

2017 Annual Report to the School Community



School Name: Loch Primary School

School Number: 2912

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Loch Primary School is a small rural school which aims to provide high quality learning programs and a wide variety of rich and engaging learning opportunities for its 100 students. Located 110 kilometres from Melbourne and set in the rolling hills of South Gippsland, Loch Primary School has beautiful grounds with modern facilities and a team of dedicated teachers and staff. The learning centre was built in 2011 and provides a modern setting for our Early Year's classrooms including teaching spaces and a communal multipurpose space. Our Junior class is located in the delightful original school building which was recently renovated and the Senior Class in a separate portable building. A new learning space was created in 2015 for small group support and teaching programs. We also provide an Arts Classroom for Visual Arts and Music lessons, a large oval and undercover shed and playgrounds with natural environments and a secret garden. These facilities provide our students with a rich learning environment.

Teachers provide explicit instruction in Literacy and Mathematics and follow an agreed upon instructional model. Early intervention is provided for students who require support and an extension QUEST program is offered to challenge and extend gifted and talented students in specific curriculum areas. An integrated curriculum is enhanced through the use of ICT, providing students with a breadth of skills and knowledge. Students in Prep, Year One and Year Two follow the Walker Learning approach and participate in investigations and inquiry encouraging students to develop independent thinking, questioning and curiosity, with students being given the opportunity of working with support or challenge as needed. Years 3- 6 classes implement integrated units of inquiry which culminate in students taking action in our community and applying their new knowledge and skills in a practical and meaningful way. In 2017, Digital Technology and Environmental Science specialist classes with dedicated teachers were added to the timetable for all students in Prep – Year 6 . In 2017 French was offered in the curriculum for Prep – Year 2 participating in the language program. Team teaching occurs at all levels and allows for flexible student groupings based on academic and social need and student interest.

Loch Primary School has introduced 'Play is the Way' as its Behaviour Education program and is reaping the benefits of students who take responsibility for their actions and show greater resilience and confidence. Students participate in weekly lessons and active games to develop their understandings and abilities in using the life rafts: Treat Others as you Would like to be Treated, It takes Great Strength to be Sensible, Be Brave Participate to Progress, Have Reasons for the Things you Say and Do, Pursue Your Personal Best No Matter Who You Work With, Be the Master, Not the Victim of your Feelings.

The school has a tradition of successfully preparing students for secondary school and future endeavours. This includes comprehensive transition programs for kindergarten to Prep and Year 6 to Secondary School. These programs include many opportunities to visit and share information to ensure a smooth commencement at each level. We are proud of our record that demonstrates our students achieve high levels of success in their learning. This continues to secondary school where exit students impress with their confidence, leadership, work ethic academic success and organization.

Students have access to extra curricular activities with a very successful Sporting Schools program, camping program at all year levels, MARC mobile library, extensive sporting options and exceptional visual arts and music program along with instrumental music lessons. After school activities are also offered providing further opportunities in sports, visual arts club and drum beat therapy.

Strong parent involvement on School Council, an active Parent and Friends' Group and regular family participation in all aspects of school life contribute to the success of the Loch Primary School.



The school had 7.0 equivalent full time teaching staff in 2016: 1 Principal class, 6.0 teachers, 1 part time Business Manager and 4 part time Education Support staff. Our school is large enough to offer a range of opportunities whilst small enough to be highly personalized with strong relationships with students and families ensuring like feel connected and belong to our community.

Dream Achieve Succeed

Every child known, safe, inspired, challenged & empowered.

Our vision is to develop young people with active and creative minds, a sense of understanding and compassion for others and the courage to act on their beliefs. We create a challenging learning environment which develops students who are resilient, adaptable, equipped with skills, knowledge and dispositions to be life-long learners who become personally fulfilled and socially responsible members of their communities.

Our staff inspire, engage and nurture our students through a dynamic curriculum that supports the academic, social and emotional wellbeing of each child. Our parents are partners in creating a thriving learning community.

- Be Your Best
- Be Creative
- Be Curious
- Be Resilient
- Be Responsible
- Be Respectful

Framework for Improving Student Outcomes (FISO)

During 2017, Loch Primary School focused on the following FISO improvement Initiatives:

- 1) Curriculum Planning & Assessment
- 2) Building Practice Excellence
- 3) Empowering Students and Building School Pride

A strong emphasis was placed on documenting our curriculum with the use of unit and lesson planners. Teachers began implementing an agreed instructional model which included explicit teaching of literacy and mathematics. Real time reporting on COMPASS was introduced along with a review of our current assessment practices. Student Led conferences and Student Learning Portfolios were used as strategies to increase student voice and provide meaningful opportunities for feedback, self assessment and peer assessment. There was a continued focus on writing and teachers participated in workshops and writing moderation with teachers in a Community of Practice to build their capacity. Two teachers were trained as Cognitive Coaches and began developing and implementing a coaching program which included all staff. This opportunity involved staff in peer observations and feedback.

Achievement



In 2017, Professional Learning was focused on reading and writing with achievements and increases in both student and writing reading results across all year levels reflecting improved teacher practices in this area. Further work is to be done in this area as we finalise an effective whole school approach.

Lorikeet Learning Support Programs continue to be offered and student data showed significant improvements in spelling and reading data for students involved. All staff continue to participate in Professional Development to build their skills and knowledge in delivering explicit and sequenced literacy programs catering for students with dyslexia and language difficulties. Three teachers were trained in MSL in 2017: Multi Sensory Structured Literacy, building their skills to provide explicit direct instruction.

Engagement

The Loch Primary School is a vibrant and engaged learning community. With many opportunities for parents to be involved in school activities and their children's education, parent support and engagement is high.

Students are provided many opportunities to engage in their learning, develop their leadership skills and contribute to the life of Loch Primary School. Students are involved in Peer Mediation, a Buddy Program and Cooperative Learning Groups all which operate Prep through to Year Six. Whole school events such as Swimming and Athletics Carnivals, Biggest Morning Tea and special events provide opportunities for Year Five and Six students to support their younger buddies, further develop their leadership skills, increase their ability to demonstrate compassion and kindness and develop organizational skills.

There is a formal student Leadership program with captains elected into roles of School Captain, House Captains, Arts Captains and in 2017 Enviro Captains were also included. These roles provide formal opportunities for student voice and involvement in the decision making of the school with students forming a Student Representative Council which meets weekly.

Our students are given several opportunities to reflect on their feelings and attitudes about schooling through focus groups, attitudes to school survey, Student Representative Council as well as informal feedback during class times.

Attendance continues to remain a concern for a small number of students who have very high absence rates due to family concerns and for families who regularly take extended holidays during term. Loch Primary School includes reminders in the school newsletter, on Compass and regularly contacts families and arranges meetings offering support and encouragement for students to attend school consistently.

Wellbeing

Students at Loch Primary School are able to access a range of supports. The Department of Education provides psychologists, social workers and speech therapists who work with students and their families on a needs basis. Our students also benefit from a School Chaplain who works with small groups and individual students and their families on a needs basis to develop resiliency, confidence and skills. Loch Primary School participated in the Building Resilience in School Communities and Middle Years Project.

During 2017, 'Play is the Way' was implemented effectively across all year levels as our social and emotional program for all students Prep to Year Six. This program promotes school engagement, inclusivity and resilience. All teachers and educational support staff were trained and completed professional development. For four mornings each week staff were involved in facilitating student games and activities based on the Play is the Way philosophy. A parent evening was also offered to engage our parents in this work which was well attended and received positive feedback.



Student opinion is positive with the vast majority of students happy to come to school; they are confident and feel safe and connected to school.

The school provides many opportunities for students to participate in extra curricular activities throughout the year; all year levels participate in school camps and whole school events such as Athletics Day, Swimming Program and Carnival, Family Fun Night, Arts Showcase and Performance evenings. A Sporting School program occurs on two afternoons each week offering a range of sports and an after school Art Class and Drum Beat sessions are also offered.

A varied lunchtime program is available providing Art Club, Sports Club, Choir, Games Club and Book Worms for students of all year levels. A variety of academic, sporting and artistic pursuits are offered and excellence is recognised through local and state level competitions.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 101 students were enrolled at this school in 2017, 42 female and 59 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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>● Higher</p> <p>○ Lower</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>● Higher</p> <p>● Higher</p> <p>● Higher</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>39%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>50%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>65%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>47%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	39%	39%	Numeracy	6%	50%	44%	Writing	18%	65%	18%	Spelling	18%	47%	35%	Grammar and Punctuation	29%	47%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>89 %</td> <td>96 %</td> <td>95 %</td> <td>93 %</td> <td>88 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	96 %	95 %	93 %	88 %	93 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	96 %	95 %	93 %	88 %	93 %	94 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

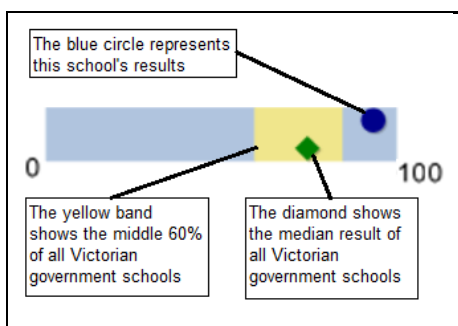
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

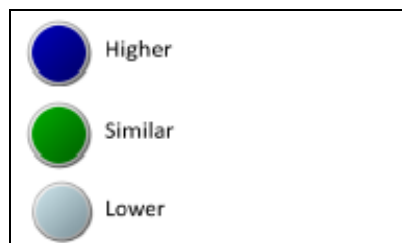


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Each year Loch Primary School aims to expend all revenue received to support students and their learning environment. In 2017, an increase in enrolments enabled the higher levels of government funding along with Equity Funding, to be used to continue small group literacy support programs and an increase in educational support staff hours. Loch Primary School received funding for a School Chaplain 1.5 days per week. A surplus from 2016, enabled teachers to participate in Play is the Way, MSL and Big Write professional development and also provided funding for time release for teachers to develop curriculum documentation and review assessment practices and participate in coaching and peer observations. Loch Primary School participated in a successful Crowd Fund fundraiser with the support of Dymocks Children's Charities and was able to purchase \$18,000 worth of new books for our library. There was a small operating deficit at the end of 2017 which was the result of unexpected extended teacher absence

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$863,617	High Yield Investment Account	\$44,623
Government Provided DET Grants	\$189,196	Official Account	\$6,467
Government Grants Commonwealth	\$16,166	Total Funds Available	\$51,090
Government Grants State	\$1,245		
Revenue Other	\$5,376		
Locally Raised Funds	\$97,776		
Total Operating Revenue	\$1,173,376		
Equity¹			
Equity (Social Disadvantage)	\$8,073		
Equity Total	\$8,073		
Expenditure		Financial Commitments	
Student Resource Package ²	\$848,711	Operating Reserve	\$31,000
Books & Publications	\$4,527	Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Communication Costs	\$3,049	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,090
Consumables	\$39,280	Total Financial Commitments	\$51,090
Miscellaneous Expense ³	\$69,534		
Professional Development	\$17,455		
Property and Equipment Services	\$92,049		
Salaries & Allowances ⁴	\$60,881		
Trading & Fundraising	\$32,383		
Utilities	\$10,641		
Total Operating Expenditure	\$1,178,509		
Net Operating Surplus/-Deficit	(\$5,133)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.