

2024 Annual Report to the School Community

School Name: Toolamba Primary School (1455)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2025 at 08:20 AM by Heather Kennedy (Principal)

- As executive officer of the school council, I attest that this 2024 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 30 March 2025 at 11:12 AM by Heather Kennedy (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Nestled in the heart of Toolamba, just 19 kilometres south of Shepparton, Toolamba Primary School has been a proud part of the community since 1894. Our school has a rich history, including a relocation in the 1980s and a rebuild completed in 2012 after a fire in 2010. We are a community-focused school that values our past while working together toward a shared vision: *“Striving for Excellence.”*

At Toolamba Primary, we set high expectations and live by our core values—Trustworthiness, Respectfulness, Inclusiveness, and Kindness. Our modern facilities include six classrooms, flexible learning spaces, a multipurpose area, and a dedicated Visual Arts room. We also have two additional classrooms in a relocatable building. Our spacious grounds offer playgrounds, an oval, and a unique bush play area. We’re lucky to share our site with the town’s Kindergarten and Maternal Health Centre, and our students enjoy access to the community hall, tennis courts, and nearby bushland.

Our school community is made up of 133 students from both the township and surrounding areas, serviced by two bus routes. With a dedicated team of teachers and support staff, we deliver a rich and engaging curriculum based on the Victorian Curriculum. Students enjoy specialist classes in Visual Arts, Physical Education, and Science, and we use evidence-based teaching strategies like small group instruction and targeted intervention programs to meet each student’s needs.

We value our strong partnership with families and encourage parent involvement through School Council, Parents and Friends, welcome events, and an open-door policy. The Parent Opinion Survey shows 88% positive endorsement for parent engagement—well above the state average—reflecting the positive and welcoming environment we strive to maintain.

At Toolamba Primary School, we believe that when schools and families work together, students thrive. We’re proud of our close-knit community and the supportive, inclusive environment we provide for every child.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2024, our goal was to maximize student learning, with a particular focus on Reading. We worked with a literacy consultant to help our staff strengthen the way we teach reading across the school. Our weekly Professional Learning Communities allowed teachers to regularly track student progress and work together to plan the next steps for each child’s learning. We used inquiry cycles to ensure that learning was well-supported, with progress clearly shown through evidence. By using both summative and formative assessments, teachers were able to follow

each student's growth closely. We adjusted our assessment schedule to ensure we collected the right data to guide our teaching.

Our main goal for the year was to embed a whole-school approach to teaching reading. Staff took part in four professional development days with a consultant and attended Network Communities of Practice. As a result of this learning, we focused on strategies like conferencing with students, teaching comprehension skills explicitly, synthetic phonics, book clubs, book talks, and keeping Reader's Notebooks.

We worked together as a team to improve teacher skills, plan the curriculum, and assess student progress. This included using an agreed-upon planning cycle, following clear teaching models, and applying proven teaching strategies. We regularly reviewed our impact on student learning through ongoing moderation.

Both teacher assessments and NAPLAN results showed great success. In English, 91.9% of students were at or above the expected level, and in Mathematics, 88.1% were at or above the expected level. In both subjects, we performed better than the average for similar schools and state schools. NAPLAN results also showed our school was above the average for both similar schools and state schools in all areas.

In conclusion, 2024 was a successful year for Toolamba Primary School, with strong academic performance, a continued focus on student wellbeing, and a variety of engaging curriculum and extracurricular activities. We are excited to continue working with our school community in 2025 to provide the best education for our students.

Wellbeing

In 2024, our key wellbeing goal was to support and improve student wellbeing across the school. We focused on enhancing our school-wide wellbeing programs and building staff capacity to support the mental health and wellbeing of all students.

Throughout the year, we developed a School-Wide Positive Behaviour Matrix that outlined clear expectations for student behaviour. We gathered feedback from staff, students, and the School Council to ensure it reflected our school community's values.

To monitor student wellbeing, all students participated in weekly online check-ins, which were carefully reviewed by our Wellbeing Team. We also embedded UR Strong and Cyber Safety lessons into the weekly curriculum to promote positive relationships and safe online behaviours.

For our neurodiverse learners, we developed Individual Education Plans (IEPs) to ensure tailored support for both learning and wellbeing. These plans were aligned with allied health recommendations and were regularly reviewed in Student Support Group meetings to provide appropriate adjustments. Planning documents also reflected these recommendations, ensuring a consistent approach to supporting student needs.

XUNO remained our primary communication platform, helping to strengthen connections between home and school by providing regular updates and information.

We dedicated time in our weekly staff meetings to discuss student wellbeing. Staff observations and strategies were documented, allowing us to respond effectively to student needs.

Our Kinder to Foundation transition program was fully integrated into the school's daily operations. Kinder students had six planned visits to the school, and the Foundation teacher regularly worked

with them at Kinder. This close collaboration ensured a smooth and positive transition for both students and families. Feedback from the Parent Opinion Survey was overwhelmingly positive, with 98% of parents endorsing the transition process.

We continued to refine our whole-school approach to teaching and learning, ensuring consistent practices from grade to grade. Teachers used student data to guide their lessons, providing targeted support at each child's level. A clear handover process allowed important information to be shared with the next year's teacher, ensuring continuity in learning. All Grade Six students participated in a comprehensive Secondary School Transition Program, including orientation days and meetings with their future schools.

Our Student Engagement Policy emphasised non-negotiable rights and responsibilities, fostering a positive and respectful school environment.

To safeguard student health and wellbeing, we maintained clear policies around medical care, first aid, medication management, record-keeping, and staff qualifications. These policies were regularly reviewed to ensure student safety. We were committed to providing a safe and inclusive environment where all children were supported, and we had zero tolerance for child abuse. Any concerns or allegations were taken seriously and managed through strict procedures.

We also worked closely with external services, including speech therapy, educational assessments, and student counselling. Our Education Support Officers played a key role in providing additional assistance for students who needed it.

We understood the importance of supporting our staff's wellbeing. This year, 93% of our staff gave a positive endorsement of the school's climate, which was well above the state average of 77.7%.

We remained dedicated to fostering a safe, supportive, and connected learning environment for all our students and their families.

Engagement

At Toolamba Primary School, we take pride in our focus on student engagement. The strong relationships we build with students and their families, along with the programs we offer, are reflected in our excellent attendance rates. On average, students were absent for 16 days per year, compared to 21 days at similar schools and 21.8 days across the state. We regularly reinforce the message, "It is not OK to be away," through our weekly newsletter.

The Parent Opinion Survey showed that 94% of parents, carers, and guardians felt that the school valued parent participation. This positive feedback reflects our ongoing efforts to foster a welcoming and inclusive school community.

We also promote student engagement through programs that encourage student voice and leadership. These include student-led assemblies, leadership programs, and participation in local community activities such as ANZAC Day and community projects. Students are also actively involved in running lunchtime games, the Buddies Program, and Junior School Council initiatives. The Attitudes to School Survey indicated that 89% of students felt a sense of inclusion, and 86% said they were proud advocates for the school.

Throughout the year, Toolamba Primary School provided many exciting experiences for students, families, and the wider community. Extra-curricular activities such as Multi-Age Days, sports days, bike safety sessions, soccer clinics, cross country, the Father's Day Breakfast and stall, robotics,

Book Week, a whole school excursion, the school concert, gymnastics, and camping programs gave students access to a wide range of enriching opportunities.

We are proud to have maintained strong levels of student engagement over the past year. This foundation will help us continue to support our students in the future. Our commitment to fostering student voice, providing targeted programs, and building positive relationships between students and teachers will ensure ongoing success in the coming year.

Financial performance

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.

The overall position for Toolamba Primary School imported figures shows a loss of \$223,489 for 2024 across our SRP Credit and Cash allocations. After some investigation, the Cash grants reported is incorrect. Due to the inability to adjust the imported figures I have been advised by the School Resource Package Finance team, to explain the incorrect figure.

The Government Provided DET Grants has reported an amount of \$142,316 which is our School Resource Package Quarterly Cash Payments. This figure should be \$200,716 as supported on the 2024 Operating Statement. The difference between the imported amount of \$142,316 and the correct amount of \$200,716 is \$58,400 (our School Savings Bonus). Mistakenly this has been deducted from our revenue.

Adjusted loss figure should be \$165,089. This loss consolidates the Credit and Cash component.

CREDIT - In 2024 our SRP reconciliation resulted in a deficit of \$59,167. The reduction in enrolments over the past few years has impacted on our funding and slowly has depleted any surplus we've managed to maintain. The combination of reduced enrolments and high-end staff resulted in an eventual deficit. Please see provided document for details.

CASH - Our Cash financial loss for 2024 is \$105,922, which is reflected on the Operating Statement.

Although this figure is significant, please see the attached document for true reflection.

\$45,757 Total add backs for 2023

\$20,792 Total prepaid 2025 expenses

Adjusted loss figure \$39,373.

Additional spending included 150-year event, new equipment, bi-annual/3 yearly compliance checks, replacement power supply and pumps, ground works including rocks, boulders, bike compound, bird proofing and canteen repairs.

From the attached table, our 3-year profit average was \$38,578.

Our cash balances remain healthy.

**For more detailed information regarding our school please visit our website at
<https://www.toolambaps.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 133 students were enrolled at this school in 2024, 56 female and 77 male.

NDP 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).

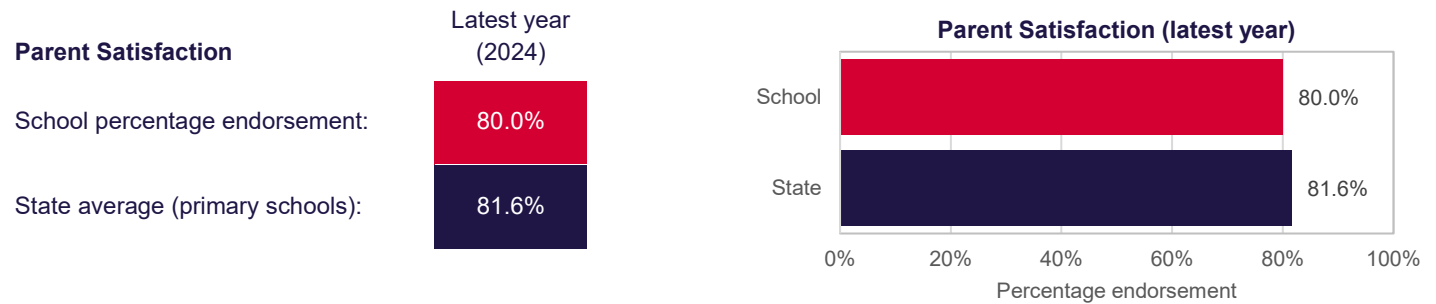
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

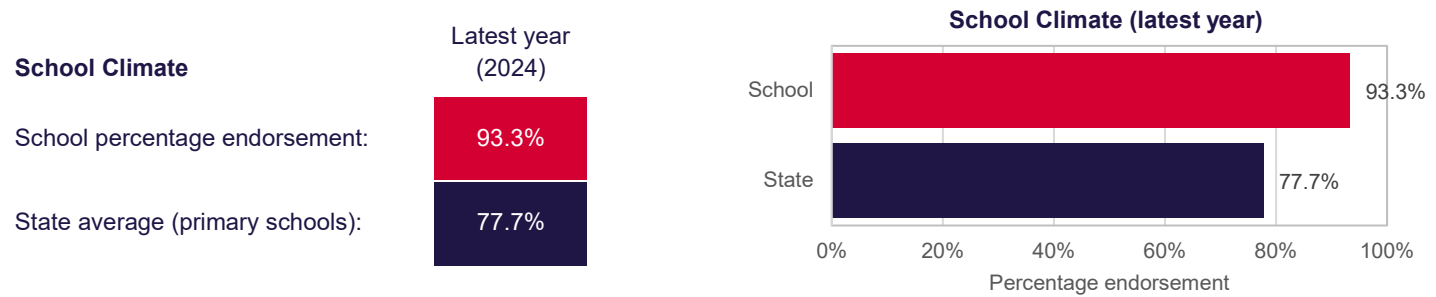


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

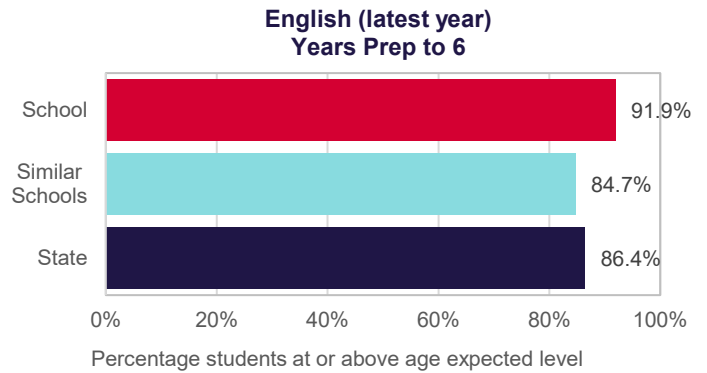
91.9%

Similar Schools average:

84.7%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

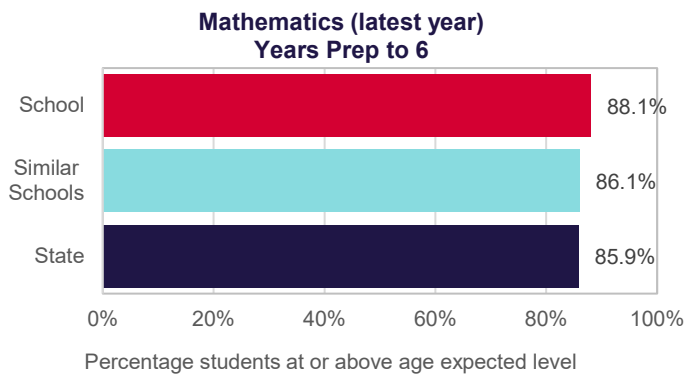
88.1%

Similar Schools average:

86.1%

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.

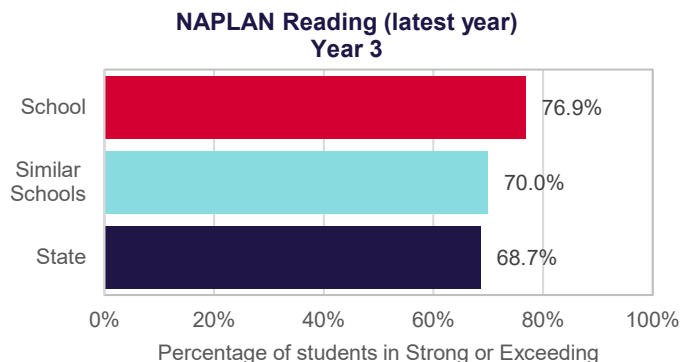
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

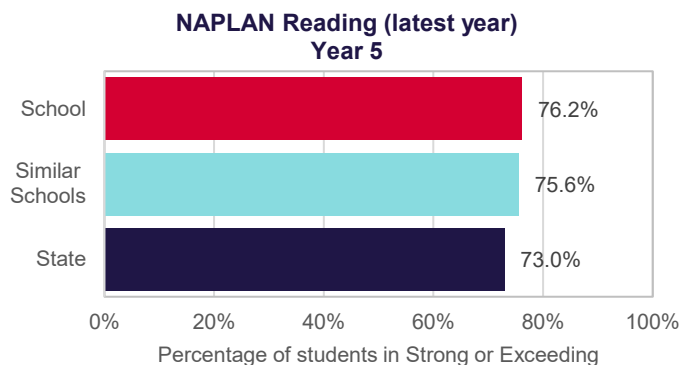
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.9%	81.8%
Similar Schools average:	70.0%	68.7%
State average:	68.7%	69.2%



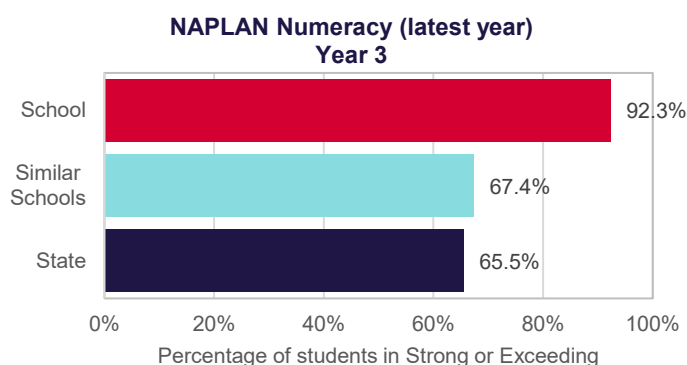
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.2%	76.2%
Similar Schools average:	75.6%	76.8%
State average:	73.0%	75.0%



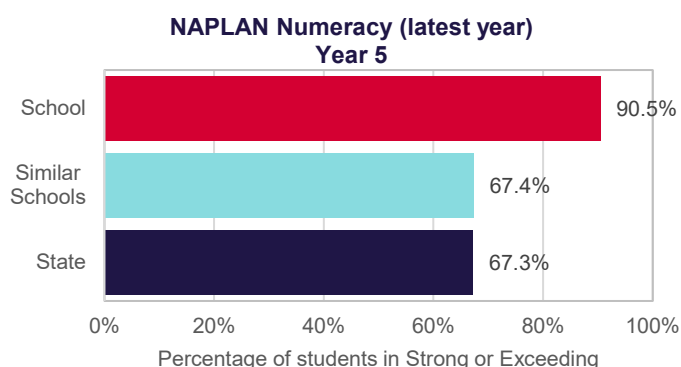
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.3%	87.9%
Similar Schools average:	67.4%	68.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.5%	95.2%
Similar Schools average:	67.4%	67.1%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

85.0%

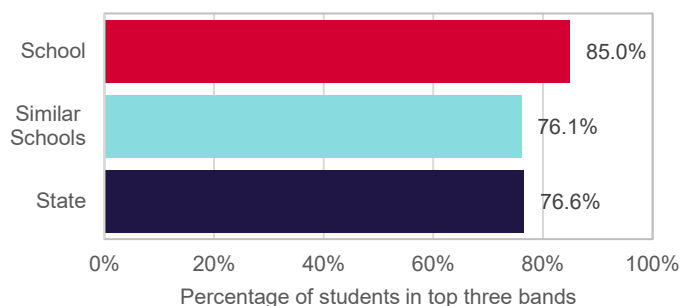
Similar Schools average:

76.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

86.7%

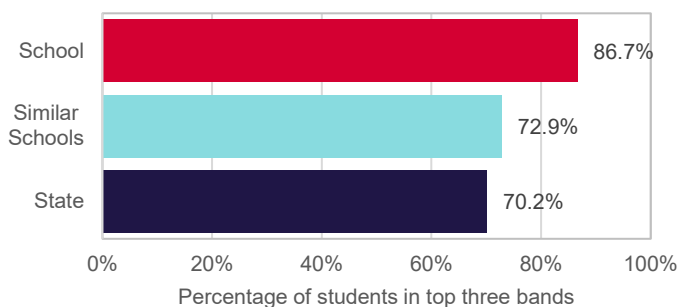
Similar Schools average:

72.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

84.2%

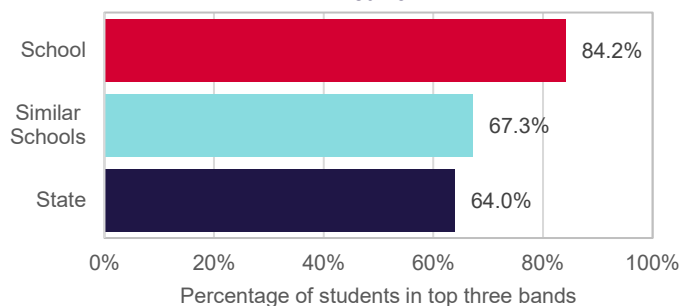
Similar Schools average:

67.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

100.0%

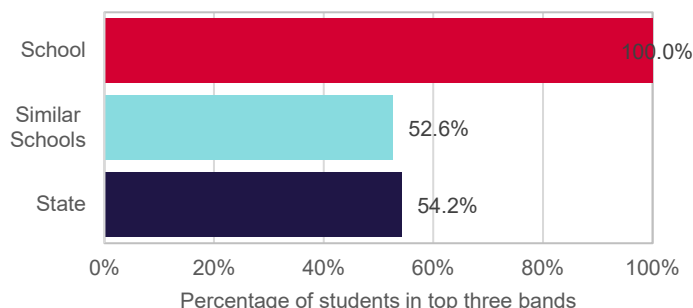
Similar Schools average:

52.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



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.

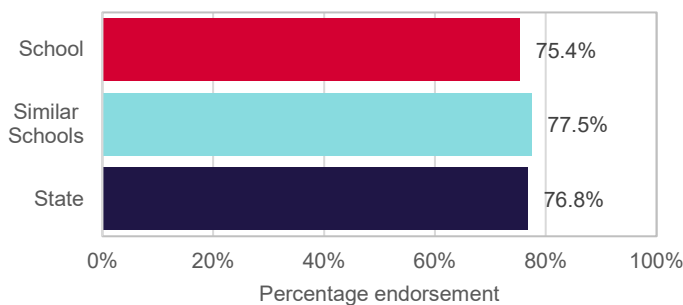
Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	75.4%	82.8%
Similar Schools average:	77.5%	77.3%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



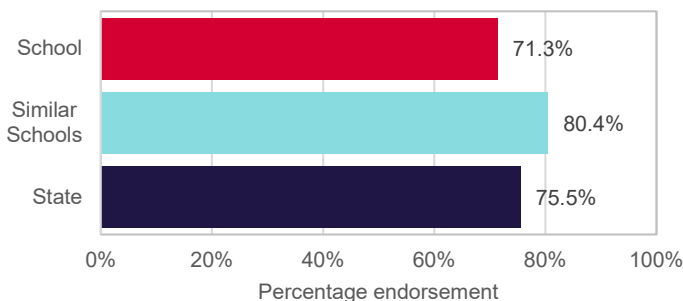
Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	71.3%	77.6%
Similar Schools average:	80.4%	79.2%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

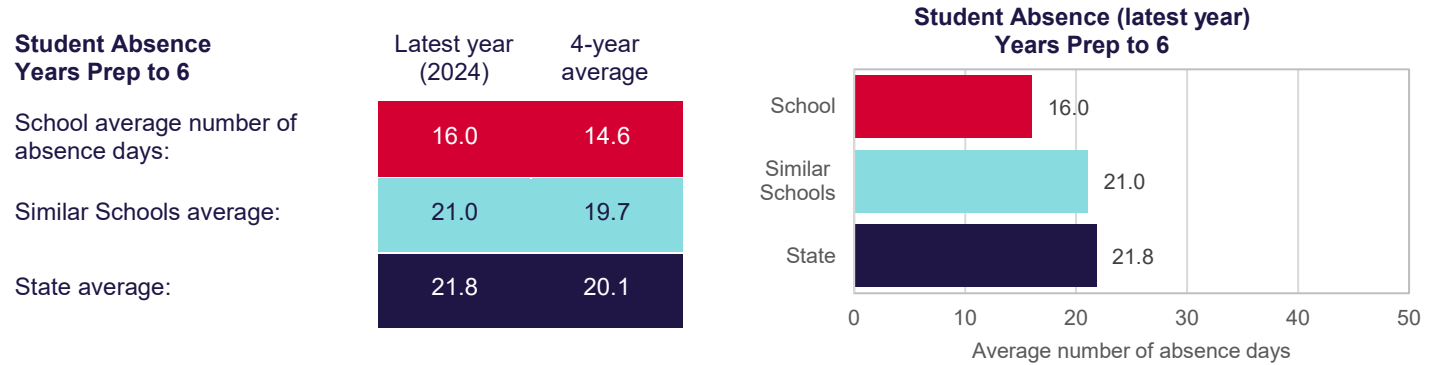


ENGAGEMENT

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.



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 (2024):	93%	92%	91%	89%	92%	93%	95%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,580,627
Government Provided DET Grants	\$142,316
Government Grants Commonwealth	\$800
Government Grants State	\$20,317
Revenue Other	\$57,184
Locally Raised Funds	\$176,312
Capital Grants	\$0
Total Operating Revenue	\$1,977,555

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,102
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,102

Expenditure	Actual
Student Resource Package ²	\$1,639,794
Adjustments	\$0
Books & Publications	\$4,944
Camps/Excursions/Activities	\$94,454
Communication Costs	\$3,966
Consumables	\$50,806
Miscellaneous Expense ³	\$25,712
Professional Development	\$27,526
Equipment/Maintenance/Hire	\$32,565
Property Services	\$102,604
Salaries & Allowances ⁴	\$146,013
Support Services	\$19,672
Trading & Fundraising	\$35,524
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,467
Total Operating Expenditure	\$2,201,044
Net Operating Surplus/-Deficit	(\$223,489)
Asset Acquisitions	\$12,619

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$468,729
Official Account	\$31,592
Other Accounts	\$0
Total Funds Available	\$500,320

Financial Commitments	Actual
Operating Reserve	\$93,542
Other Recurrent Expenditure	\$2,703
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$54,871
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$25,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$226,116

All funds received from the Department of Education, 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.

