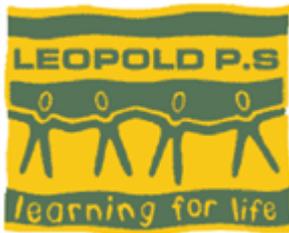


# 2018 Annual Report to The School Community



School Name: Leopold Primary School (1146)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2018 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 27 March 2019 at 11:16 AM by Stuart Bott  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 28 March 2019 at 04:22 PM by Wayne Visser  
(School Council President)

## About Our School

### School context

Leopold Primary School is situated at the gateway to the Bellarine Peninsula. In 2018 the student population was 810 and there were 65.27 equivalent full time staff; 3 principal class officers, 1 Leading Teacher, 2 Learning Specialists, 41.20 teachers and 18.10 Education Support Staff. At the end of 2018 we farewelled Principal Jan Rollinson after a successful career and her significant contribution to Leopold Primary School over the past eight years. The academic focus of Leopold Primary School is high with well-established differentiated Learning Goals and instructional cores for each area of learning. The 2018 Learning Mantra was 'True North' served us well which emphasised academic and social goal setting and linked with the development of a growth mindset. The 2019 learning mantra is, "The More You Know, The More You Grow". Leopold Primary School offers specialist programs in the areas of Visual Arts, Indonesian, Physical Education and Health. The introduction of two Learning Specialists has been supportive to the dedicated staff with coaching support in their teaching and learning programs. A successful and accredited OSHC facility operates onsite. The quality of the buildings, facilities and grounds is evident and this will be added to with the commencement of the four classroom building late in 2018 and is schedule to be completed in the second half of 2019. The community library opened late in 2018 and the prospect of a close partnership is exciting.

### Framework for Improving Student Outcomes (FISO)

Strategic Goal: FISO – Building Practice Excellence

Key Improvement Strategy: Writing and Spelling pedagogical framework development and implementation.

Strategies Deployed:

In 2018, the Framework for Improved Student Outcomes (FISO) strategies focused our work on Building Practice Excellence the work involved developing and implementing a pedagogical framework in Writing and Spelling.

The actions to support this in 2018 were:

- HITS Focus – staff were introduced to HITS and looked at impact on student learning linked to HITS. Rescaling of Hattie's work from outdated department work of the 10 most impactful strategies was done and staff developed a greater understanding of impactful teaching strategies.
- Developing staff's pedagogical skills in writing and spelling through PD. Selected staff attended a PD run by Deb Sukarna and this brought back to school. PD was provided by the teachers who attended the workshop enabling staff to trial the 3 spelling strategies of Sound, Visual and Meaning.
- Writing Instructional Core was linked to HITS as whole staff – all teams fed information into the writing instructional core.
- Writing moderation and focus on above students to pay attention to the growth of high functioning writers. These were held termly, and staff moderated in teams for LEO tasks as additional moderation sessions.
- Staff developed a whole school Spelling instructional core, linked to HITS. Further development in 2019 after professional development in 2019 with Deb Sukarna.
- Using HITS to focus our inquiry for the PDP process with emphasis placed on writing – high achieving students. Teams investigated and reflected on improving practice through targeting a HITS strategy, digging deeper into its impact on student learning.
- Focus on student engagement in writing with the writer's notebook. Students involved in weekly conferencing sessions with teachers for individualised goal setting.
- Curriculum coaching provided by learning specialists in the area of Writing with particular focus on new staff and graduate teachers.
- Professional development delivered to staff in Writers Workshop with a focus on Moderation of Writing and Mini Lessons.
- The development of Awesome Authors on LEO to publish high writers work for an audience. Students could access these published pieces to read and provide feedback. Staff could also use published pieces as exemplars of student work – linking to HITS.
- Professional development was provided to dig into the Literacy and Numeracy Toolkit created by DET and looked at research aligned to writer's workshop and reading.

- Professional development in moderation with Fountas and Pinnell – Reading at point of need due to data.

## Achievement

### Achievement:

The following School Performance Summary outlines key performance indicators for 2018. The outcome data has been 'intake adjusted', enabling us to compare our school with Victorian government schools, with similar school and student characteristics. Our continual individual and collective endeavours are to achieve 'higher' expected results in all performance areas. In 2018, achievement data as indicated by NAPLAN and teacher judgement are as follows:

YEAR 3 NAPLAN – students in the top 3 bands

- READING - A higher outcome was identified in NAPLAN results in 2018 year and the four-year average was identified as being similar to other Victorian Government Schools.
- NUMERACY - A similar outcome was identified in 2018 and over the four-year average, this has also been identified as similar.

YEAR 5 NAPLAN – students in the top 3 bands

- READING - A similar outcome was identified in NAPLAN in 2018 and the four-year average was identified as being higher than other Victorian Government Schools.
- NUMERACY - A higher outcome was identified in NAPLAN results in 2018 and the four-year average has also been identified as being higher.

NAPLAN Learning Gains Year 3 – Year 5

- READING – Student gain indicated 52% of students made medium growth from grade 3-5 and 32% made high growth.
- NUMERACY - Student gain indicated 41% of students made medium growth and 45% made high growth.
- WRITING - Student gain indicated 56% of students made medium growth and 14% made high growth.
- SPELLING – Student gain indicated 54% of students made medium growth and 22% made high growth.

### TEACHER JUDGEMENT

- In both literacy and numeracy, teacher judgement was similar to all Victorian government schools.

Future Focus for 2019:

NAPLAN results indicate a further need to address writing and spelling as a 2019 focus. Student growth indicates that we do not have a high percentage (only 14%) of students making a high growth in writing. Spelling results also indicates a lower growth in the high percentage (22%). Further actions will be taking the Spelling Instructional core and implementing strategies at the beginning of 2019 which will be refined after the spelling PD with Deb Sukarna 19th March. Coaching and mentoring in 2019 will focus on writing and spelling as part of building practice excellence.

## Engagement

Strategic Plan goal -To optimize high levels of sustained student engagement in learning and connectedness with their peers, teachers, school and community.

Key improvement strategies Focus on strengthening staff capacity to support students to become independent and curious learners. Enhance the engagement of students as active and motivated members of the school and broader community.

Outcomes. Absentee / Attendance – Similar.

Student academic, social and emotional outcomes are closely linked to attendance and our school results align with 60 % of Victorian primary schools. An analysis of absence data indicate that illness and extended family holidays are the major causal factors. Student non-attendance is addressed on a case by case basis and where

chronic, leadership interacts with community and government agencies to gain better outcomes. A vital and highly sought Out of School Hours Care program supports family workplace requirements and school attendance.

2018 FISO - Building leadership teams (Professional leadership) as a means to improve student achievement, engagement and wellbeing.

2018 Key strategies deployed –

- Professional learning for all members of Leadership – Hawker Brownlow (Colin Sloper) Focus to be the development of professional learning communities.
- Focused leadership support provided by REAL Schools (Adam Voigt) which concentrated on identifying problems of practice and how to work collectively to resolve them.
- Whole staff meetings and relevant professional development were scheduled in light of and responsive to academic and cultural data.
- PCO coaching and mentoring of leadership (succession planning) became an integral focus to encourage and support the leadership skills growth, role clarity and identity.

2019 FISO - Empowering students and building school pride.

Key strategies to be deployed –

- School well-being curriculum framework developed with focus on student voice and agency
- Staff professional development in student agency and voice, mindfulness
- Deepen understandings of growth and benefit mindsets
- Coaching staff– creating classroom climate, structures and connections conducive to engagement

## Wellbeing

Strategic plan goal - To strengthen whole school practices in order to support the social-emotional development of students and thereby improve student resilience and wellbeing.

Key improvement strategy. Embed a relational culture which fosters a safe, inclusive and stimulating environment for all stakeholders.

Outcomes-Gr 4-6 Student Attitude to School survey results for Sense of Connectedness were awarded 'Similar' for 2018 and this continued over the two year average. The Management of Bullying is this measurement tool also indicated a similar performance to Victorian Government schools with this continuing over the two year average 2017-2018.

2018 FISO – Positive Climate for learning

2018 key strategies deployed:-

- Extension of the Wellbeing programs for all grade levels through whole school model of Wellbeing Growth model eg Sprout, Bloom, Thrive and Flourish and alignment with Personal and Social capabilities (Vic Curriculum)
- Introduction of Health as a specialist subject to complement classroom curriculum and promote understandings about one's self.
- Assessment and reporting:-explicitly linking student outcomes to the curriculum standards for Personal and Social capabilities.
- Expansion of Benefit mindset into Action units (integrated curriculum) for Grade 5 and 6 students
- Appreciative inquiry with Grade 6 students in respect to the Attitudes to School survey
- Professional Development for all staff which provided understanding of a whole system approach through Andrea Downie (Project Thrive) and the implementation of a strengths focus with Sharon Garro (Redirection Psychology) and has a Masters of Applied Positive Psychology (MAPP).

#### 2019 FISO – Health and Wellbeing

Key strategies to be deployed:

- Professional Development on Mindfulness and how to imbed this in classrooms to support cognition, self-regulation and improve well-being.
- Use strength lens to support wellbeing of students, staff and broader community (Inc. strength based parenting)
- Develop collective teacher efficacy, strengthen pedagogical practice and increase well-being through building connections between staff in PLCs
- Monitor and support well-being of all community members

#### **Financial performance and position**

Leopold Primary School is in a sound financial position due to the prudent management decisions made by the School Council and effective financial controls maintained by the Principal and Business Manager. The school has well-resourced programs and equity funding assisted in providing a range of support programs, including reading intervention, literacy coaching and an oral language program for preps and grade 1's. The Fundraising Committee continued to raise funds which contributed to a new PA system in the LINC building and further enhancements to the grounds with synthetic turf surrounding the fitness equipment. Currently we have a capital works program constructing the 'Bellarine' four classroom build, due for completion towards the end of 2019. The school has allocated accumulated funds towards further enhancing learning spaces and master planning the grounds when the 'Bellarine' is completed.

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

# 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 810 students were enrolled at this school in 2018, 370 female and 440 male.

1 percent of students had English as an additional language and 1 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.2	85.1	78.3	91.6

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	62.3	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.4	90.1	82.6	95.3	Similar
Mathematics	90.4	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.6	76.5	62.0	89.2	Higher
Year 3	Numeracy (latest year)	80.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	68.6	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	61.5	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	75.8	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	67.4	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	68.7	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	62.7	54.8	39.2	71.4	Higher

### NAPLAN Learning Gain

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

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	16.5	51.5	32.0
Numeracy	13.7	41.1	45.3
Writing	29.9	55.7	14.4
Spelling	23.5	54.1	22.4
Grammar and Punctuation	16.3	46.9	36.7

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.2	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.0	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	92	93	93	92	93	92

## WELLBEING

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	78.7	81.7	73.8	88.7	Similar

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	78.9	81.2	72.2	90.3	Similar
<b>Percent endorsement (2 year average)</b>	80.0	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$6,137,335
Government Provided DET Grants	\$837,631
Government Grants Commonwealth	\$165,685
Government Grants State	\$2,978
Revenue Other	\$38,260
Locally Raised Funds	\$602,763
<b>Total Operating Revenue</b>	<b>\$7,784,653</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$158,866
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$158,866</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,114,660
Adjustments	\$0
Books & Publications	\$150
Communication Costs	\$8,752
Consumables	\$177,447
Miscellaneous Expense <sup>3</sup>	\$186,515
Professional Development	\$30,068
Property and Equipment Services	\$498,165
Salaries & Allowances <sup>4</sup>	\$382,827
Trading & Fundraising	\$74,998
Travel & Subsistence	\$0
Utilities	\$70,433
<b>Total Operating Expenditure</b>	<b>\$7,544,015</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$240,638</b>
<b>Asset Acquisitions</b>	<b>\$96,063</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$809,707
Official Account	\$22,124
Other Accounts	\$252,908
<b>Total Funds Available</b>	<b>\$1,084,739</b>

Financial Commitments	Actual
Operating Reserve	\$206,856
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$65,469
School Based Programs	\$266,183
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,893
Repayable to the Department	\$726
Asset/Equipment Replacement < 12 months	\$187,147
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$324,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$15,965
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,084,739</b>

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 04 Mar 2019 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.*

# 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').