

2020 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 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 29 April 2021 at 09:43 AM by Mark Moorhouse (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 29 April 2021 at 03:19 PM by Emma Boag (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

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 with Literacy, Numeracy, Science and Information and Communications Technology being cornerstones of our curriculum.

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 '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 642 students a safe, nurturing and stimulating learning environment.

Framework for Improving Student Outcomes (FISO)

Langwarrin Primary School delivered on our Key Improvement Strategy (KIS) to prioritize professional learning support with regards to numeracy. Some of the Annual Implementation Plan (AIP) actions and professional development were modified to suit the move to remote learning.

At the beginning of the year the Numeracy Learning Specialist, AP and Principal developed a plan for implementation of the Scaffolding Numeracy in the Middle Years program. Staff attended numerous onsite professional development sessions in which the theory, content and resources were presented along with the expectations for implementation. All students in Grade 5 and 6 completed the initial assessment and students who were 12 months ahead in numeracy in Grade 3 and 4 also completed the assessment. From this students were grouped into a Learning Assessment Framework (LAF). Whilst the move to remote learning hampered some of our efforts, teachers were still able to provide activities consistent with student's LAF. This was further developed during the second remote learning period which enabled teachers to work with individual groups in a live online setting. Upon the return to school in Term 4 students were able to complete a PAT assessment so teachers could gauge numeracy growth of their class and leadership could identify cohorts who would require further interventions after remote learning. We utilized this data to identify students for the Tutor Learning Initiative (TLI) in numeracy and reading.

With regards to utilizing the High Impact Teaching Strategies, Langwarrin PS ensured consistency with regards to students understanding the success criteria and learning intention of lessons being provided online as well as how they would receive teacher feedback. During the second period of remote learning this was improved with the use of Google Forms for feedback and two live lessons a day (reading and numeracy focus) in which learning intentions were presented explicitly and students could clarify and ask questions. Live sessions conducted in during this period of remote learning gave students the opportunity to participate in collaborative conversations/tasks as well as teachers being able to ask deeper level questions. Improvements were made in the level of consistency with which students across the school received feedback from their teacher. Expectations were created that all work uploaded required some form of feedback from the teacher.

Achievement

The students did not complete NAPLAN in 2020, however all students completed PAT Maths and PAT Reading upon their return to onsite learning in Term 4, 2020. Student reports were written, showing student progression and growth against the Victorian Curriculum in Literacy and Numeracy. According to teacher judgement in English the percentage

of students at or above age expected standards was above similar schools. According to teacher judgement in Mathematics the percentage of students at or above age expected standards was below similar schools.

Ways in which our teachers supported student achievement during remote learning (and onsite learning) included:

- setting individual reading goals for each student
- working online with small groups
- conferencing with individual students and conducting running records
- updating student IEPs in Term 4 to reflect the most immediate goals students would be working on upon their return to onsite learning
- providing one-on-one support and modified learning tasks

Program for Students with Disabilities (PSD) students continued to work with their aide during remote learning. The aides participated in whole group lessons and then would work individually with students to assist them meet the intentions of the lesson. For the PSD students SSG's were modified to be conducted online and ILP's were modified to reflect the circumstances of remote learning. PSD students were assessed against the goals in their ILP with differing results across this cohort of students.

Engagement

Langwarrin Primary School was able to engage students whilst working online during a pandemic. Strategies that we used included:

- online videos
- phone calls
- live sessions
- themed dress up days
- daily jokes by the AP
- nightly story time by the AP
- specialist lessons
- whole school PE competition online
- assemblies online
- Facebook live
- offering onsite care for vulnerable students
- sharing devices and dongles with families needing to get connected.

To reengage students back to onsite learning strategies we utilized:

- a re-engagement program for approximately 25 students where students would come onsite the week before students returned to rehearse the new process for walking into school (sanitizer etc.)
- staff at the front of the school to welcome students back
- a focus on the wellbeing of students for the first week back which included reconnecting students to their peers through a play-based approach
- all communication channels to ensure parents and students knew what to expect upon their return with regards to restrictions and new processes.

To address non-attendance during remote learning teachers would phone home to ensure any problems with connecting or not completing the work were addressed, keeping in mind the wellbeing of the child and family. Some families contacted the school to communicate they were not going to log on during the day due to the stress remote learning was causing their family. This was accepted and monitored by the teacher. Families were always directed to the THRIVE activities available to assist with improving our wellbeing.

To address non-attendance during onsite learning the school does the following:

- SMS to parents each day requesting a reason for their child's absence
- communicates attendance records in the newsletter
- the principal and attendance officer meet to discuss daily absences each day
- house visits to encourage students to come to school
- attendance certificates for students who have excellent attendance

- contact from principal should attendance habits not be improved
- attendance meetings with families
- attendance information appears on school reports and IEPs
- contact emergency contacts to assist with student attendance.

2020 average days absent was 10.89 days off.
 2019 average days absent was 14.54 days off.
 2018 average days absent was 14.01 days off.

Langwarrin Primary School takes student attendance very seriously as we understand the implications of chronic absence from school (especially at an early age).

Wellbeing

Whilst literacy and numeracy remained a priority for teachers, the school's highest priority remained the health and wellbeing of students and their families. During remote learning it was an expectation that all students would receive a phone call from their teacher once per week to check in. Staff also used Google Meet to engage with students on an individual or small group level to 'catch up', check in and offer more tailored or intensive support as needed. Teachers highlighted students who required further support and referred them to the well-being team. THRIVE activities were modified for the online environment and uploaded to Google Classroom weekly across all year levels.

The wellbeing team met weekly online to continue to discuss and consult about a range of students including our Koorie, PSD, Out of Home Care (OOHC) and other vulnerable students. A spreadsheet was developed to monitor these students, ensuring regular communication between home and school was maintained during this period. In addition to staff contacting students, members of the wellbeing team provided online check ins, phone calls, and assisted students with completing work tasks.

A range of our most vulnerable students were supported by coming onsite and completing their remote learning tasks under the supervision of a staff member.

Staff participated in a range of professional learning opportunities both onsite and online including:

- Protective Intervention Training
- Real Schools - Building a Restorative School
- Respectful Relationships - Manbox

Financial performance and position

Langwarrin Primary School maintained a very health financial position throughout 2020. The School Strategic Plan and the 2020 AIP provided the framework for the school council budgets to support school wide priorities and programs.

The Financial Performance and Position reports shows an end of year surplus of \$134,000. Contributing to this surplus were factors including:

- significant amount of equity funding that ensured Reading Intervention could occur (even during Covid) and our psychologist can continue to be employed full time to support student social/emotional needs.
- parent voluntary contributions
- program budgets not being fully spent due to Covid. The school only used 51% of the CRT budget and 75% of the professional development budget.
- National Schools Chaplaincy Partnership grant for our chaplain to be employed 2 days per week
- highly successful colour run that raised much needed funds (before Covid hit).

The LPS school council (out of good faith and understanding) waived the Camp Australia and H&H canteen fees for Term 2 and Term 3, 2020.

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 656 students were enrolled at this school in 2020, 330 female and 326 male.

1 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.

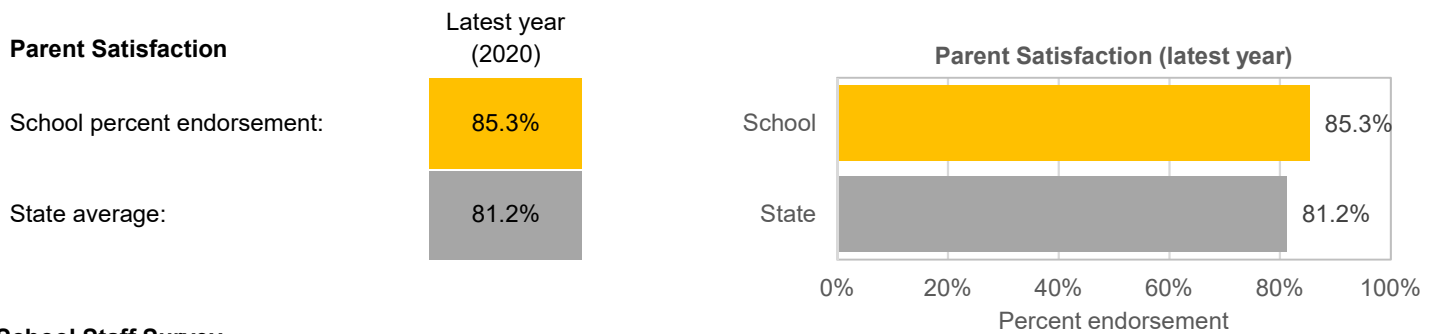
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

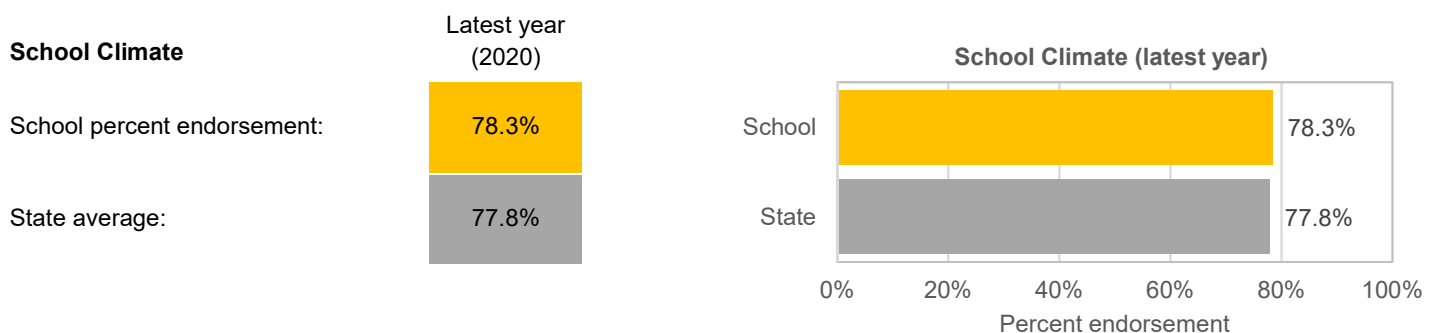


School Staff Survey

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:

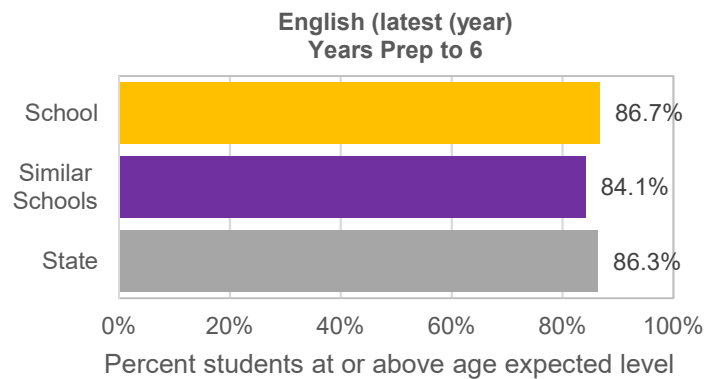
86.7%

Similar Schools average:

84.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

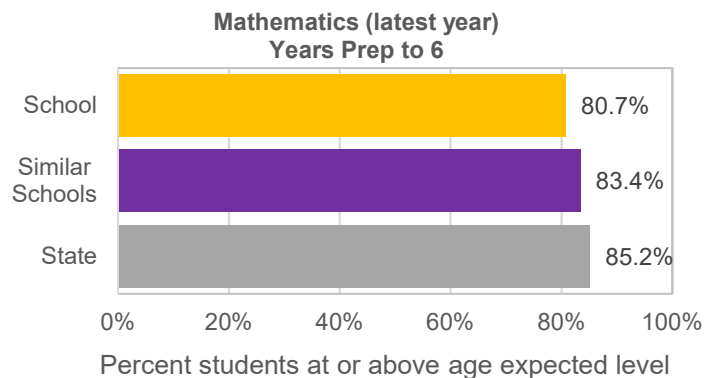
80.7%

Similar Schools average:

83.4%

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

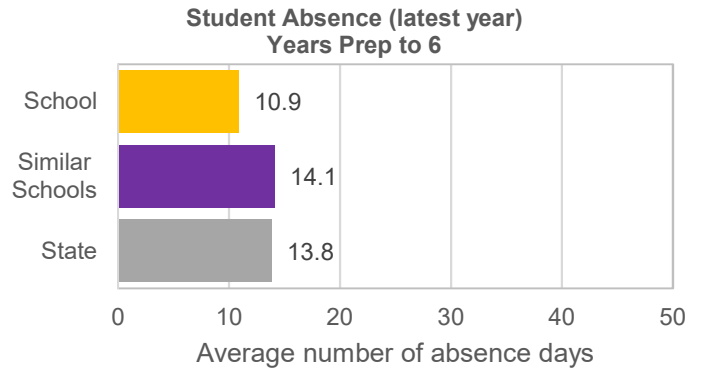
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.9	14.0
Similar Schools average:	14.1	15.2
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):	96%	94%	96%	94%	94%	93%	NDA

WELLBEING

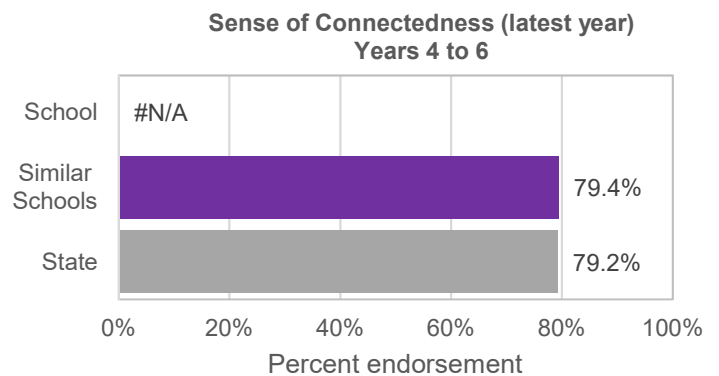
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	83.2%
Similar Schools average:	79.4%	80.8%
State average:	79.2%	81.0%



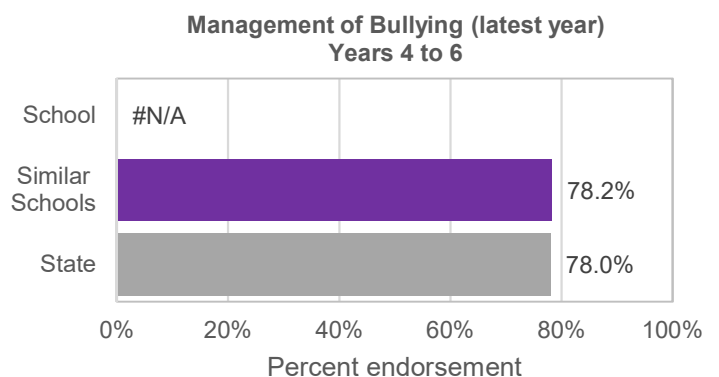
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	87.7%
Similar Schools average:	78.2%	80.9%
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	\$5,293,470
Government Provided DET Grants	\$721,616
Government Grants Commonwealth	\$3,550
Government Grants State	NDA
Revenue Other	\$52,000
Locally Raised Funds	\$165,301
Capital Grants	NDA
Total Operating Revenue	\$6,235,937

Equity ¹	Actual
Equity (Social Disadvantage)	\$244,752
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$244,752

Expenditure	Actual
Student Resource Package ²	\$5,160,371
Adjustments	NDA
Books & Publications	\$4,581
Camps/Excursions/Activities	\$35,434
Communication Costs	\$4,075
Consumables	\$175,678
Miscellaneous Expense ³	\$205,450
Professional Development	\$23,212
Equipment/Maintenance/Hire	\$136,748
Property Services	\$159,075
Salaries & Allowances ⁴	\$116,015
Support Services	\$60,417
Trading & Fundraising	\$25,203
Motor Vehicle Expenses	\$61
Travel & Subsistence	NDA
Utilities	\$41,582
Total Operating Expenditure	\$6,147,901
Net Operating Surplus/-Deficit	\$88,036
Asset Acquisitions	NDA

- (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	\$750,897
Official Account	\$29,260
Other Accounts	NDA
Total Funds Available	\$780,157

Financial Commitments	Actual
Operating Reserve	\$148,076
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$86,666
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$84,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$558,742

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.