**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 of the previous calendar year 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 28 April 2023 at 03:06 PM by Joel Fraser (Principal) |

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| * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 28 April 2023 at 04:01 PM by Natalie Scott (School Council President) |

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School Name: Longford Primary School (1694)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

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 ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

**Learning**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

‘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 disabilities 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**

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| **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 2022 included 14.05 equivalent full time staff. 1.0 principal class, 11.21 teacher and 2.84 Education Support staff. Our student population varied throughout the year as some students left while others enrolled, however our school’s census data showed 149 students as of the end of February. We continue to add to the school facilities with the completion of an outdoor learning area, upgrade to the fire fighting equipment through the installation of a new diesel pump, a new covered bike shed, installation of pathways and a gaga pit. Maintenance was undertaken to replace part of the roof on the portable buildings to address leaks, while a new cleaning company was employed. Our school was successful in receiving a grant to establish an Outside School Hours Care service which included funds to refurbish the multi purpose room to add storage space for the service, whilst also providing for the purchase of equipment including upgrades to the canteen equipment. We have struck a partnership with nearby Seaspray PS to provide care for students who attend their school as well. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| There has been steady progress towards our goals outlined in the Strategic Plan, with our Professional Learning Community (PLC) practice continuing to go from strength to strength. We were able to complete several inquiry cycles throughout the year without any interruptions, with a focus on developing writing. Our staff believe that the improvement in the NAPLAN results for 2022 had a strong correlation with the professional learning teachers were gaining from completing the inquiry cycles. Both the senior and junior PLC teams have focused their learning on developing Writing. The strength of the inquiry cycles appears to be the identification of a very narrow focus and using evidence based resources to build teacher understanding of the strategies to develop the focus. Staff take time to reflect on the effectiveness of their teaching interventions and support their opinions with data. Our role as a PLC Link school struggled to gain traction during the year. The PLC manager role was unfilled for the first half of the year, however, we felt we had much more direction in the second half of the year once that position was filled. We did make contact with three schools in the Wellington network and participated in some preliminary tasks such as presenting to the staff at each school about the way our school implements our PLC practice and also the benefits that have been gained from PLC meetings. There is promise that this will hold us in good stead as we continue the Link school role in the future.There is a notable difference between the NAPLAN performance of our Year 3 students compared to Year 5 students. Year 5 performance is significantly lower compared to similar schools and the state, whereas Year 3 students are performing higher when compared to similar schools and the state. Our teachers have attempted to address this issue by considering the level of tasks and where they are targeted to. Lessons often contain open ended tasks to accommodate all abilities which allows for teachers to provide support and extension elements for individual students. The Year 5 writing results showed positive growth with our highest percentage of students in the top two bands in the last five years. This is pleasing and validates the Writing focus during our PLC meetings. Our focus will shift towards improving our maths teaching in 2023 and I have faith that our PLC practice will be the vehicle that drives our improvement.  |
| Wellbeing |
| It was great to see students reconnect with their teachers for the whole school year in 2022. This lead to positive connections between teachers and students being able to be built and maintained through developing expectations and teachers getting to know students well and identifying what motivates them. Teachers treat students fairly and are focused on what students need to learn to be successful at school. Our Attitudes to school survey data showed an increase in almost all factors of the survey and the strongest results when compared to the previous four years, which was pleasing. The role of the school chaplain was strengthened and students interacted positively with them at school events and in regular classroom activities. The chaplain has continued to build relationships with individual families who have required advice to support their child with their schooling and general wellbeing. The chaplain has joined the School Wide Positive Support team and has had a steady influence, using their expertise to guide the development of the behaviour matrix and major and minor behaviours checklist. The greatest impact on student wellbeing at our school is the connection students feel towards their teachers.Again, our school was able to support the transition to secondary school of our Year 6 students by providing a support program in term 4. This program was based on building students' emotional capacity, developing an understanding of the impact of their behaviour on others, taking the positive lessons out of challenging situations and building on school values as well as the students' personal values. We feel this program had a positive impact on the students and was well received by students. |
| Engagement |
| Our school's attendance data suffered severely from the response to COVID-19, particularly the rules around isolation for several days. This made it difficult to provide a consistent message to our families about the importance of regularly attending school. There was also a notable increase in the number of absences due to family holidays as several families took significant periods of time off to travel as they had been restricted in doing that in the previous two years, again due to the COVID-19 response. A proportion of families remained cautious throughout the year about sending their children to school when they were unwell to restrict the spread of illness as much as possible. The average absences per student increased from 12 in 2021 to 19.1 in 2022 and chronic absenteeism of more than 20 days absent increased from 14% of students in 2021 to 36% in 2022. Pleasingly, the number of unapproved absences remained low at 2.4 per student, which is similar to previous years and the number of unexplained absences was below one hundred which is a good result. Our work in 2023 will be to revisit and refresh families about our attendance expectations and regularly provide information outlining the benefits of regular attendance to students. |
| **Other highlights from the school year** |
| It was great to be able to hold a school concert to farewell the year after not being able to gather for the previous two years. Students and parents were quite excited and we moved the event to the Sale memorial hall due to the poor weather which prevented us from holding the concert on the school oval. This move was well received by many parents. Our school camps program was able to run which was a great opportunity for our students to develop their independence skills further, while we had a whole school excursion to the National Gallery of Victoria which was enjoyed by many students.We applied for funding to establish an Out of School Hours Care program which will cater to the growing needs of families. This program will begin in 2023.Our Physical Education program has started to show benefits, with one of our students qualifying to compete at the state carnival in two running events.We had our first students enrolled in the Victorian High Ability Program, with three students working with other students from around Victoria on engaging tasks.A new bike shed was installed to meet the increased need associated with the introduction of Bike Ed.We received a new diesel fire pump which coincided with the repair of the existing pump. The ongoing maintenance has also been organised to ensure we meet our associated OHS requirements. |
| **Financial performance** |
| We recorded an operating surplus due to a continued increase in student enrolments and a carryover surplus from 2021. In addition to the classroom teaching positions, our intervention program was able to be expanded by using the Tutor Learning Initiative funding and supplemented with our school's surplus funds, providing support to the Foundation class in transitioning to school. The Tutor Learning Initiative targeted students in Grade 1 and 2 who hadn't showed the expected progress within the previous six month period. Additional Education Support time was provided in the Grade 3/4 classrooms to support learners with difficulties, but to also provide extension activities to more capable students.Our Parents and Friends committee suspended the majority of their fundraising efforts in light of the COVID restrictions and the potential financial stress placed on family incomes.Our school undertook an Agreed Upon Procedures financial audit required by the Department of Education adn Training. We achieved a "Good" rating, which is the highest achievable. Our school received bushfire preparedness funding which was used to remove combustible soft fall in our playgrounds. |
| **For more detailed information regarding our school please visit our website at** [**http://www.longford-ps.vic.edu.au/**](http://www.longford-ps.vic.edu.au/) |

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 2.0 (FISO 2.0).

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 149 students were enrolled at this school in 2022, 65 female and 84 male.

0 percent of students had English as an additional language and 3 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).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.

This school’s SFOE 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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 93.2% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 89.1% |
| State average (primary schools): | 73.4% |

LEARNING

***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.

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 90.3% |
| Similar Schools average: | 83.1% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 89.2% |
| Similar Schools average: | 83.7% |
| State average: | 85.9% |

LEARNING (continued)

***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.***

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 78.3% | 80.0% |
| Similar Schools average: | 67.2% | 69.4% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 50.0% | 57.6% |
| Similar Schools average: | 61.7% | 63.2% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 69.6% | 75.4% |
| Similar Schools average: | 57.8% | 60.4% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 38.9% | 50.0% |
| Similar Schools average: | 45.9% | 51.5% |
| State average: | 54.2% | 58.8% |

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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 87.1% | 82.5% |
| Similar Schools average: | 76.1% | 77.7% |
| State average: | 78.1% | 79.5% |

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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 82.7% | 79.6% |
| Similar Schools average: | 77.4% | 79.6% |
| State average: | 75.8% | 78.3% |

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.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 19.1 | 15.0 |
| Similar Schools average: | 23.5 | 17.8 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

 Attendance rate refers to the average proportion of formal school days students in each year level attended.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 89% | 91% | 91% | 90% | 91% | 88% | 91% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,564,121 |
| Government Provided DET Grants | $369,720 |
| Government Grants Commonwealth | $2,000 |
| Government Grants State | $0 |
| Revenue Other | $49,072 |
| Locally Raised Funds | $66,009 |
| Capital Grants | $18,815 |
| Total Operating Revenue | **$2,069,737** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $82,814 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$82,814** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,551,035 |
| Adjustments | $0 |
| Books & Publications | $1,310 |
| Camps/Excursions/Activities | $42,944 |
| Communication Costs | $1,749 |
| Consumables | $22,231 |
| Miscellaneous Expense 3 | $4,125 |
| Professional Development | $19,491 |
| Equipment/Maintenance/Hire | $43,337 |
| Property Services | $79,766 |
| Salaries & Allowances 4 | $98,355 |
| Support Services | $0 |
| Trading & Fundraising | $17,024 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $2,515 |
| Utilities | $14,182 |
| Total Operating Expenditure | **$1,898,065** |
| Net Operating Surplus/-Deficit | **$152,857** |
| Asset Acquisitions | **$45,400** |

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 25 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $179,228 |
| Official Account | $62,799 |
| Other Accounts | $0 |
| Total Funds Available | **$242,027** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $50,789 |
| Other Recurrent Expenditure | $12,966 |
| Provision Accounts | $0 |
| Funds Received in Advance | $74,000 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $25,847 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $68,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$231,602** |

*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.*