

2019 Annual Report to The School Community



School Name: Lang Lang Primary School (2899)



**Respect, Positive Mindsets
Community, Positive Relationships**



- 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 2019 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 2020 at 10:56 AM by Sharon Mitchell (Principal)

The 2019 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 01 May 2020 at 12:19 PM by Travis Davidge (School Council President)

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 170 students in 2019 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.

2019 was the final year of the school's 2016-2019 Strategic Plan. A review of the schools progress over that Strategic Plan period was conducted and recommendations for the new Strategic Plan cycle were made. The review panel supported the schools direction of continuing to embed whole-school approaches to literacy and numeracy and building capacity through Professional Learning Communities. It also supported the continued improvement of student voice and agency through further development of a positive school culture. These recommendations assisted in developing the schools new 2019-2023 Strategic Plan.

Framework for Improving Student Outcomes (FISO)

In 2019 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 2019 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 Professional Learning Communities professional learning program (which included the appointment of two PLC leaders), engagement of DET literacy learning specialists/coaches, participation in the SWAMP Middle Leaders development program along with targeted professional learning as identified by staff and leadership. By the end of 2019, agreed approaches to Reading, Writing and Numeracy were evident across the school. 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 2019. Positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through peer observation and learning walks and recorded as part of 2019 AIP monitoring.

Achievement

In 2019 the school continued work on its strategic plan goal of increasing the number of students demonstrating learning growth in Literacy and Numeracy.

Our Naplan results in 2019 for students in years 3 and 5 showed improvement across a number of areas. Both cohorts demonstrated great improvement in writing with over 50% of year 3 students achieving in the top 2 bands and 85% of our year 5 students achieving in the middle and top 2 bands compared to an average of 50% in the previous three years. This is supported by improvements in Reading also with 84% of year 5 students now achieving in the middle and top bands, an increase of 15% since 2017. The effectiveness of our early years literacy program is becoming evident as our year 3 students demonstrated the greatest growth in spelling and grammar with 94% of students achieving in the middle and top bands in 2019 compared with just 72% in 2015. Our year 5 students continued to demonstrate growth in numeracy with 83% achieving in the middle and top NAPLAN bands an improvement of 10% over the past 3 years.

Additionally, the school has seen an increase in student learning growth against the Victorian Curriculum, with 95% of students making one years growth in one year in Reading, Writing and Numeracy, meeting the 12-month targets set in the 2019 AIP. With our strong focus on reading, 70% of all students in our school were achieving above the set reading benchmarks for their year level.

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 a KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing and in 2019 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 2019 AIP. We experienced an increase students positively endorsing student voice and agency and maintained our results for effective classroom behaviour and stimulating learning with 75% of students across years 4 to 6 positively endorsing the school in these areas.

In 2019, 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, Student Support Team and external welfare agencies to support students and families experiencing attendance difficulties.

Wellbeing

We have made significant progress in student wellbeing over the past two years, with our strong focus on implementing School Wide Positive Behaviours and this is reflected in ongoing improvements in our Attitudes to School survey results. The school continued to improve particularly in the areas of stimulated learning, sense of confidence and managing bullying.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results with 97% of our families reporting strong connectedness to our school.

The staff satisfaction, according to the School Staff Survey, has improved significantly with 98% of staff positively endorsing trust in their colleagues and collective responsibility and focus on student learning.

Financial performance and position

Lang Lang Primary School maintained a sound financial position throughout 2019. The School Strategic Plan, along with the 2019 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 \$25,583. Through generous community grants and donations to camps, excursions and targeted teaching areas in 2019, the school was able to continue to offer opportunities to staff and students without adversely affecting the school's 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.langlangps.com.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.

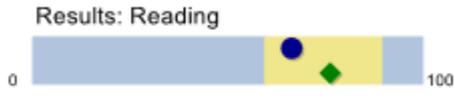
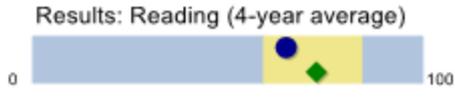
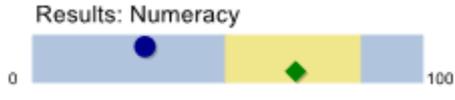
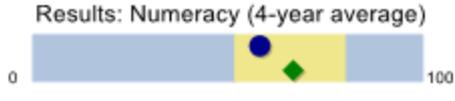
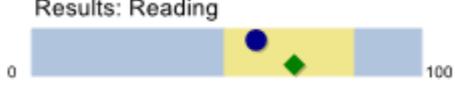
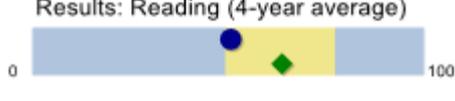
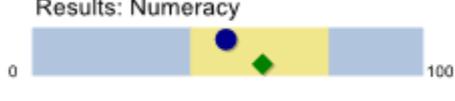
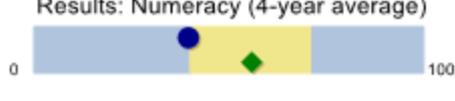
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 163 students were enrolled at this school in 2019, 82 female and 81 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>		

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	91 %	92 %	90 %	90 %	89 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	91 %	92 %	90 %	90 %	89 %										

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below ●</p>
<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>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,395,907	High Yield Investment Account	\$59,318
Government Provided DET Grants	\$231,753	Official Account	\$36,489
Government Grants Commonwealth	\$8,100	Other Accounts	\$0
Government Grants State	\$6,325	Total Funds Available	\$95,807
Revenue Other	\$10,348		
Locally Raised Funds	\$104,232		
Total Operating Revenue	\$1,756,665		
Equity¹			
Equity (Social Disadvantage)	\$138,405		
Equity Total	\$138,405		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,384,074	Operating Reserve	\$53,337
Books & Publications	\$1,150	Other Recurrent Expenditure	\$5,244
Communication Costs	\$2,034	Funds Received in Advance	\$7,300
Consumables	\$39,922	School Based Programs	\$700
Miscellaneous Expense ³	\$167,376	Funds for Committees/Shared Arrangements	\$11,183
Professional Development	\$3,304	Capital - Buildings/Grounds < 12 months	\$25,000
Property and Equipment Services	\$75,789	Maintenance - Buildings/Grounds < 12 months	\$8,633
Salaries & Allowances ⁴	\$26,480	Total Financial Commitments	\$111,396
Trading & Fundraising	\$15,814		
Travel & Subsistence	\$578		
Utilities	\$14,562		
Total Operating Expenditure	\$1,731,082		
Net Operating Surplus/-Deficit	\$25,583		
Asset Acquisitions	\$0		

- (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 26 February 2020 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.

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.

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').