

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 07 March 2025 at 02:40 PM by Joel Fraser (Principal)

- As executive officer of the school council, I attest that this 2024 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 22 April 2025 at 02:36 PM by Joel Fraser (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 2024 included 14.35 equivalent full time staff. 1.0 principal class, 11.2 teacher and 2.15 Education Support staff. Our student population varied throughout the year as some students left while others enrolled, however our school's census data showed 162 students as of the end of February. Of particular note throughout the year was the achievement of our students at the swimming, cross country and athletics carnivals. Our school reclaimed the small schools trophy at the district athletics carnival after nine years and were a very close runners up at the swimming carnival. Several students competed at state level and one student competed for Victoria at national level which was an outstanding effort. Once again, our students performed well in the NAPLAN testing program with strong results in several subjects when compared with the results of similar schools. The school has great support from parents and the broader community which is most notable at school events such as, the Christmas concert, sports carnivals and the senior students economics project. We also have strong attendance from parents at student led conferences and subsequent Student Support Group meetings. Interactions between school staff and parents are consistently respectful and constructive.

Progress towards strategic goals, student outcomes and student engagement

Learning

The academic performance of our students continues to progress and in 2024, the Teacher Judgement results exceeded the targets set in the Strategic plan for Reading, Writing, and Number and Algebra. This has continued a positive trend developed over several years and complements the positive results students achieved in the NAPLAN testing program. The targets set in our Strategic Plan regarding the NAPLAN data are difficult to gauge progress as the targets involve the percentage of students in the top two bands of Writing and Numeracy. The change to NAPLAN for the 2023 program provides results in bands of Strong and Exceeding which do not correlate to NAPLAN pre 2023. Regardless, when comparing our school's results to those of similar schools we have reasonably strong results across all three subjects measured. An area we will need to focus on in the future is strengthening the growth that students make in NAPLAN from Year 3 to Year 5. The results also show strength in the performance of students in both Year 3 and Year 5 for Reading and Writing with more than 75% of students achieving either Strong or Exceeding in these subjects.

The performance summary shows these strong results have been maintained as the 2-year average results are also strong with little variability to the current year's results indicating consistent teaching practice over multiple years. The 2-year average data is also favourable when comparing to the similar schools and State averages.

The PLC work completed throughout the year focused on developing teacher understanding of Maths anxiety and investigated ways in which we could address that in the classroom to support students who may feel anxiety towards maths learning. We also focused our PLC work on developing the different phases of the maths instructional model. This included attempts to implement the research into teaching time and observing to reflect on the effectiveness of the practice, finetuning the elements of the lesson.

Wellbeing

The results of the Attitude to School Survey showed a regression in results in 2024 compared to the years prior. Almost every element experienced a reduced result, with High Expectations for Success being a notable stand out. Several discussions with students provided feedback about the reasons for the results and uncovered some areas to develop further into the future. Classes in the senior area were disjointed with several changes of teacher throughout the year which may have led to inconsistencies in teacher-student relationships. It was also noted that the classroom and general behaviour of some students was disruptive and adverse to positive learning conditions which may have impacted the students' perspectives. This will have also impacted the measures outlined in the performance summary: Sense of Connectedness and Management of Bullying.

Despite the lapse in the percentage of positive responses in the Attitudes to School data, the 4-year average remains relatively strong and comparable to the similar schools and state averages. We are keen to use the feedback provided by students in 2024 to improve the perspectives of our senior students.

An example of a learning activity that students connected really well with in 2024, was the Economics unit of learning undertaken by the Grade 5/6 students. Students were required to develop a business, either a service or retail, learning about how they could make a profitable business, considering many challenges that small businesses face. This project culminated in a fair with parents and family members invited to join the whole school in "purchasing" items for sale. Students commented they enjoyed the project so much that it didn't feel like they were working.

Engagement

Our school's attendance data showed a slight decline in the average days absent compared to 2023, however chronic absenteeism remained consistent, with 35% of students absent for more than 20 days. Contributing to this was the continued trend in the number of absences due to family holidays, as several families took significant periods of time off to travel. The decline in average absent days saw an increase from 17.3 days per student to 19.2 days per student in 2024. There were multiple instances of significant illness spreading through the student

population, which including several cases of whooping cough which requires an isolation period. There continues to be a heightened level of caution post-pandemic where parents are more concerned about sending their children to school if they have symptoms associated with coughs and colds. The number of unapproved absences increased slightly, though remained relatively low at 3.9 per student, which is slightly more than previous years. There continues to be a trend of students from disadvantaged backgrounds experiencing higher absenteeism than other students and our social worker will continue to work with these families to improve their attendance at school more regularly.

Other highlights from the school year

The performance of our students in the sporting arena has been a real highlight in 2024. There has been significant progress over the past few years, seeing several students qualifying through the different stages and competing at the state level in either the Swimming, Cross Country or Athletics carnival. We also celebrated one student competing at the national athletics carnival, also being awarded the sportsmanship award for the Victorian team. Locally, our school won the Small School's trophy at the district athletics carnival, the first time this has happened in nine years.

Our school's community service program has continued to grow in 2024. The Grade 4 girls program to provide morning tea to local organisations and build connections those organisations membership continues to be a highlight. The reintroduction of the school choir was well supported by approximately 30 students who performed on several occasions at local nursing homes, entertaining and having conversations with the residents. The nursing home staff have encouraged the visits to continue with additional visits occurring later in the year to help celebrate Christmas and sing carols. Further connections were made with a local wildlife shelter, with students organising fundraising activities to help provide food and equipment for the animals. This project culminated in a small group of students giving up some of their school time to complete work tasks at the shelter. Overall some strong connections have been made with local organisations and our students' understanding of service has increased.

Financial performance

At the end of 2024, we recorded a small operating surplus while being able to provide additional funds to our Tutor learning program, and maintain our highly valued classroom structure. Our Disability Inclusion funding also allowed the school to provide Education support staff across the school, providing much needed additional assistance to students in need. Targeted funding for Mental Health support provided the opportunity to employ a social worker to work with students and their families to maximise their attendance and bolster their wellbeing. This support was customised to the needs of the individual students and their families.

Funding connected with the Professional Learning Communities Link school program provided two Open days for other local schools to visit and build the connection between these schools in building their capacity to deliver strong and effective Professional Learning Communities in their

schools. Reciprocal visits to monitor progress and provide support was all facilitated through this funding.

Bushfire At-Risk register funding was put towards improving the access and egress for our school, sealing the drive way into school at the north end of the school site.

We continue to reserve funds each year towards replacement of the septic system as there have been several issues in the past.

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 162 students were enrolled at this school in 2024, 63 female and 99 male.

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

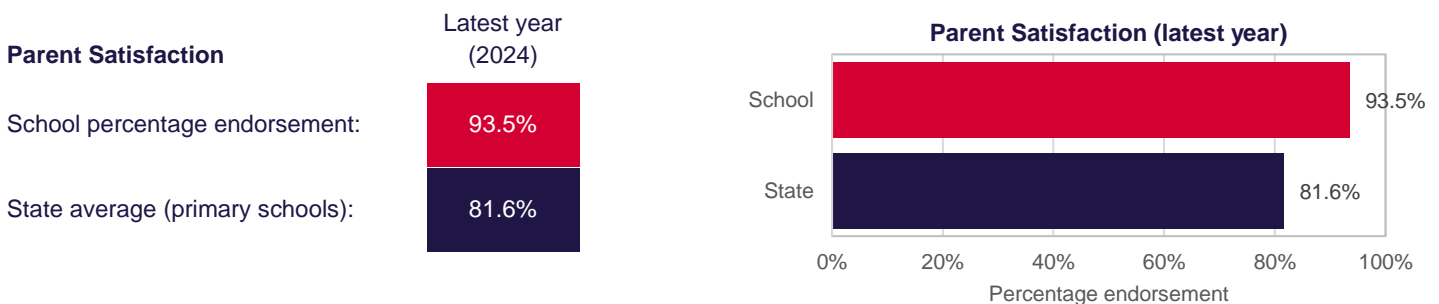
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



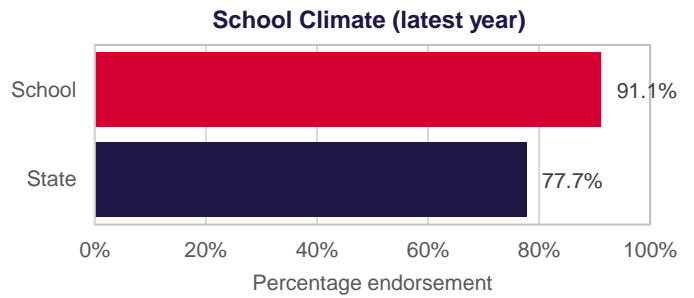
School Staff Survey

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.

	Latest year (2024)
School Climate	
School percentage endorsement:	91.1%
State average (primary schools):	77.7%



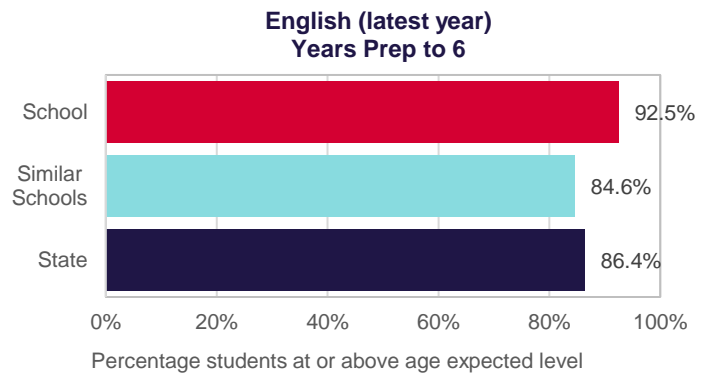
LEARNING

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.

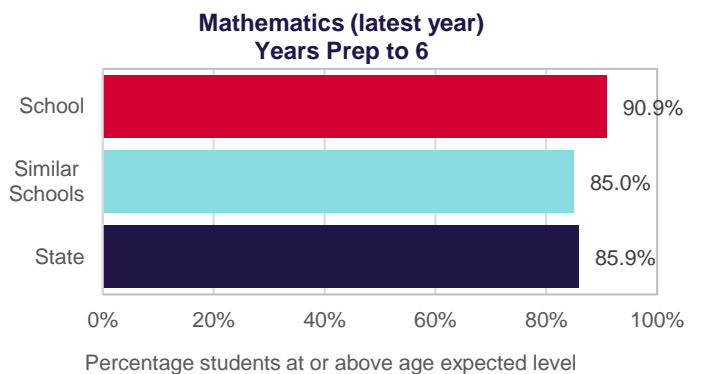
Teacher Judgement of student achievement against the Victorian Curriculum

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

	Latest year (2024)
English Years Prep to 6	
School percentage of students at or above age expected standards:	92.5%
Similar Schools average:	84.6%
State average:	86.4%



	Latest year (2024)
Mathematics Years Prep to 6	
School percentage of students at or above age expected standards:	90.9%
Similar Schools average:	85.0%
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.

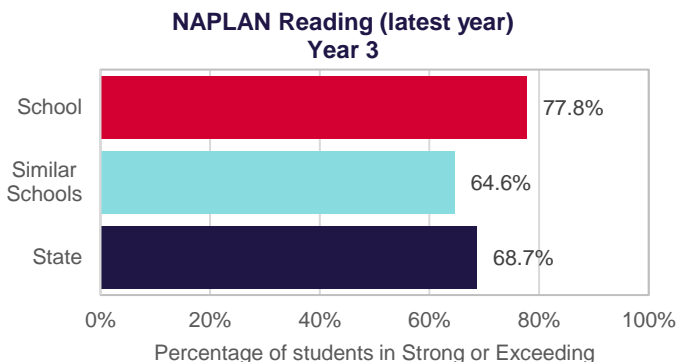
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

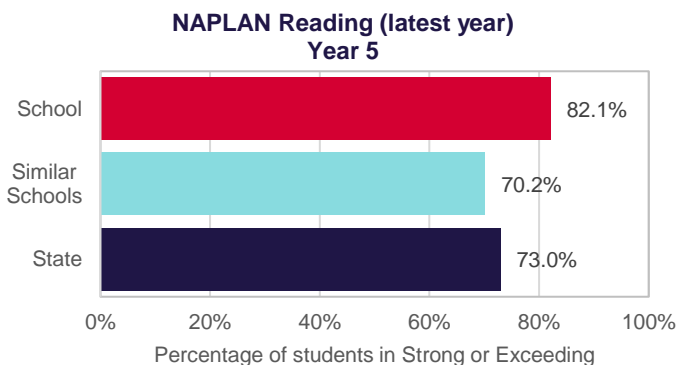
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	81.0%
Similar Schools average:	64.6%	65.2%
State average:	68.7%	69.2%



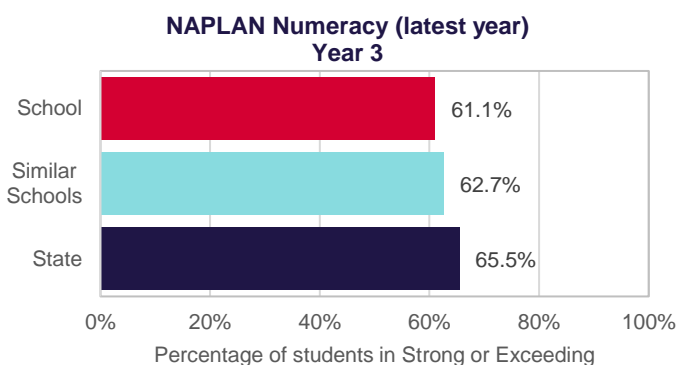
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.1%	81.4%
Similar Schools average:	70.2%	73.7%
State average:	73.0%	75.0%



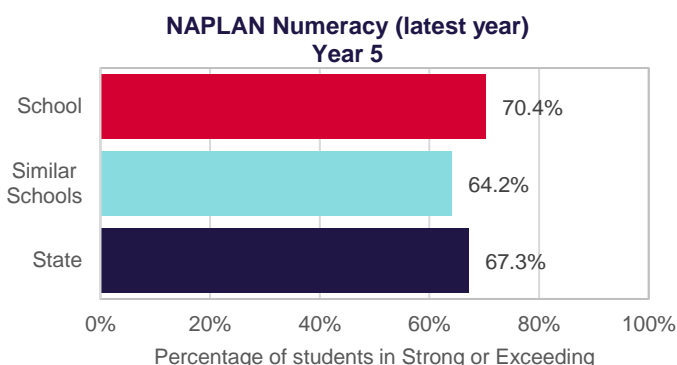
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.1%	74.4%
Similar Schools average:	62.7%	65.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.4%	76.2%
Similar Schools average:	64.2%	65.4%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

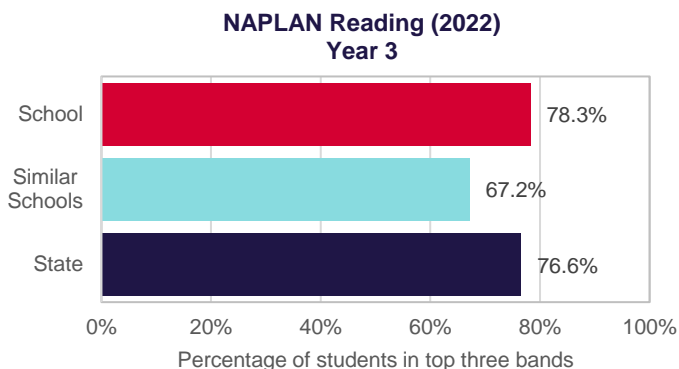
78.3%

Similar Schools average:

67.2%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

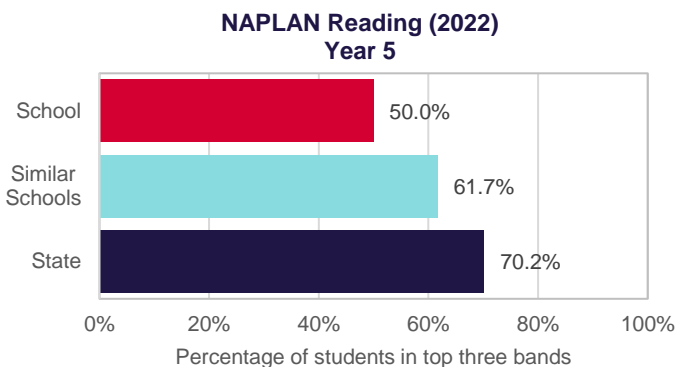
50.0%

Similar Schools average:

61.7%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

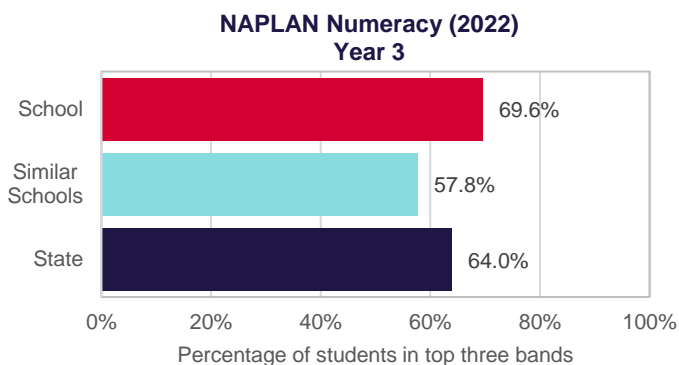
69.6%

Similar Schools average:

57.8%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

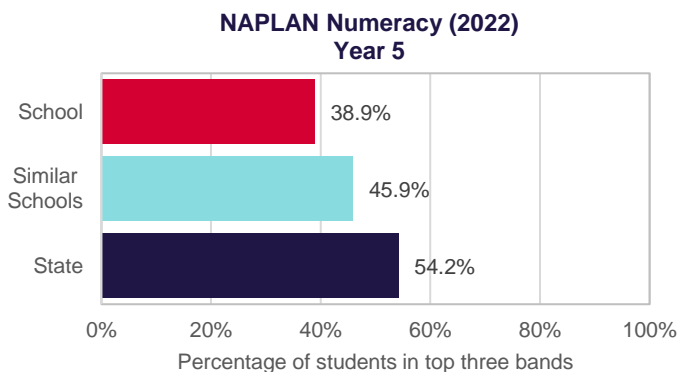
38.9%

Similar Schools average:

45.9%

State average:

54.2%



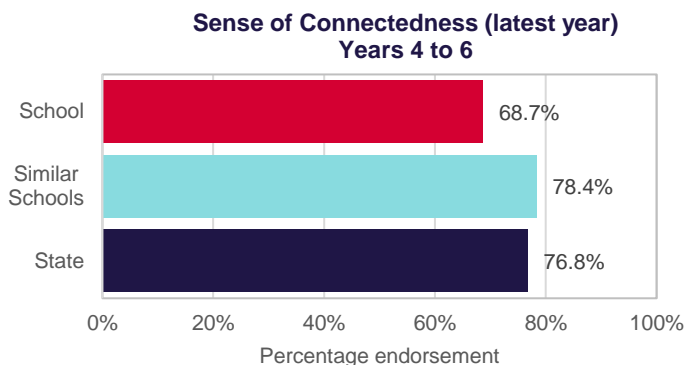
WELLBEING

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 percentage 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).

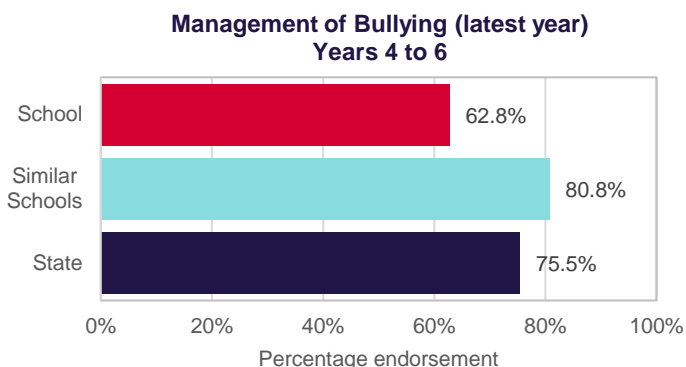
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	68.7%	79.9%
Similar Schools average:	78.4%	78.1%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	62.8%	75.8%
Similar Schools average:	80.8%	79.3%
State average:	75.5%	76.3%



ENGAGEMENT

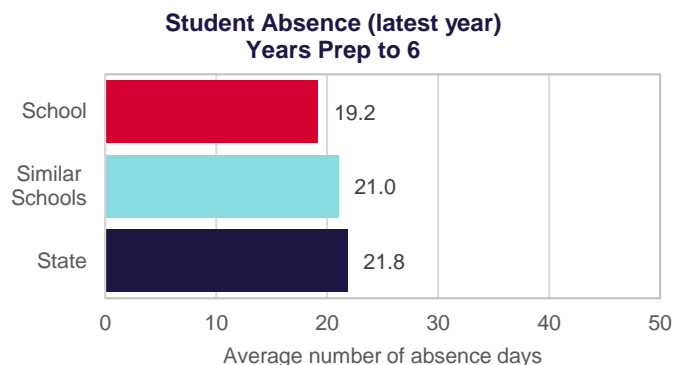
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	19.2	17.1
Similar Schools average:	21.0	19.7
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	92%	91%	91%	90%	88%	91%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,651,617
Government Provided DET Grants	\$391,715
Government Grants Commonwealth	\$5,895
Government Grants State	\$7,308
Revenue Other	\$34,173
Locally Raised Funds	\$88,550
Capital Grants	\$0
Total Operating Revenue	\$2,179,258

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,506
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$43,506

Expenditure	Actual
Student Resource Package ²	\$1,677,169
Adjustments	\$0
Books & Publications	\$275
Camps/Excursions/Activities	\$43,674
Communication Costs	\$1,775
Consumables	\$29,197
Miscellaneous Expense ³	\$34,825
Professional Development	\$16,055
Equipment/Maintenance/Hire	\$57,295
Property Services	\$103,096
Salaries & Allowances ⁴	\$77,491
Support Services	\$0
Trading & Fundraising	\$51,786
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,783
Utilities	\$24,659
Total Operating Expenditure	\$2,120,080
Net Operating Surplus/-Deficit	\$59,179
Asset Acquisitions	\$2,720

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$358,390
Official Account	\$6,234
Other Accounts	\$0
Total Funds Available	\$364,624

Financial Commitments	Actual
Operating Reserve	\$73,818
Other Recurrent Expenditure	\$8,025
Provision Accounts	\$0
Funds Received in Advance	\$122,295
School Based Programs	\$4,253
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$31,650
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$48,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$288,042

All funds received from the Department of Education, 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.

