

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 13 April 2023 at 11:48 AM by Gavin Nelson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 May 2023 at 12:06 PM by Jacqui Dyson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

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

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Little River Primary School offers all 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 their families. This imperative is at the centre of all decisions made at our school. A total of 132 students were enrolled at this school in 2021. 5 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander. This school's SFOE band value is: Low - Medium Respect, Responsibility, High Expectations and Understanding & Inclusion are the core values used to support students to become confident, positive citizens within the local and global community. We advocate for all our 132 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. There is a committed focus on rigorous staff professional learning. Our Professional Learning Communities (PLCs) is the vehicle by which our curriculum planning occurs weekly. 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. The school has 13.8 equivalent full time staff.: 1 Principal class, 1 Learning Specialist, 6.80 teachers and 4.95 Educational Support Staff. 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. Whilst having all of the benefits of a semi-rural setting, Little River Primary School is also part of the South Western Region of schools. Together with other schools both small and large, the students at Little River benefit from access to collaborative sporting opportunities. There is a strong and trusting relationship between the parents and staff, with high levels of parent participation on School Council and in the form of a vibrant Parents and Friends Association. Our Little River Country Fair is our major fundraiser which we are looking forward to running again. The buildings at Little River Primary School offer flexibility and allow both internal and external environments to be utilized as learning spaces. Externally, the school maintains additional quiet seating areas for students, as well as safe and secure play spaces with a rural backdrop. The school invested in further professional learning late 2022 with the Trauma Informed Berry Street Model. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

The beginning of 2022 saw Little River begin the next School Strategic Plan (2021 - 2025). The Panel agreed after examining the student learning data for the period of the previous strategic plan, that a continued focus on improving student learning outcomes was a priority for the school, with an initial focus on reading and now numeracy as a network collective. The other major goal was to improve student wellbeing. The Panel agreed that the experience of repeated periods of on site and remote learning in the two years preceding the school review was a strong rationale for the school to focus on the wellbeing of students as a priority. These initiatives align with the strategic direction and priorities of the 2021 - 2025 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.

Wellbeing

The welfare of the student is at the heart of all decisions made at Little River Primary School. Bullying and exclusion not accepted in any way what so ever.. We are all about inclusion and assisting all our students to make the most of every day at school. '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 through the Respectful Relationships Curriculum. The School Wide Positive Behaviour Support (SWPBS) continues to be embedded using the Behaviour Matrix to explicitly teach expected behaviour 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. Little River Primary School has exceptional transition programs into school from kindergarten and onto Secondary educational settings. In 2022, staff have continued to successfully

implement Respectful Relationships across all our year levels. Our students' sense of connectedness remains strong considering we've still just come out of two years of interrupted schooling. 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). Sense of Connectedness Years 4 to 6 Latest year (2022) 4-year average School percent endorsement: 97.0% and 84% Similar Schools average: 84% for State average, 86% Network Schools and 84% Similar schools.

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. Student Absence Years Prep to 6 Latest year (2024) 4-year average School average number of absence days 20+ was 51%, 48% for Similar Schools average, 44% for the State average and 50% for our local network of schools. 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 but unfortunately was not able to occur due to the pandemic. 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. Information Technology is utilised as an engaging learning-tool and all students have access to a device across the school. Much to the delight of our families and students, our excursion and camp programs began again. Hoping these can run as per planned in 2023. The school community engages with the school values of – HIGH EXPECTATIONS, UNDERSTANDING AND INCLUSIVE, RESPONSIBILITY AND RESPECT – which have a strong presence throughout the school each day. In line with the School Wide Positive Behaviour framework, Little River Primary School acknowledges and rewards positive behaviours through its effective Junior School Council. These awards are an important part of the school culture, and are celebrated in our fortnightly newsletter and at our weekly whole school assemblies.

Financial performance

Little River Primary School currently has had an Acting Business Manager due to the school's Business Manager being on an Administration transfer to another Primary School. We will be in a position 2023 May to advertise this position substantively. The school has maintained a secure financial position throughout the past year with the school finishing the year with a surplus. Late in the year funds from the school's SRP credit side were transferred to cash to pay for a CRT to enable staff to conduct a more personalised tutor program for the students. While fundraising was limited during the year due to covid restrictions the school was able to conduct a few smaller fundraising activities, we look forward to holding our annual fundraising events again in the future. We did hold our Little River Fair which was based around 'getting the community' back together again. A small profit was made out of this event. The school was able to successfully build a natural play space for the students as we were successful in applying for a playground upgrade grant. Equity funding was utilised during the year to support our students through essential assessment testing resources and upgrading technology equipment as well as supporting students' health and wellbeing through various programs.

For more detailed information regarding our school please visit our website at
<https://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 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 136 students were enrolled at this school in 2022, 65 female and 71 male.

4 percent of students had English as an additional language and 4 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).

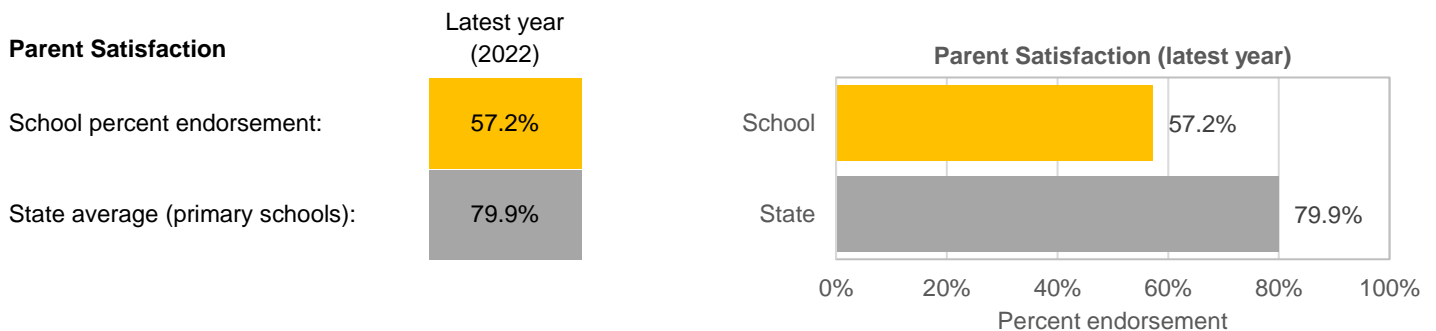
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

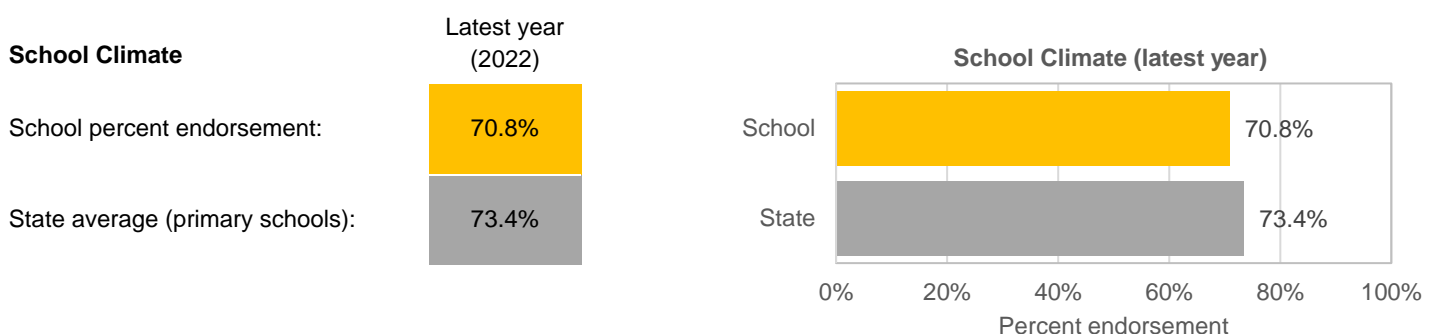


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

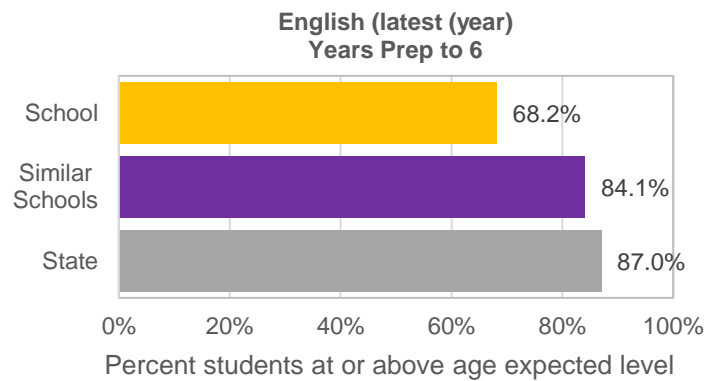
68.2%

Similar Schools average:

84.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

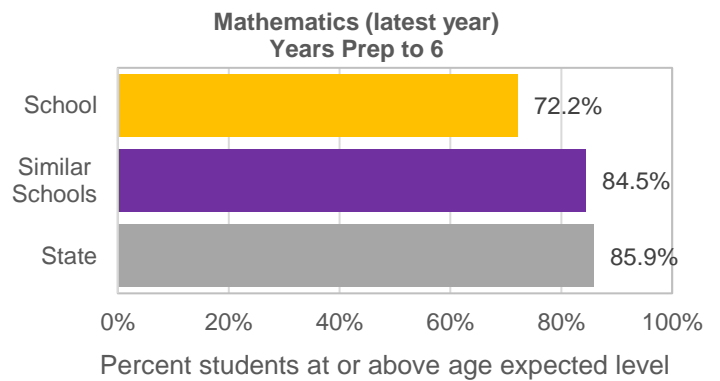
72.2%

Similar Schools average:

84.5%

State average:

85.9%



LEARNING (continued)

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

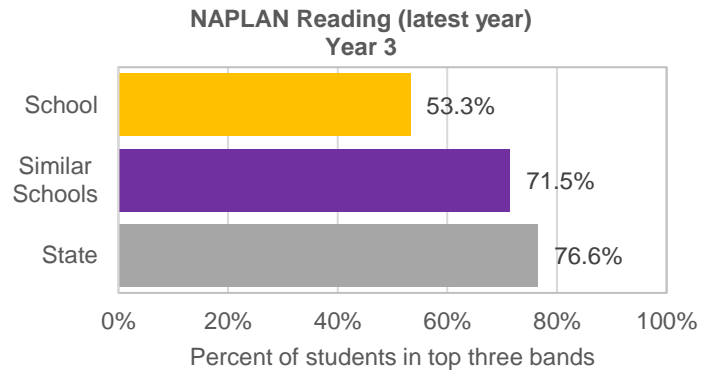
NAPLAN

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

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

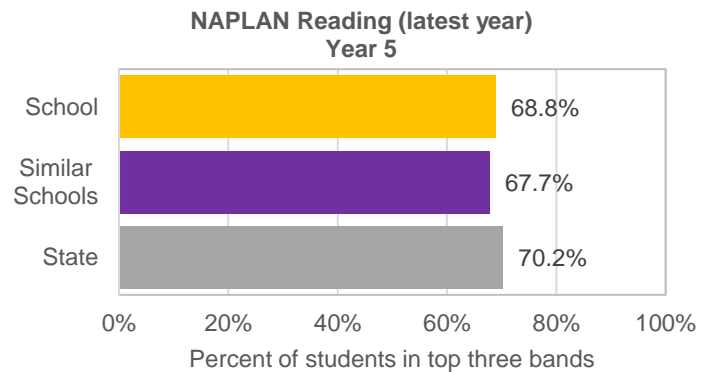
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.3%	53.7%
Similar Schools average:	71.5%	72.0%
State average:	76.6%	76.6%



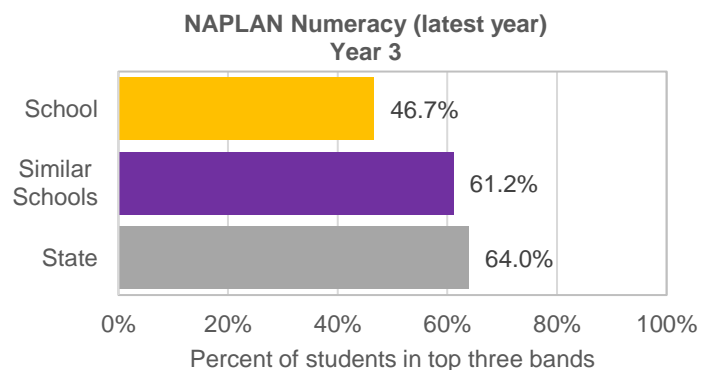
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.8%	61.9%
Similar Schools average:	67.7%	66.2%
State average:	70.2%	69.5%



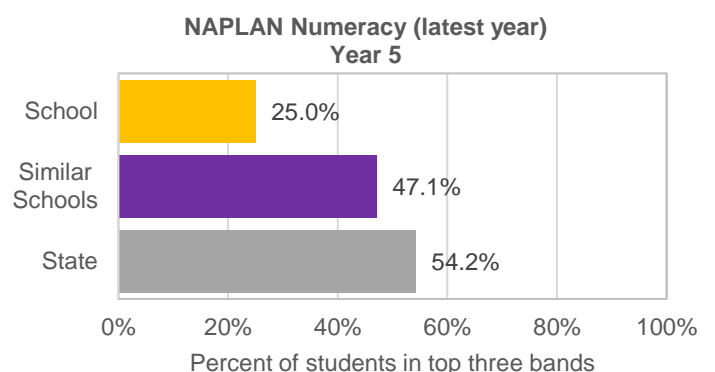
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.7%	59.3%
Similar Schools average:	61.2%	64.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	46.5%
Similar Schools average:	47.1%	51.5%
State average:	54.2%	58.8%



WELLBEING

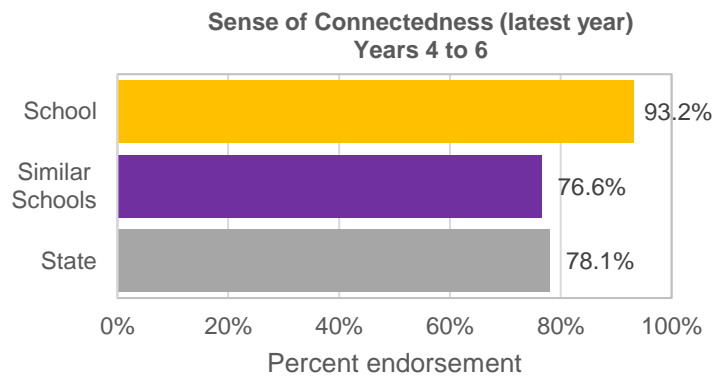
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	93.2%	95.2%
Similar Schools average:	76.6%	77.0%
State average:	78.1%	79.5%

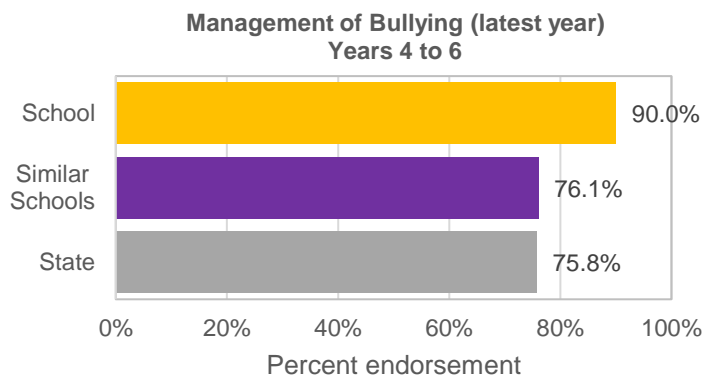


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	90.0%	93.9%
Similar Schools average:	76.1%	77.3%
State average:	75.8%	78.3%



ENGAGEMENT

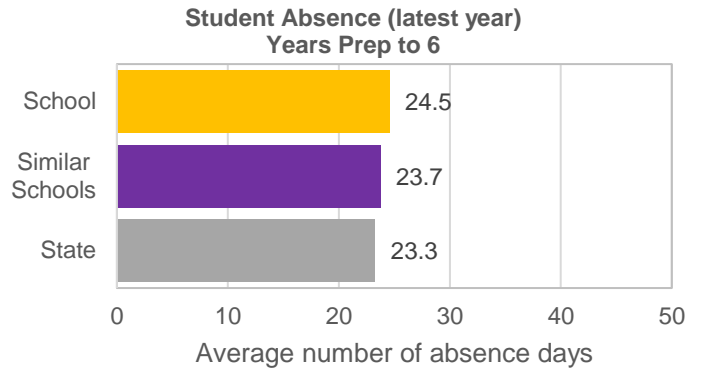
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.5	18.3
Similar Schools average:	23.7	17.3
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	87%	88%	90%	87%	89%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,612,617
Government Provided DET Grants	\$219,693
Government Grants Commonwealth	\$9,178
Government Grants State	\$29,300
Revenue Other	\$9,306
Locally Raised Funds	\$78,721
Capital Grants	\$22,698
Total Operating Revenue	\$1,981,513

Equity ¹	Actual
Equity (Social Disadvantage)	\$50,481
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$50,481

Expenditure	Actual
Student Resource Package ²	\$1,542,003
Adjustments	\$0
Books & Publications	\$653
Camps/Excursions/Activities	\$39,240
Communication Costs	\$1,396
Consumables	\$30,574
Miscellaneous Expense ³	\$4,879
Professional Development	\$4,598
Equipment/Maintenance/Hire	\$33,350
Property Services	\$28,709
Salaries & Allowances ⁴	\$37,692
Support Services	\$86,830
Trading & Fundraising	\$14,631
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,768
Total Operating Expenditure	\$1,841,325
Net Operating Surplus/-Deficit	\$117,491
Asset Acquisitions	\$51,022

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$112,935
Official Account	\$60,042
Other Accounts	\$4,470
Total Funds Available	\$177,446

Financial Commitments	Actual
Operating Reserve	\$42,511
Other Recurrent Expenditure	\$1,898
Provision Accounts	\$0
Funds Received in Advance	\$8,404
School Based Programs	\$12,513
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,850
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$13,300
Capital - Buildings/Grounds < 12 months	\$4,532
Maintenance - Buildings/Grounds < 12 months	\$11,168
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$104,176

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.