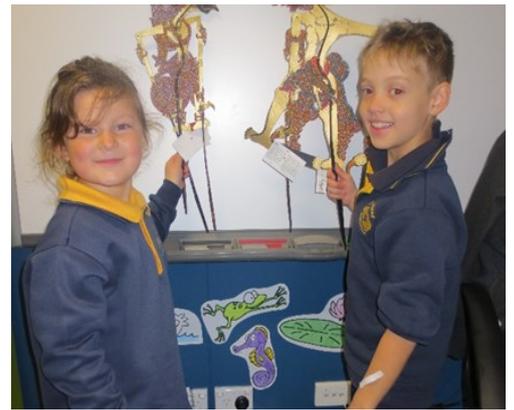


2013 Annual Report to the School Community



Name of School Principal:

Pamela Heane

Name of School Council President:

Gillian Cadwell

Date of Endorsement:

02/04/2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Little River Primary School offers its students an attractive, safe, engaging and modern learning environment in a peaceful semi-rural setting. Our fundamental moral purpose is to enable every student to reach their full academic, social, emotional and physical potential. We care about the well-being of the whole child. We are a KIDSMATTER School.

High expectations, understanding and inclusion, respect and responsibility are the core values used to support students to become positive citizens within the local and global community and to show care for our planet and its people.

We strive for our 112 students to become motivated and independent learners through the provision of differentiated teaching in order to meet students' individual learning needs. The School Community's interest in the environment and healthy lifestyles has led to a strong focus on Science and Physical Education including the Bluearth program. Our strong data in Literacy and Numeracy is the result of a committed focus and rigorous staff professional learning. We offer an up-to-date, comprehensive ICT program integrated across the curriculum. We embrace the eSmart program which emphasises safety and responsibility on-line.

The school actively nurtures and encourages an educational partnership with parents and the local and broader community.

The school has 12.42 equivalent full-time staff, 1 Principal Class member, 8 teachers and 7 educational support staff.

A stimulating and fun 'Out of School Hours Care' Program operates from 7am-8:45am and from 3:30-6:30pm every school day.

Achievement	Engagement	Wellbeing
<p>Little River Primary School is proud of its achievements in student learning. In 2013 our NAPLAN results showed above state and above like-school results for Growth in learning outcomes for Grade 3 to Grade 5 in reading, writing, spelling and grammar and punctuation.</p> <p>In overall measures in 2013, student learning in Grade 5 was above or substantially above both our school comparisons and all schools. The Grade 3 data was above or significantly above similar schools in reading, persuasive writing, grammar and punctuation and numeracy.</p> <p>A literacy focus on writing and spelling and a numeracy focus utilising mathematics specialization are expected to make further gains in student learning. Raising the capacity of teachers through professional learning is seen as a vital component to ensure all staff members are highly skilled and confident in order to meet the needs of each child.</p> <p>Differentiating the curriculum and personalising programs to meet the diverse individual need is our aim. A 'gifted' education program, Reading Recovery, visible learning displays and the use of Individual Learning Improvement Plans assists students to reach their personal goals. Student-led conferences and frequent communication ensure parents are informed of learning successes and the steps that the student requires for their next level of learning.</p>	<p>Our student engagement and enjoyment of school as derived from the Attitudes to School Survey is higher than comparison schools and 'All Schools' and has shown to be consistently high over 4 years.</p> <p>Illness and extended family holidays are by far the main reasons for student absences. Student leadership, Junior School Council (JSC), student forums and inquiry learning all encourage and ensure student 'voice'.</p> <p>Celebrations of student success is a daily occurrence as students strive to achieve their own individual learning goals.</p> <p>Whole school assembly, led by the School Captains, is also a time for student achievements to be publicly acknowledged.</p> <p>A vibrant and engaging Science program is offered to all students with sustainability of the environment as a feature.</p> <p>The Indonesian Language Program is based on a whole school approach where music, games and technology are integral to the program.</p> <p>A term of Performing Arts with annual stage presentations is a highlight. Visual Art is taught by a specialist with enthusiasm and flair.</p> <p>Students attend School Council to give the JSC report and are active leaders and organizers for our Senior Citizens' Luncheon.</p> <p>A varied camping program begins in Grade 3 in order to give opportunities for relationship development and stimulating extra-curricula activities such as bike-riding, tours of Melbourne's landmarks and surfing.</p> <p>Information Technology is used as an engaging learning tool and the students from Grade 4-6 have a personal device.</p>	<p>The welfare of the student is at the heart of all decisions made at Little River Primary. Bullying and exclusion are not accepted. 'Doing our best' and 'trying hard' are encouraged.</p> <p>Little River PS is continuing with the KIDSMATTER initiative. It began with ensuring every child felt a sense of belonging and inclusion which then led to module 2 where there was explicit and weekly timetabled teaching of 'social and emotional' learning and skills through the Bounce Back Program.</p> <p>All staff members are trained to be mindful that the mental health of students contributes to success and happiness at school.</p> <p>The Bluearth physical education program encourages students to persevere, strive for their personal best, to be honest, resilient and to have an awareness of 'self'.</p> <p>A chaplaincy program assists students in need of additional support.</p> <p>A senior staff member has dedicated time allotted for student wellbeing.</p> <p>Student leadership, Junior School Council, student forums and Inquiry learning all encourage and ensure student 'voice'.</p> <p>Little River PS has a strong transitions program to support our students. The Kindergarten to Foundation transition is exceptional with our local kindergarten. It begins with visits to the kindergarten by our Grade 5 students who will the following year provide 'buddy' support to new Preps the following year.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 110 students were enrolled at this school in 2013, 46 female and 64 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

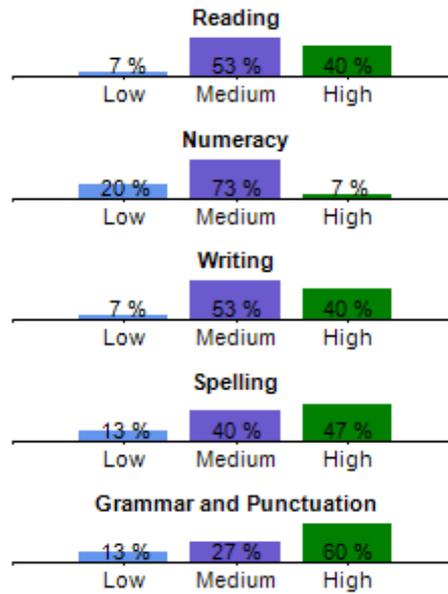
Achievement

NAPLAN Relative Growth Year 3 - Year 5

Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

Student Outcomes



School Comparison

NAPLAN Relative Growth does not require a School Comparison.

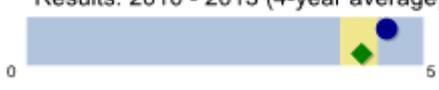
Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="561 792 1034 891"> <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>88 %</td> <td>94 %</td> <td>91 %</td> <td>87 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	88 %	94 %	91 %	87 %	96 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	88 %	94 %	91 %	87 %	96 %										

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary 2013

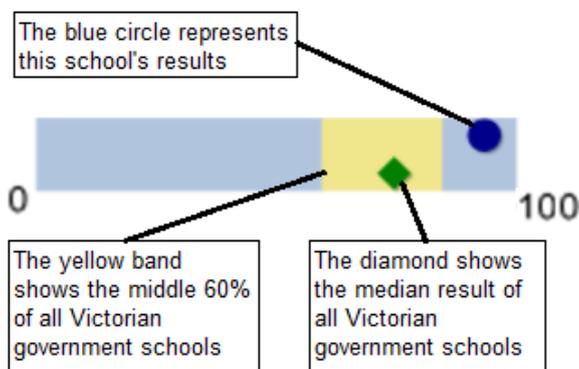
What are student outcomes?

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).

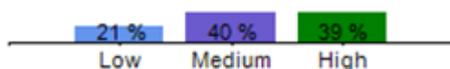
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 Indigenous 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 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$116,173
Government Grants Commonwealth	\$33,071
Revenue Other	\$9,468
Locally Raised Funds	\$151,678
Total Operating Revenue	\$310,390

Funds Available	Actual
High Yield Investment Account	\$34,819
Official Account	\$3,512
Other Accounts	\$21,004
Total Funds Available	\$59,335

Expenditure	
Books & Publications	\$5,991
Communication Costs	\$4,290
Consumables	\$33,974
Miscellaneous Expense	\$73,892
Professional Development	\$5,808
Property Maintenance	\$88,604
Salaries & Allowances	\$28,154
Trading & Fundraising	\$32,720
Travel & Subsistence	\$5,054
Utilities	\$7,844
Total Operating Expenditure	\$286,332

Financial Commitments	
Operating Reserve	\$44,551
Capital - Buildings/Grounds incl SMS<12 months	\$14,784
Total Financial Commitments	\$59,335

Net Operating Surplus/-Deficit **\$24,059**

Asset Acquisitions **\$11,866**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Little River Primary School ended 2013 maintaining a sound financial surplus. The School Council is saving for a veranda on the North side of the school in order to reduce heat in classrooms in summer and provide shelter from rain in winter. A separate Building Fund has been established for this purpose ("Other Account"). At the end of 2013 this account contained over \$20,000. The Country Fair held each March is contributing to raise funds for this building project as are Parents and Friends who raised over \$7,700 in 2013. A very significant Grant was received in 2013 to be part of the Mathematics Specialization Program. This Grant pays for the training and for 2, 0.5 teachers to raise the capacity of staff to teach mathematics in order to improve student outcomes in mathematics. Smaller Grants in 2013 include: Commonwealth Chaplaincy Grant, Wyndham Community Grant, AASC (Active After School Care) Grant and OSHC (Out of School Hours Care) Sustainability Grant.

