

2020 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 Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 25 March 2021 at 01:02 PM by Dot Coghlan (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 March 2021 at 04:03 PM by Andrea Clifford (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Leongatha Primary School's vision is: To foster kindness, curiosity, confidence and inclusion. Our students are lifelong learners who set high expectations, accept challenges and contribute to a global community. Our school values are to Be a Learner, Be Respectful, Be Resilient.

Leongatha Primary School is the largest primary school within the SEVR (South East Victoria Region). Leongatha is a service town for the rural industries of South Gippsland especially the dairy industry. Our school has a current enrolment of 664 students, (Feb 2020). The Student Family Occupation Education (SFOE) index is 0.3942 and our SFO was 0.4319 in 2020. Staffing at the school consists of Principal, two Assistant Principals, three office staff, two Learning Specialist, 30 full-time teaching staff, 13 part-time staff and 23 support staff and a Librarian. The school is supported by Student Support Services (SSS), two part time ICT support technicians and a canteen that operates daily. The school operates in grade levels with 5 grades in prep, one and two and 4 grades in 3,4, 5 and 6. Class sizes in the junior school are kept at roughly 20 students or less.

Our school is located on Nerrena road in Leongatha and is part of the Leongatha Education Precinct. This Precinct includes Leongatha Secondary College, Leongatha Specialist School and the TAFE college. Our school had an international partner school in Changshu, China however unfortunately due to the global pandemic this program did not take place in 2020.

For Leongatha Primary School like all schools globally 2020 was a year we will all never forget. Due to the Covid pandemic schools were placed into remote learning and this was a huge learning curve not only for teachers but for parents and students.

When schools had to transition to remote learning I could not have been more proud of our whole Leongatha Primary School staff particularly our ICT staff who led the way showing creativity and initiative to be able to support our school into the remote learning phase. Our office staff worked incredibly hard to make sure that parents and teachers were extremely well supported and our teachers were just fantastic. Our staff worked closely in their teaching teams to think outside the box as to how they would deliver a quality teaching program to our students and they did an exceptional job. Many schools followed the Leongatha Primary School remote learning site and used our resources and teacher videos. Not only did the teachers support their students but they were in close contact with parents to make sure that they were well supported as well.

It is important that I also acknowledge the excellent job of our two assistant principals. Our Assistant Principal who oversees welfare worked tirelessly in the welfare area to make sure that all children and parents were supported. As you know so many families were struggling with their mental health during the pandemic and he worked at school with students and visited homes to counsel, take food and offer any support that he could. Our other Assistant Principal who leads Curriculum worked closely with our ICT leader to make sure that the technology was available to all families so that remote learning could take place. This was a huge job with the large school that we have to make sure that every family had one or more devices so that each child could access remote learning. I feel very fortunate to have two such capable, caring Assistant Principals at our school.

To our families I know how hard remote learning was for all of you trying to teach your children and for some also having to do your own work from home. I heard it in your voices when some parents would call me stressed and not knowing how they would cope. I saw it in you when you would come in to visit us asking for help. However I am so proud of our parents for the wonderful job that they did teaching, counselling and supporting your children. If schools do have to go back into remote learning I feel confident that our school is ready to transition back to it quite seamlessly however I keep my fingers crossed that this never happens again.

As you would be aware during remote learning in 2020 some students thrived and others struggled. Academically we have seen students who have continued to progress at the level we would expect however some have fallen behind

and will need extra support. I was very pleased that the Education Department brought in the Tutoring in Schools program for 2021. At LPS we have four dedicated staff working in the Tutoring Program. One experienced teacher has been placed in a counselling role in the school to support students who have suffered with stress and anxiety after 2020. We have three staff who are working directly with our students who have fallen behind in the Literacy area. Our Literacy Coaches have worked closely with the Tutoring staff to implement an excellent program called MacqLit and MiniLit to support those students who have fallen behind. We have a large amount of data in regard to these students and we look forward to seeing great progress in their Literacy skills due to this program.

We were fortunate at the end of 2020 when students returned to on-site learning to be able to have a number of school camps that went ahead. The grade 3 students had a modified camp at Cowes and the Grade 6 students had a full camp at Wilsons Promontory. The grade 5 students had a special day out at Gumbuya World and the grade 2 students had their sleep over. Once again it was due to the dedication of teachers to find ways to make sure that these children did not miss out of these very important experiences while working with the constraints of COVID health requirements.

I would like to extend my thanks and appreciation to the whole school community, particularly our School Council, for your ongoing support and dedication to continue enhancing our wonderful school throughout an unusual 2020.

Framework for Improving Student Outcomes (FISO)

Leongatha Primary School worked hard to deliver on our key improvement strategies despite the restrictions that remote learning placed on us. Our staff worked extremely hard to improve student learning outcomes with a focus on Writing and Numeracy. Our Fountas and Pinnell reading data showed that our students still performed very well despite the interruption to their learning due to the pandemic. Although we had a group of students that fell behind during remote learning we had the majority of our students that reached the expected growth in Literacy and many who flourished during remote learning and reached higher than expected growth. Our teams continued to embed a highly effective PLC (Professional Learning Community) and showed great creativity and imagination to deliver excellent literacy lessons during remote learning. Our Maths Specialists continued to work with teachers to promote rich maths tasks as a vehicle to build student knowledge and skills.

Achievement

Leongatha Primary School students have made overall improvement in the focus areas of literacy and numeracy generally performing well on our Fountas and Pinnell reading assessment data. Those students who do not meet the expected growth are identified and Individual Learning Plans developed. We have implemented a number of reading intervention programs throughout the school such as Toe by Toe, Spelfabet and MacqLit to support students who are behind their expected level. Unfortunately due to remote learning these programs were not able to have the same impact as we would have expected. Our two Learning Specialists continue to have a day out of their classrooms to coach and support our Fountas and Pinnell reading and writing programs throughout the school. Our three maths specialists who are funded under the Primary Maths and Science Specialist program work closely with staff and students to improve the maths data throughout the school. Our PLC (Professional Learning Communities) Teachers worked in Professional Learning Communities (PLCs) to collaboratively analyse student learning data, identify individual learning goals for each student, and collaboratively plan targeted lessons, ensuring collective ownership for all student learning. At the completion of enquiry cycles, teachers analysed data to determine the impact of their teaching in a constant cycle of evaluating their practice. Our teachers are thoroughly enjoying working in PLCs and the engagement of our students is very obvious as you walk around the school. Our focus on formative assessment ensures that teachers identify individual learning goals for students ensuring specific learning needs are met. Leongatha PS continues to develop comprehensive programs that provide all children with breadth and depth of experiences, building a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning.

Engagement

To support student engagement during the remote learning period our teachers were in regular contact with their students and parents. It was extremely important during this time that the welfare of each child was taken into account and supported accordingly. Our teachers had regular one on one virtual meetings with students to check their wellbeing and offer them extra learning support. Our Assistant Principal would go to families who were struggling with their mental health and offer support and counselling. For students and families who were struggling during remote learning we would allow these students to come on-site for their learning. We found that a large proportion of students at Leongatha Primary School who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period.

Our Student Opinion Survey in 2020 showed great improvement where the children felt very connected and supported at our school. We were also fortunate to be able to run a number of our school camps in the last term of school when children had returned from remote learning. Our SRC (Student Representative Council) organised the building of a new playground in the senior area with the input of all students in the school. They look forward to having it completed in 2021.

The average number of absences during 2020 remained very low during the period when our children were on-site. For student non-attendance we are very proactive with teachers and Principal team members contacting families immediately when we feel there is a concern. Our Assistant Principal regularly visits homes and has meetings with families and students if there are attendance issues.

Wellbeing

During remote learning health and wellbeing supports were prioritised by our school. Teachers were in regular contact with each of their students and parents. If there were any concerns for a child or families wellbeing then the Assistant Principal would follow up immediately via phone contact or house visit. We also prioritised our staff wellbeing by having a Wellbeing day every Wednesday during remote learning so that our Specialist team of teachers would run the remote learning while our classroom teachers would have the day to catch up with their work or have some time for their own wellbeing. On Wellbeing Wednesdays our students would be engaged in more fun, light hearted activities with our Specialist teachers. The Principal team organised a remote assembly each week to engage the families with what was happening at the school. The Principal team would perform some dancing and singing to entertain the students and families and to give them something to laugh at at the end of the week.

Wellbeing continues to be a high priority focus at our school and we have a team of teachers whose extra responsibility is developing wellbeing initiatives for our school. Leongatha Primary School is committed to ensuring students experience a safe, caring and nurturing environment. In 2020 our school was invited to become a lead school in the Department of Educations (DET) Respectful Relationships initiative after having been a partner school for two years. We are very proud of the recognition that our school has been given for all of the great work that we have been doing in this area.

Observing the great improvement in our Students Attitude to School survey in 2020 reflects the commitment that our school has to our students wellbeing.

Financial performance and position

Leongatha Primary School is in a consistent healthy financial position, balanced with value added expenditure on school assets. The school elected to fund additional teaching staff that provided support and intervention programs for all students for the year. Leongatha PS ended the 2020 school year with a healthy cash flow balance. We received 73% of our requested voluntary funds from our Parental Contributions we were able to continue to carry out some of the following works and programs. A large area of synthetic grass was put down in the junior area of the school, a number of concrete paths were completed, a retaining wall was put in place, a large junior playground was installed, two bus shelters were rebuilt and murals painted on them, a new library software program was purchased and installed, a Compass canteen module was purchased, MacqLit kits and training were purchased, PAC (Performing Arts Centre) audio visual equipment was updated and purchased, new pinboards were placed throughout the school and a large amount of money went towards supporting our 1:1 iPad program and maintain facilities particularly major plumbing works and programs. Our schools equity funding again went towards funding intervention programs and support students that need support in classrooms.

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 648 students were enrolled at this school in 2020, 313 female and 335 male.

NDP percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

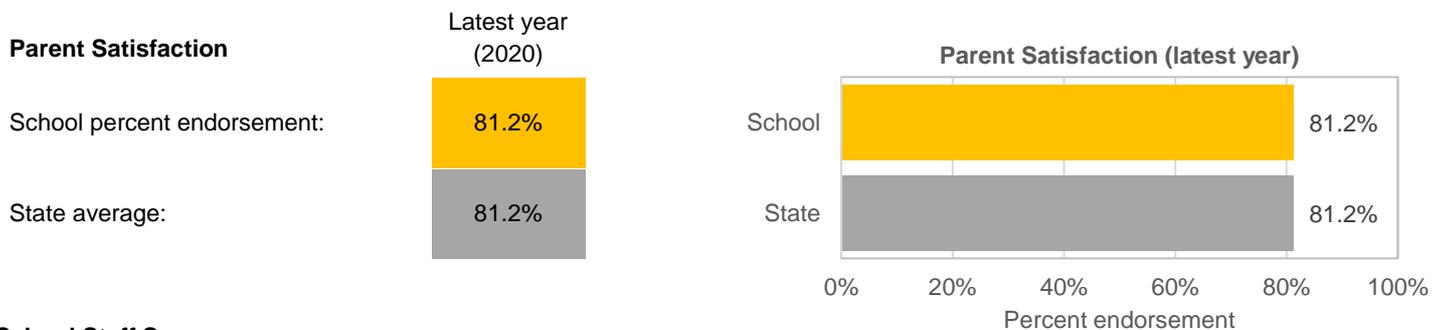
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

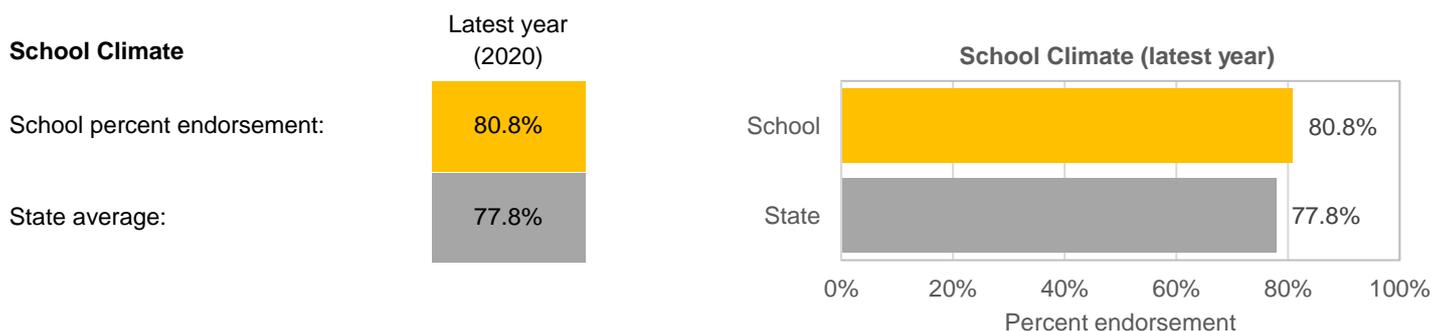


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

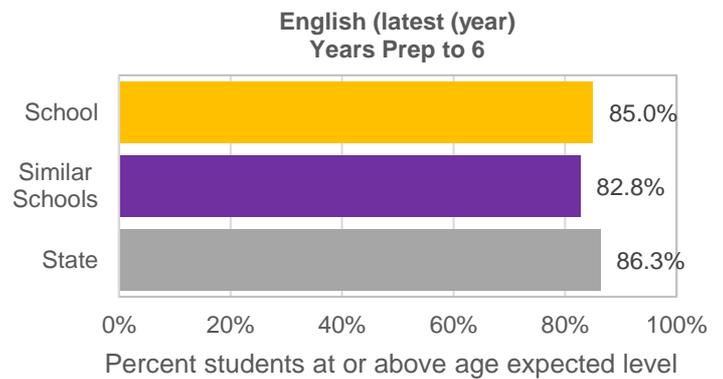
85.0%

Similar Schools average:

82.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

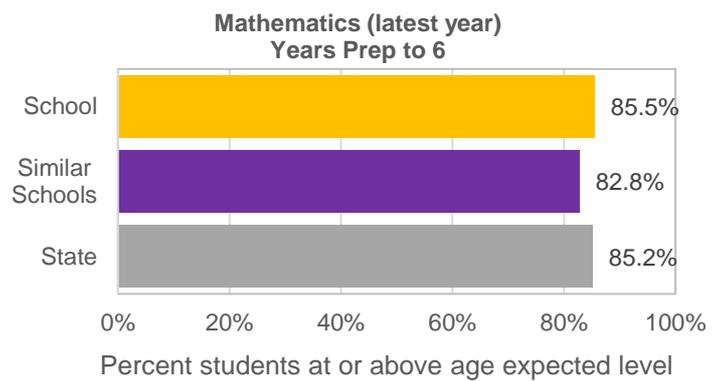
85.5%

Similar Schools average:

82.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

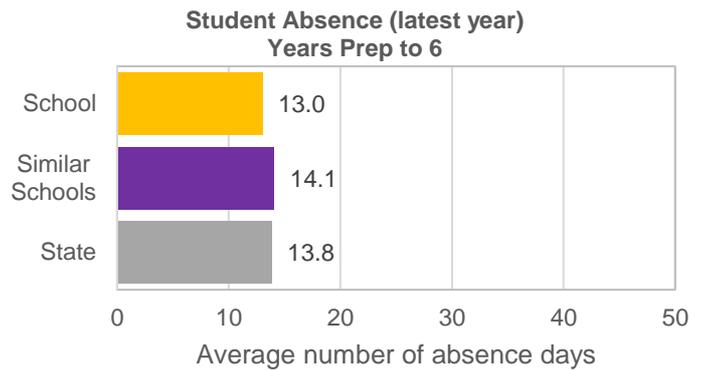
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.0	15.2
Similar Schools average:	14.1	15.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	95%	94%	92%	93%	92%	94%

WELLBEING

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

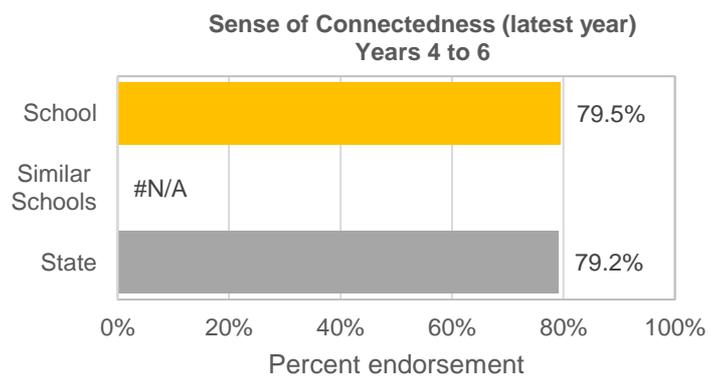
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.5%	75.6%
Similar Schools average:	NDP	80.6%
State average:	79.2%	81.0%



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

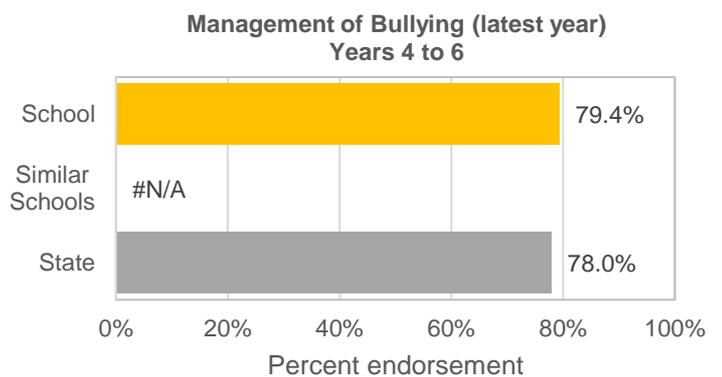
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.4%	78.5%
Similar Schools average:	NDP	81.1%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,569,715
Government Provided DET Grants	\$833,135
Government Grants Commonwealth	\$2,900
Government Grants State	NDA
Revenue Other	\$71,770
Locally Raised Funds	\$291,841
Capital Grants	NDA
Total Operating Revenue	\$6,769,361

Equity ¹	Actual
Equity (Social Disadvantage)	\$169,854
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$169,854

Expenditure	Actual
Student Resource Package ²	\$5,206,033
Adjustments	NDA
Books & Publications	\$14,019
Camps/Excursions/Activities	\$97,815
Communication Costs	\$7,991
Consumables	\$121,295
Miscellaneous Expense ³	\$26,543
Professional Development	\$18,030
Equipment/Maintenance/Hire	\$173,670
Property Services	\$176,821
Salaries & Allowances ⁴	\$256,160
Support Services	NDA
Trading & Fundraising	\$35,696
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$54,494
Total Operating Expenditure	\$6,188,567
Net Operating Surplus/-Deficit	\$580,795
Asset Acquisitions	\$70,136

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$357,370
Official Account	\$20,521
Other Accounts	NDA
Total Funds Available	\$377,892

Financial Commitments	Actual
Operating Reserve	\$157,333
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$46,674
School Based Programs	\$95,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$140,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$439,007

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.