

2020 Annual Report to The School Community



School Name: Lang Lang Primary School (2899)



- 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 2020 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 10 March 2021 at 10:41 AM by Jennifer Cox (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 23 April 2021 at 11:24 AM by Travis Davidge (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

At Lang Lang Primary School, we strive to provide an all-inclusive learning environment, where we are all developing the attitudes, skills and knowledge required to be life-long learners. Our school motto is "Building a Learning Community" which is achieved through a focus on our core values of :-

- Respect
- Positive Mindset
- Positive Relationships
- Community

Based on the outskirts of the Cardinia Shire on the edge of the south-eastern suburbs of Melbourne, Lang Lang Primary School is a small semi-rural school facing considerable growth in the near future. The township of Lang Lang is undergoing significant change with substantial housing developments occurring within the township boundaries. Student population growth has been steady over the past 3 years, however the Foundation student enrolment has gone from the traditional 10-15 students to closer to 40 students. Predicted enrolment numbers over the next strategic plan period see the student population rising from 180 students in 2021 to 250 students by 2023. This raises a key challenge for the school in ensuring that the school's pedagogical practices, induction processes and supporting systems are all in place to seamlessly and efficiently manage the changes in the school population and demographics.

The school is continuing to embed whole-school approaches to literacy and numeracy and building capacity through Professional Learning Communities. Social and Emotional Learning of all our students through Positive School Wide Behaviours and Respectful Relationships is a priority.

Framework for Improving Student Outcomes (FISO)

In 2020 Lang Lang Primary School's AIP had a strong focus within the Excellence in Teaching and Learning FISO domain. Key improvement strategies for the school in 2020 were:

- Agreed lesson structure and pedagogies in Literacy and Numeracy documented and in use across the school.
- Continue to build leadership capacity across the school.
- Embed and extend the practice of Professional Learning Teams with a focus on the use of data and reflection on the impact of teaching on student learning.

To support the implementation of our KIS to achieve our goals, the school participated in the DET Learning Partnerships throughout remote and flexible learning and participation in Cardinia Instructional Leaders Network by identified leaders in our staff. Despite the disruption due to RFL, the school focused on reading and began to develop a schoolwide reading program, including guided reading in all our classes. This was observed through classroom observations, walkthroughs and PLC inquiry cycles and student learning moderation. The development of PLC's and more rigorous inquiry processes have assisted in greater assessment of the impact of different teaching strategies on student learning. The PLC process has also enabled more extensive analysis of data with staff which resulted in positive changes in teacher practice and student learning outcomes. By utilising existing leadership capacity, along with developing new leadership capacity and mobilising the human, financial and physical resources of the school, professional development was accessed from other local primary schools within the Swamp network and DET that supported our growth in 2020.

Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students in all years continue to improve in both literacy and numeracy although the progress has been somewhat

slower than expected. The school has seen an increase in student learning growth against the Victorian Curriculum, with 85.6% of students at or above expected standards in English, which is above the average of similar schools. In mathematics the school percent of students at or above age expected standards was 84.4%, which is again above average compared to similar schools.

During remote and flexible learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Students who required additional literacy support continued to come to school to be supported either with their classroom teacher or by being involved in the MultiLit program which is delivered by our Educational Support Staff. This additional support during RFL ensured our students continued to have positive literacy and numeracy outcomes.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Lang Lang Primary School students are supported to develop their resilience and learning confidence and we are proud of the strategies that we put in place to support the engagement and connectiveness of our students to their school.

This year we focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing and in 2020 we achieved the next level in our School Wide Positive Behaviour Program accreditation. A range of opportunities for student voice and development of student agency continued to be developed. Students were also authentically engaged as stakeholders in the school review process through surveys and focus group interviews.

The school had a focus on improving students' opinion of effective classroom behaviour, stimulating learning and student voice and agency, as indicated in the 2020 AIP. Lang Lang Primary School continued to work with families to ensure students were at school and learning. The school began to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. We also work closely with our School Chaplain and Student Support Team to support students and families experiencing attendance difficulties.

Our attendance during remote and flexible learning improved. The school average number of absence days dropped from a 4 year average of 16.3 to 11.6, which is less than the state average (13.8) and similar school average (16.9). Our average attendance rate in 2020 was just under 94%.

Wellbeing

We have continued to ensure that student wellbeing is a priority, and this was particularly important during remote and flexible learning. Wellbeing was prioritised for students, staff and families through our Wellbeing Wednesdays, where specialist lessons were available for students and a break from technology was encouraged. Families in need were delivered food parcels during lockdown as well.

Lang Lang Primary continued its strong focus on implementing School Wide Positive Behaviours. The student Attitudes to School Survey (AtSS) data - sense of connectedness for our grade 4-6 students has a four year average of 72.7%, which is below similar schools and the state average. However, it should be noted that the school students did not participate in the AtSS in 2020, and it is expected that this will improve in 2021.

Financial performance and position

Lang Lang Primary School maintained a sound financial position throughout 2020. The School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for the allocation of funds to support

school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$98, 358. Through generous community grants and donations to camps, excursions and targeted teaching areas in 2020, the school was able to continue to offer opportunities to staff and students without adversely affecting the schools overall financial position. We continued to ensure that our equity funding is spent where it will have the greatest impact on student learning and wellbeing. This includes providing extra staffing support through Education Support Officers and wellbeing assistance through our school chaplain program. Within the Financial Commitments section of this report, Buildings/Grounds refers to grants received by the school to improve the school wetlands area.

For more detailed information regarding our school please visit our website at
<http://www.lanqlangps.com.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 182 students were enrolled at this school in 2020, 100 female and 82 male.

0 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) which takes into account parents' occupations and education.

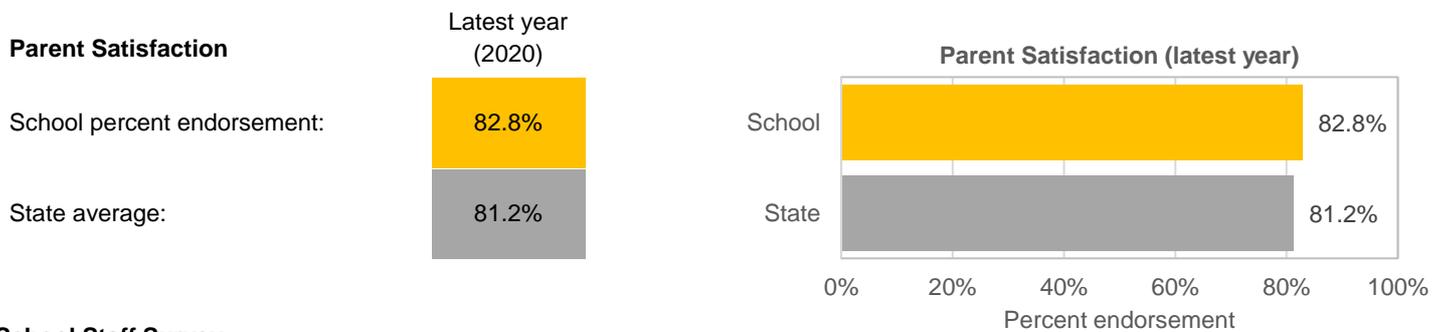
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

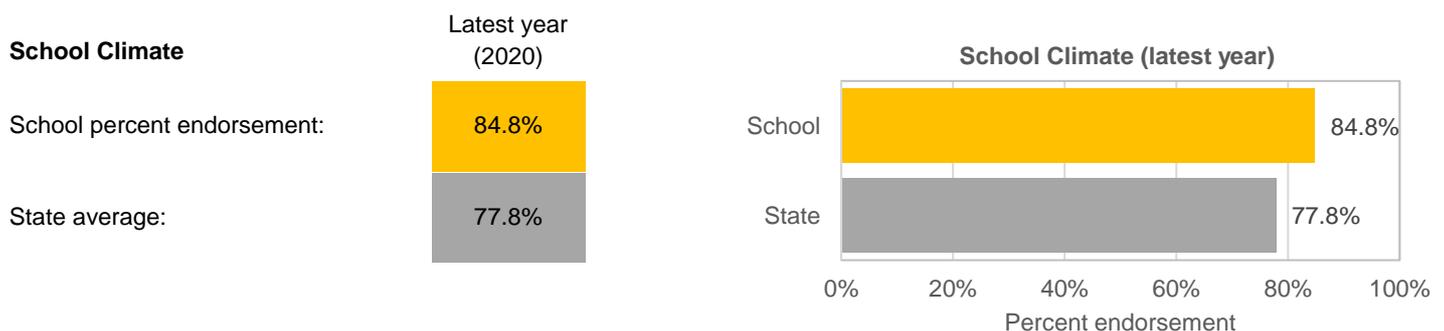


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

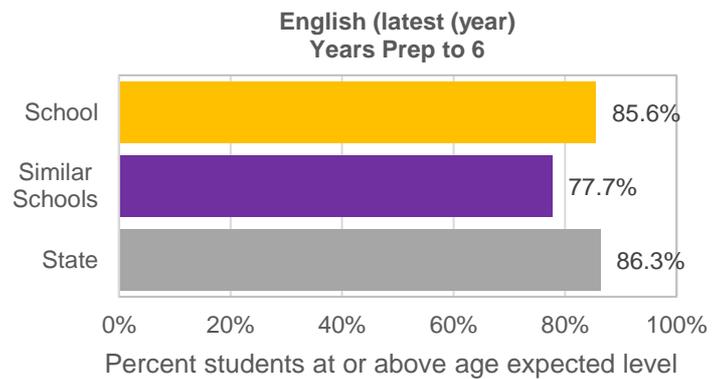
85.6%

Similar Schools average:

77.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

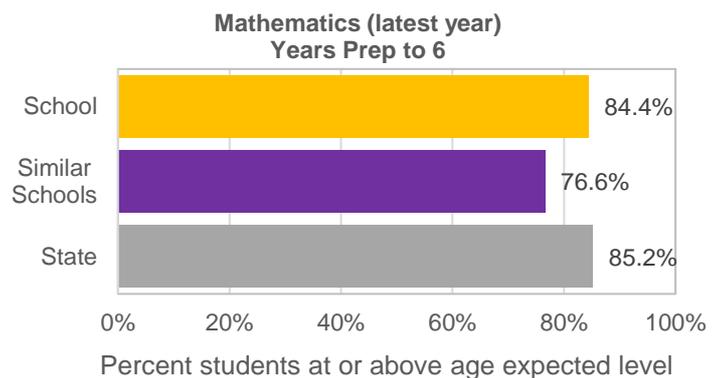
84.4%

Similar Schools average:

76.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

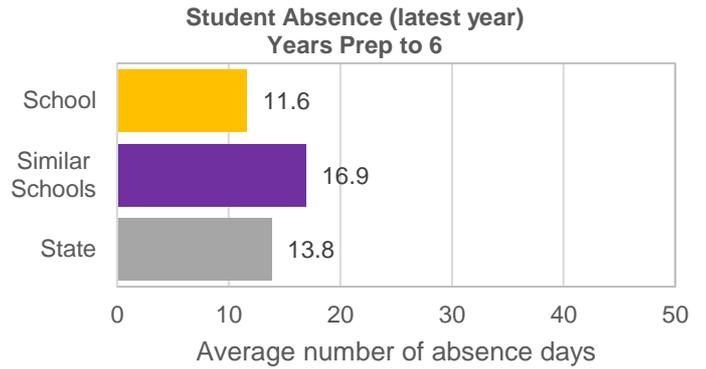
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.6	16.3
Similar Schools average:	16.9	17.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	94%	95%	93%	95%	93%	93%

WELLBEING

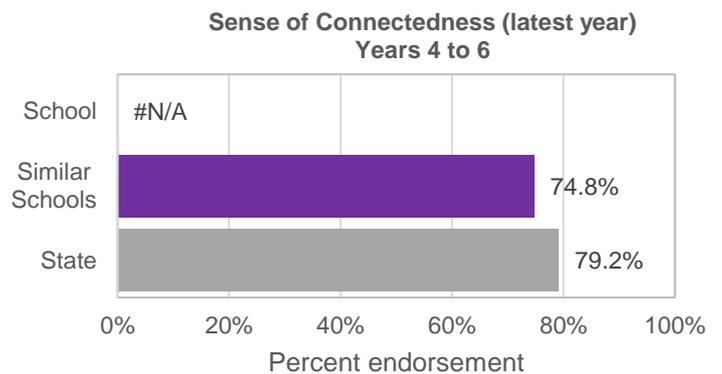
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	72.7%
Similar Schools average:	74.8%	77.8%
State average:	79.2%	81.0%



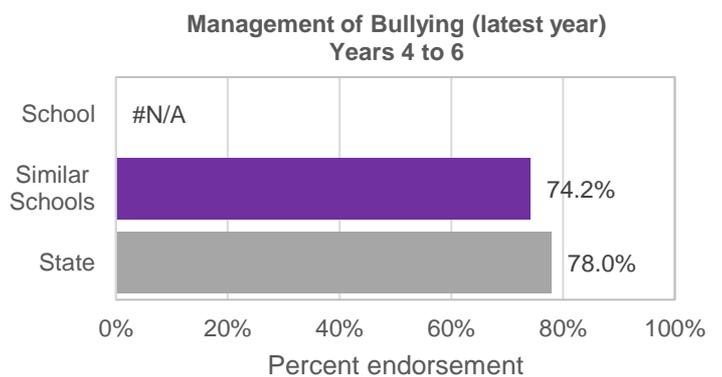
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.0%
Similar Schools average:	74.2%	78.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$1,493,471
Government Provided DET Grants	\$286,471
Government Grants Commonwealth	\$12,041
Government Grants State	NDA
Revenue Other	\$1,635
Locally Raised Funds	\$56,421
Capital Grants	NDA
Total Operating Revenue	\$1,850,039

Equity ¹	Actual
Equity (Social Disadvantage)	\$150,499
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$150,499

Expenditure	Actual
Student Resource Package ²	\$1,445,761
Adjustments	NDA
Books & Publications	\$106
Camps/Excursions/Activities	\$23,748
Communication Costs	\$2,400
Consumables	\$60,060
Miscellaneous Expense ³	\$6,336
Professional Development	\$516
Equipment/Maintenance/Hire	\$46,316
Property Services	\$37,618
Salaries & Allowances ⁴	\$39,327
Support Services	\$70,064
Trading & Fundraising	\$3,671
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$15,754
Total Operating Expenditure	\$1,751,680
Net Operating Surplus/-Deficit	\$98,359
Asset Acquisitions	\$26,439

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$118,564
Official Account	\$6,390
Other Accounts	NDA
Total Funds Available	\$124,954

Financial Commitments	Actual
Operating Reserve	\$46,767
Other Recurrent Expenditure	\$2,513
Provision Accounts	NDA
Funds Received in Advance	\$10,463
School Based Programs	\$7,195
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$11,480
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$61,780
Maintenance - Buildings/Grounds < 12 months	\$8,633
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$148,830

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.