

2018 Annual Report to The School Community



School Name: Little River Primary School (1961)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 02 April 2019 at 09:58 AM by Pamela Heane
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 08 April 2019 at 07:31 AM by Leanne Robertson
(School Council President)

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 wellbeing of the whole child and this imperative is at the centre of all decisions.

Respect, Responsibility, High Expectations and Understanding & Inclusion are the core values used to support students to become positive citizens within the local and global community.

We strive for the 148 students to become motivated and independent learners through the provision of a differentiated curriculum to meet student's individual learning needs and to encourage attendance and engagement by all students. There is a committed focus on rigorous staff professional learning. LRPS offers a comprehensive ICT program which is integrated across the curriculum. We embrace the eSmart Program which emphasises safety and responsibility online. The school actively encourages an educational partnership with parents, families and the local community.

The school has 16.3 equivalent full time staff.: 1 Principal class, 1 Learning Specialist, 8.4 teachers and 5.9 educational support staff.

Camp Australia operates a stimulating 'Out of School Hours Care' program: 7am-8:45am and 3:30-6:15pm.

Framework for Improving Student Outcomes (FISO)

The FISO initiatives for 2018 are:

- Building Practice Excellence within the priority of Excellence in Teaching and Learning.
- Curriculum Planning and Assessment within the priority of Excellence in Teaching and Learning.
- Empowering Students and Building School Pride within the priority area of Positive Climate for Learning.

These initiatives align with the strategic direction and priorities of the 2018-2021 Strategic Plan, building the capacity of staff through a Community of Practice to implement academically rigorous and targeted teaching and learning programs. These whole school teaching practices have laid the foundation for continual improvement and maintenance of consistency across the school. Teaching at the point of need for each individual student and the utilisation of visible learning goals ensures students know where they are in their learning and 'where to next'. Learning Intentions and Success Criteria, in concert with Constructive Feedback, is evident in all classrooms.

Achievement

Little River Primary School is proud of its achievements in student learning. LRPS results are based on a statistically small sample of students in each cohort and therefore can vary significantly from year to year. For Grade 3 NAPLAN READING the percentage of students in the top three bands is similar to School Comparisons for the 2018 cohort and similar over a four-year average. For Grade 3 NAPLAN NUMERACY the percentage of students in the top three bands is higher than School Comparisons for the 2018 cohort and also higher over a four-year average. The percentage of Grade 5 students in the top three bands for NUMERACY in NAPLAN is lower than school comparisons for the 2018 cohort and also lower over a four-year average. The percentage of Grade 5 students in the top three bands for NAPLAN READING is similar to school comparisons and also similar over a four-year average.

Teacher Judgements of student achievement for all students in Prep-Grade 6, who are working at or above age expected standards in English and Mathematics, is higher than School Comparisons.

From an awareness of healthy lifestyles, there is an emphasis on sport and PE and competing against other schools confirms our expertise and learned skills. Interest in STEAM and Robotics resulted in the school cooperatively and successfully competing against many much larger schools in Robotics.

Engagement

Our students' engagement with school and enjoyment of school, as derived from the Attitudes to School Survey, is higher than comparison schools and has proven to be consistently high over previous years. Sense of Connectedness among students is significantly higher than School Comparisons indicating happy and ready-to-learn students. Management of Bullying is also shown by the Attitudes to School Survey as endorsed by the students, and is significantly higher than school comparisons.

Illness and extended family holidays are the major reasons for absence. Absence data for 2018 is similar to like-schools. Absence data over a 4 year average, is lower than the state.

Celebrations of new learning and feedback to students and parents is a daily occurrence as students strive to achieve their individual learning goals. Whole School assembly, led by the School Captains, is a time for student learning and achievements to be publicly recognised. A term of Performing Arts with an annual stage presentation is a curriculum highlight. Junior School Council (JSC), under the leadership of a designated teacher, is responsible for a fundraising activity for a charity once a term which involves the whole school. JSC are represented at School Council meetings and JSC facilitate a Senior Citizens Luncheon at Christmas time. Information Technology is utilised as an engaging learning-tool and all students have access to a device. A varied camping program begins in Grade 3 and provides networking opportunities with students from other small schools.

Wellbeing

The Welfare of the student is at the heart of all decisions made at Little River Primary School. Bullying and exclusion are not accepted. 'Doing our best' and persevering are encouraged and celebrated as we begin our work on developing a Growth Mindset. Social and Emotional learning and modelling of social skills are taught explicitly to address individual student social needs and students' sense of belonging.

The School Wide Positive Behaviour Support (SWPBS) is being embedded using the Behaviour Matrix to teach expected behaviour. All staff are trained in trauma related conduct and staff are skilled and mindful that the mental health and wellbeing of students is a prerequisite for learning. A Chaplaincy Program and a wellbeing team assist students in need of additional support.

LRPS has exceptional transition programs into school from kindergarten and onto Secondary educational settings.

In 2018, staff fully implemented Respectful Relationships across all classrooms.

Financial performance and position

The Little River Primary School Community saved for Stage 2 of the veranda on the North side of the school in order to reduce heat in the 'Building the Education Revolution' (BER) Hall, provide sun-smart play areas on hot days and protection from rain. A separate ATO approved Building Fund has been established for this purpose ("Other Account"). At the end of 2018 this account was down to \$2,279 after Stage 2 was completed late in 2018. The Country Fair, held each March, has contributed to this building project, as has a vibrant and hard-working Parents and Friends Association who raised a profit of around \$5,000 in 2018, some of which contributed to the Building Fund.

Little River Primary School continues to utilise the Chaplaincy Program Grant which provides a Chaplain for 2 days a week at a modest cost to the school.

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.

For more detailed information regarding our school please visit our website at
<https://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 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 148 students were enrolled at this school in 2018, 65 female and 83 male.

3 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.



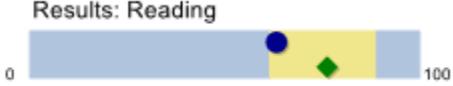
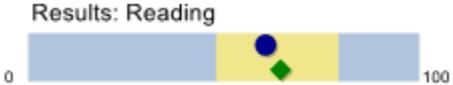
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</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: ◆

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>● Similar</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>● Similar</p> <p>○ Lower</p> <p>○ Lower</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: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <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>24%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>44%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>44%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>56%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	53%	24%	Numeracy	24%	47%	29%	Writing	39%	44%	17%	Spelling	28%	44%	28%	Grammar and Punctuation	17%	56%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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: 

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <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>93 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	94 %	91 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	94 %	91 %	91 %	92 %										

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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,406,505	High Yield Investment Account	\$29,299
Government Provided DET Grants	\$219,174	Official Account	\$31,659
Government Grants Commonwealth	\$6,726	Other Accounts	\$2,279
Revenue Other	\$1,495	Total Funds Available	\$63,237
Locally Raised Funds	\$152,043		
Total Operating Revenue	\$1,785,943		
Equity¹			
Equity (Social Disadvantage)	\$71,018		
Equity Total	\$71,018		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,405,306	Operating Reserve	\$40,210
Books & Publications	\$2,403	Other Recurrent Expenditure	\$3,213
Communication Costs	\$4,763	Funds Received in Advance	\$15,872
Consumables	\$41,062	Maintenance - Buildings/Grounds < 12 months	\$3,942
Miscellaneous Expense ³	\$112,255	Total Financial Commitments	\$63,237
Professional Development	\$4,641		
Property and Equipment Services	\$122,301		
Salaries & Allowances ⁴	\$31,908		
Trading & Fundraising	\$31,430		
Utilities	\$14,630		
Total Operating Expenditure	\$1,770,700		
Net Operating Surplus/-Deficit	\$15,243		
Asset Acquisitions	\$0		

(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 15 March 2019 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 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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').