

2020 Annual Report to The School Community



School Name: Lardner and District Primary School (5393)



- 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 26 April 2021 at 04:02 PM by Joanne Osler (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 07 May 2021 at 01:27 PM by Kristy Rowse (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

Lardner and District Primary School is situated off Lardner's Track in a pleasant rural setting, approximately 10 kilometres south-west of Warragul. Students attend the school from the surrounding areas including Lardner, Athlone, Hallora, Torwood, Drouin and Warragul. Some students even travel from further away. We currently have 5 full time staff and 4 part time staff and 2 part time specialist teachers. The school had 50 students enrolled in 2020.

Lardner and District Primary School's vision is to build independent and collaborative learners that are empowered to take responsibility for their learning.

Lardner and District Primary School's mission is to ensure all students can actively engage in their learning where they make decisions, think deeply and show resilience.

Lardner and District Primary School's objective is to have high expectations of all of our students and work with them to meet new challenges. We want all students to leave our school with the knowledge and skills to be independent and responsible learners.

We are committed to creating:

- A challenging learning environment with high expectations for all.
- Stimulating and engaging evidence-based teaching and learning programs.
- Needs based focused teaching.
- A caring, supportive and respectful environment where there are positive relationships between students, parents, staff and the broader community.
- Educational experiences that support our students to become positive, productive local and global citizens.

Lardner and District Primary School's objective is to have high expectations for the learning growth of each child. We use research evidence to implement innovative 'best practice' teaching and learning. We have a strong emphasis on academic development and achievement in reading, writing and mathematics to build strong foundations through primary school. Building strong foundational literacy and numeracy knowledge and skills will help to provide our students with a good basis on which to pursue their hopes and dreams in the future. We also endeavour to recognise and nurture students' strengths and talents.

Lardner and District Primary School's values are

- We are an inclusive and positive community where we welcome all students, parents, carers and visitors into our school.
- We build active, confident and resilient learners who strive to grow and achieve by building the knowledge and actions of effective learners.
- We have respectful relationships with our peers, teachers and school community.
- We are a friend to the environment and engage in sustainable practices. We ensure the environment is healthy for others.

The school offers students the opportunity to be involved in an extensive range of curriculum and enrichment activities. We have specialist teachers for Science, Art, languages (Chinese), MARC and PE. We promote re-cycling and consider sustainable options when choosing equipment and building materials.

The school features small and flexible literacy and numeracy classes, student-led weekly school pride projects, indoor and outdoor learning spaces, basketball court, extensive playground, environmental and kitchen gardens, a remote-control car track, sensory garden and five well resourced and maintained classrooms.

Our school community is committed to building a highly successful school. Parental involvement and participation in student learning, school activities, playgroup, school working parties, School Council and fund raising is actively encouraged and greatly valued.

Framework for Improving Student Outcomes (FISO)

In 2020 the school focused on FISO initiatives; Building practice excellence and Curriculum planning and assessment. Although COVID-19 presented a range of new challenges and priorities for students, parents and staff, we continued to focus on our AIP focus areas. The collaborative approach to remote learning developed across the year and provided opportunities for staff to focus on differentiation, independent learning and feedback.

Our main focus was to continue to build as a PLC within our school. We wanted to ensure that our approach to professional learning was rigorous and incorporated the analysis of current practice, school structure and processes already in place. With the implementation of our Lardner and District Learning and Teaching model, the school created new teacher planners for literacy. Through our PLTs developed a framework for reading, writing and oral language. This was also an opportunity to connect our active learning approach with literacy and ensure that our frameworks highlighted this relationship. Particular learning tools have been identified for development across the school to support the development of students' thinking skills. Our meeting schedules provided regular time for staff to meet as a PLT and engage in ongoing conversations around active learning and literacy. We introduced our 'writers notebooks' approach to ensure we focused on the whole process of writing, from the planning and writing to the editing and technical aspects. Building our students' thinking skills has supported the writing process and increased their creativity and confidence. We are currently exploring strategies to connect student reading and writing and ensure students are responding to texts in creative ways.

In 2020 our aim was for students to build the language to talk about their learning. We wanted to establish an active learning model in each classroom so students could contribute to the building a shared language to talk about their active learning actions/behaviors. This is an area that moved slowly through the remote learning phase and will be a priority in 2021. Through our PLTs we are identifying and developing teaching practice which promotes active learning and this is becoming a normal part of our conversations. We have developed greater opportunities for student leadership and agency, which will be developed further in 2021.

In 2020 our intention was to focus our professional learning on numeracy. During the year we decided that we needed to spend more time on developing literacy and remote learning, so our numeracy work only began in term 4. This will be a major focus in 2021.

Achievement

In 2020 we implemented our new curriculum maps. Even throughout remote learning students were provided with learning opportunities across all areas of the curriculum. We moved our active learning agenda forward, by encouraging students to use and reflect on their approach to learning. We also implemented our writer's notebooks and have begun capturing student progress in writing.

In 2020 teacher judgement of student achievement showed that in both English and Mathematics Lardner and District had a slightly higher percentage of students at or above expected standards compared to the similar schools average and the state average.

NAPLAN tests were not conducted in 2020. This also meant that data on learning gain was not available.

Engagement

With the second year of implementation of our active learning framework, promoting both student voice and agency, we have seen a continual improvement in student engagement across the school. Even during remote learning we still had a high percentage of students engage while learning at home. In 2020 our school number of absence days was

9.5 which was significantly less than the similar schools average of 14.1 days and the state average of 13.8 days. Our learning culture has continued to develop through increased student voice and agency, and new opportunities to build student leadership and make decisions that have an impact on how students learn and play.

Across 2020 we have continued to develop out indoor and outdoor learning spaces, introduced a more comprehensive approach to art, music and drama, introduced respectful relationships, and provided greater opportunities for student collaboration and leadership. Our student leadership and wellbeing office is now being used by our students and school leaders, reinforcing the important role students have in building the culture in our school. We have also built our literacy and numeracy resources, which has supported greater student choice and agency.

During remote learning we ensured students had opportunities to engage in learning tasks covering all areas of the curriculum. Students shared photos and videos of their engagement in the tasks which were shared across our school community. We also focused on maintaining that strong connection to school and each other through whole school projects and tasks, which all families were able to contribute to.

In 2021 we want to take our student voice and agency to the next level and have them involved in School Council meetings, organization of school events and input into more major decision-making.

Wellbeing

In 2020 student wellbeing continued to be a major focus in our school. With remote learning and the uncertain nature of COVID-19 our approach to keeping our students connected to each other and to school was really important. Family tasks and projects were an important part of our approach off-site learning.

In 2020 we have continued to implement our calm approach to working with our students. They are encouraged to use their voice and work through solutions to their challenges, as well as encouraging them to develop strategies to cope when they are angry and frustrated. With student engagement continuing to improve so has student wellbeing. In the Student Attitudes to School survey, students' sense of connectedness was at 95%, which was significantly higher than the similar schools average at 79.3% and the state average to 79.2%. In the area of Managing Bullying our percentage rose to 95.8% which was also significantly higher than the similar schools average of 82.2% and the state average of 78%.

In 2020 we also began our Respectful relationships approach where all students engage with the program each week.

In 2021 we will be establishing a small project team approach to work alongside our tutoring approach. Throughout the year small teams of students will work on literacy or numeracy based projects that promote critical and creative thinking. We will also be continuing with our Respectful Relationships approach where students have weekly opportunities to engage with the program.

Financial performance and position

Lardner and District Primary School finished the year with an operating surplus of \$209,475. A decrease in staffing and the Principal taking on a greater teaching load has led to an increased surplus. In 2021 this money will fund new staff to support our new structure and programs. At the conclusion of the year the school had \$139,312 funds available. Financial commitments including buildings and grounds work and maintenance expenses account for \$87,500 of those funds.

Locally raised funds and grants of \$31,390 contributed to the continued maintenance and development of the school. In 2020 we refurbished our specialist room, built an amphitheatre to support our arts program, developed outdoor learning spaces for two of our classrooms and repainted the external areas of our main buildings.

In 2020 the school received \$31,020 in Equity funding which was used to support a range of learning programs and staff professional learning.

For more detailed information regarding our school please visit our website at
www.lardnerps.vic.gov.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 50 students were enrolled at this school in 2020, 23 female and 27 male.

0 percent of students had English as an additional language and NDP 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.

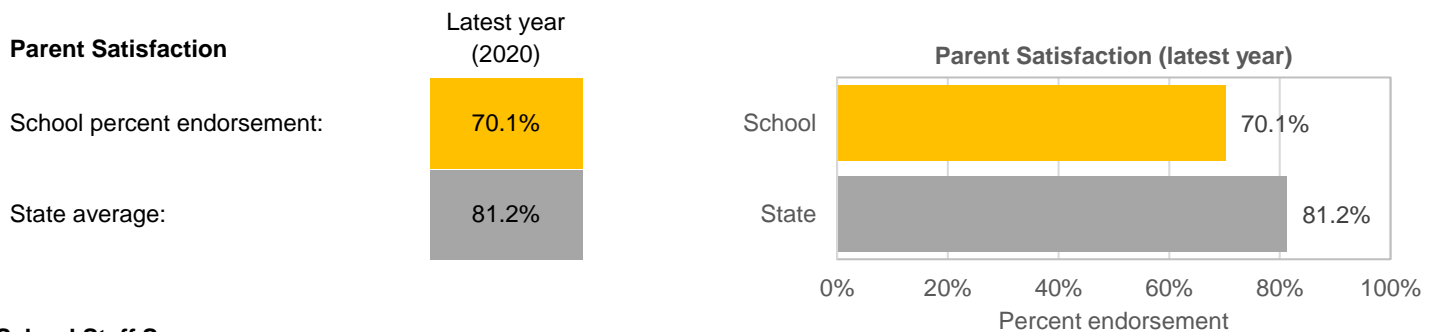
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

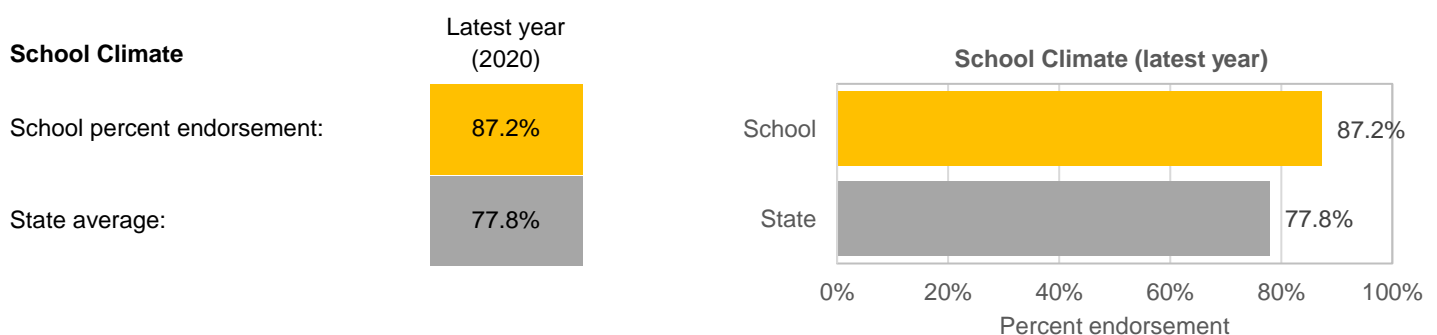


School Staff Survey

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:

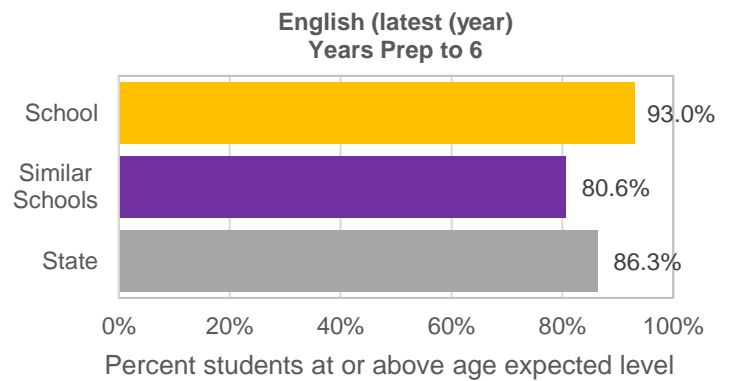
93.0%

Similar Schools average:

80.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

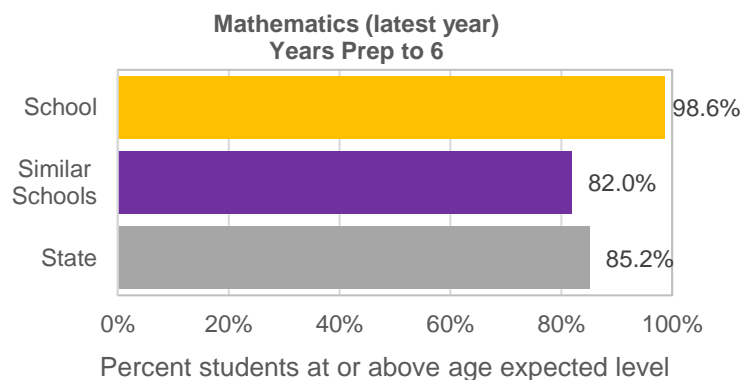
98.6%

Similar Schools average:

82.0%

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

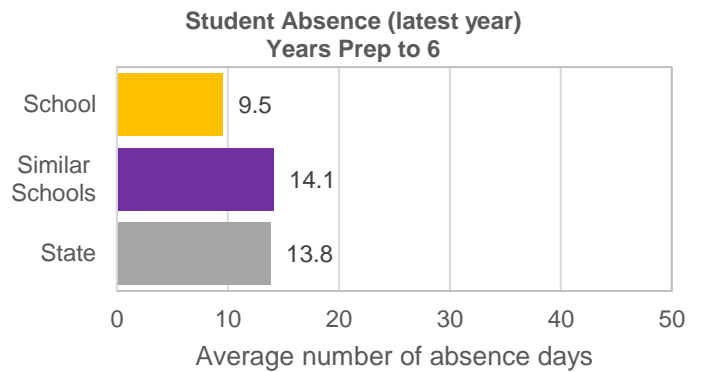
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.5	12.6
Similar Schools average:	14.1	16.6
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):	95%	96%	97%	95%	96%	92%	95%

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.

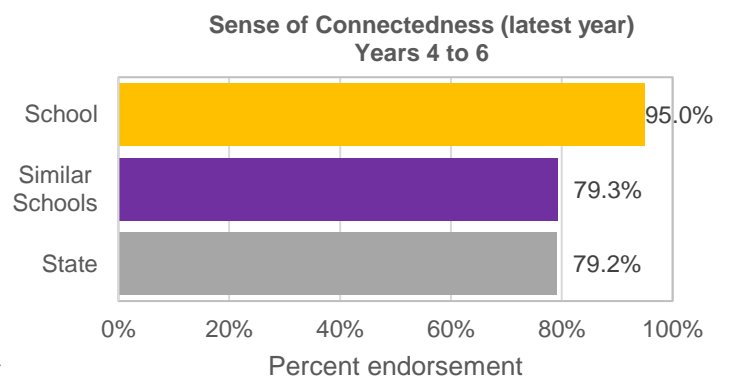
Student Attitudes to School – Sense of Connectedness

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:	95.0%	85.5%
Similar Schools average:	79.3%	80.6%
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.

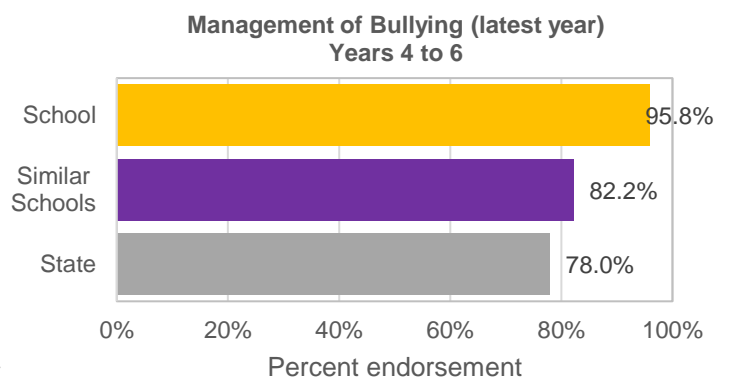
Student Attitudes to School – Management of Bullying

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:	95.8%	93.2%
Similar Schools average:	82.2%	82.8%
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	\$932,714
Government Provided DET Grants	\$198,515
Government Grants Commonwealth	\$2,000
Government Grants State	NDA
Revenue Other	\$17,931
Locally Raised Funds	\$31,390
Capital Grants	NDA
Total Operating Revenue	\$1,182,550

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,020
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$31,020

Expenditure	Actual
Student Resource Package ²	\$791,054
Adjustments	NDA
Books & Publications	\$4,109
Camps/Excursions/Activities	\$1,572
Communication Costs	\$1,447
Consumables	\$16,965
Miscellaneous Expense ³	\$5,994
Professional Development	\$2,878
Equipment/Maintenance/Hire	\$26,465
Property Services	\$74,106
Salaries & Allowances ⁴	\$24,214
Support Services	\$630
Trading & Fundraising	\$1,453
Motor Vehicle Expenses	\$11,777
Travel & Subsistence	NDA
Utilities	\$10,411
Total Operating Expenditure	\$973,075
Net Operating Surplus/-Deficit	\$209,475
Asset Acquisitions	\$91,523

- (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	\$110,763
Official Account	\$28,550
Other Accounts	NDA
Total Funds Available	\$139,312

Financial Commitments	Actual
Operating Reserve	\$20,829
Other Recurrent Expenditure	\$13,273
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$11,224
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,097
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$23,700
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$50,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$160,123

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.