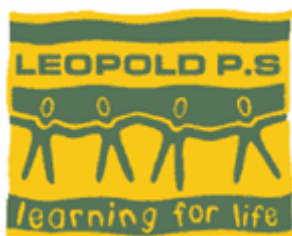


2019 Annual Report to The School Community



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).
- 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 2019 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 30 August 2020 at 12:40 PM by Stuart Bott (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 August 2020 at 04:07 PM by Ahmet Ahmet (School Council President)

About Our School

School context

Leopold Primary School is located on the Bellarine Peninsula, 12 kilometres from Geelong and approximately 90 kilometres south–west of the Melbourne Central Business District.

Our vision: At Leopold Primary School, learning to know, learning to do, learning to be and learning to live together, equips our students with knowledge, skills and the disposition to actively embrace learning, leading all to become confident contributing member of both our school and the wider community.

The values of our School community embraces are: Respect, Responsibility, Kindness and Honesty. These values ground our school community in all aspects of its day to day operations.

In late 2019 we saw the opening of the Bellarine Building and the artificial turfed oval. In addition to these new facilities our school has a main administration block, incorporating a student Library and Art rooms, accompanied by a further four additional teaching blocks. The beautiful and well maintained school grounds include the school oval, synthetic turf areas, four playgrounds, a bike track and a South East Asian garden. The Leopold Indoor Neighbourhood Centre (LINC) is housed within the school grounds and has two basketball courts within the main sports hall, this space is also used for school assemblies. The LINC also holds a multifunction room that is used as a dance studio.

The staffing profile of Leopold PS includes a Principal and two Assistant Principals, 41.2 teachers, including two Learning Specialists and a Leading Teacher, 18.1 full time equivalent Education Support (ES) staff comprising of 16 classroom support staff, two Intervention teachers working with students in Years 1–3, one Library coordinator, four office administration staff, a 0.8 Student Welfare Officer and a newly appointed / funded Chaplain.

The school provides an approved curriculum framework differentiated to meet student needs. Students follow the Victoria Curriculum including Physical Education, Health, Visual Arts and Indonesian as part of their specialist program. The school runs its own accredited Out of School Hours Care Program, Extra–curricular programs including instrumental music are held at the school. Additional service provision is hosted at the school and includes a Psychologist and Speech Therapists.

In 2019 Leopold Primary School had a School Review and celebrated our achievements and milestones and set the direction with full engagement from all staff for the next four years.

Framework for Improving Student Outcomes (FISO)

In 2019, the Leopold Primary School's AIP focused on implementation of the Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Positive Climate for Learning.

This included:

- Implementation of a spelling instructional core and spelling scope and sequence across the school.
- Continued focus on Writing Workshop, imbedding the 6+1 traits as formative and summative assessment
- Embedding a relational culture at Leopold Primary School to foster a safe inclusive and stimulating environment for all stakeholders.

To support implementation of these KIS, Learning Specialists were appointed as professional practice coaches for staff. Positive gains in 2019 NAPLAN relative growth and top two bands in the areas of writing and spelling is evidence of the impact of the focus in these areas. The School Staff Survey results indicated that we met all the set targets and although there was an increase in the Attitude to School Survey to 69%, this was one percentage short of the target of 70% positive approval.

We have successfully implemented a professional development and leadership support program that supported the focus areas of the AIP that in a majority of cases improved the chosen data set.

Achievement

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Engagement

Leopold Primary students demonstrate engagement and connectedness to school and programs have been initiated in 2019 to support the growth of student voice and agency. Self-regulation and goal setting has continued to build from 2018 which is pleasing. Our work in Student voice and agency was positively endorsed by the Attitudes to School (69% greater than school target set) and Parent Opinion a notable 86% which was greater than school target set) surveys. In 2019, our AIP focus of student voice was actively sought to gain an understanding of how students felt about their learning. Students from grades 3 to 6 offered their thoughts and ideas in regular forums to leadership to assist with the school review process and provide information which was taken back to staff. Our growing Koori student population came together with the interest and assistance of key personnel to foster identity and focus. This group met regularly through 2019 to the delight of all involved. School staff embarked on a greater understanding what student voice and agency was through investigation at a dedicated curriculum day. There was greater emphasis placed on our curriculum and planning, developing opportunities for student voice and wellbeing to improve student learning outcomes.

The school had 4 foci of improving motivation and interest, self-regulation and goal setting within this time period. This 2019 target was only partially met across two of the four foci with self-regulation and goal setting showing improvement from 2018 and meeting the required target set for the year.

In 2019, our student average absence data is similar to the Victorian government primary schools median. Over the last 4 years, this has been a consistent trend pattern. Our attendance rate is consistent at 91-92% across years prep to 6. Leopold Primary School encourages all students to attend school regularly and to further support this, a new platform (Compass) was implemented to enhance role marking, develop absence data reports and produce communication chronicles. This online resource allows staff to easily contact parents and in turn, parents have another way to contact the school. Compass in a short time of use, has become a very useful medium which provides our school community with regular bulletins and pertinent information.

Wellbeing

The school's student wellbeing data fluctuates, which is highlighted within our Attitudes to School Survey (AToSS) results. In 2019, results indicate students have a greater sense of self confidence, meeting the schools target, and has an increase in effective classroom behaviour surpassing the schools target. These results are due to the school developing a visible well-being curriculum framework that engages students with their learning and a sense of belonging. Student wellbeing continues to be a focus of our school with the inclusion of student voice and agency and the continued professional development within this area.

Student wellbeing continues to be an area of focus, particularly in the sub-sections of resilience and managing bullying. These are both areas where the school did not meet its 2019 targets and where we are just below the state mean. The school has a Wellbeing Learning Specialist who assists in the planning for years levels as well as coaching in individual classrooms.

Parent satisfaction, according to the Parent Opinion Survey, indicates the school has met its 2023 target in the area of managing bullying, which enabled the school to alter its growth target. The school is continuing to work on 'teacher communication' with parents, as they were not seeing continuous reporting as communication. As a result, the school has changed its communication system to Compass to allow great ease of communication for parents.

The staff satisfaction, according to the School Staff Survey, is performing above the state mean and is sitting in the high 60th percentile. We well surpassed all of the schools 2023 targets and therefore were able to reset the school's targets. This was achieved through developing an understanding of teacher efficacy with a focus on building

connections between staff, to build relationships, to establish trust which allowed staff to take risks and strength their pedagogical practice and increase wellbeing. This trust and a gradual release approach allowed the staff to have a voice in the school and to provide feedback to leadership, strengthening their relationships.

Financial performance and position

Leopold Primary School maintained a very sound financial position throughout 2019. The 2019-2023 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

A generous community grant from Leopold Bendigo Community Bank and locally raised funds contributed to the purchase of new playground equipment and synthetic soft fall. Equity funding received has contributed towards reading intervention, oral language program, literacy coaching and the purchase of literacy resources. A Chaplaincy grant has enabled the employment of a Chaplain to support student wellbeing.

Leopold Primary School is committed to maintaining high standard buildings and grounds to provide students with the best possible environment to achieve their educational learning goals.

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 774 students were enrolled at this school in 2019, 357 female and 417 male.

2 percent of students had English as an additional language and 2 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)	85.1	85.8	79.2	92.0

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)	81.3	79.5	68.5	87.9

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.9	89.7	81.7	95.0	Above
Mathematics	91.4	90.3	81.8	95.8	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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	79.5	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	67.3	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	78.0	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	64.1	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	79.1	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	67.4	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	72.6	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	63.3	56.3	40.7	71.7	-

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'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	24.5	50.0	25.5
Numeracy	26.3	48.4	25.3
Writing	28.9	36.7	34.4
Spelling	25.8	48.4	25.8
Grammar and Punctuation	19.4	54.8	25.8

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' 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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.2	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	15.5	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	92	92	91	92	92	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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.4	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	79.2	81.4	73.9	88.1	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.9	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	79.0	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$6,312,663
Government Provided DET Grants	\$687,422
Government Grants Commonwealth	\$199,444
Government Grants State	\$0
Revenue Other	\$29,255
Locally Raised Funds	\$587,805
Capital Grants	\$14,773
Total Operating Revenue	\$7,831,360

Equity ¹	Actual
Equity (Social Disadvantage)	\$199,401
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$199,401

Expenditure	Actual
Student Resource Package ²	\$6,262,482
Adjustments	\$0
Books & Publications	\$13,928
Communication Costs	\$7,754
Consumables	\$173,186
Miscellaneous Expense ³	\$321,391
Professional Development	\$27,085
Property and Equipment Services	\$416,816
Salaries & Allowances ⁴	\$482,694
Trading & Fundraising	\$69,863
Travel & Subsistence	\$0
Utilities	\$66,543
Total Operating Expenditure	\$7,841,740
Net Operating Surplus/-Deficit	(\$25,152)
Asset Acquisitions	\$113,729

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$835,420
Official Account	\$47,173
Other Accounts	\$15,981
Total Funds Available	\$898,574

Financial Commitments	Actual
Operating Reserve	\$247,945
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$23,041
School Based Programs	\$318,063
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,546
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$44,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$240,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$15,980
Total Financial Commitments	\$898,574

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 26 Feb 2020 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

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, Community Schools and schools that changed school type recently, 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').