

## 2015 Annual Report to the School Community

Longford Primary School

School Number: 1694



Name of School Principal:

Matthew Currie

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Name of School Council President:

Nicholas Macreadie

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Date of Endorsement:

12<sup>th</sup> April 2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

#### 2015 Principal Summary

2015 was another successful year at Longford Primary with several new programs introduced, ongoing success in sporting and musical activities and culminated in the largest 2016 Prep intake at the school in the last 10 years.

Student academic growth continued to be at or above state averages in most areas. The introduction of the VCOP 'Big Write' program in all grades of the school coincided with excellent Naplan growth for our students in Year 3 to Year 5. It also gave our teachers a reliable, consistent assessment guide on marking writing pieces, which will greatly benefit our teaching practise in upcoming years. One area of concern was the stagnation of our student's reading growth over 2015 which was evident both in Naplan and teacher judgements of reading. This was particularly relevant to our boys from Grades 2-4 and is a key goal focus for 2016. Staff also worked extremely hard to develop an academic flowchart which clearly outlines pathways for students well above or behind expected levels in reading and numeracy.

Longford's social skills program is now used by many other schools in the Sale area. In 2015 it was modified to include fortnightly 'learning focuses' which were introduced to students at our Friday Welfare Assembly. This approach came from Guy Claxton's work on 'Building Learning Power' which is designed to explicitly teach students what good learning looks like and the behaviours successful learners demonstrate. This led in a change of language around the school that focused more on student growth rather than just the end result. This work will be further enhanced in 2016.

Extra-Curricular programs continue to provide Longford students with a rich and varied school experience. In 2015, Longford was represented at the Tournament of Minds where we scored third in Gippsland in the Social Sciences section. Longford also won the 'grand slam' in school sports in gaining the swimming, cross country and athletics small schools trophy. Once again our choir had a very successful year and was successful at the Sale and Yarram Eisteddfods. Our music prowess was showcased in our end of year concert, which had an African theme and it involved all students playing the marimbas.

Parent involvement continues to be very strong across many areas at Longford. Due to a shortage of auctioneers the Fair Committee had the unenviable task of modifying the annual Longford Auction and Fair into a one off car boot sale that was held in late November. Thanks to the committee led by Fiona Robinson for their flexibility and hard work during this time. Parents Club, led by Janny Steed, was also very active with fundraising efforts including the Longford Tractor Pull, Bull Sale, numerous student lunches and the whole school fun day at the end of the year.

In summary, we have made significant gains over 2015 and I am confident that the new programs introduced will further support and enrich our students experience at Longford. Secondary School educators comment very favourably on the way Longford students are presented to them and this should be a source of pride for every stakeholder. Thanks to the entire School Community for their hard work over the year, led by our wonderful teaching and support staff who are a pleasure to work with in regards to their professionalism and dedication to our students. Thanks to the School Council led by Nicholas Macreadie and our Parents Club led by Janny Steed for their support over 2015. I look forward to a terrific 2016.

**Matt Currie – Principal**

## Achievement

### 2015 Review

- Longford students have shown improvement in writing growth as evident in the 2015 Naplan results.
- Longford students have shown steady growth in numeracy as evident in the 2015 Naplan results.
- Longford students have shown a decrease in reading growth with 43% of year 5 students experiencing low growth as evident in the 2015 Naplan results.
- Year 3 students show consistently lower results in reading than teacher judgments and Benchmarking scores would indicate.

### 2016 Focus

- Continue to develop and work on our student academic flowchart and individual learning plans for students 12 months ahead or behind the expected level.
- Introduction of phonemic based intervention program for students identified at risk.
- Focus on phonemic strategies as the first approach used when learning to read throughout all Year levels.

## Engagement

### 2015 Review

- Student absences have continued to remain steady in line with state averages. All teachers contact parents if a child has unexplained absences totaling two or more consecutive days.
- Prep – Two absences in 2015 were considerably higher than the rest of the school with P/1 absences averaging around 20 absences per child. This can be partly put down to 3 or 4 families with significant welfare challenges that the school worked with over the year.

### 2016 Focus

- Increase attendance at school particularly through the Prep – Two levels.
- Teachers to continue to contact parents regarding unexplained absences.

## Wellbeing

### 2015 Review

- Attitude to school surveys showed student engagement dropping slightly in 2015.
- Both parents and students reported high levels of student safety which is reflected in our School Wide Positive Approach to student management.
- Staff opinion surveys were very high both in the areas of supportive leadership and curriculum focus which indicates a strong team approach and an ongoing learning community.

### 2016 Focus

- Introduction of clubs into the school on a Wednesday to give the students more choice over their learning.
- Increase focus on 'learning intent' across all classrooms.
- All staff undertaking 'Challenging Learning' by James Nottingham as part of a Network Focus.

## Productivity

### 2015 Review

- In 2015, Longford Primary continues to allocate resources both physically and financially into areas of greatest need for our students.
- 2015 key projects included concreting around the sports shed, continuing on with a Science specialist and continuing to provide funding to support intervention lessons in the area of literacy.
- Academic and Behaviour flowcharts were created so that every student had a pathway to follow during their time at Longford Primary.

### 2016 Focus

- \$10,000 equity money will be spent on providing a phonic based reading intervention program that will run for one hour, 4 times a week.
- \$1,000 worth of phonemic based books bought from the SPELD SA website.
- Individual Learning Plans used to identify students at risk and place them on priority reading intervention programs, particularly in Grades Prep – Two.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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 119 students were enrolled at this school in 2015, 58 female and 61 male. There were 0% of EAL (English as an Additional Language) students and 3% 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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>
<p><b>Towards Foundation Level AusVELS</b></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><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></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><b>NAPLAN Year 3</b></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> Lower</p> <p> Lower</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></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> Higher</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>43%</td> <td>43%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>80%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>67%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>73%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	43%	14%	Numeracy	7%	80%	13%	Writing	27%	53%	20%	Spelling	20%	67%	13%	Grammar and Punctuation	13%	73%	13%	<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 year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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>90 %</td> <td>88 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	88 %	90 %	93 %	92 %	93 %	93 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	88 %	90 %	93 %	92 %	93 %	93 %										

## 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><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

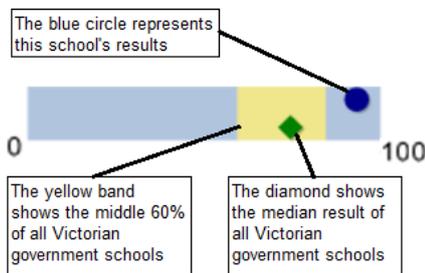
## What are student outcomes?

*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?

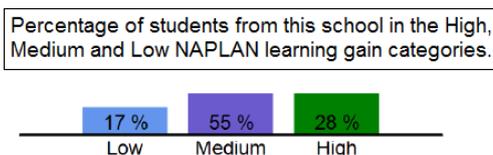
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

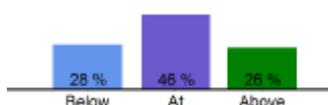
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some 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	\$962,113	High Yield Investment Account	\$57,883
Government Provided DET Grants	\$117,544	Official Account	\$5,409
Government Grants Commonwealth	\$5,720	<b>Total Funds Available</b>	<b>\$63,292</b>
Revenue Other	\$4,344		
Locally Raised Funds	\$82,282		
<b>Total Operating Revenue</b>	<b>\$1,172,003</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$995,626	Operating Reserve	\$17,271
Books & Publications	\$3,773	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$2,269	Maintenance - Buildings/Grounds incl SMS<12 months	\$5,000
Consumables	\$17,596	Provision Accounts	\$4,021
Miscellaneous Expense	\$38,447	Repayable to DET	\$30,000
Professional Development	\$4,955	Maintenance -Buildings/Grounds incl SMS>12 months	\$2,000
Property and Equipment Services	\$56,901	<b>Total Financial Commitments</b>	<b>\$63,292</b>
Salaries & Allowances	\$48,699		
Trading & Fundraising	\$22,658		
Travel & Subsistence	\$123		
Utilities	\$14,811		
<b>Total Operating Expenditure</b>	<b>\$1,205,858</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$33,855)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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

Longford Primary School had another year of financial stability, where all programs were able to be resourced. School Council made the decision to deliberately run at \$33,000 deficit for the 2015 SRP and has money allocated in the High Yield Account to pay back this deficit over the second half of 2016.