

2022 Annual Report to the School Community

School Name: Longwarry Primary School (2505)



- 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 27 April 2023 at 11:35 AM by Anne Welsh-Word (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 28 April 2023 at 09:29 AM by Lyn Pitman (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

Longwarry Primary School (LPS) is a rural school situated in the West Gippsland township of Longwarry, approximately 85kms east of Melbourne. In addition to our classroom spaces, the school hosts a number of buildings and facilities including an art room, library, Outside School Hours Care space, undercover basketball court, spacious oval & a vegetable garden area which complements the school's commercial kitchen. The school's vision continues to underpin the growth of our community and is communicated to staff, parents and students in varied formats; 'At Longwarry Primary School we work together to grow our learning in a safe and respectful environment that encourages positive relationships, resilient learners and academic growth for all.'

In December 2022, LPS had an enrolment of 162 students. The student population at LPS showed stability over the course of the year. At the end of the 2022-year, staffing included a Principal, 8 Classroom Teachers, 4 Specialist Teachers, 3 Administration Staff and 11 Education Support Staff working closely to support students and teachers. During 2022, further resources were invested into student wellbeing including an additional Wellbeing Officer and Education Support Staff. LPS operated 8 classrooms and a range of specialist subjects including Visual Arts, Physical Education, Digital Technology, and Japanese. All students participated in cooking and Food Technology classes in the kitchen throughout the year. In the wellbeing space, the Chaplin continued 2 days a week and was complemented by a Student Wellbeing Officer on the other school days to support the increasing number of students and families experiencing health and wellbeing concerns, particularly after the COVID lockdowns. The school continued to further develop Professional Learning Communities (PLC) organised into two PLCs (junior and senior) building teacher capacity to work collaboratively to plan and implement the curriculum. Both PLCs remained focused on high expectations for every student to succeed. From term 3, the School Council consisted of 6 parents and 2 staff who met to support the principal, to provide the best educational outcomes for students. The School Council re-established itself after a period of transition between leadership staff to oversee the school's financial performance, develop a range of policies, and discuss buildings and grounds improvements.

In 2022, there was a focus on re-connecting the school with students, families, and the wider community as we 'reopened the gates' after the continued fallout from the COVID pandemic. The school participated in several events in the sporting arena including clinics, incursions, and excursions. In the area of the arts, the senior students attended the Picasso Exhibition in Melbourne and presented their work over the past 2 years in an Art Show during the Special Persons Day. The students participated in the Beyond Blue lunch event to promote positive mental health and raise funds for the local branch. We had a successful Math Games Night which was attended by the majority of our families; there were games, raffles and prizes that helped to build student and parent/carer knowledge, skills and confidence in the math domain. We ended term 3 with a staff/parent versus 5/6 student football game as the students enjoyed their hot food lunch. The end of the year went out with a bang as we celebrated year 6 graduation at the Bunyip Top Pub and the Christmas Concert in mid-December. We kept our community connected with many BBQs throughout this time, sharing student learning success. Our Parents and Friends Association was re-established in term 4 with some familiar faces helping to lead the new members through the current events and future planning. This dedicated team of parent volunteers organise a range of fundraising events throughout the year to support our school programs, improve the school's buildings & grounds and to increase resources for learning.

It should be acknowledged, that due to circumstances beyond any one person's control, the instability within the leadership space at LPS had a dramatic impact on staff, students, and the school community. Each leader, within their scope and to the best of their ability, provided LPS direction, support and encouragement. It is hoped that with some consistency in this space from late 2022 and beyond, the school can refocus on Learning & Wellbeing for all students and staff, implementing best practice within Literacy and Numeracy, as well as increasing students' connections to, and engagement with, the wider community through camps, excursions and community based, hands-on learning experiences.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Longwarry Primary School we had three goals within our strategic plan. Staff worked tirelessly throughout the 2022 school year after the return to the classroom from COVID lockdowns and disruptions towards these goals.

In regard to 'Goal 1: To enhance student agency and voice in their learning'; students participated in bi-annual PIVOT surveys where they rated their teacher's performance and impact in the classroom in regard to the domains of Classroom environment, Instruction, Relationships and Student Voice. By participating in this survey students had the opportunity to provide feedback in a timely and confidential manner to help increase their voice towards teacher learning, development, and delivery. As a staff teachers unpacked their results, sought guidance and support to shift or develop their practice and then implemented these changes in the classroom, all based on their students' thoughts and opinions- a very positive and powerful process for both students and staff alike. In the Junior years, students participated in play-based investigations through the Walker Play Based program; students can develop curiosity and explore different interests through hands on interactive stations that allow for goal setting and work with staff to achieve them. In semester 2 in the Senior years, students were introduced to Project Based Learning (PBL) particularly in the domains of science and humanities. Students were provided scope and support to inquire and create (individually or in collaborative teams) to increase their learning of knowledge in particular areas, supported by staff through planning and conferencing sessions. In the Student Opinion Survey students in grade 4-6 indicated a 57% positive response towards Student Voice and Agency; it would be hoped that by implementing student voice and agency, through PBL that this response may increase with time.

Goal 2 was 'To improve student learning growth in English and Mathematics', LPS demonstrated some success during 2022 in these areas that deserves to be acknowledged and celebrated. In the curriculum area of Numeracy students in P-6 were approximately 4% higher than similar schools in Teacher Judgement, while our Year 5 NAPLAN Math data was 15% above similar schools at 50% which is well above the school's four-year average of 30.6%. The dedicated time and resources spent on professional development, participation in the Community of Practice (CoP) of local schools and having the Tutor Learning Initiative staff member focused on the area of Numeracy has made a positive impact on student learning outcomes. In relation to Reading, according to Teacher Judgement our students are within 3% of similar schools; in NAPLAN at years 3 & 5, students demonstrated annual growth above the four-year average, whilst the Grade 3 students were 2.6% above similar schools in their NAPLAN results. At LPS in 2022, Goal 3 was to 'Develop resilient students who display behaviours and attitudes that reflect the school values', students in grades 4-6 in the Attitudes to School survey rated Perseverance at 48%; this is reflected in many of our student's inability to overcome challenges, attempt new experiences or bounce back during times of difficulty or failure, often negatively impacting on behaviour. One of the focuses for the future based on this data, is to include a greater focus on social-emotional based learning curriculum to support students to build self-regulation skills, resilience and a positive outlook on life at school and beyond.

Wellbeing

LPS underwent a considerable amount of change in leadership and staffing over 2022; there is no doubt that there would be a direct correlation between these factors and the feelings around the sense of connectedness to school especially by our students in years 4-6 evidenced by the results on the Student Opinion Survey, which was rated approximately 20% lower than other similar and state schools. After the survey was completed, in the second half of the year, LPS, with the support of the regional department, made a commitment to consistency in leadership with one person in the principal role, to stabilise and direct teaching, learning & wellbeing across the school. Many factors had a direct impact on the mental and physical health of staff, which increased their time away from the classroom for extended periods; the engagement of additional supports within the school context provided immediate care to staff to help increase their positive feelings within the environment. An additional Wellbeing Officer was employed to complement the Chaplin, to ensure students & families had access to psychological and emotional supports outside of the classroom every day of the week. The school started to re-connect with community and engaged in extracurricular activities to broaden student educational experiences. We commenced volunteer programs with the local Foodbank distribution centre, held a community Art Showcase, a Xmas concert, and the annual year 6 graduation, all of which had been impacted in the past for varied reasons. In 2023, there will be a strong focus on building a sense of connection across the whole school through scheduled time allocated to brain breaks, community circles and meditation to support student's whole child development in learning and wellbeing. To support families and the wider community we invited participation in school council, fundraising through Parents & Friends Association, open days, and community events.

Engagement

The overall attendance by students at LPS is shown to be slightly above state average in the 2022 school year, as well as over the last four-year period, but lower against similar schools (based on the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school). The nature of the education landscape has been forever changed by the impact of COVID. Students and their families have experienced education in various modes and formats; the notion of the classroom as the only place to learn has shifted. While LPS continues to promote and engage students to be in the classroom

every day, we acknowledge the personal challenges experienced by some of our families and the impact this can have on them accessing housing, transport, and appropriate medical care. We aim to work with individual families in order to support and engage all students in their learning onsite at Longwarry Primary School through varied and alternative learning and wellbeing programs as required.

Other highlights from the school year

After many ongoing interruptions throughout the previous couple of years, LPS wanted to resume the inclusions of as many events into the 2022 school year. Students, staff, families and community participated in a variety of school-based activities and events.

In 2022 we:

- Completed NAPLAN online
- Swimming Program – All grades' levels
- LPS Athletic Days & Cross Country
- AFL Staff/ Parent versus 5/6 students football game with Footy Day celebrations
- Hot Shot Tennis Clinic
- Book Week activities and celebrations
- Hoop time Basketball competitions
- Art Expo and Special Person's Day
- Maths Games night
- Dental Van
- Science incursion – Rocket building 'Reach for the Stars'
- 2023 Prep Information evening / 2023 Prep student Ready! Set! GO! Introduction to school program
- Beyond Blue Mental Health Day
- Celebration for 100 Days of Prep
- Whole school Fun Run
- Circus Skills Incursion in Juniors
- Picasso Art Gallery Excursion

Camping Program

In term 4, our grade 3-4 students attended the CYC Phillip Island camp for 3 days and the grade 5-6 students were able to attend the Trafalgar East 'Summit Camp' for 3 days late in the year. Students had the opportunity to spend time bonding with their friends and extending themselves by overcoming heights and challenges.

Financial performance

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.

For example, Department funding provided, and money raised by the community was utilised, to employ additional Education Support staff to provide additional support both inside the classrooms and in the Wellbeing space. There was a significant increase in resourcing in the Numeracy area, with all classes allocated a math toolkit to ensure best practice in the teaching of Mathematics. The junior school was also supported with additional resourcing towards play-based furniture and materials to continue the development of the program.

For more detailed information regarding our school please visit our website at
<https://www.longwarryps.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 165 students were enrolled at this school in 2022, 90 female and 75 male.

NDP percent of students had English as an additional language and 2 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).

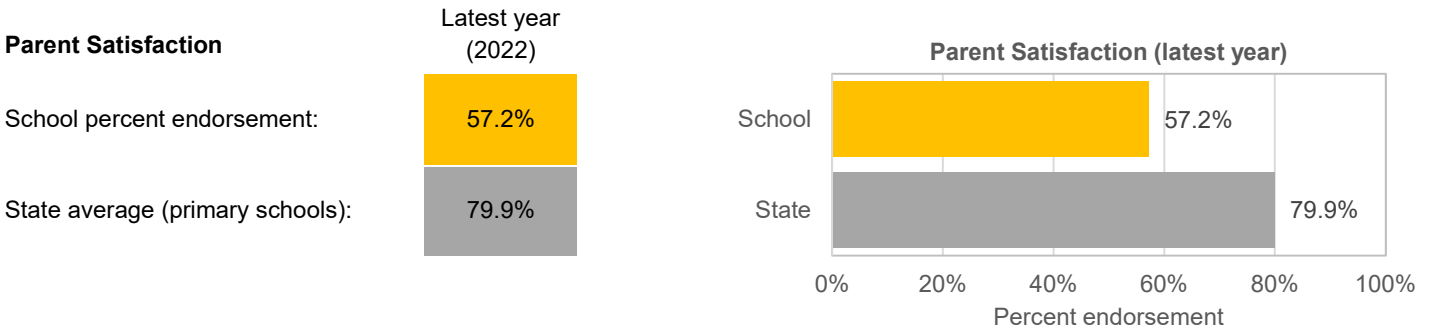
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

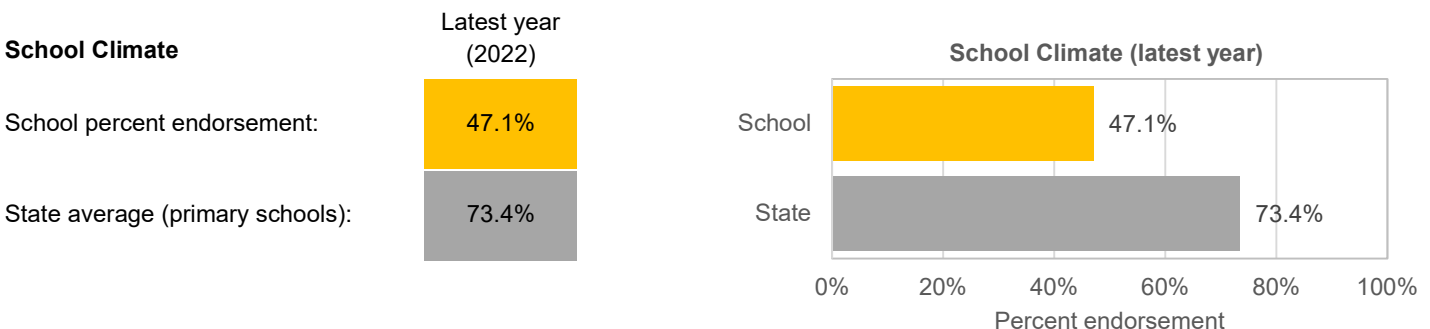


School Staff Survey

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:

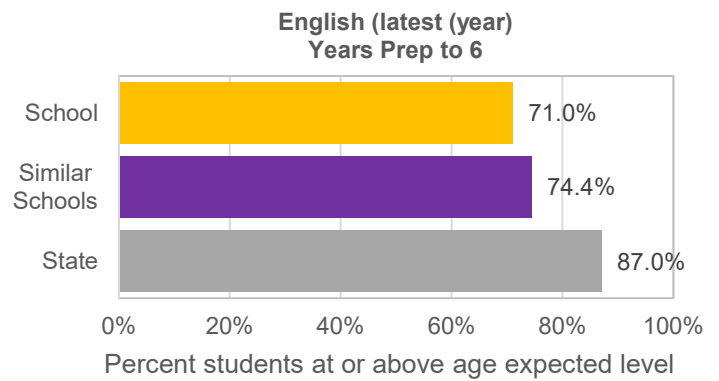
71.0%

Similar Schools average:

74.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

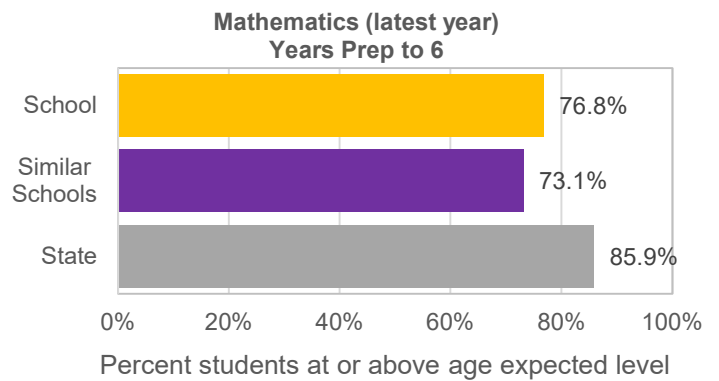
76.8%

Similar Schools average:

73.1%

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.

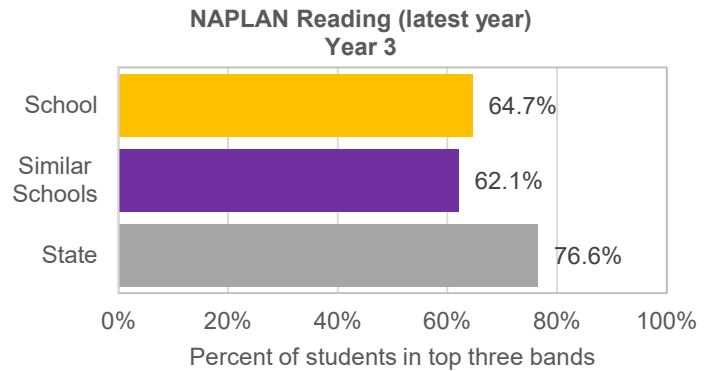
NAPLAN

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.

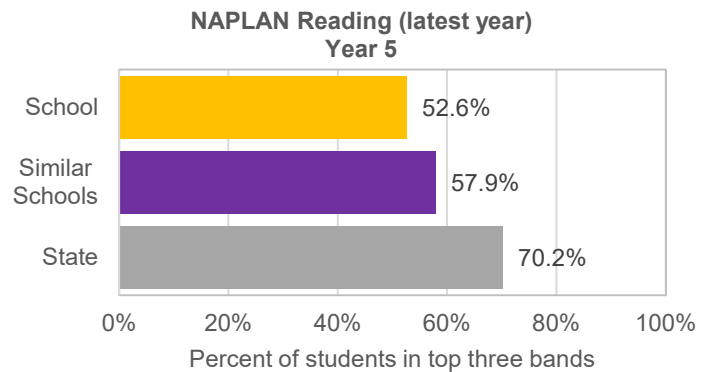
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	56.9%
Similar Schools average:	62.1%	62.7%
State average:	76.6%	76.6%



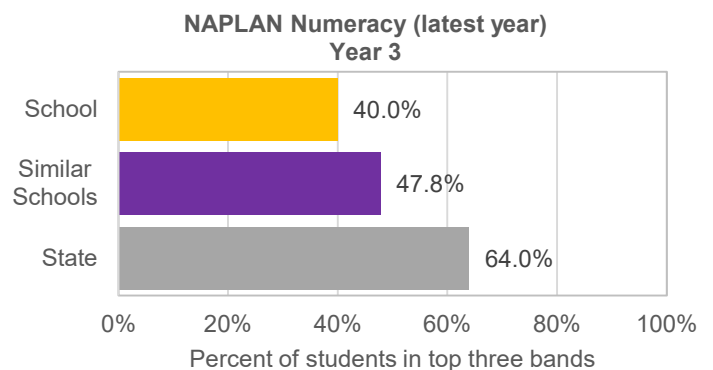
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.6%	37.5%
Similar Schools average:	57.9%	57.3%
State average:	70.2%	69.5%



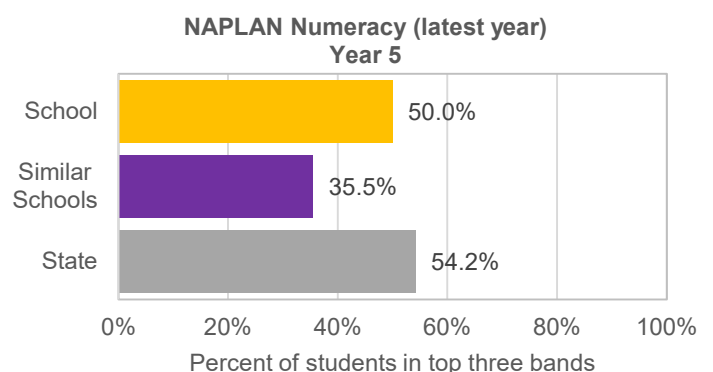
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	34.4%
Similar Schools average:	47.8%	50.5%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	30.6%
Similar Schools average:	35.5%	40.9%
State average:	54.2%	58.8%



WELLBEING

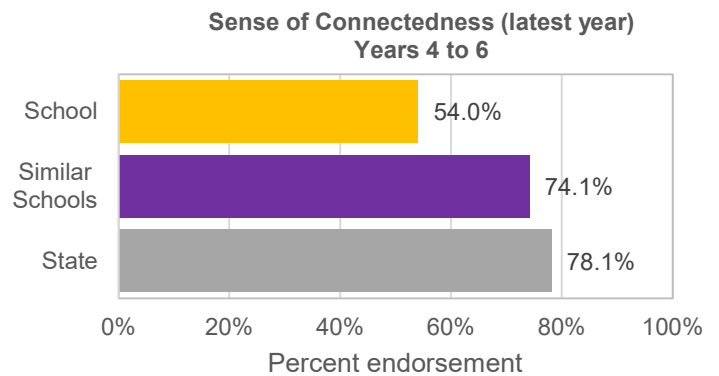
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	54.0%	69.6%
Similar Schools average:	74.1%	75.0%
State average:	78.1%	79.5%

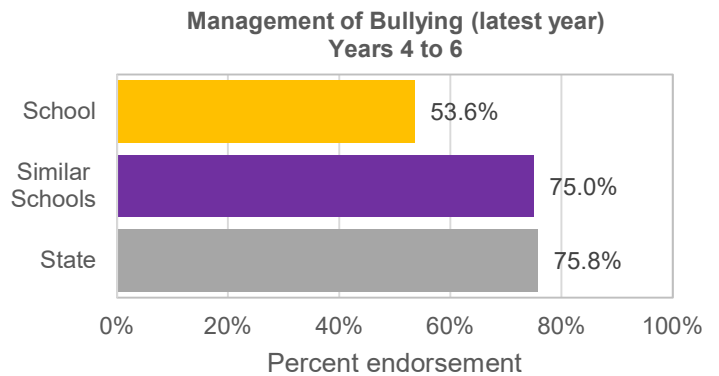


Student Attitudes to School – Management of Bullying

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:	53.6%	69.2%
Similar Schools average:	75.0%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

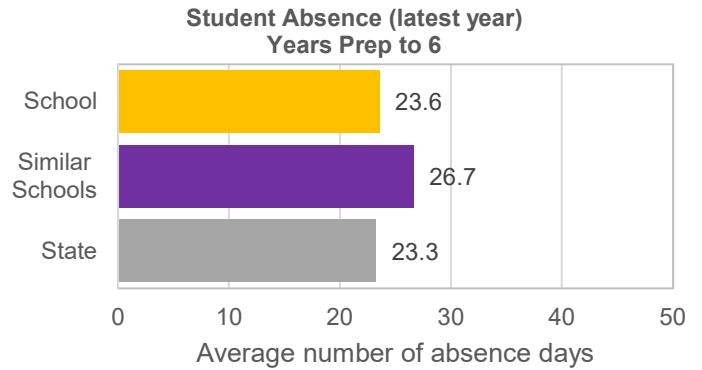
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.6	19.8
Similar Schools average:	26.7	20.4
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):	88%	89%	90%	87%	91%	84%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,222,928
Government Provided DET Grants	\$477,348
Government Grants Commonwealth	\$2,396
Government Grants State	\$10,890
Revenue Other	\$8,337
Locally Raised Funds	\$145,717
Capital Grants	\$0
Total Operating Revenue	\$2,867,615

Equity ¹	Actual
Equity (Social Disadvantage)	\$241,253
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$241,253

Expenditure	Actual
Student Resource Package ²	\$2,098,803
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$41,532
Communication Costs	\$4,009
Consumables	\$56,523
Miscellaneous Expense ³	\$9,780
Professional Development	\$13,552
Equipment/Maintenance/Hire	\$45,959
Property Services	\$137,895
Salaries & Allowances ⁴	\$89,588
Support Services	\$101,842
Trading & Fundraising	\$19,261
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,095
Total Operating Expenditure	\$2,639,840
Net Operating Surplus/-Deficit	\$227,775
Asset Acquisitions	\$27,448

- (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	\$305,136
Official Account	\$47,551
Other Accounts	\$0
Total Funds Available	\$352,687

Financial Commitments	Actual
Operating Reserve	\$74,705
Other Recurrent Expenditure	(\$309)
Provision Accounts	\$0
Funds Received in Advance	\$6,562
School Based Programs	\$102,783
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,686
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$60,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$308,427

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.