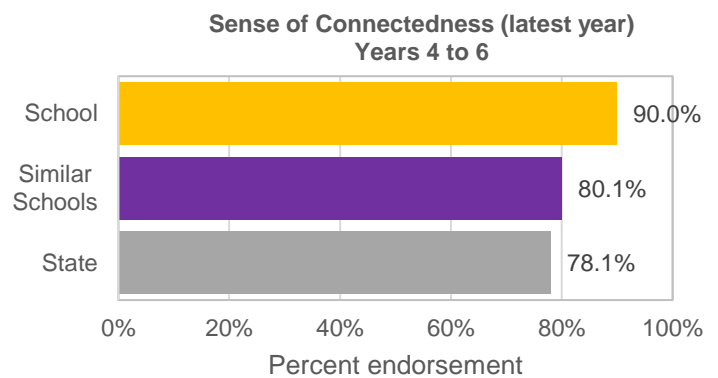
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	90.0%	94.3%
Similar Schools average:	80.1%	80.7%
State average:	78.1%	79.5%

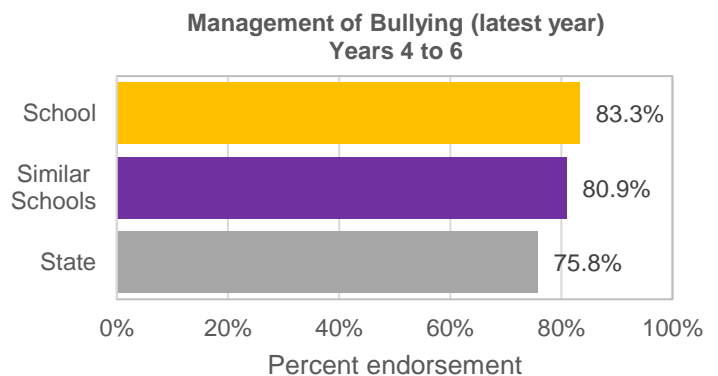


Student Attitudes to School – Management of Bullying

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:	83.3%	88.9%
Similar Schools average:	80.9%	83.2%
State average:	75.8%	78.3%



ENGAGEMENT

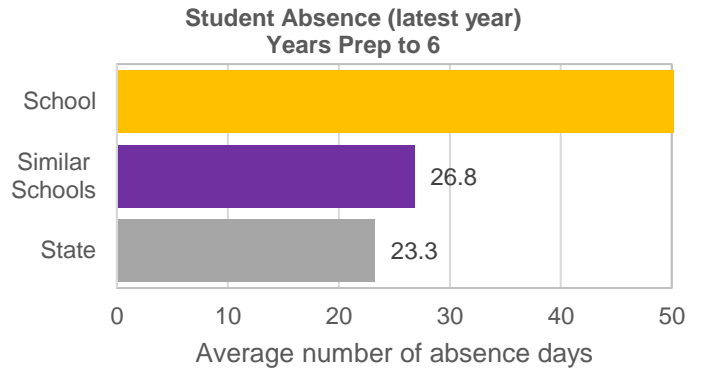
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	50.5	24.6
Similar Schools average:	26.8	18.6
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):	NDP	54%	70%	70%	NDP	89%	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$366,921
Government Provided DET Grants	\$157,763
Government Grants Commonwealth	\$3,600
Government Grants State	\$0
Revenue Other	\$4,683
Locally Raised Funds	\$9,895
Capital Grants	\$0
Total Operating Revenue	\$542,862

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$352,770
Adjustments	\$0
Books & Publications	\$107
Camps/Excursions/Activities	\$6,818
Communication Costs	\$153
Consumables	\$4,783
Miscellaneous Expense ³	\$8,165
Professional Development	\$1,049
Equipment/Maintenance/Hire	\$15,366
Property Services	\$35,301
Salaries & Allowances ⁴	\$61,735
Support Services	\$4,862
Trading & Fundraising	\$13,500
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,337
Total Operating Expenditure	\$511,946
Net Operating Surplus/-Deficit	\$30,915
Asset Acquisitions	\$17,114

- (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	\$187,082
Official Account	\$2,776
Other Accounts	\$0
Total Funds Available	\$189,858

Financial Commitments	Actual
Operating Reserve	\$22,052
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$144
School Based Programs	\$62,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$49,064
Repayable to the Department	\$22,275
Asset/Equipment Replacement < 12 months	\$23,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$17,850
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$196,885

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.