

2020 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 2020 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 29 March 2021 at 01:44 PM by Gavin Nelson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 08:42 AM by Leanne Robertson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

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 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 our school, local and global community.

We advocate for all 150 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. There is a committed focus on rigorous staff professional learning. Little River Primary School 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. Little River Primary School is supported by an energetic School Council and Parents and Friends Club which highly value and actively encourage widespread parent and wider community involvement. The school has 13.0 teaching staff, with 10.1 full-time equivalent teaching staff. 7.0 non teaching staff and 5.3 full-time equivalent non-teaching staff. Little River Primary School has a now substantive principal as of June, 2020. Camp Australia operates a stimulating 'Out of School Hours Care' program five days per week from 7:00am-8:45am and 3:30-6:15pm.

Framework for Improving Student Outcomes (FISO)

The FISO initiatives for 2020 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.

Due to the impact of COVID-19, we were unable to fully implement our 'community of practice' within the school context and also across the network. Staff meetings via WebEx gave staff the opportunity to maintain some sort of consistency of teaching across the year levels. Staff are eagerly awaiting the Professional Learning that Professional Learning Communities will allow them.

Achievement

Little River Primary School is proud of its achievements in student learning. Little River Primary School results are based on a statistically small sample of students in each cohort and therefore can vary significantly from year to year. Teacher judgements showed that measurable progress was made toward realising the AIP goal for student achievement, with most aspects of the targets for student learning achieved. With the 2020 NAPLAN being cancelled, we obviously did not have data to compare the previous year.

Some patterns observed in these indicators were:

During Remote Learning staff utilized online resources for content-delivery and collected student work samples to

assess student learning and set future learning goals. Teacher judgement of student achievement showed the percentage of students at or above age expected standards in English (P-6) and Maths (P-6) were below state average.

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 successfully against many larger schools in Robotics. The school also benefited from Sporting Schools grants which directly impacted on all students when in attendance.

Engagement

Due to the impact of COVID-19, in Terms 1-3 we were unable to provide constant opportunities for parents to view student progress in their traditional ways. During Remote Learning parents/carers commented about the learning progress their children were making at home. The average number of student absence days was greater than state average. Future directions include dedicating time for learning showcase events to occur at school, dedicating time for staff professional learning to share Quality Learning Tasks with parents/carers and promoting our teaching strategies/approaches to community/parents/carers. 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. 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, the JSC Senior Citizens lunch was another of many casualties throughout the year due to COVID restrictions. Information Technology is utilised as an engaging learning-tool and all students have access to a device. Our varied camping program and Year 2 sleepover were also cancelled.

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. We are all about inclusion. ‘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) continues to be embedded using the Behaviour Matrix to teach expected behavior at all year levels. 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 2020, staff continued to successfully implement Respectful Relationships across all our year levels via remote and flexible learning.

Financial performance and position

Little River Primary School has completed a significant amount of grounds and building projects. Money provided by the Victorian Government through the Maintenance Blitz has funded many upgrades around the school; new flagpoles, shade sails, painting in the office area and corridor, ongoing repair and maintenance of the artificial turf and basketball court surfaces, new lighting in the gymnasium and improved garden and seating areas. The Department of Premier and Cabinet also contributed funding towards a new playground, goals posts and a long awaited upgrade to the school oval. Other additions to the school via grants; school house signage and an access ramp to the hub. The unexpected arrival of Covid-19 impacted fundraising initiatives during 2020 but the school managed to cover expenditure through small fundraising initiatives when possible and turn a profit of \$3890 for the 2020 year. Little River Primary School continues to utilise the Chaplaincy Program Grant which provides a Chaplain at the school for 3 days per fortnight. This program is cost neutral to the school. The annual 2020 result was a surplus of \$47718 in the SRP credit line. Covid 19 also meant that our cash spending

was significantly lower than budgeted for which has resulted in carry forward funds.

For more detailed information regarding our school please visit our website at www.lrps.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.

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 151 students were enrolled at this school in 2020, 72 female and 79 male.

NDP 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) which takes into account parents' occupations and education.

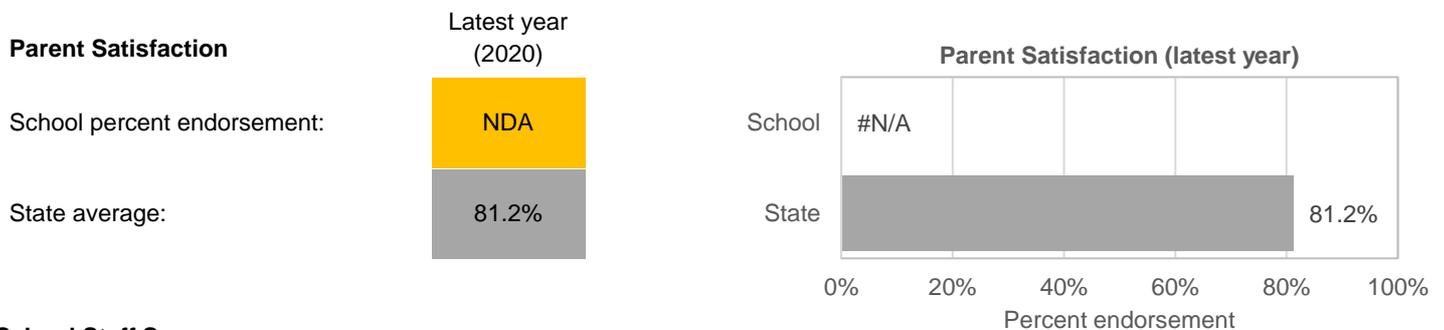
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

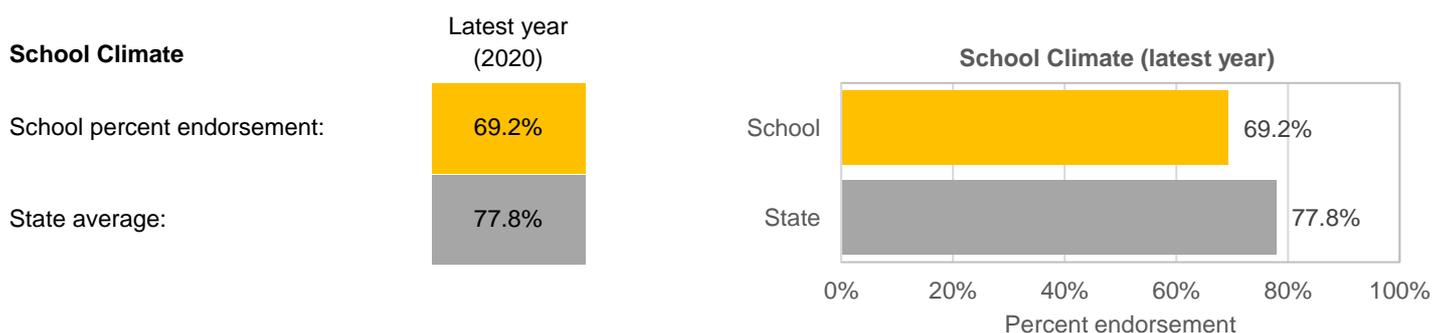


School Staff Survey

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.



ACHIEVEMENT

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.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

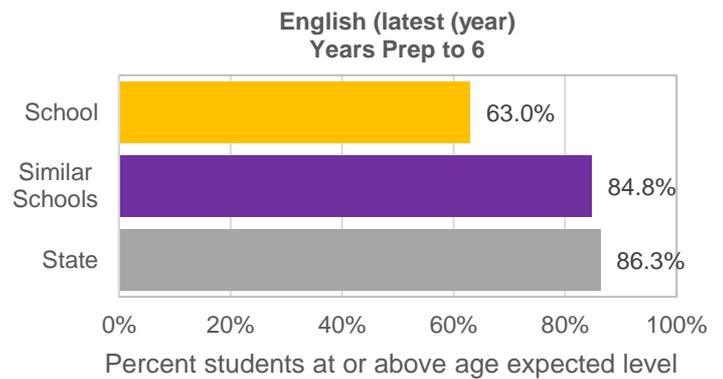
63.0%

Similar Schools average:

84.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

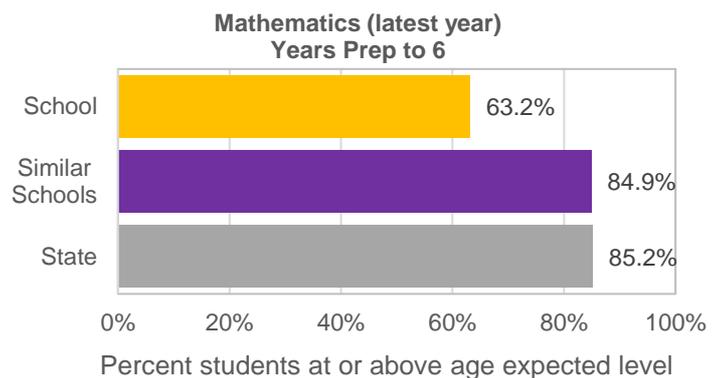
63.2%

Similar Schools average:

84.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

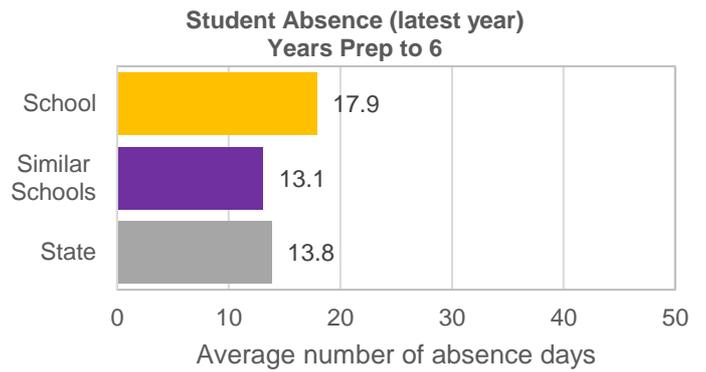
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.9	16.5
Similar Schools average:	13.1	14.8
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	93%	90%	92%	88%	92%	91%

WELLBEING

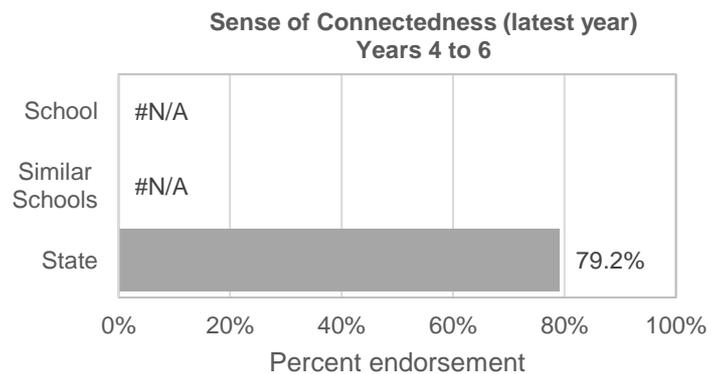
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	96.7%
Similar Schools average:	NDP	78.7%
State average:	79.2%	81.0%



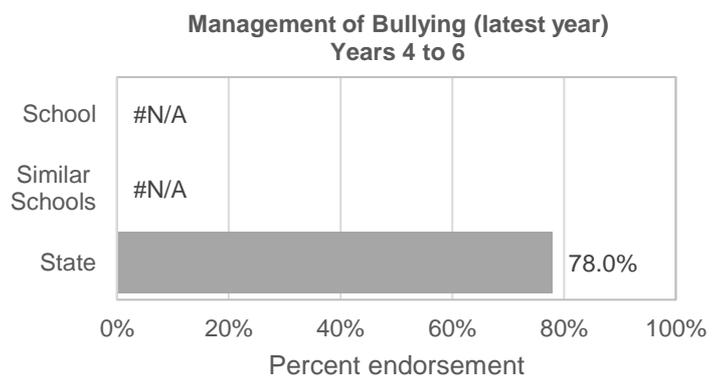
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	97.3%
Similar Schools average:	NDP	80.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,432,644
Government Provided DET Grants	\$190,357
Government Grants Commonwealth	\$5,663
Government Grants State	NDA
Revenue Other	\$3,065
Locally Raised Funds	\$58,447
Capital Grants	NDA
Total Operating Revenue	\$1,690,175

Equity ¹	Actual
Equity (Social Disadvantage)	\$60,211
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$60,211

Expenditure	Actual
Student Resource Package ²	\$1,384,926
Adjustments	NDA
Books & Publications	\$1,291
Camps/Excursions/Activities	\$837
Communication Costs	\$3,282
Consumables	\$25,464
Miscellaneous Expense ³	\$6,971
Professional Development	\$1,135
Equipment/Maintenance/Hire	\$33,757
Property Services	\$39,305
Salaries & Allowances ⁴	\$11,768
Support Services	\$56,753
Trading & Fundraising	\$11,205
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$13,561
Total Operating Expenditure	\$1,590,254
Net Operating Surplus/-Deficit	\$99,922
Asset Acquisitions	\$6,053

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$83,598
Official Account	\$23,174
Other Accounts	\$1,580
Total Funds Available	\$108,351

Financial Commitments	Actual
Operating Reserve	\$30,619
Other Recurrent Expenditure	\$1,556
Provision Accounts	NDA
Funds Received in Advance	\$9,085
School Based Programs	\$3,765
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$1,500
Maintenance - Buildings/Grounds < 12 months	\$24,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$70,525

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.