

2017 Annual Report to the School Community



School Name: Langwarrin Park Primary School

School Number: 5257



- 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 Regulation 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 2017 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 18 April 2018 at 07:59 AM by Denise Webster (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 2018 at 03:20 PM by Vicky Adams (School Council President)



About Our School

School Context

Langwarrin Park Primary School was founded in 1989 and is situated in the City of Frankston, about 50 kilometres from the city in Melbourne's South Eastern Suburbs. It is set in spacious and attractive grounds and in 2018 has a population of 723 students. At LPPS we are proud of our committed, accomplished teachers; friendly, hard-working students and supportive parent community.

LPPS prides itself in providing a broad range of activities which aims at a holistic approach to education where every child is given an opportunity to achieve success with a broad range of knowledge and experiences. A seven-year sequential, integrated program developed in line with the Victorian Curriculum in the learning areas of English, Mathematics, Science, Technology, Health and Physical Education, the Arts, History and the Environment is provided. We place a strong emphasis on the development of Literacy and Numeracy. To achieve the best possible student outcomes, teachers plan the curriculum collaboratively as part of the Professional Learning Communities approach. In addition to the core programs we offer a diverse range of camp experiences (Years 3-6); an extensive swimming program in our school owned swimming pool (swimming lessons through to triathlons, squad swimming, water safety including beach experiences and surfing and sailing); as well as comprehensive performing arts program encompassing music, instrumental tuition, dance and drama.

The school's core values are: Respect, Cooperation, Consideration, Contribution and Tolerance. These values underpin the way all members of the school community treat each other. A wellbeing program is provided across all levels of the school and is supported by our commitment to Restorative Practices. In 2017 THRIVE, the Positive Education program for the Langwarrin Network, was introduced. This year it will be embedded in all levels of the school to support student engagement and wellbeing. Our school is proud of its work in identifying and supporting the leadership potential of our students and future work lies in promoting student voice and agency.

High expectations are held for every student at Langwarrin Park Primary School and students are encouraged to become critical thinkers and problem solvers. Teachers regularly assess and reflect upon their own work practices in order to provide our students with opportunities to achieve learning successes. We are committed to providing the best possible access to a range of digital technologies to ensure that students are able to be active and engaged learners in the digital age. The BYOD program introduced in 2017 has been highly successful and will expand over the coming years.

The school fosters close links with parents and the broader community and recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We are further supported by our parents through their enthusiastic participation on School Council, Parents and Friends Club and as classroom helpers.

School facilities are extensive and are designed to support the broad range of activities and programs that we provide for students across all levels of the school.

In 2017 the school's SFO (Students' Family Occupation) was 0.5269 and its SFOE (Students' Family Occupation and Education) was 0.4404. Our school had 41.8 equivalent full-time staff: 3 Principal class, 3 Leading teachers, 35.8 teachers (18 classroom teacher level 1 and 23 classroom teacher level 2) and 8.6 Education Support staff. There were 16 staff members who worked part time. At the beginning of the year we welcomed 2 new staff members to our school but this had increased by another 4 by the end of semester 1. Our enrolment had increased to 737 students on census day but by the end of the year student numbers had decreased to 728 with a number of students moving away from the area. There were 9 students on the Program for Students with Disabilities. The school was organised into 33 classes and our specialist learning areas were Health and Physical Education; Performing Arts, Music, Visual Arts and Indonesian.



Framework for Improving Student Outcomes (FISO)

The school has clear goals and targets that support agreed FISO priorities. In 2017, staff at LPPS focused on two FISO initiatives. The first was Building Practice Excellence. A number of improvement strategies were successfully implemented in Mathematics and Writing. Professional learning was provided and aligned with these FISO improvement strategies. Teachers have a shared focus for improvement in student outcomes and work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation. This will be embedded through the Professional Learning Communities approach in 2018. The School Improvement Team will drive these changes and oversee the current work at each level. Setting Expectations and Promoting Inclusion was the second focus area. School policies, programs and practices are inclusive and respectful of difference. The introduction of the Positive Education Initiative supported our work in this space. The school has aligned its policies and practices to address specific issues of wellbeing. Practices to improve engagement and behavioral climate in classrooms and the school have been developed and implemented. Professional Learning Teams will be coordinated in 2018 to drive further improvement in this area. The school has well-established links with community services for promoting positive health in all students and for supporting specific health needs of individual students including those who are most vulnerable and disadvantaged.

Achievement

Structures have been put in place to support the school improvement model; developing teacher knowledge and capacity to work as effective teams. Professional learning has been conducted on site by curriculum and wellbeing leaders. Observation practices are in the initial stages and will continue to be a focus for learning in 2018. Teams have built their knowledge of the Victorian Curriculum Document and Langwarrin Park Primary School documentation has been developed for all learning areas and common planning templates have been introduced. The curriculum is monitored and evaluated in SIT meetings and in Professional Learning teams at each level. All teachers are becoming more data literate and using this to inform evaluation of learning and future planning. Teachers use a range of data to evaluate student achievement and growth and have improved their moderation practices to identify student progress and accurately inform their teacher judgement for reporting purposes.

2017 Naplan results indicated that in Reading students continued to show pleasing levels of achievement; with a high percentage of students working in the top two bands. Thirty percent of students achieved high growth between Year 3 and Year 5. This level of achievement was not matched in Writing and the focus on improving student skills in this learning area will again be a specific focus in 2018. In Numeracy our Naplan results indicated that in Year 3 there were 40% of students working in the top two bands and in Year 5 there were 23% were at the top level. High growth from Year 3 to Year 5 has improved and there has been a marked improvement in the low growth area.

Engagement

Positive Education was implemented in 2017 and is designed to support all students in their learning and in their wellbeing. Baseline data has been collected in term 4 and will be collected annually to ascertain the success of the program. The focus has been to provide Professional Development for teachers and as well as increase student resilience and confidence in their learning. Student Leadership continues to be a core part of our work to support the wellbeing and engagement of students. A well-structured SRC program is implemented each year and we are gradually expanding the role of school leaders to include occasional attendance at School Council meetings as a way to raise the profile of these leadership roles to the wider school community.

The introduction of the Bring Your Own Device program together with the improved access to electronic devices across the whole school has allowed teachers to develop programs that embed these technologies into the teaching and learning program. Anecdotal evidence suggests an improved level of engagement from students working directly in this area and the data from the Student Attitudes to School survey in 2018 will provide some trend data to validate this.



Student Attendance data indicated an issue which needs to be addressed. In 2017 a major factor in student absence was ‘illness’ which increased significantly. In addition to this, ‘extended family holidays’ is a high category. This area needs to be monitored closely in 2018 and the implementation of electronic roll marking using the Sentral package and the strengthening of Department guidelines will further improve school processes and move us towards more accurate tracking of student attendance in real time settings.

Planned future work in Building Community will be timely and assist in strengthening the relationships that we have with families in our school.

Wellbeing

The teachers at Langwarrin Park Primary School have a strong commitment to student wellbeing and work collaboratively with students and their families to foster a supportive and engaging learning environment. There is a whole school approach to student and classroom management -Restorative Practices underpin our student management process and students and staff work together to solve issues and concerns. Student Attitude to School survey data highlights the need to focus on building connectedness in students as well as address concerns and issues relating to bullying. To that end, in 2017 we have used some of our allocated Equity Funding to employ a Wellbeing Officer and support the implementation of the Positive Psychology network based program. These efforts will be continued across the next AIP and Strategic Plan to fully achieve our stated targets.

Breakfast club continues to be a great success. It has provided a positive start to the day for a number of students and they relish the time spent with their peers in this environment. The extra curricula program provided by teaching staff expanded over the course of the year and there are opportunities for students to play in a variety of settings.

We are proud of the transition program that is in place for the Kindergarten students as they move into their Foundation year. The Years 6-7 transition program is similarly robust and assists students to make the move in secondary schooling. We have excellent relationships with our feeder Kindergartens as well as with our local secondary colleges. We have also enhanced the program which supports students as they move into the next level of their schooling, resulting in a reduction of anxiety amongst the student cohorts as they negotiate new settings and peer groups.

For more detailed information regarding our school please visit our website at
www.langwarrinparkps.vic.edu.au



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 737 students were enrolled at this school in 2017, 363 female and 374 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>54%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>59%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>53%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	54%	30%	Numeracy	20%	59%	22%	Writing	31%	53%	16%	Spelling	17%	57%	26%	Grammar and Punctuation	21%	53%	26%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	91 %	92 %	92 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	91 %	92 %	92 %	91 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

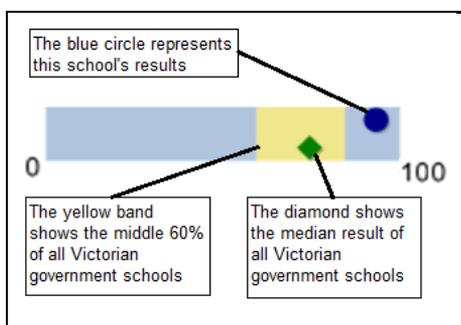
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

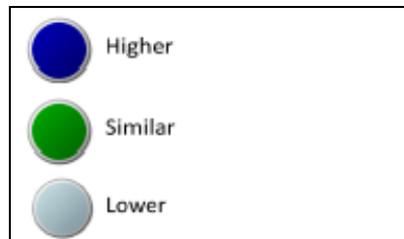


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,181,642	High Yield Investment Account	\$350,507
Government Provided DET Grants	\$748,122	Official Account	\$33,625
Revenue Other	\$61,049	Other Accounts	\$789
Locally Raised Funds	\$560,473	Total Funds Available	\$384,921
Total Operating Revenue	\$6,551,288		
Equity¹			
Equity (Social Disadvantage)	\$190,619		
Equity Total	\$190,619		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,890,875	Operating Reserve	\$89,942
Books & Publications	\$398	Asset/Equipment Replacement < 12 months	\$11,000
Communication Costs	\$15,156	Maintenance - Buildings/Grounds incl SMS<12 months	\$21,000
Consumables	\$78,450	Revenue Receipted in Advance	\$49,584
Miscellaneous Expense ³	\$473,318	School Based Programs	\$14,863
Professional Development	\$18,811	Provision Accounts	\$10,000
Property and Equipment Services	\$415,107	Other recurrent expenditure	\$188,531
Salaries & Allowances ⁴	\$90,633	Total Financial Commitments	\$384,921
Trading & Fundraising	\$50,917		
Utilities	\$107,456		
Total Operating Expenditure	\$6,141,122		
Net Operating Surplus/-Deficit	\$410,166		
Asset Acquisitions	\$16,941		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

Sound practices in financial management were in place throughout the year. The effective allocation and use of resources continued throughout 2017. Organizational structures were introduced or refined in order to support key improvement strategies particularly in the learning areas of English and Mathematics. Time was provided for planning and a high level of funding was allocated to the professional learning budget to support the development of all teachers and support staff. Funding was provided to all year levels for the purchase of materials to support the curriculum programs that they had planned. A number of staff departed at different stages during 2017 and the cost of replacement teachers was significantly lower, assisting in the creation of a surplus at the end of the year. Equity funding supported the employment of a Student Welfare Officer, a Positive Education Leader and Intervention teacher as well



as materials and other professional resources. High costs are incurred in maintaining the buildings and grounds and areas for improvement have been targeted for 2018.

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.