

2021 Annual Report to The School Community



School Name: Landsborough Primary School (1862)

- All teachers at the school meet the requirements of the www.vit.vic.edu.au.
- The school meets prescribed Registration and Qualification Reform (ETR) Act 2006. This 2021 from the minimum standard school language program.
- The school is compliant with the Safe Standards, Managing Risk

Attested on 28 April 2022 at 10:26

- This 2021 Annual Report to the school council and will be put

Attested on 07 June 2022 at 08:21



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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Landsborough Primary School is located at the foothills of the Pyrenees Ranges. It is part of the innovative and progressive Pyrenees Cluster which comprises 6 small rural schools. The school's core focus is to encourage students to become independent, life-long learners. We achieve this by creating a learning environment where our students can become risk-takers, independent learners, as well as socially-aware members of the community.

Landsborough Primary School has in place enviable learning programs and teaching resources which enable its students to continue their growth. The school has a mobile library van (MARC) that visits fortnightly. The students learn Japanese in their Languages Program, and this is achieved via video-conferencing.

As a small rural primary school, we ensure our students experience life outside our town. The school operates 1 classroom for its 9 students and has many extra-curricular activities such as Cluster Days, a Swim program, camps, local excursions and cluster/division/regional sport. We also have one-to-one computers and iPads, videoconferencing and Interactive Whiteboard to enhance student learning. There are 2.2 equivalent full-time staff: 1 teaching Principal, 1 teacher and a 0.8 Education Support Staff member.

Framework for Improving Student Outcomes (FISO)

Landsborough Primary School had 9 students. In 2021, we continued to use Marzano's Guaranteed and Viable Curriculum in the form of 'I Can' statements, investigated HITS and the Literacy Toolkit. We incorporated 'I Can' Statements in Mathematics and English and included them in our ILPs, which we used to drive teaching and learning. Our focus is 'to reduce the impact of disadvantage and improve student outcomes at Landsborough Primary School. We plan to accomplish this by focusing on Teaching and Learning as it is proven to prevent failure and ensure student success.

English and Mathematics teaching skills are strong, but we will further improve them by introducing improvement initiatives that will assist us in Curriculum Planning and Assessment. We focused on Reading and Writing, and our students were successful in this area, especially in reading. Students still need to expand their vocabulary and this will remain a priority next year.

Achievement

The data available from teacher assessments and NAPLAN is not statistically relevant due to the low number of students in the school.

Although the Performance Summary indicates that we are performing lower than like-schools in teacher judgement, nearly half our current enrolments consist of students with learning difficulties. The students who have been at Landsborough PS their whole school life are performing at a high standard. The new students are showing growth and these results show the dedication to teaching at students' point of need and the effort put into every child.

Over the past 4 years, NAPLAN results in Year 3 Reading have shown that the school's results are similar to like-schools. The improvement is a result of the school's effort to develop a more robust and usable curriculum in relation to Mathematics and English. There was no data available for Year 5 in NAPLAN.

Records show the success of the reading CAFÉ approach. Teaching reading through comprehension strategies has provided the foundation that the students need to build an advanced approach to reading.

The students continue to learn Japanese via video-conferencing.

Engagement

Being a small school has allowed the school community to work closely together to engage the students in their learning. There is high parent and local community engagement in our school which gives our students a

connectedness to their local community.

Our data in student attendance remain volatile (variable) over the years. With a small cohort of students, results are not a true indicator of non-attendance. Our Attitudes to School survey results in the form of Connectedness is very high as is our Parent Opinion satisfaction.

Students are being engaged in hands-on activities in English and Mathematics, and staff are teaching to the point-of-need, thereby engaging our students in their learning.

In 2018, our students participated in many extra-curricular activities. They participated in Collaborative Learning Days every fortnight to extend peer interaction and offer social and academic opportunities. Full Steam Ahead (FSA) was our main focus in 2018. The students' feedback about the program was overwhelmingly positive and this engagement is reflected in our Attitudes to School results which give us greater satisfaction than like schools. Other programs which engaged our students were Swimming MARC Van, Cluster Leadership, Pyrenees Cluster Days and Cluster athletics. All the students attended the DOXA and Halls Gap camps.

In 2019, we will continue our FSA program and will develop innovative and engaging learning units, excursions and school programs with a view to connect our students with current affairs. This in turn will lead to improved student engagement.

Wellbeing

The wellbeing of our students is a priority and we cater to the individual needs of each child and their parents. We walk the students to the gate after school and interact with parents on a daily basis. We are always available discuss any concerns about a child with the parents.

Our three Year 6 students were assisted in their transition to secondary school by participating in transition days, parent information sessions and school visits run by the local secondary school. Their teacher also wrote a report to the college to which our Year 6 students will attend, outlining their academic, social and other requirements, as well as their achievements and attributes.

As we are a small school, transition between year levels is seamless. At every staff meeting throughout the year, the teachers discuss student learning and wellbeing allowing students to move into their new year level with the greatest of ease.

The student wellbeing program Growth Mindset was evaluated and selected as a way of explicitly teaching our students the skills and knowledge necessary to become resilient and motivated students. Social and relationship development are key priorities and this program was specifically chosen for its focus on the positive mindset.

Finance performance and position

Our financial performance and position are very positive and has a surplus. This is due to efficient use of human resources and financial management. Using our Equity funding, we invested heavily in the acquisition of mathematical skills by employing a Maths Coach and attending PDs by a maths coach. The school expended funds to upskill the Leading Literacy Coordinator into English Master Trainer status. The English Master Trainer ran 5 workshops in the Ararat Pyrenees Network and hired CRTs to maintain educational consistency at school. We invested in professional development and resources for our maths coach and the continued extension of our English program. We purchased the Blue Fountas and Pinnell Literacy Intervention Program to support our struggling students.

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 10 students were enrolled at this school in 2021, 4 female and 6 male.

0 percent of students had English as an additional language and 0 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).

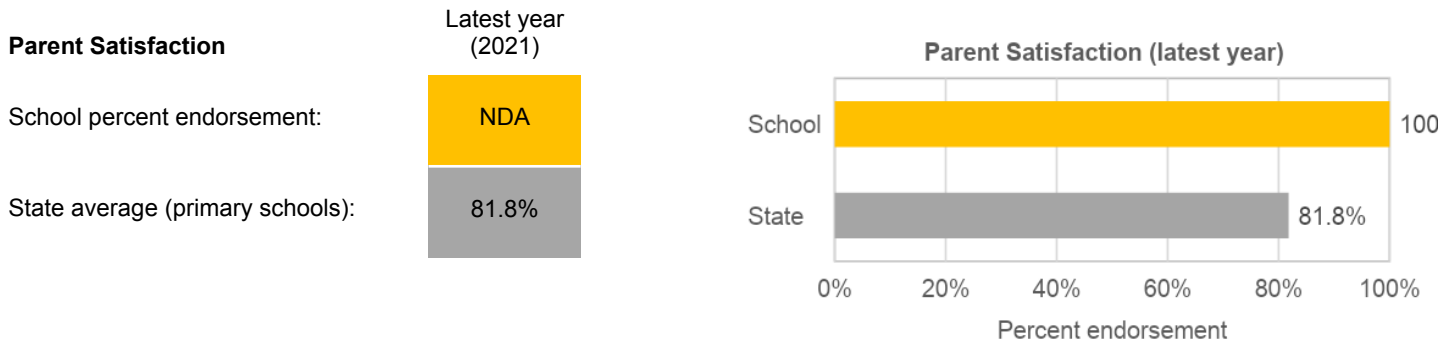
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

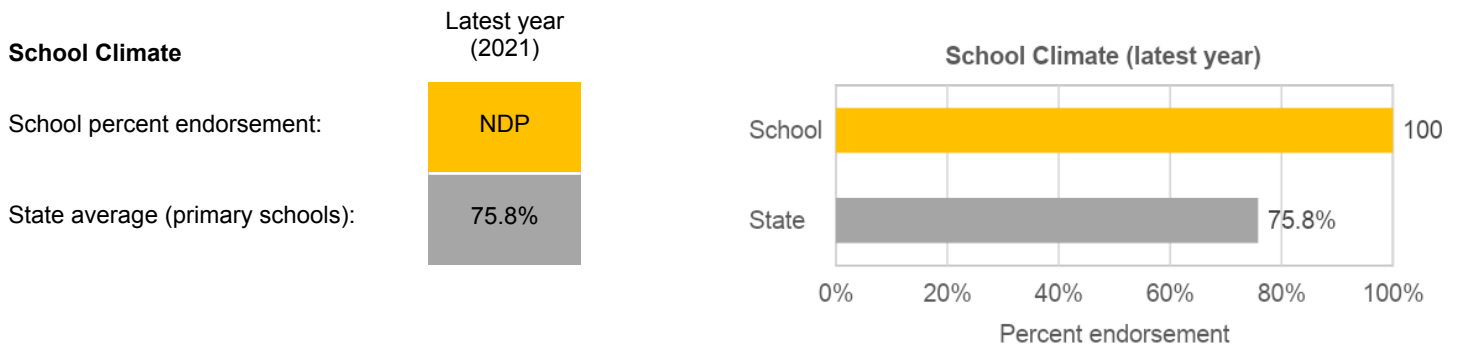


School Staff Survey

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.



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

School percent of students at or above age expected standards:

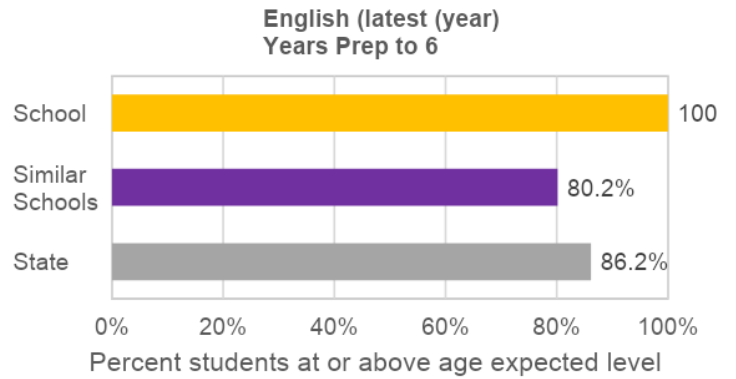
Latest year (2021)
100.0%

Similar Schools average:

80.2%

State average:

86.2%



Mathematics Years Prep to 6

School percent of students at or above age expected standards:

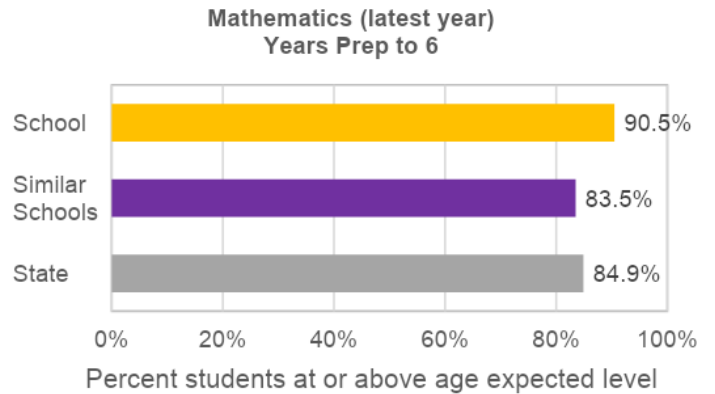
Latest year (2021)
90.5%

Similar Schools average:

83.5%

State average:

84.9%



ACHIEVEMENT (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.

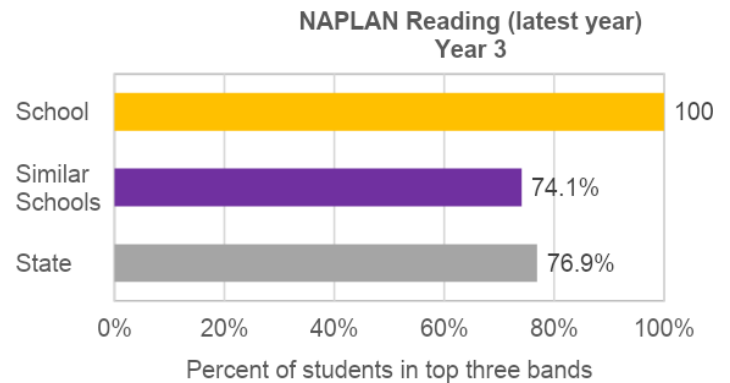
NAPLAN

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 2018, 2019 and 2021 data.

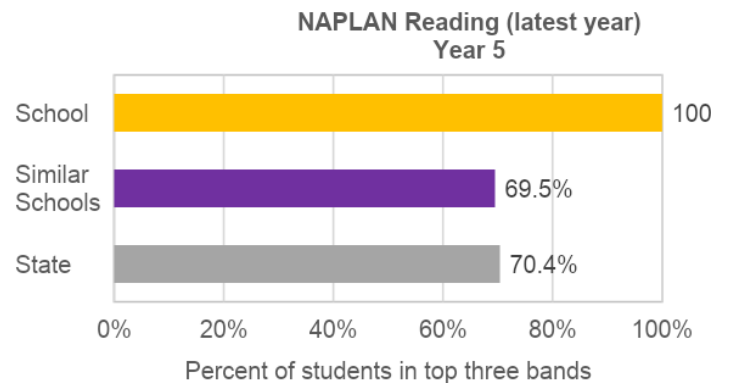
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	74.1%	67.6%
State average:	76.9%	76.5%



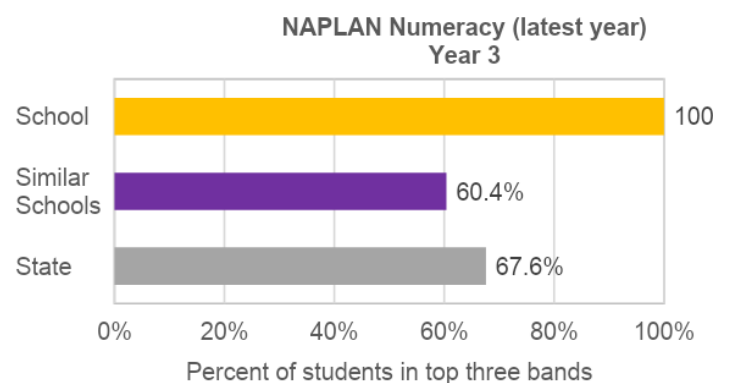
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	100.0%
Similar Schools average:	69.5%	61.7%
State average:	70.4%	67.7%



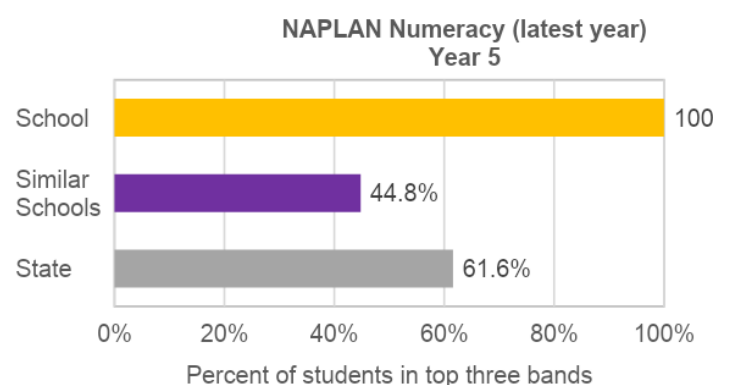
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	60.4%	66.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	100.0%
Similar Schools average:	44.8%	49.5%
State average:	61.6%	60.0%





Education
and Training

Landsborough Primary School

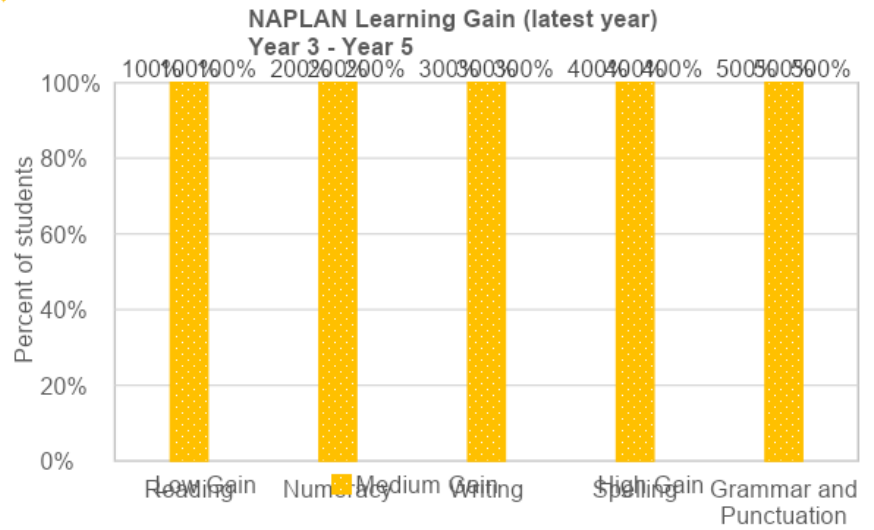
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

High Gain ✘
(Similar Schools)



	Low Gain	Medium Gain	High Gain	
Reading:	NDA	NDA	NDA	23%
Numeracy:	NDA	NDA	NDA	14%
Writing:	NDA	NDA	NDA	18%
Spelling:	NDA	NDA	NDA	22%
Grammar and Punctuation:	NDA	NDA	NDA	14%

ENGAGEMENT

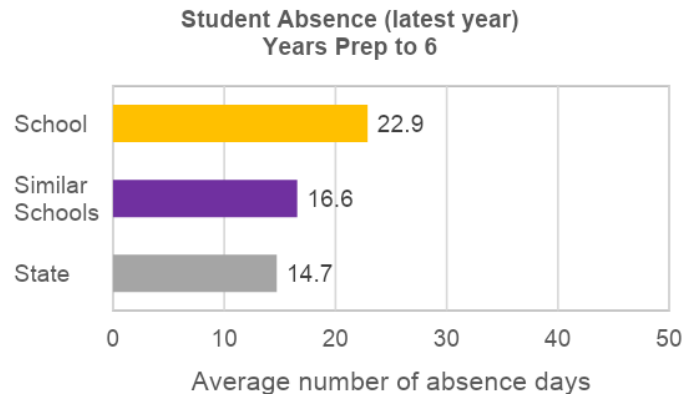
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	22.9	18.4
Similar Schools average:	16.6	16.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	86%	NDP	NDP	NDP	NDA	NDA	NDA

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.

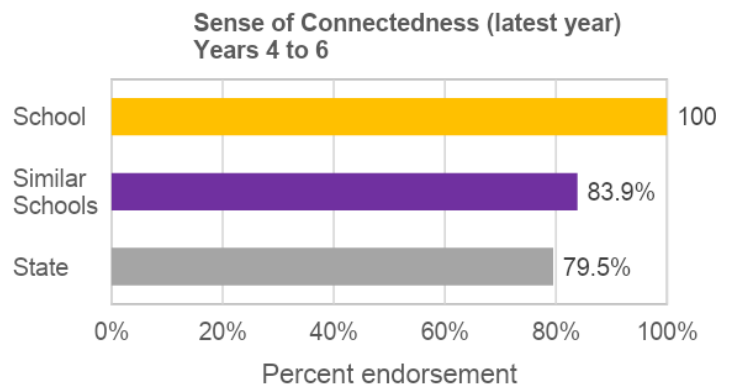
Student Attitudes to School – Sense of Connectedness

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 (2021)	4-year average
School percent endorsement:	NDA	100.0%
Similar Schools average:	83.9%	83.2%
State average:	79.5%	80.4%

Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.



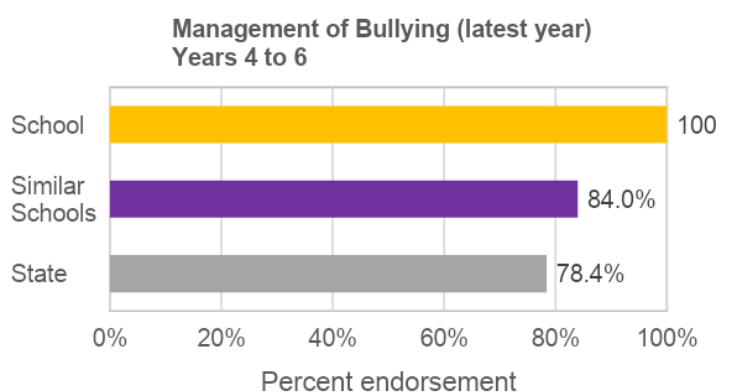
Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	NDA	88.9%
Similar Schools average:	84.0%	84.7%
State average:	78.4%	79.7%

Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$249,184
Government Provided DET Grants	\$138,464
Government Grants Commonwealth	\$4,000
Government Grants State	\$5,109
Revenue Other	\$709
Locally Raised Funds	\$1,944
Capital Grants	\$0
Total Operating Revenue	\$399,411

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$240,657
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$3,394
Communication Costs	\$1,840
Consumables	\$7,718
Miscellaneous Expense ³	\$6,853
Professional Development	\$831
Equipment/Maintenance/Hire	\$1,511
Property Services	\$29,489
Salaries & Allowances ⁴	\$20,891
Support Services	\$2,168
Trading & Fundraising	\$179
Motor Vehicle Expenses	\$1,855
Travel & Subsistence	\$0

Landsborough Primary School

Expenditure	Actual
Utilities	\$3,154
Total Operating Expenditure	\$320,541
Net Operating Surplus/-Deficit	\$78,869
Asset Acquisitions	\$6,545

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$153,633
Official Account	\$17,461
Other Accounts	\$0
Total Funds Available	\$171,094

Financial Commitments	Actual
Operating Reserve	\$10,184
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$766
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,359
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$55,279
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$69,588

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.