



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

Traralgon (Liddiard Road)
Primary School
School Number: 4700



Traralgon (Liddiard Road) Primary School

Liddiard Road Primary School offers its 340 students a happy, caring, challenging and flexible learning environment in which all members of our school community are valued equally. We actively promote ongoing excellence in academic, physical, emotional and community life. Liddiard Road Primary School is highly regarded within the educational community as a leader in curriculum development and teaching and learning practices.

In 2010 we began the process of moving our school into the digital age with significant investment in interactive whiteboards for each classroom, purchase of one hundred and twenty-five notebook and netbook computers. The school now can boast a fully outfitted computer laboratory. Soundfield voice augmentation devices were placed in each teaching space to support our teaching and learning program. Robotics was introduced in the senior unit with the classes building and programming robots, using the computer facilities at the school.

The school offers specialist physical education classes, art classes, computer technology and Auslan classes as the bulk of the school's specialist program, with the grade prep to two students accessing a specialist music program. We provide ample opportunity for children to participate in social, cultural and sporting activities, with one of the highlights of each year being the school production. We offer co-curricular activities in the form of excursions, camps and incursions such as cultural performances.

Our school motto, "Children our Future" inspires us to investigate opportunities for student improvement.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Liddiard Road Primary School is rightly proud of the program that it offers to the students of this school. Staff work together in professional learning teams to plan curriculum delivery and its impact on the teaching and learning program.</p> <p>2011 saw the school launch into new methodology around planning and the collaborative work of the teachers and support staff. A number of staff, in key areas of curriculum leadership, completed professional learning, delivered on-line through the University of Melbourne to support this work.</p> <p>Student results, as measured against similar profile schools, match very well in terms of where the children could be expected to achieve. As a school we are still concerned about how our children compare with state means across all schools. School results are below state averages but there are some very positive signs in the data in particular around grade 5 NAPLAN results, and especially reading.</p> <p>Mathematics results continue to be disappointing in NAPLAN, however there is evidence that children are developing skills in this key area of the curriculum as we continue to assess through testing protocols such as ARCOTS and interview testing.</p>	<p>Our Student Engagement and Wellbeing data reaffirms that students not only enjoy school but are connected and engaged in their learning. Our strength according to School Comparison measures in the Attitudes to School Survey shows our results as higher than the state median. Overall attendance approximates the State average.</p> <p>Our clearly outlined whole-school behaviour management policy and guidelines are transparent and known to students, teachers and parents. To maintain a safe and stimulating environment, we empower students to take ownership of their actions and involve them in school based decision making through student forums.</p> <p>Developing relationships based on mutual respect and reinforcement of positive behaviour is a cornerstone of our success. Developing learning environments and curriculum that take into account individual learning styles and student needs has been an ongoing priority. In 2012, we will continue to provide a stimulating learning environment that fully engages students in their learning and fosters positive wellbeing. We will also be introducing social development skills teaching and morals education in our senior unit, encompassing good citizenship and contribution to society.</p>	<p>Liddiard Road Primary School has a strong program in place to support the various transitions our students make. Our Prep students transition to school is aided by the excellent program conducted during Term four. Within this program, children attend an afternoon at school on three occasions during the term, to give students and 2011 Prep teachers the opportunity to interact with one another in a primary classroom environment. Whilst the children gain valuable school experience, parents participate in information sessions, aimed at ensuring a smooth transition into our school environment.</p> <p>Transition to Secondary School involves participation in Awareness and Socialisation Days with other local Primary Schools. This gives students a taste of what to expect when they attend Secondary School and provides opportunities to network with others prior to attending Secondary College in 2011.</p> <p>Our whole school approach to teaching and learning when combined with intra-school activities, has given students more confidence to approach the new year and its challenges within the school. All students enrolled in the school take part in an orientation program for the next level of their learning. This program takes place in terms three and four with students undertaking 'year up' activities.</p>

For more detailed information regarding our school please visit our website at




www.traralgonlrps.vic.edu.au/

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>









Traralgon (Liddiard Road) Primary School

How this school compares to all Victorian government schools



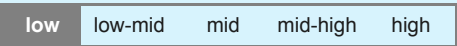
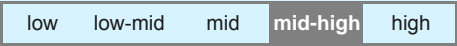
Key:

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

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>Lower  Similar  Higher </p>
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>Lower  Similar  Higher </p>


School Profile



- 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. 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 
- 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 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 327 students (154 female, 173 male) were enrolled at this school in 2011.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

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Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2010



Results: English and Mathematics 2007 - 2010 (4-year average)



Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



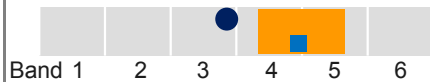
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

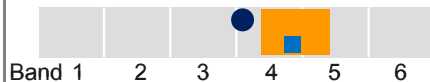
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2011



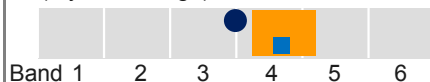
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



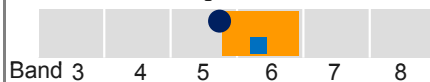
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

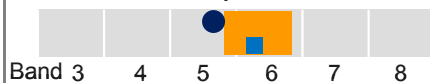
Results: Reading 2011



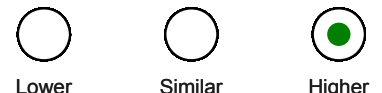
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011






Results: Numeracy 2008-2011 (4-year average)



How this school compares to all Victorian government schools

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Student Engagement and Wellbeing

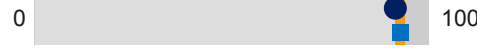
6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

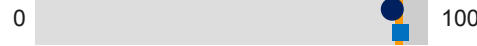
Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94%	91%	93%	91%	90%	92%	91%

School Comparison



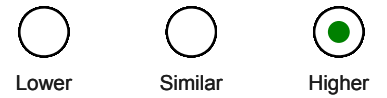
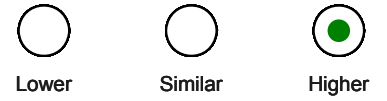
7. Student attitudes to school

Derived from the *Attitudes to School* 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.

Results: 2011



Results: 2008 - 2011 (4-year average)



How to read the Government School Performance Summary 2011

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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

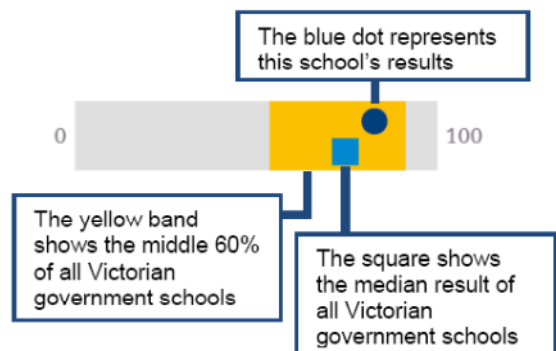
What are student outcomes?

Student outcomes describe the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.



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: www.education.vic.gov.au/aboutschool/schoolreports

School Comparison



Lower



Similar



Higher

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Traralgon (Liddiard Road) Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011	
Revenue	2011 Actual
Departmental Grants	\$933,223
Commonwealth Government Grants	\$2,080
State Government Grants	\$0
Other	\$168,174
Locally Raised Funds	\$124,669
Total Operating Revenue	\$1,228,146
Expenditure	
Salaries and Allowances	\$148,132
Bank Charges	\$113
Consumables	\$209,355
Books and Publications	\$2,498
Communication Costs	\$30,145
Furniture and Equipment	\$133,443
Utilities	\$27,701
Property Services	\$276,700
Travel and Subsistence	\$4,006
Motor Vehicle Expenses	\$0
Administration	\$6,151
Health and Personal Development	\$2,620
Professional Development	\$49,344
Trading and Fundraising	\$69,088
Support/Service	\$19,357
Miscellaneous	\$136,627
Total Operating Expenditure	\$1,115,280
Net Operating Surplus/-Deficit	\$112,866
Capital Expenditure	\$3,617

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

Financial Position as at 31st December, 2011	
Funds Available	2011 Actual
High Yield Investment Account	\$885,495
Official Account	\$74,630
Other Bank Accounts(listed individually)	\$15,889
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$976,014
Financial Commitments	
	2011 Actual
School Operating Reserve	\$152,561
Assets or Equipment Replacement <12 months	
Capital – Building/Grounds including SMS < 12 months	\$0
Maintenance – Building/Grounds including SMS < 12 months	\$65,000
Beneficiary/Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Received in Advance	\$0
School based programs	\$5,770
Region/Network/Cluster Funds	\$51,567
Provision Accounts	\$0
Repayable to DEECD	\$324,116
Other Recurrent Expenditure (Accounts Payable)	\$130,000
Assets or Equipment Replacement > 12 months	\$120,000
Capital – Building/Grounds including SMS > 12 months	\$0
Maintenance - Building/Grounds including SMS > 12 months	\$127,000
Total Financial Commitments	\$976,014

Financial performance and position commentary

Liddiard Road Primary School is in a relatively sound financial position due to prudent management of cash resources. Our financial position is bloated by the fact that we receive cash grants, from the student resource package, to cover the yearly expenditure for the attached Latrobe Valley English Language School. This expenditure includes the salary component of the centre's staff and as a consequence there will be a cash to credit transfer at the end of term two, 2012 to cover the wages credited against Liddiard Road Primary School. We continue to invest in computer technology as well as other digital learning devices. The school will also continue to invest in professional learning opportunities for staff and resources to improve teaching and learning through a clear and transparent spending program.