

2015 Annual Report to the School Community

Loch Sport Primary School

School Number: 5245



Name of School Principal:

Damian Lippin (Acting
Principal)

Name of School Council President:

Col Robson

Date of Endorsement:

28-4-16.

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Loch Sport is located 45 minutes from Sale and Seaspray and is nestled between the picturesque Coastal and National Parks along the Ninety Mile Beach. Loch Sport Primary School is a small rural school with an enrolment of 18 students. We want each student to feel valued and to be engaged in their learning and time at school. At our school 'Only the best will do'. We are an active member of the Sale Rural Cluster of Schools, and provide abundant opportunities for concentrated one-to-one and small group instruction with small class sizes. The school has a junior and senior classroom and provides multi age learning in core subject areas and more generally in afternoon sessions. Each classroom has an interactive whiteboard desktop computers in junior classroom , and iPads, laptops, notebooks provided to senior students with a close to 1:1 ratio of computers to students.

The substantive principal was on maternity leave from April and a Acting Principal was employed to see out the year. There are currently two full time teachers; a teaching Principal and another classroom teacher. The school employs two teaching assistants. Loch Sport works as a team seeking to live out our values of respect, responsibility and resilience every day. We encourage children to achieve their personal best and be the best version of themselves that they can be.

Our team consists of staff, parents and community and we all work together to make our school an effective learning team.

Achievement

During 2015 we were successful in encouraging students to learn and be a part of the school team. This resulted in improved resilience, greater connectedness and increased engagement of students, parents and the community in general. The school's assessment regime, via the assessment schedule, showed the students making progress in all areas, the highlights being reading and writing. Many senior students progressed beyond one year in reading according to on-demand testing and benchmarking. This increased student confidence which in turn allowed children to enthusiastically embrace the journey to secondary College.

Engagement

Student attendance is an ongoing priority at Loch Sport Primary School. The school works closely with families to support and encourage students. As a team we discuss ways to alleviate stress and disengagement. We recognise the link between student engagement and regular attendance. We want everyone to feel a part of the team. We want our students to be excited about coming to school. Our goal has been to encourage students to be accountable and responsible.

In our school ongoing emphasis has been placed on developing student leadership particularly in our senior students. Initiatives include School Captains, School Leaders and student organisation, Leaders participate in a leadership camp to help develop organisational skills and skills to aid in mentoring younger students.

The school has a clearly outlined Student Code of Conduct supported by a whole school behaviour management strategy and we work in partnership with parents and carers to support our students.

Wellbeing

Loch Sport Primary School has implemented a number of successful strategies to support the various transitions our students make throughout their involvement at our school. Our school runs a successful weekly playgroup which facilitates the building of working relationships between incoming students, families and school staff. Transition through the school is assisted greatly by our small class sizes. Our exiting Year 6 students enroll at a range of local government, catholic and independent schools. To assist this transition our school is actively involved in a Sale Rural School transition program which enables the children to visit secondary colleges and participate in activities with their peers.

This year at Loch Sport we focused on being a team which was inclusive of all students and seeking to recognize individuality and Differences. This culminated in a school concert at the end of the year which enabled students to display their individual skills and talents.

Productivity

The Loch Sport Primary school researched and adopted a new writing program (VCOP) which encouraged greater interest in writing and improved outcomes. The math program was also formalized using 'Maths Plus as a starting point for covering all required topics and linking the school more closely to the Victorian Curriculum.

A language program was adopted using Skype to directly link with Chinese tutors in real time.

We also worked on embedding school values, student goals and individuals taking responsibility for their own learning.

We were fortunate to have an active school council who supported the school administration and the students.

For more detailed information regarding our school please visit our website at <http://www.lochsportps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 20 students were enrolled at this school in 2015, 8 female and 12 male. There were 15% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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> Lower</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> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>81 %</td> <td>95 %</td> <td>93 %</td> <td>79 %</td> <td>89 %</td> <td>87 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	81 %	95 %	93 %	79 %	89 %	87 %	87 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
81 %	95 %	93 %	79 %	89 %	87 %	87 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

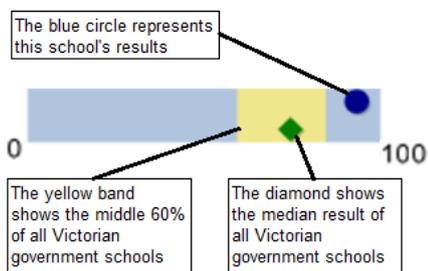
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

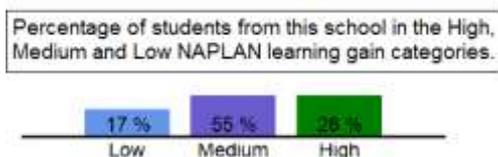
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

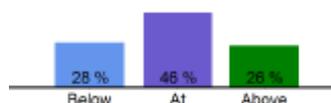


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

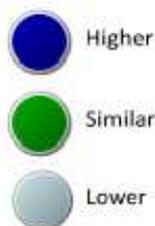


What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$317,422	High Yield Investment Account	\$35,386
Government Provided DET Grants	\$82,740	Official Account	\$28,537
Revenue Other	\$3,725	Other Accounts	\$50,702
Locally Raised Funds	\$8,297	Total Funds Available	\$114,624
Total Operating Revenue	\$412,184		
Expenditure		Financial Commitments	
Student Resource Package	\$319,145	Operating Reserve	\$12,801
Books & Publications	\$845	Asset/Equipment Replacement < 12 months	\$7,070
Communication Costs	\$3,157	Maintenance - Buildings/Grounds incl SMS<12 months	\$2,000
Consumables	\$12,787	School Based Programs	\$20,000
Miscellaneous Expense	\$8,385	Other recurrent expenditure	\$45,253
Professional Development	\$2,782	Asset/Equipment Replacement > 12 months	\$10,000
Property and Equipment Services	\$22,132	Capital - Buildings/Grounds incl SMS>12 months	\$11,500
Salaries & Allowances	\$26,278	Maintenance -Buildings/Grounds incl SMS>12 months	\$6,000
Trading & Fundraising	\$3,764	Total Financial Commitments	\$114,624
Utilities	\$4,006		
Total Operating Expenditure	\$403,282		
Net Operating Surplus/-Deficit	\$8,902		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

The school finished with a calculated surplus of \$8,902 plus an operating reserve of \$12,801.