

2013 Annual Report to the School Community

Traralgon
(Liddiard
Road)
Primary
School

School
Number:
4700



2013 School Captains: Jaymes Warren, Bonnie Alchin, Corey Cook and Rennae Munson

Name of School Principal: Mr. Bill Mullan

Name of School Council President: Mrs. Linda O'Neill

Date of Endorsement: 07/05/2014

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.



Department of Education and
Early Childhood Development

Traralgon (Liddiard Road) Primary
School

About Our School

Traralgon (Liddiard Road) Primary School (LRPS) is situated in the town of Traralgon, which is approximately 150 km east of Melbourne on the Princess Highway. LRPS is at the juncture of Liddiard Road and Shakespeare Street at the east end of the town, approximately 1.5 km south of the highway. Within the town there are three other state primary schools (Kosciusko St., Stockdale Rd. and Grey St.), two independent primary schools and two independent secondary schools that have primary schools on their sites. There is one other independent secondary college and Traralgon College, which has a junior campus (years 7 – 9) and a senior campus (years 10 – 12). The junior campus is on the opposite corner of the intersection to LRPS and is the destination secondary setting for approximately 95% - 98% of our exiting grade 6 students. There is a TAFE college in the town and Monash University (Gippsland Campus) is in the nearby township of Churchill, being approximately 15 km away. The town is well serviced by public transport and has a V/Line connection to Melbourne.

Our Mission:

The mission of Liddiard Road Primary School is to graduate students who are enthusiastic learners with the ability to apply persistence and creativity into their everyday life. Our graduates will be cooperative, respectful citizens who will successfully and independently contribute to and function within society. LRPS' students will be self-motivated to achieve success in their academic endeavours, will have the ability to problem solve, adapt to and meet the challenges of the 21st century. Our students will be proud of their achievements and demonstrate resilience and initiative whilst achieving their personal best, having self-belief that they have the ability to achieve greatness.




Achievement	Engagement	Wellbeing
<p>Student results, and therefore outcomes, at Liddiard Road Primary School continue to improve. The five year trend for NAPLAN data in all areas of the tested curriculum show increased levels of achievement for our students. Moving forward, with regards to these results it is clear that spelling and speaking and listening are areas for continued work. We are particularly pleased with how we perform against like schools, with the student outcomes at the top of similarly orientated schools. We are also extremely pleased that the growth in NAPLAN results for students in grade three in 2011 to the same students in grade five in 2013 exceeds state and national growth in all areas tested by the NAPLAN testing, particularly in reading, where it exceeds state growth by 41 points and Numeracy by 30 points. For perspective it would reasonably be expected that student growth would be roughly equivalent to 40 points per year.</p> <p>We also set targets around AusVELS data and level expectations for students in the early years in that we expect all grade two students to be achieving C (at expected level – 2.00) by the end of grade two. In 2012 the results were not at the standard at which we would like, so we set ambitious targets in 2013 and we are pleased that these have been exceeded. We will continue to work hard on behalf of our students.</p>	<p>Evidence is strong; both on the Attitudes to School survey data and anecdotally that our students are engaged. We define engagement as a student's ability to talk about the work that they are doing in a knowledgeable and passionate way. They are able to discuss where they are in relation to the stated learning intentions and success criteria of their learning. Our students have high levels of satisfaction with 'Learning Confidence' (4.55/5.00), 'School Connectedness' (4.73/5.00), 'Stimulating Learning' (4.57/5.00), and 'Student Motivation' (4.80/5.00) and 'Teacher Effectiveness' (4.85/5.00) These results are very pleasing and a testament to the work of the staff at the school, and the efforts of the students themselves.</p> <p>Another measure of engagement is the average attendance rate of students across the academic year. Our average attendance rate across the school is 90.4%, which is slightly below the state mean. Prep is a particular area of concern with the average attendance being at 86% across 2013. It is clear that we still have some work to do in engaging with our community about the necessity to attend school as often as possible. We are engaging with families where there is a consistent pattern of non-attendance to ensure that our students are able to make the most of their opportunities.</p>	<p>At Liddiard Road Primary School we are justifiably proud of the work we do around the wellbeing of the students. We have two wellbeing officers and a program for students with a disability coordinator. We established a 'Nurture Room' at the end of 2012, which provides a space for students who are experiencing difficulties. We also have a student managed 'Friendship and Cooperation' space that was constructed by students. This is a space where students can seek support from older students and a space where children can work out differences in a constructive way. We also have a buddy system that allows younger students to be supported by older students. The four unit leaders of the school focus their student management role on engagement and wellbeing and we have established a student wellbeing team that is led by the Assistant Principal.</p> <p>We have very few instances of fighting in the yard amongst students and when this does occur we engage in restorative justice practices with the children. We are open and accountable to all families in our community and we set expectations around community behaviour and interactions between the school and families. As a result our students report high levels of feeling safe and very little student distress with morale being well above state means for that measure.</p>

For more detailed information regarding our school please visit our website at <http://www.traralgonlrps.vic.edu.au>

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 324 students were enrolled at this school in 2013, 161 female and 162 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Higher</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	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>52%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>50%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>32%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	47%	29%	Numeracy	18%	52%	30%	Writing	24%	55%	21%	Spelling	26%	50%	24%	Grammar and Punctuation	41%	32%	26%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% 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="558 795 1045 896"> <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>86 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	92 %	90 %	92 %	93 %	89 %	91 %	<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										
86 %	92 %	90 %	92 %	93 %	89 %	91 %										

Performance Summary

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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

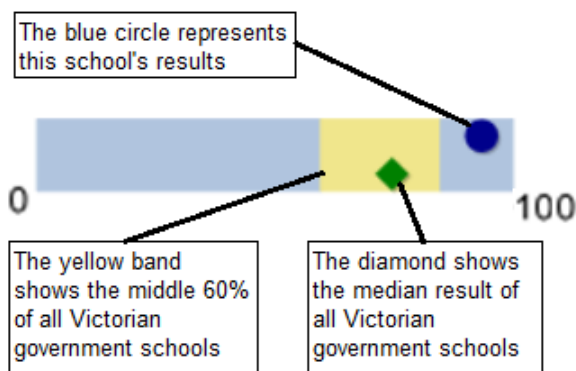
What are student outcomes?

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.



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.

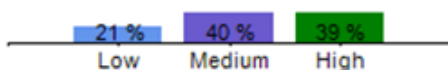
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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.

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.



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	\$723,590
Government Grants Commonwealth	\$1,857
Revenue Other	\$145,416
Locally Raised Funds	\$162,716
Total Operating Revenue	\$1,033,579

Funds Available	Actual
High Yield Investment Account	\$730,017
Official Account	\$2,402
Other Accounts	\$17,480
Total Funds Available	\$749,899

Expenditure	
Books & Publications	\$2,858
Communication Costs	\$15,202
Consumables	\$109,611
Miscellaneous Expense	\$584,922
Professional Development	\$24,458
Property Maintenance	\$269,751
Salaries & Allowances	\$239,285
Trading & Fundraising	\$45,551
Travel & Subsistence	\$5,502
Utilities	\$34,262
Total Operating Expenditure	\$1,331,400

Financial Commitments	
Operating Reserve	\$198,734
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Region/Network/Cluster Funds	\$63,363
Repayable to DEECD	\$755,620
Other recurrent expenditure	\$11,700
Asset/Equipment Replacement > 12 months	\$34,530
Capital - Buildings/Grounds incl SMS>12 months	\$70,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$80,000
Total Financial Commitments	\$1,258,946

Net Operating Surplus/-Deficit (\$297,821)

Asset Acquisitions \$447

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



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013
Allocation

Low SES School Communities	\$284,076
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School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Improved monitoring of student performance information

National Partnership for Empowering Local Schools

Not Applicable