

2019 Annual Report to The School Community



School Name: Langwarrin Primary School (3531)



- 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 22 July 2020 at 04:32 PM by Mark Moorhouse (Principal)

The 2019 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 22 July 2020 at 04:49 PM by Emma Boag (School Council President)

About Our School

School context

Langwarrin Primary School is committed to achieving our vision "To create an engaging learning community where all learners maximise their potential". We are focused on continuous improvement and we have a focus on Literacy, Numeracy, Science and Information Communications Technology.

Our reputation for high academic achievement in Mathematics and English and the provision of unique, quality programs in all other curriculum areas continues with an integrated approach to learning. Our programs cater for the individual needs of all students, in both thinking and learning styles. This includes a variety of support and extension programs, within and beyond regular classroom settings and within the school farm. An emphasis upon critical and analytic thinking strategies and a strong commitment to the development and integration of Information and Communication Technologies across the curriculum enables us to provide exciting learning opportunities.

We have 48 full time staff- 3 principal class, 35 teachers and 10 educational support staff all committed to our motto to "Great School, Great Community, Great Future". We maintain a strong partnership with our community and enjoy a high level of parent participation on School Council, as classroom helpers, in student mentoring, modelling of citizenship and in fundraising. This partnership also has a positive impact on student social skills. Langwarrin Primary School offers its 659 students a safe, nurturing and stimulating learning environment.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning - Curriculum planning and assessment

The school employed Julie Shepherd for one day per week to coach, provide high level professional development, advise on writing and action plan and instructional model to improve Langwarrin PS students' reading abilities. This was the second of a three year plan. The main focus of this work was to improve comprehension - within the text, about the text and beyond the text. In addition to this, Julie has worked with teams of teachers on their curriculum planning, analyzing student data and sourcing resources to support our work. Staff were provided professional learning on Fountas and Pinnell reading assessment to be able to implement this across the school. We view this assessment a more accurate representation of our students' reading abilities.

Our intervention teacher worked with grade 1 and 2 students as well as provided rich extension to grade 4 and 5 students.

Throughout the year, 2 teachers participated in the Leading Literacy course, 4 teachers participated in the development of the network writing continuum and 10 staff attended the network professional learning with Misty Adoniou.

Positive Climate for Learning - A supportive and productive learning environment promotes inclusion and collaboration
In 2019 LPS trained a new cohort of Play Leaders. This is a special role to make the yard a fun, safe and inclusive space by having our senior students independently run games at lunch for junior students. This has enriched the leadership opportunities for our students and provided them with greater agency to help the younger children have positive social interactions.

The school engaged our RAIC (Regional Autism Inclusion Consultant) to provide expertise and professional learning for all staff around inclusive practice. Michelle developed an action plan with our wellbeing team to insure inclusive practice were implemented across the school.

All staff completed the Disability Standards for Education elearning modules through the University of Canberra.

Excellence in Teaching and Learning - Evidence-based high-impact teaching strategies

The school engaged with Shaun Wells - Regional PLC Leader. Shaun worked primarily with middle leaders to complete a school self evaluation around our collaborative practices. Shaun targeted his professional development and

observations of team meetings to areas of HITS such as goal setting, expectations of students, explicit teaching and feedback. The Assistant principal followed up this work by observing and participating in planning and data meetings.

Achievement

NAPLAN (first year with benchmark growth)

Reading:

Year 3 - 55% of students achieved in the top 2 bands. This was the same as similar schools

Year 5 - 30% of students achieved in the top 2 bands. This was slightly lower than similar schools (37%)

- 17% of students showed above benchmark growth, slightly lower than similar schools (22%)

Writing:

Year 3 - 62% of students achieved in the top 2 bands. This is higher than similar schools (54%)

Year 5 - 20% of students achieved in the top 2 bands. This is higher than similar schools (17%)

- 11% of students showed above benchmark growth. This was lower than similar schools (21%)

Numeracy:

Year 3 - 39% of students achieved in the top 2 bands. This was slightly lower than similar schools (40%)

Year 5 - 17% of students achieved in the top 2 bands. This was lower than similar schools (27%)

- 11% of students showed above benchmark growth. This was lower than similar schools (19%)

Teacher Judgment:

Above Level Numeracy

Prep - 32%

Year 1 - 51%

Year 2 - 41%

Year 3 - 41%

Year 4 - 34%

Year 5 - 36%

Year 6 - 30%

Above Level Reading

Prep - 27%

Year 1 - 56%

Year 2 - 41%

Year 3 - 38%

Year 4 - 43%

Year 5 - 50%

Year 6 - 30%

Above Level Writing

Prep - 40%

Year 1 - 43%

Year 2 - 25%

Year 3 - 20%

Year 4 - 13%

Year 5 - 14%

Year 6 - 20%

Future:

From the school's 2019 review, we will continue to focus on reading and numeracy. In 2020 we will look to implement Jolly Phonics and Scaffolding Numeracy in the Middle Years as well as develop student voice and agency around their learning goals. Julie Shepherd (reading coach) will complete her third year with LPS, refining our reading assessment and instructional model. The AP and principal along with learning specialists will lead the work on Jolly Phonics and Scaffolding Numeracy in the Middle Years.

PSD:

In 2019 the school had 17 students on the program for students with disabilities. Quarterly SSG's were scheduled where the teacher, ES staff member, parent, principal class delegate and student revise the ILP and rate each student's progress.

Engagement

Attendance - average days absent:

Prep: 11.8

Year 1: 11.5

Year 2: 13.3

Year 3: 15.3

Year 4: 16.8

Year 5: 16.7

Year 6: 16.5

Our schools unapproved absences has dropped significantly.

Our school average absences is 14.56. This is the second best result in the past 5 years.

We continue to work on reducing student absences by implementing absence learning plans, phone calls to parents, home visits and celebrating the success of students with high levels of attendance.

Students displaying chronic absenteeism (20+ days absent) remains similar. This is the same as similar schools.

Our attendance averages 2017-2019 is the same as similar schools.

Student Attitudes to School:

Areas in which the school experienced gain (2018 - 2019, year 4-6):

- Differentiated learning
- Effective Classroom behaviour
- Effective teaching time
- Stimulated learning
- Effort
- Teacher concern
- Attitudes to attendance
- Motivation and interest
- Resilience
- Self regulation and goal setting
- Sense of confidence
- Not experiencing bullying
- Managing bullying
- Sense of connectedness
- Sense of inclusion
- Student voice and agency
- Respect for diversity

Implementation: The school offers a variety of extra curricula programs and activities in order to increase engagement of students across all levels. These include camps and excursions, aerobics, HoopTime, T20 Blast, choir, rock band, school musical, storytelling night, performing arts night, visual art show, billy carts, robotics, student leadership, senior sport, Peninsula Accelerated Learning for Students, Oratory Night, grandparents morning, twilight fair, book week, book fair, bike education, creative kids and 3D printing club.

Wellbeing

The LPS Well-being team meets formally each fortnight with our SSS Key Contact to address the ongoing needs of our students. Our team is made up of an Assistant Principal, full time psychologist, 0.2 Positive Education Co-ordinator and 0.4 school chaplain.

18 students were supported through the Program for Students with Disabilities – they received aide support focusing on addressing their specific learning goals identified in their termly Students Support Group Meetings. LPS has 10 Koorie students and 11 Out of Home Care students; we support these students with termly Individual Learning Plans and termly Student Support Group meetings.

Our school is totally committed to ensuring the health, safety and wellbeing of every member of our school community. Our school Child Safety Officer ensures that our school complies with the Child Safe Standards by providing support and advice on matters of child safety, raising awareness with all members of staff and regular training to ensure staff skills are kept up to date.

The Langwarrin Positive Education Network continues to deliver the THRIVE curriculum and has expanded to include the parent and broader school community. We hosted two THRIVE parent information nights centred on the impact of social media and technology on our relationships and ways to look after your health including sleep, nutrition and exercise.

We have fostered greater student agency through implementing the THRIVE play leaders program, enabling our older students to engage in leading THRIVE initiatives across the school.

All staff continue to develop a restorative approach across the school. We have engaged with Simon Dewar from Real Schools in a three-year partnership to transform and enhance our school culture through a relationships focused approach. All staff participated in a Professional Learning Workshop with Real Schools in November 2019.

Financial performance and position

The school was in a healthy surplus at the end of 2019. This is despite spending a significant amount of money on our new building. This included 40 air conditioners, extensions to the outdoor deck and roof and including bi-fold doors to create flexible learning spaces. The school received a grant to assist with new furnishings including blinds and signage.

Factors contributing to the surplus include a healthy balance of inexperienced and experienced staff as well an appropriately sized leadership team. In addition to this, program budgets were not overspent, staff are constantly given updates on how their budget is tracking to minimize over expenditure. Most parents pay our voluntary fees and our oval works was put on hold due to the expenditure with the new build.

The school received \$174 650 in equity funding and \$18 000 grant to complete an ANZAC garden in 2020. The school continues to receive \$20,280 National Schools Chaplaincy Funding. Our Chaplain is employed 2 days per week assisting student health and wellbeing outcomes.

Our dedicated PFA members raised \$40 000 through a variety of fundraising methods throughout the year.

The school has invested in a new ICT lease agreement with EquiGroup providing the biggest ICT upgrade the school has had in 6 years. This lease provides the school with 102 netbooks and 127 i-pads. The lease is \$128,000 over three years.

For more detailed information regarding our school please visit our website at
<http://www.langwarrinps.vic.edu.au/>

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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 670 students were enrolled at this school in 2019, 327 female and 343 male.

1 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low | low-mid | mid | high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools:

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none">• English• Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>Below </p> <p>Below </p>

Performance Summary

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Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below </p> <p>Similar </p>
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above </p> <p>Below </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:

Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison

Above

Similar

Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Distribution (%)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>60%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>53%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>56%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>61%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	60%	18%	Numeracy	34%	53%	13%	Writing	33%	56%	10%	Spelling	19%	56%	25%	Grammar and Punctuation	22%	61%	17%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (%)</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison
 Above Similar Below

Engagement	Student Outcomes	Similar School Comparison																
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison</p> <p>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	Above																
<p>Average 2019 attendance rate by year level:</p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>Attendance Rate (%)</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Year Level	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Attendance Rate (%)	94 %	94 %	93 %	92 %	92 %	92 %	92 %		Similar school comparison not available
Year Level	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6											
Attendance Rate (%)	94 %	94 %	93 %	92 %	92 %	92 %	92 %											

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison
 Above Similar Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	Above
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	Above

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,946,676	High Yield Investment Account	\$756,439
Government Provided DET Grants	\$1,207,085	Official Account	\$18,944
Government Grants Commonwealth	\$7,870	Other Accounts	\$313
Revenue Other	\$12,578	Total Funds Available	\$775,696
Locally Raised Funds	\$654,771		
Total Operating Revenue	\$6,828,980		
Equity¹			
Equity (Social Disadvantage)	\$174,651		
Equity Total	\$174,651		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,837,842	Operating Reserve	\$210,323
Books & Publications	\$11,561	Other Recurrent Expenditure	\$11,769
Communication Costs	\$4,566	Funds Received in Advance	\$72,124
Consumables	\$240,298	Asset/Equipment Replacement < 12 months	\$5,000
Miscellaneous Expense ³	\$281,262	Capital - Buildings/Grounds > 12 months	\$150,000
Professional Development	\$62,450	Total Financial Commitments	\$449,216
Property and Equipment Services	\$536,620		
Salaries & Allowances ⁴	\$277,769		
Trading & Fundraising	\$45,047		
Travel & Subsistence	\$59		
Utilities	\$63,102		
Adjustments	(\$470)		
Total Operating Expenditure	\$6,360,104		
Net Operating Surplus/-Deficit	\$468,876		
Asset Acquisitions	\$46,749		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

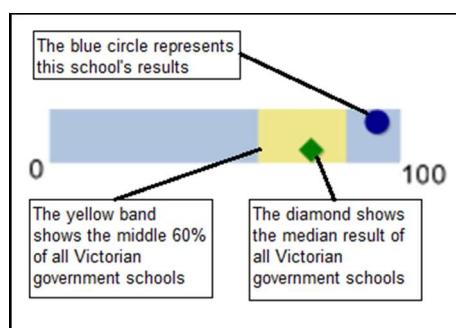
Engagement

- student attendance and engagement at school
- 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)
 - 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).

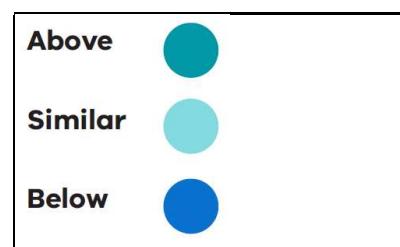


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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 their first 11 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').