

# 2019 Annual Report to The School Community



**School Name: Longford Primary School (1694)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 03 March 2020 at 11:49 AM by Joel Fraser (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 14 October 2020 at 12:22 PM by Natalie Scott (School Council President)

## About Our School

### School context

Longford Primary School is situated in rural Gippsland, just south of the town of Sale. The community of Longford shows great support to the school with many of the children in the area attending the school. The school also enjoys close ties with the local Kindergarten, with most students transitioning from the Longford Kindergarten to our school. Many other connections with the local community involve our Parents and Friends Committee who are active in fundraising activities at local events.

Our school's workforce composition in 2019 included 12.34 equivalent full time staff. 1.0 principal class, 9.5 teacher and 1.84 Education Support staff. Our student population varied throughout the year as some students left while others enrolled, however our school's census data showed 133 students as of the end of February. Our school's involvement in the Primary Maths and Science Specialists program included a 0.5 non-teaching role for each of our two specialists and we were able to release one teacher for additional time in their role as literacy leader.

2019 was another successful year for our students with many of them continuing to experience success in sporting and musical events locally and at regional level. Our school also made significant gains in developing a shared agreement about the non-negotiable practices that we value at school. We continue to develop and add to these throughout the year, ensuring consistency is develop across each classroom.

### Framework for Improving Student Outcomes (FISO)

The role of the School Improvement Team (SIT) developed throughout the year which helped to direct the focus of our professional learning for staff, as well as providing a sounding board for whole of school decision making. Staff roles and responsibilities were also clearly defined with a number of teachers tasked with leading various projects within the school. Attendance at the Literacy Leaders workshops and co-ordination of our school's Positive Behaviour Support were two examples of staff taking on roles and building their leadership capacity within the school. Our PBS leader developed a new team and worked with the team to present a number of learning opportunities throughout the year and lead the staff through the development of priorities for the school. This in turn lead to the whole school agreement of Major and Minor behaviours and consistent practices of recording behaviour incidents using the Sentral software package.

We continued the development of Literacy teaching practice across the school as we fast-tracked our new teaching staff to get them up to speed with the Workshop model and associated learning strategies. We were also able to provide professional learning to all teachers in relation to teaching a range of reading comprehension strategies and towards the end of the year as we started to shift our focus to writing, we planned a unit of work that would ensure a structured and systematic approach to teaching Narratives that would ensure students learnt particular strategies at various stages throughout their schooling. This work will continue into 2020 with further work around the teaching of Writing, based on the Area Literacy Strategy workshops.

Further progress has been made in the teaching of learning behaviours that, when employed by students, will have a positive impact on their progress. Strategies to monitor and value these behaviours will continue as we aim to ensure students are able to automatically use them as required throughout a lesson.

### Achievement

Our school's NAPLAN data was quite positive in 2019, with the highlight being the Benchmark Growth data of our Year 5 students who outperformed the State, Similar and Network schools in each subject except Spelling. While the percentage of students in the Top 3 bands in Reading and Numeracy for Year 3 and 5 students was either similar or above similar schools like ours, however, the percentage of students in the Top 2 bands is lower than the state, similar and network schools, hence moving more students further ahead than the expected level is the next step. This is also evident in our Teacher Judgement data, which states that the percentage of students that are at or above the expected level is lower than schools that are similar to ours.

Our plan is to use our newly developed PLC process to gain a better understanding of the curriculum and what each student is expected to do at each level to ensure we are accurately assessing students, as there is currently a

difference between what students are capable of achieving when assessed by teachers as opposed to being assessed by the NAPLAN testing process.

### Engagement

Our school continues to make steady progress in improving our student attendance data. While the average number of days per student was very similar to our school's result in 2018, the percentage of students who experienced chronic absence dropped by 6% which is the equivalent of 8 students. While we have further work to do with these students with chronic absenteeism, it is pleasing to see the number of these students is reducing.

Our school has continued to provide positive messaging to our school community via the school newsletter, weekly assemblies and other whole school events. We have also continued to refine the notification system and improve the accuracy of absence recording. We continue to use the Sentral software package to record absences and regularly discuss coding and absence events at staff meetings to build consistency amongst teachers. Our process of following up with parents by 9:30 am by SMS message and by phone if no response to the message is given has seen improvement in the number of unexplained absences recorded for our students, from 159 in 2018 to just 17 in 2019.

### Wellbeing

Our school's attitude to school survey data was less positive than in 2018, however remained at a similar level to the state average in most categories. We have continued working on increasing student agency, placing more ownership onto students and higher expectations relating to making progress with their learning. Greater emphasis is also placed on providing students with specific feedback about their learning, with the expectation that students will be able to demonstrate how the feedback has impacted their learning. We want students to be able to think, reason and justify their responses to questions or problems in their learning as this will ensure they are equipped to tackle any problem at any stage throughout their schooling. There has been a concerted effort across the school to provide tighter structures around the content of lessons, aligning with particular instructional models and aiming for consistency of practise. Our attendance data would suggest that students generally enjoy coming to school, however our school's Attitudes to School survey results are not as positive as other schools that are similar to ours.

Our staff have had discussions about ways in which we can engage our students in their learning in order to improve our students' outlook of their connection to our school, with a few projects in the pipeline for 2020. Over the past twelve months, our school has held numerous dress up days, including swimming and athletic sports through the introduction of houses. A mini golf course was constructed with students, which included a trip to Lakes Entrance to "research" what makes a good mini golf course and the school year concluded with a very exciting and fun activities day which was enjoyed by students and many parents and staff.

### Financial performance and position

We recorded a significant operating surplus due to a continued increase in student enrolments and a carryover surplus from 2018. Our school was involved in the Primary Maths and Science Specialists initiative which included a significant grant from DET for the purpose of releasing two teachers from their classroom duties at 0.5 EFT to develop their knowledge and understanding of high quality maths teaching, with a view to develop all teachers' understanding across the school. In addition to the classroom teaching positions, our intervention program was able to be funded due to the increase in Equity funding.

All Equity funds were rigorously allocated and monitored, enabling strong resourcing of programs throughout the school targeting whole school priorities set out in the Annual Implementation Plan.

Our Parents and Friends committee were active again in 2019, raising significant funds to support a number of projects throughout the school including, refurbishing the shelter shed, funding a whole school incursion, a school flag and gazebos for use at inter school events. The Fundraising committee held one major event which raised funds to refurbish the multi purpose room.

For more detailed information regarding our school please visit our website at [www.longford-ps.vic.edu.au](http://www.longford-ps.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 133 students were enrolled at this school in 2019, 61 female and 72 male.

0 percent were EAL (English as an Additional Language) students and ND 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.



#### 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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Below</b> </p> <p><b>Below</b> </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><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p> <p>Above <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p> <p>Above <span style="color: teal; font-size: 2em;">●</span></p>

## Performance Summary

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● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>31%</td> <td>54%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>64%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>50%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	67%	33%	Numeracy	14%	57%	29%	Writing	15%	31%	54%	Spelling	14%	64%	21%	Grammar and Punctuation	7%	50%	43%	<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 (all domains)</caption> <thead> <tr> <th>Gain 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>	Gain 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><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above ●</p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <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>95 %</td> <td>92 %</td> <td>92 %</td> <td>95 %</td> <td>93 %</td> <td>90 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	92 %	92 %	95 %	93 %	90 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	92 %	92 %	95 %	93 %	90 %	93 %										

## 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  
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Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>

## 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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,303,986	High Yield Investment Account	\$90,231
Government Provided DET Grants	\$233,541	Official Account	\$17,354
Government Grants Commonwealth	\$4,486	<b>Total Funds Available</b>	<b>\$107,585</b>
Government Grants State	\$0		
Revenue Other	\$7,486		
Locally Raised Funds	\$81,488		
<b>Total Operating Revenue</b>	<b>\$1,630,987</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$84,478		
<b>Equity Total</b>	<b>\$84,478</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,250,101	Operating Reserve	\$46,008
Books & Publications	\$5,084	Other Recurrent Expenditure	\$1,795
Communication Costs	\$2,017	School Based Programs	\$1,000
Consumables	\$21,569	Capital - Buildings/Grounds < 12 months	\$37,900
Miscellaneous Expense <sup>3</sup>	\$51,835	Maintenance - Buildings/Grounds < 12 months	\$14,730
Professional Development	\$7,324	<b>Total Financial Commitments</b>	<b>\$101,433</b>
Property and Equipment Services	\$106,350		
Salaries & Allowances <sup>4</sup>	\$76,360		
Trading & Fundraising	\$17,279		
Travel & Subsistence	\$5,019		
Utilities	\$14,529		
<b>Total Operating Expenditure</b>	<b>\$1,557,469</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$73,518</b>		
<b>Asset Acquisitions</b>	<b>\$14,638</b>		

(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)

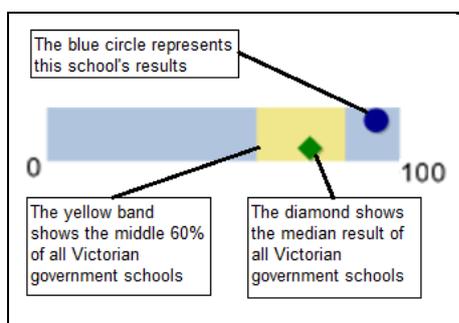
### Engagement

- 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').