2024 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 (VIT)
- 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 Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 16 April 2025 at 08:09 AM by Nicole Smith (Principal)

- As executive officer of the school council, I attest that this 2024 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 29 April 2025 at 11:11 AM by Cathryn Speed (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

At Lang Lang Primary School, we work to be an inclusive and engaging learning community. We work collaboratively to support students to develop a growth mindset with the skills and knowledge to be successful to be life-long learners. Our school motto is "Building a Learning Community" which is achieved through a focus on our whole school **values** of **Respect, Positive Mindset, Positive Relationship**s and **Community**. We are based on the outskirts of the Cardinia Shire on the edge of the south-eastern suburbs of Melbourne, Lang Lang Primary School is 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. We predict increased enrolments over the next strategic plan period, with 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.

At LLPS, our classrooms are strategically designed to complement both current and evolving pedagogical practices. They nurture creativity, collaboration, and innovation, enabling students to thrive in a setting that supports:

- A balance of teacher-directed and student-led learning
- Integrated curriculum delivery
- Social and collaborative learning opportunities
- Explicit and direct instruction
- Critical and creative thinking
- Social-emotional development and relationship building
- Deeper-level problem-solving skills

Our School Community

LLPS is home to approximately 190 students from Prep to Year Six across 9 classes. In addition to our school, we offer a Before and After School Care Program, and a School Holiday Program, all managed and operated by Windermere.

Our dedicated staff have, with a shared commitment to student-centered learning. Our team consists of:

- 12.8 classroom teachers, this consists of 9 classroom teachers, 4 specialist teachers and 1 learning support teacher
- 6 education support staff
- 1 leading teacher
- 1 Principal
- 1 Business manager

At Lang Lang Primary School our Whole School **Expectations** are **BE RESPONSIBLE, BE RESPECTFUL and BE SAFE.** As a school community we create a safe, inclusive, and inspiring learning environment where every child is encouraged to achieve their best and be an active and engaged member of our community. We believe

that the school years are crucial in shaping a child's future, and we are committed to providing an education that builds confidence and resilience. We celebrate every student's journey, ensuring they leave our school as empowered, capable, and future-ready individuals.

Progress towards strategic goals, student outcomes and student engagement

Learning

As part of the FISO model, our 2024 Annual Implementation Plan set a series of targets under the Teaching & Learning, Leadership and Assessment Dimensions. These included targets of:

NAPLAN

NUMERACY

The target was to increase the to increase the percentage of Year 3 students attaining strong and exceeding proficiency from 50% to 54%, we had 52% of students attaining strong or exceeding
The target was to increase the to increase the percentage of Year 5 students attaining strong and exceeding proficiency from 50% to 54%, we had 33% of students attaining strong or exceeding
To increase the percentage of Year 5 students attaining exceeding proficiency from 9% to 11%, we had 0% of students attaining exceeding

READING

The target was to increase the percentage of year 5 students attaining 'strong' and 'exceeding' from 62% to 66%, we had 64% of students attaining strong or exceeding
The target was to increase the percentage of Year 5 students attaining exceeding proficiency from 14% to 16%, we 6% of students attaining exceeding

WRITING

The target was to increase the percentage of Year 5 Students 'Exceeding' proficiency from 0% to 3%, we had 11% of students attaining exceeding
The target was to decrease the percentage of Year 5 Students in the 'Developing' proficiency from 33% to 29%, we had 11% of students in the developing proficiency, with a further 22% in the 'Needs Additional Support' proficiency, this target was not reached.

Our NAPLAN results for 2024 were disappointing, however, these results provided us with the opportunity to reflect and refine our teaching and learning focus.

Key Achievements

At Lang Lang Primary School, we have strengthened our approach to teaching literacy in the junior school through the effective implementation of the Little Learners Love Literacy Program

Our Professional Learning Communities focused on building teacher capacity and understanding of effective use of data to plan and implement differentiated teacher practices.

The staff have further developed and refined their skills at writing SMART goals for Individual Education Plans.

Future Focus

We are confident that the **development and implementation of our whole school instructional model** will support staff to refine their **explicit teaching** in **Literacy and Mathematics and the**

implementation of MacLit and MiniLit Sage as key programs for the LLPS Learning Support Program will contribute to:

- **A decrease in students in 'NAS' and 'Developing' proficiency**
- **An increase in students attaining 'Exceeding' proficiency, in reading, writing and numeracy**

LLPS remains dedicated to ongoing instructional improvement, ensuring **high-quality teaching, targeted professional learning, and a data-driven approach** to maximize student success in the years ahead.

Wellbeing

Commitment to Student Engagement and Wellbeing

Wellbeing has continued to be a priority for the LLPS community, we have had a strong focus on the review of SWPBS, reviewing and rewriting the Whole School Expectations and the effective implementation of 'positive compass' posts to celebrate the students successes with the LLPS families Staff engaged in significant professional learning time in during Term 4 developing their skills, capacity and confidence on engaging in effective positive communication with families. Staff also worked collaborative to design Step Into Success Transition program for the beginning of 2025, this program has reviews the whole school expectations and focuses on teaching students to work as a part of a community. Staff redeveloped the 'ready to learn' space to ensure that the space was the calm and orderly environment that it needed to be to support students that need to reset, the area now has set play areas with a specific focus. Teachers continue to explicitly teach the expected behaviours and create clear structure routines to support classroom learning.

Breakfast Club continued to run and we were able to increase the program to two mornings a week with the support of donations from within our local community. At LLPS we have continued to provide an inclusive learning environment for our students. The staff completed Berry Street Training, worked with the DET SSSO teams to develop their knowledge of functional behaviour and the 'prevent, teach, reinforce' model.

Engagement

Community Engagement in Learning

Our **primary objective** was to establish **inclusive learning models** that ensured all members had access to high-quality teaching and personal learning development. It was essential to implement **effective communication tools** that kept families informed about their child's progress, school initiatives, events, and overall educational practices at Lang Lang Primary School.

Enhancing Communication and Engagement

To foster **consistent and transparent communication**, LLPS uses **COMPASS** as a primary tool for engaging with families. Through COMPASS:

- **Chronicle entries** keep parents informed about student behaviour in alignment with LLPS expectations, with a goal of at least **one positive entry per student per week**.
- **Attendance records** are maintained, allowing families to approve and track absences seamlessly.

Additionally, **Facebook** serves as a key platform for **celebrating student achievements and showcasing extracurricular opportunities**. Our **daily posts** receive high engagement, reflecting a strong sense of community and parent involvement.

Attendance and Community Considerations

While **attendance data at LLPS is comparable to similar schools**, it does not fully reflect the true attendance patterns within our community. A number of students—**up to 25 across the school**—record attendance rates exceeding 30 days absent due to complex family circumstances.

To support these students and their families, JHPS has implemented all **Department of Education and Training (DET) support processes**, ensuring appropriate interventions are in place. Additionally, we work closely with **DFFH (Department of Families, Fairness and Housing Services)** to provide families with access to **targeted support programs and resources**.

Despite these challenges, **all year levels recorded students with over 80% attendance** in 2024, demonstrating strong engagement across the broader school community.

In 2024 we used the PIVOT student survey where every student was surveyed about their classroom teacher, providing explicit feedback. Staff reviewed this information in staff meetings and compared it to the AToSS data. We continued to work closely with families to ensure that our students are at school and learning.

Other highlights from the school year

The 2024 school production was a key highlight for the LLPS community. Students were engaged and enjoyed the opportunity to share their performances with their families.

New Play space

Financial performance

Lang Lang Primary School maintained a sound financial position throughout 2024. The School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for the allocation of funds to support school programs and priorities.

We have identified buildings and grounds as an area that in 2025 needs attention and financial commitment.

Through generous community grants and donations to camps, excursions and targeted teaching areas in 2024, the school was able to continue to offer opportunities to staff and students without adversely affecting the schools overall financial position.

We have an active fundraising committee who raise substantial funds for the school to utilise for student resources and facilities. We continued to ensure that our equity funding is spent where it will have the greatest impact on student learning and well-being. This includes providing extra staffing support through Education Support Officers.

We experienced a significant decline of Parent Payments in 2024, with collections totalling $1790 —representing only 21***% of the expected contributions from the school community.***

For more detailed information regarding our school please visit our website at http://www.langlangps.com.au/