

2021 Annual Report to The School Community



School Name: Longwood Primary School (2707)



- 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 2021 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 28 April 2022 at 01:59 PM by Travis Stefanos (Principal)

- This 2021 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 28 April 2022 at 08:11 PM by Carl Norton (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, 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

Longwood Primary School is located in the town of Longwood, between Seymour and Shepparton. In 2021, Longwood Primary School had an enrolment of 38 students and an SFO of .39. Families of students have a diverse range of backgrounds and home situations and all families were actively involved in the school. Our families travel from all around the district to attend our family orientated school environment.

During Covid-19 the school ran numerous programs to cater for all families. Staff increased work hours as we truly became a family to help support each other through another difficult year. This helped increase enrolments and led to a change in timetabling as students were exposed to all manner of experiences both in and out of the class.

Parent satisfaction with the school in the 2021 parent opinion survey demonstrated a continued satisfaction to what the school is providing. All categories bar 1 are above 90%. This holds our school higher in comparison to the median for all Victorian government primary schools.

The school continues to strive for improvements and small alterations are made to suit our cliental. We have made significant changes to staffing to give our children, programs and support children with additional needs. There was 1 principal class teacher and 2 expert teachers at .6, a .4 classroom teacher, a graduate teacher that is .6, two ES .6 and .2 admin support staff member.

The school invested heavily in implementing a comprehensive specialist curriculum including Japanese, science, kitchen/garden/cooking and physical education. Specialist subjects were provided by casual staff at approximately 2 hours per week and the school had access to the MARC library program and MACC art program.

The class structure was 2 classes (P-2 and 3-6). There were 2 indigenous and no EAL students enrolled. During 2021, the school worked to improve outcomes in the core subjects of English and Mathematics through ICT and focused on student self-efficacy. The staff introduced an inquiry learning approach to their teaching and implemented a structured and guaranteed curriculum in Reading, Writing and Mathematics across years P-6. The school and its staff demonstrated a commitment to improvement in program planning and delivery and commenced building sound professional relationships with other schools. Processes were put in place to ensure the resources of the school were effectively used to meet the identified needs of the students. Throughout the year, there was a significant increase in community engagement and interest in the school and a comprehensive K-F transition program was implemented. The school vision to have a safe educational environment where everyone strives to be happy, productive and successful learners and to make children confident and creative members of the community. The Motto, 'Our School, Our Community', is lived and integrated into our daily routine, along with the promotion of the values of 'Confidence, Humour, Integrity, Persistence and Support'. The school is proactive in the community and established partnerships with several local organisations.

Longwood Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and well being. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Longwood Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

Our policy outlines our school's vision, mission, objective, values and expectations of our school community. This is available on our school website.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote your values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

Students who are empowered – through voice, agency and leadership – demonstrate deeper engagement and enriched participation in the classroom, school and community. The independent learning and problem-solving skills of empowered students are lifelong attributes.

There is strong evidence that students become more engaged in learning when they have opportunities to:

- Exercise agency in their own learning
- Contribute to the communities in which they learn
- Improve the learning program for themselves and their peers

Framework for Improving Student Outcomes (FISO)

The Longwood staff worked hard to deliver on FISO goals of 'Empowering students and building school pride' and 'Setting expectations and promoting inclusion'.

Continual change made student monitoring difficult at times with students remote learning at different levels. Our initial goal of setting students goals and continually assessed and monitored became less effective. Work samples handed in at different times made staff data collection less reliable and difficult to know how much support was given from home on the work we received.

Staff continued to develop IT skills to support families at home using a wide range of communication tools. Constant communication with families was made a priority so as to monitor how to best support families and students.

Programs were purchased to help monitor student wellbeing throughout the covid period. With improved daily tracking staff were able to assist students with welfare concerns as they arose.

Achievement

2021 turned out to be another year of change in the way we teach. Dealing with remote learning and new students through the year we continually strived for the best way to assist our children to learn whilst supporting parents to reduce workload on them. All student data in teacher judgements was better than like schools. All NAPLAN data percentages were above like schools ranging from 9% to 60% better. Students and staff showed a great capacity to work through covid remote learning periods with additional support provided where required.

Parents were surveyed and provided clear data that what we were providing was working for all, although staff work load went up we were able to give time to staff for review and reflection as the year finished off.

Learning during the covid period from an ICT perspective have led to changes for this year with a greater emphasis on regular student and parent feedback.

Engagement

Working closely with parents to support them through these challenging times allowed students' academic growth to continue even though our school attendance rate dropped to an average of 14 days as compared to 15 days at similar schools. .

The school implemented timetable changes to accommodate students' needs during difficult times and included hands on learning opportunities on a weekly basis.

Figures around attendance were greatly affected with some families not prepared to send students back during covid times due to health issues at home and stresses children developed around the not knowing what was going to happen or how long we would be back at school for.

Agencies were informed and employed to make contact and work through concerns with these families to help encourage them back into the schooling system.

Wellbeing

The school purchased a wellbeing computer program that allowed for daily check-ins. This data gave us the opportunity to monitor how students were progressing throughout the year. It included wellbeing lessons and skills and tools that were explicitly taught to help students work through difficult issues and the world as it was. The school chaplain was unavailable for the second half of the year due to vaccine status but staff were able to identify issues and discussed with parents to help work through concerns of children. The school made an effort to push the school value of support and tried to use humour whenever possible to help lighten situations. We drove all wellbeing teaching through our school values program and continued to give students time for creative and directed play. Student opinion survey data is all 83% or higher; painting a very clear picture of where we are at as a school. The supportive family nature of how we work, play and teach is well bought into by parents and student alike.

Finance performance and position

Longwood Primary School finished the year \$2,023 in deficit. The school made the decision to fund an ES to work with a new student but due to covid was unable to get the child assessed during the year so wore the cost of the ES from our own budget.

We spent all of our Tutor Learning money on a fourth year graduate as he finished off his training.

Equity funding of \$2,493 was minimal and used in the daily running of the school.

Chaplaincy funding of \$20,280 was the only major funding initiative.

Fundraising was reduced to a single Bunnings BBQ at the start of the year in between lock downs.

For more detailed information regarding our school please visit our website at
<http://www.longwoodps.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 34 students were enrolled at this school in 2021, 12 female and 22 male.

0 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).

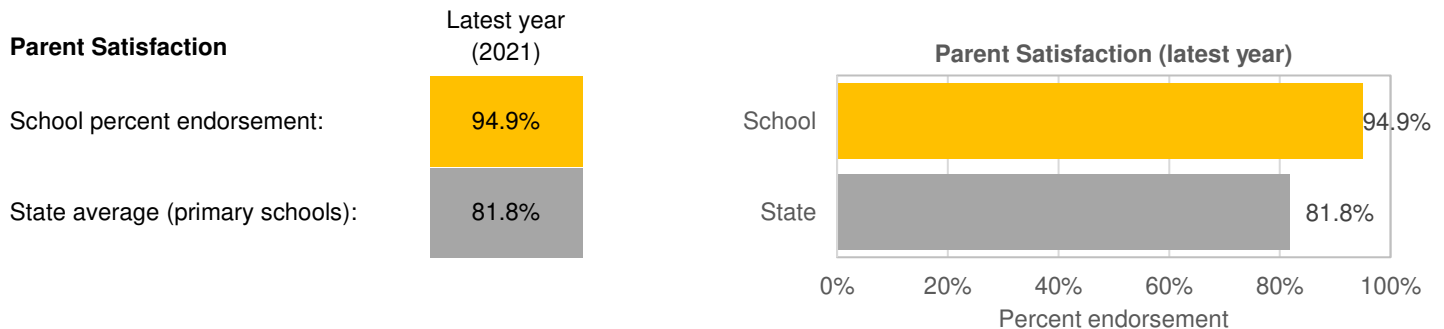
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

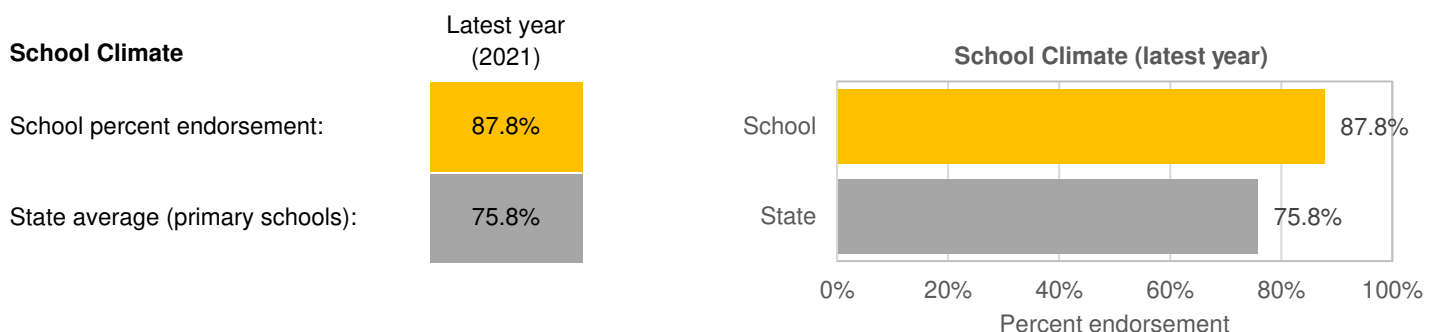


School Staff Survey

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

Latest year
(2021)

School percent of students at or above age expected standards:

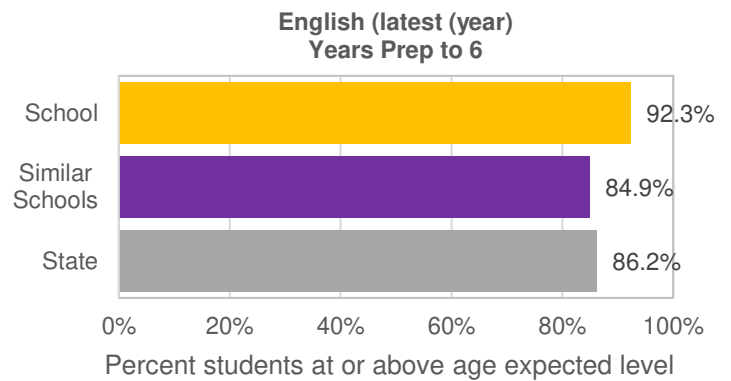
92.3%

Similar Schools average:

84.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

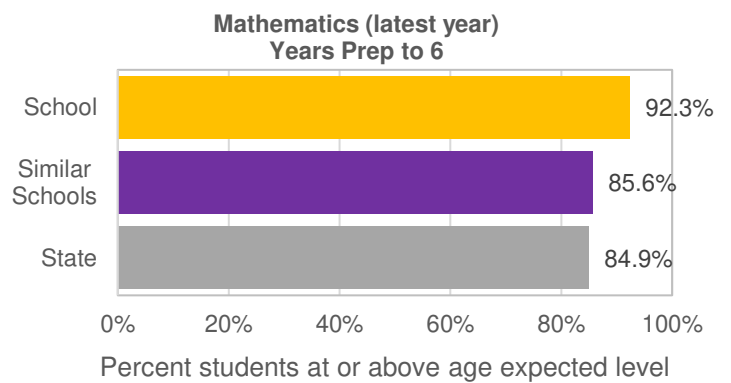
92.3%

Similar Schools average:

85.6%

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.

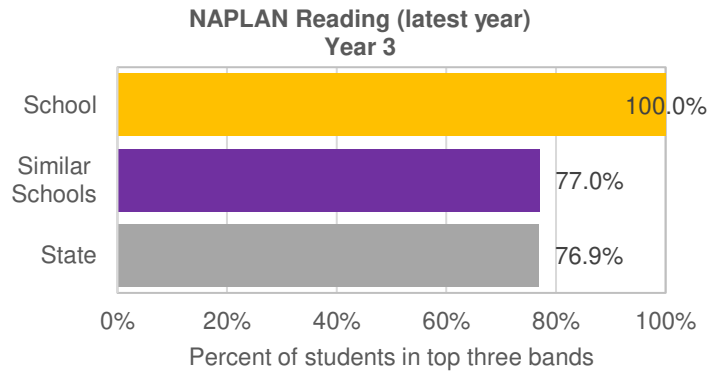
NAPLAN

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.

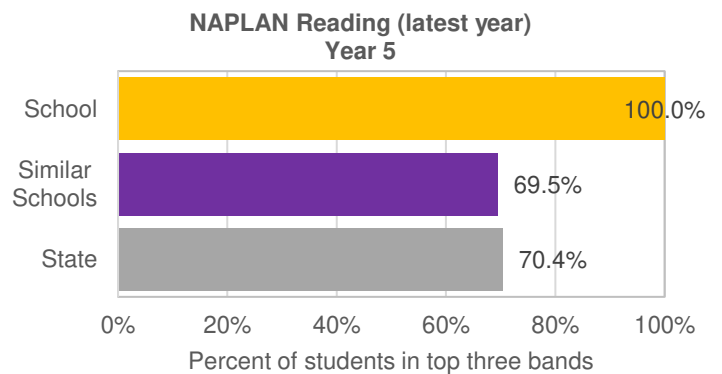
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	100.0%
Similar Schools average:	77.0%	73.5%
State average:	76.9%	76.5%



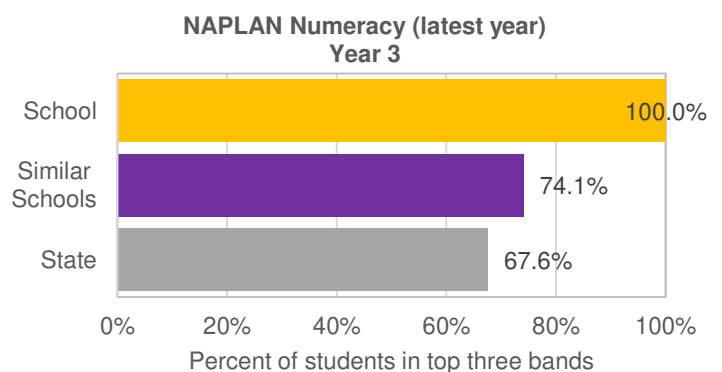
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	75.0%
Similar Schools average:	69.5%	65.9%
State average:	70.4%	67.7%



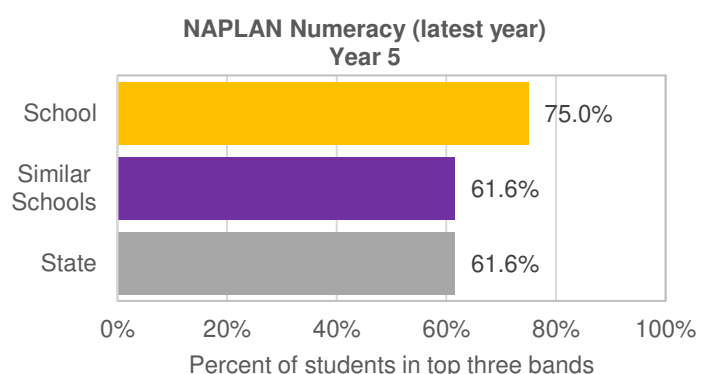
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	100.0%
Similar Schools average:	74.1%	72.7%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	62.5%
Similar Schools average:	61.6%	57.4%
State average:	61.6%	60.0%



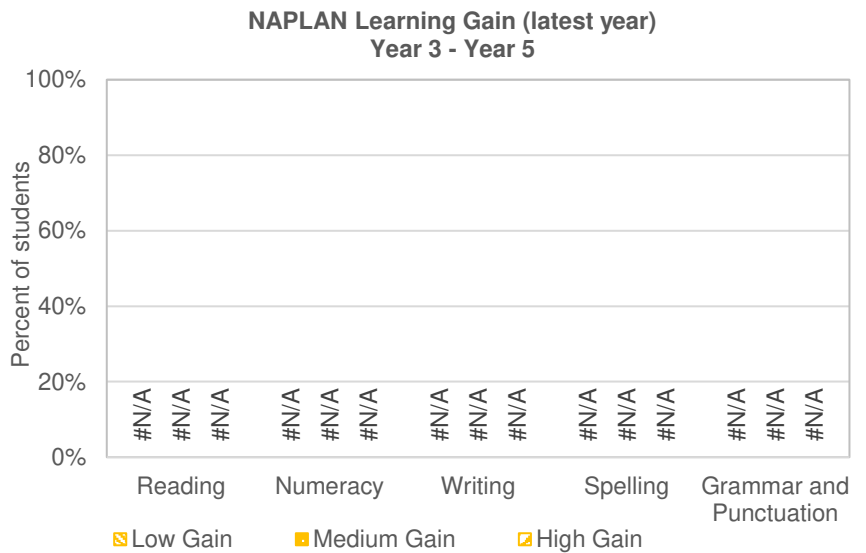
ACHIEVEMENT (continued)

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)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	23%
Numeracy:	NDP	NDP	NDP	23%
Writing:	NDP	NDP	NDP	16%
Spelling:	NDP	NDP	NDP	17%
Grammar and Punctuation:	NDP	NDP	NDP	19%



ENGAGEMENT

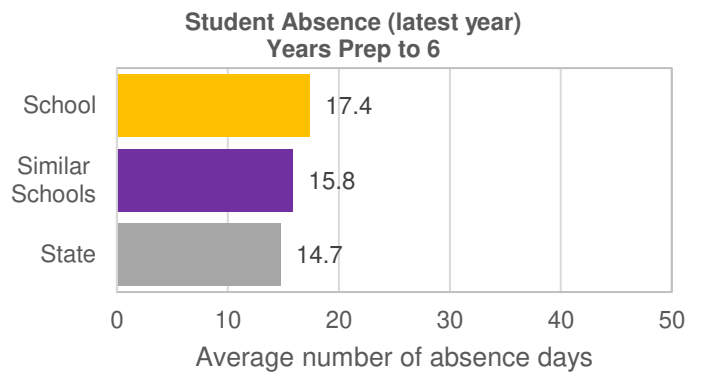
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.4	13.2
Similar Schools average:	15.8	14.8
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):	88%	89%	96%	88%	90%	95%	94%

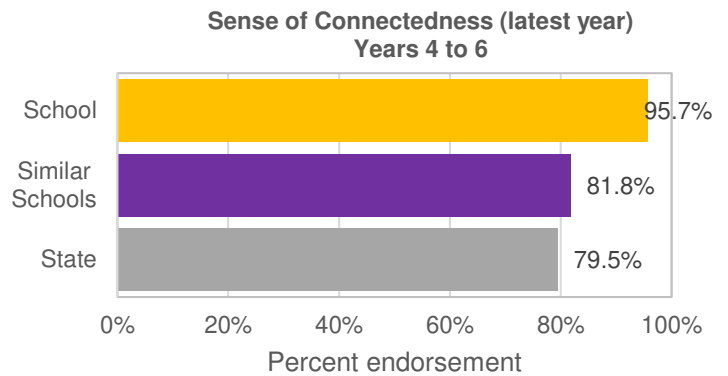
WELLBEING

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:	95.7%	91.7%
Similar Schools average:	81.8%	82.2%
State average:	79.5%	80.4%

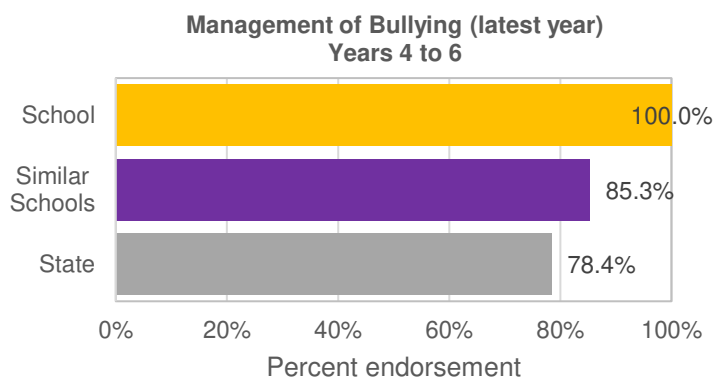


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	100.0%	96.3%
Similar Schools average:	85.3%	85.3%
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	\$473,536
Government Provided DET Grants	\$115,340
Government Grants Commonwealth	\$10,352
Government Grants State	\$0
Revenue Other	\$8,895
Locally Raised Funds	\$17,436
Capital Grants	\$0
Total Operating Revenue	\$625,560

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	\$475,773
Adjustments	\$0
Books & Publications	\$309
Camps/Excursions/Activities	\$5,733
Communication Costs	\$755
Consumables	\$18,651
Miscellaneous Expense ³	\$4,459
Professional Development	\$1,052
Equipment/Maintenance/Hire	\$10,425
Property Services	\$20,386
Salaries & Allowances ⁴	\$8,164
Support Services	\$16,477
Trading & Fundraising	\$9,021
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$6,382
Total Operating Expenditure	\$577,588
Net Operating Surplus/-Deficit	\$47,972
Asset Acquisitions	\$6,000

- (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	\$92,769
Official Account	\$2,744
Other Accounts	\$0
Total Funds Available	\$95,513

Financial Commitments	Actual
Operating Reserve	\$14,045
Other Recurrent Expenditure	\$1,497
Provision Accounts	\$0
Funds Received in Advance	\$7,306
School Based Programs	\$2,201
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$45,000
Maintenance - Buildings/Grounds < 12 months	\$8,613
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$93,662

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.