

2015 Annual Report to the School Community

Little River Primary School

School Number: 1961



Name of School Principal:

Pamela Heane

Name of School Council President:

Tanya Fenton

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Little River Primary School offers its students an attractive, safe, engaging and modern learning environment in a peaceful semi-rural setting. Our fundamental moral purpose is to enable every student to reach their full academic, social, emotional and physical potential. We care about the well-being of the whole child. We are a KIDSMATTER School.

High expectations, understanding and inclusion, respect and responsibility are the core values used to support students to become positive citizens within the local and global community and to show care for our planet and its people.

We strive for our 120 students to become motivated and independent learners through the provision of differentiated teaching in order to meet students' individual learning needs. The School Community's interest in the environment and healthy lifestyles has led to a strong focus on Science and Physical Education including the Bluearth program. Our strong data in Literacy and Numeracy is the result of a committed focus and rigorous staff professional learning. We offer an up-to-date, comprehensive ICT program integrated across the curriculum. We embrace the eSmart program which emphasizes safety and responsibility on-line.

The school actively nurtures and encourages an educational partnership with parents and the local and broader community.

The school has 12.80 equivalent full-time staff: 1 Principal Class member, 8.2 EFT teachers and 4.8 educational support staff.

A stimulating and fun 'Out of School Hours Care' Program operates from 7am-8:45am and 3:30-6:30pm every school day.

Achievement

Little River Primary School is proud of its achievements in student learning. In 2015 the Year 3 NAPLAN results were higher than school comparison in Reading (4 year average), in Numeracy and in the Numeracy (4 year average). The LRPS's Grade 5 NAPLAN achievement was higher in the 4 year average for Reading and was similar in Numeracy and in Numeracy (4 year average) in School Comparison.

A literacy focus on writing and spelling and a numeracy focus utilizing mathematics specialization are expected to make future gains in student learning. Raising the capacity of teachers through professional learning is seen as a vital component to ensure all staff members are highly skilled and confident in order to meet the needs of each child. Mathematics Coaches in 2014/2015 underpin the future gains in Numeracy. Differentiating the curriculum and personalizing programs to meet the diverse individual need is our aim. A 'gifted' education program, Reading Recovery, visible learning displays and the use of Individual Learning Improvement Plans assists students to reach their personal goals. Student-led conferences and frequent communication ensure parents are informed of learning successes and the steps that the student requires for their next level of learning.

Engagement

Our student engagement and enjoyment of school as derived from the Attitudes to School Survey is higher than comparison schools and 'All Schools' and has proven to be consistently high over 4 years.

Illness and extended family holidays are by far the main reasons for student absences.

Student leadership, Junior School Council (JSC), student forums and inquiry learning all encourage and ensure student 'voice'.

Celebrations and feedback to students and parents of student successes is a daily occurrence as students strive to achieve their own individual learning goals.

Whole school assembly, led by the School Captains, is also a time for student achievements to be publicly acknowledged.

A vibrant and engaging Science program is offered to all students with sustainability of the environment as a feature.

The Indonesian Language Program is based on a whole school approach where music, games and technology are integral to the program and CLIL (Content and Language Integrated Learning) is employed as one method to encourage full engagement.

A term of Performing Arts with an annual stage presentation is a curriculum highlight. Visual Art is taught with enthusiasm and flair.

Student Representatives attend School Council to give the JSC report and are active leaders and organizers for the Senior Citizens' Luncheon held each December.

A varied camping program begins in Grade 3 in order to give opportunities for relationship development and stimulating extra-curricula activities such as bike-riding, tours of Melbourne's significant landmarks and surfing.

Information Technology is used as an engaging learning tool and the students from Grade 4-6 have a personal device.

Wellbeing

The welfare of the student is at the heart of all decisions made at Little River Primary.

Bullying and exclusion are not accepted. 'Doing our best' and 'trying hard' are encouraged.

Little River PS is continuing with the KIDSMATTER initiative where the art work and slogan of "Every Face Has a Place" ensures each child felt a sense of belonging and inclusion which then led to module 2 where there was explicit and weekly timetabled teaching of 'social and emotional' learning and skills through the Bounce Back Program. Module 3 & 4 were undertaken with assistance from the CASEA (CAMHS and Schools Early Action) Program from the Royal Melbourne Hospital to ensure individual student needs were addressed.

All staff members are trained to be mindful that the mental health of students contributes to success and happiness at school.

The Bluearth physical education program encourages students to persevere, strive for their personal best, to be honest, resilient and to have an awareness of 'self'.

A Chaplaincy Program and a well-being Team assist students who require additional support.

Little River PS has a strong transitions program to support our students. The Kindergarten to Foundation transition is exceptional with our local kindergarten. It begins with visits to the kindergarten by our Grade 5 students who provide 'buddy' support and friendship to new Preps during their first year in Foundation and their following school years.

Productivity

LRPS is proactive in effectively identifying and managing resources (people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities) to the best possible effect and in the best possible combination to support improved student outcomes. This claim is supported by the high levels of achievement, engagement and wellbeing. Evidence of this effectiveness and management include:

A balanced staff profile

Programs and strategies that clearly focus on building teachers' expertise

The use of targeted training and coaching to help build leader and teacher capacity, including a Numeracy allocation of \$240,000 for mathematics specialization

Professional learning for staff through weekly professional development sessions using the whole staff as one learning team

An effective distributed leadership structure

The use of well-designed and fit for purpose learning spaces

Well planned and attractively maintained grounds and playing spaces

Various, systematic assessments for identifying student learning needs and the timely, resultant resource reallocation

Stimulating student engagement and wellbeing programs

Dedicated Mathematics, Science, Wellbeing, Indonesian and Literacy specialists working across the whole school.

For more detailed information regarding our school please visit our website at
<http://www.lrps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 120 students were enrolled at this school in 2015, 50 female and 70 male. There were 0% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



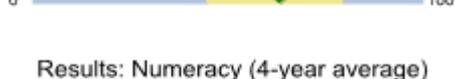
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>41%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>47%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>65%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>53%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	56%	25%	Numeracy	41%	41%	18%	Writing	35%	47%	18%	Spelling	18%	65%	18%	Grammar and Punctuation	24%	53%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>89 %</td> <td>90 %</td> <td>91 %</td> <td>93 %</td> <td>89 %</td> <td>90 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	91 %	93 %	89 %	90 %	87 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	91 %	93 %	89 %	90 %	87 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

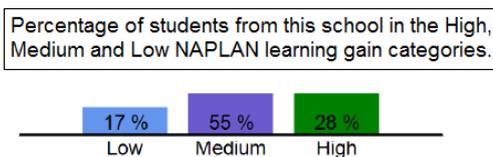
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

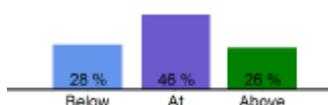
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,085,246	High Yield Investment Account	\$6,294
Government Provided DET Grants	\$174,967	Official Account	\$27,704
Government Grants Commonwealth	\$43,449	Other Accounts	\$51,952
Revenue Other	\$1,521	Total Funds Available	\$85,949
Locally Raised Funds	\$158,282		
Total Operating Revenue	\$1,463,465		
Expenditure		Financial Commitments	
Student Resource Package	\$1,051,080	Operating Reserve	\$57,482
Books & Publications	\$2,176	Capital - Buildings/Grounds incl SMS<12 months	\$28,467
Communication Costs	\$4,664	Total Financial Commitments	\$85,949
Consumables	\$38,861		
Miscellaneous Expense	\$94,846		
Professional Development	\$4,429		
Property and Equipment Services	\$82,258		
Salaries & Allowances	\$86,221		
Trading & Fundraising	\$32,001		
Utilities	\$11,964		
Total Operating Expenditure	\$1,408,500		
Net Operating Surplus/-Deficit	\$54,966		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Little River Primary School ended 2015 maintaining a sound financial position.

The Little River Primary School Council is saving for a veranda on the North side of the school in order to reduce heat in classrooms in the summer and provide shelter from the rain in the winter. A separate ATO approved Building Fund has been established for this purpose ("Other Account"). At the end of 2015 this account contained over \$51,900. The Country Fair held each March is contributing to raise funds for this building project as are Parents and Friends who raised over \$10,800 in 2015.

2014 and 2015 saw LRPS receive a very significant Grant which provided Little River Primary School with the opportunity to be part of the Mathematics Specialization Program. This Grant pays for the training and for 2 x 0.5 teachers to raise the capacity of staff to teach mathematics in order to improve student outcomes in mathematics. 2014 and 2015 were the years for this specialization grant to be expended. Little River Primary School continued to utilize the Grant for the Chaplaincy Program providing a 0.4 Chaplain.

