

2018 Annual Report to The School Community



School Name: Leongatha Primary School (2981)



- 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 Regulation 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 2018 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 26 March 2019 at 11:22 AM by Dot Coghlan
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 March 2019 at 11:39 AM by Andrea Clifford
(School Council President)

About Our School

School context

Leongatha Primary School is the largest primary school within the SEVR (South East Victoria Region) with a student population of approximately 660 students, an increase of nearly 60 students over the period of the last strategic plan and growing. Leongatha is a service town for the rural industries of South Gippsland especially the dairy industry. The rise in population has also been mirrored by an increase in our SFO (Student Family Occupation) from 0.3903 in 2011 to 0.4436 in 2018. This change, in our demographic, has had a noticeable change in our client base and the need to modify many of our programs to match student needs. Leongatha Primary is a major stakeholder in the Leongatha Education Precinct which was established following the co-location of the Secondary College, Specialist School, TAFE and Primary School onto a single site. While each partner maintains their individual identity, there is a strong co-operation which facilitates a smooth transition for students. The LEP (Leongatha Education Precinct) meets twice a term to discuss valuable ways that we can support each other.

Leongatha Primary School prides itself in being a dynamic school which provides a curriculum based on our motto "Learning for Life". Our school aims to develop students who are innovative, creative and global citizens.

The school staff has been a traditionally stable cohort with very little change. Leongatha Primary School remains a highly sought after school with its reputation encouraging many applicants for advertised positions.

The Leongatha community is a great support for the school with many parents and community members actively supporting the school in a variety of ways including School Council, sub committees, facilities and in classroom support. We have an excellent fundraising committee who have worked with staff to run the ColourRun and the School Fete which have both been huge fundraisers for our school.

Leongatha Primary School is an exciting place to learn, where children feel safe to inquire and investigate. Our students are Visible learners who work closely with their teachers to have an understanding of, and ownership for, their learning. We had three Learning Specialists in 2018 to work on building teacher practice in Literacy throughout the school. We had a Literacy coach in the junior, middle and senior ends of the school and the support to teachers and students was fantastic. Our Fountas and Pinnell reading program which operates throughout the school has proven to be a wonderful program to develop our students reading skills. In 2019 our school has been granted the funding for three maths coaches under the Primary Maths and Science Specialists program. The initiative aims to increase student engagement and achievement in maths and increase teacher confidence and capability in teaching maths.

Leongatha Primary School is an international partner with close friendships with our Sister School in China. Our grade six students, parents and teachers have been travelling to China for six years now and the program continues to go from strength to strength. In 2019 the largest group we've ever had will travel to China with 51 students, staff and teachers attending.

Framework for Improving Student Outcomes (FISO)

In 2018 the major focus on improvement was based around our reading program, lead by our Bastow Literacy Team and based upon the work of Fountas and Pinnell. We had three Learning Specialists operating in our school one in the junior, middle and senior end. These coaches worked extremely hard to develop staff confidence and expertise when teaching the Fountas and Pinnell reading program and supporting students with their reading. We now have Fountas and Pinnell reading data for all children which clearly shows the level they are at and where they need to focus next to improve. The improvement in our NAPLAN reading data was also a great indication of the coaching program that we had put in place. Our school has also focused over the years on John Hattie's mantra of "12 months' growth for 12 months' effort" and we are seeing a large amount of students going way beyond this and having 18 months - 2 years growth in 12 months.

Achievement

Our reading target, which we achieved, was to have individual reading records for all children and that all students will have reached a minimum of 12 months progress over the year. This means we are catering for, and setting expectations for all students at all levels. Those students who do not match these goals are identified and Individual Learning Plans developed. Our School Performance Report showed that we improved in every domain. Our biggest improvements were in reading and numeracy where our school really improved from a renew stage to a stretch in the overall performance group. The achievement domain measures performance on NAPLAN assessments which includes achievement in top two bands, lifting low performers and positive change in learning gain. We feel that our students will continue to grow in these two areas as we have appointed our Learning Specialists in Literacy for another two years and they now have a day out of the classrooms to coach and support our Fountas and Pinnell reading and writing programs throughout the school. In 2019 we have also been funded for three maths Specialists under the PMSS (Primary Maths and Science Specialist) program. This is an exciting time for our school as we have appointed three dedicated, excellent staff members to these positions and I have no doubt that our maths data will continue to improve.

Engagement

During 2018 we:

- * We have continued to promote the importance of "Every Day Counts" and our student attendance has continued to grow. Our student attendance is very high and our results are the best in Gippsland for a school our size. We have also implemented an attendance program in the office where students come up to put an 100% attendance sticker on their area when their class is all at school. This happens daily and when a grade has had 100% every day for the week there is a class reward.
- *Our new school behaviour management program which promotes our new values of "Be A Learner, Be Respectful, Be Resilient" has shown great improvement throughout the school in regard to our children's behaviour. Every classroom promotes our behavioural management policy and the clear consequences for positive and negative behaviours have been very effective for our students.
- *This year was our students sixth trip to China to visit our Sister School in Changshu. It was a wonderful success and we already have 51 people travelling to China on our trip in 2019 which will be our largest group ever.
- *Our schools major fundraiser this year was the ColourRun and it raised a huge amount of money and the students, teachers and parents loved it. The engagement in this new fundraising activity was fantastic. Countless children asked if we could have a ColourRun every year.

Wellbeing

In 2018 our school organised a welfare team who worked with Scott Dunbabin on a new behaviour management program for our school. After consultation with the students, parents and teachers we implemented our new behavioural management program and large signs went up around our school promoting our values of "Be A Learner, Be Respectful, Be Resilient." We promote this at our assembly, in our school newsletter, in the yard and in every classroom. This program has been very successful and we have far less behaviour reports on our Compass reporting system and the students clearly understand the expectations. We have two new staff members on yard duty which has also helped. Like all schools we have anxious children and because of this, we have to take steps to reduce this anxiety and help kids to be ready to learn, be respectful and be resilient. In order to support children to be ready to learn we MUST create predictability throughout classroom systems of support, non classroom systems of support (yard duty), individualised systems of support and therefore throughout our whole school. Our new behavioural management structure has given our students this predictability and consistency.

We also have a school chaplain Graeme O'Connor who has been supporting our students who are having various problems. Graeme's time fraction has been increased to another day in 2019 so that he can manage the increasing amount of students that he helps. Classroom teachers are able to refer students to Graeme with the consent of their parents. Many of these students are experiencing emotional problems due to trauma, family issues and anxiety.
In 2019 we will be starting lunchtime clubs to support students who are not as engaged in the yard.

Financial performance and position

Leongatha PS finished the 2018 school year with a very healthy cash flow. Despite only receiving 71% of requested voluntary funds from our Parental Contributions the school through major fundraising from our School Production "Seussical" and the Colour run" was able to complete some quite major works. These included asphaltting the carpark area, painting, electrical works, new carpet, removal of old Secondary College science benches, earthworks and a major tidy up of our front entry which included asphaltting the entry walkway. Our school continues to provide a 1:1 iPad program and well maintained facilities and programs. Our schools equity funding went towards funding intervention reading programs in the Prep, grade one and two areas. This money also allowed us to purchase reading resources to support the intervention programs.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 633 students were enrolled at this school in 2018, 317 female and 316 male.

np 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: 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.1	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	72.3	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	88.8	90.1	82.6	95.3	Similar
Mathematics	93.2	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	69.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	68.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	64.1	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	59.3	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	64.2	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	57.4	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	59.9	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	53.7	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	23.0	52.9	24.1
Numeracy	20.7	57.5	21.8
Writing	27.6	42.5	29.9
Spelling	24.1	51.7	24.1
Grammar and Punctuation	32.2	51.7	16.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.8	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.4	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	92	92	91	93	93	92	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.7	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	77.3	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.1	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	78.9	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,426,368
Government Provided DET Grants	\$832,939
Government Grants Commonwealth	\$8,400
Government Grants State	\$0
Revenue Other	\$20,505
Locally Raised Funds	\$531,944
Total Operating Revenue	\$5,820,156

Equity ¹	Actual
Equity (Social Disadvantage)	\$165,387
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$165,387

Expenditure	Actual
Student Resource Package ²	\$4,358,887
Adjustments	\$0
Books & Publications	\$4,037
Communication Costs	\$8,430
Consumables	\$150,766
Miscellaneous Expense ³	\$224,124
Professional Development	\$23,087
Property and Equipment Services	\$404,799
Salaries & Allowances ⁴	\$274,836
Trading & Fundraising	\$99,923
Travel & Subsistence	\$4,425
Utilities	\$60,993
Total Operating Expenditure	\$5,614,306
Net Operating Surplus/-Deficit	\$205,849
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$20,096
Official Account	\$14,967
Other Accounts	\$249,735
Total Funds Available	\$284,797

Financial Commitments	Actual
Operating Reserve	\$187,187
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$76,765
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,846
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$284,797

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 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.

'Levels A to D' 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').