

**2015 Annual Report to  
the School Community**

Le Page Primary School

School Number: 5422



Name of School Principal: Garry Martin

Name of School Council President: Stuart Cowden

Date of Endorsement: 18/04/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Our mission continues to be working towards a collaborative teaching and learning culture underpinned by an agreed view of a child-centred learning approach. School Values of: Consideration, Respect, Excellence, Honesty and Responsibility are being reinforced. In 2015 we continued to aspire towards more personalised/differentiated learning and strategies. Regrettably, the decline in enrolments continued into and throughout 2015, but we were able to maintain our 4 classroom groupings and three specialist programs. Personnel in 2015 consisted of 4.4 EFT Classroom Staff (4 Class Teachers, 0.2 Visual Arts, 0.2 PE), 1.6 EFT Education Support Staff and the Principal (0.2 Music and Senior Sport). The "You Can Do It" and Alannah-Madeline Foundation "Better Buddies" Programs are instrumental in providing a positive context for curriculum delivery.

Situated in Cheltenham, the school commenced 2015 with an enrolment of 73 students in 4 classroom groupings. By the end of the year, student numbers declined further to 66. A significant percentage of families receive financial assistance and we have a rich multi-cultural flavour with 22 different language backgrounds represented within our student population. Our main focus in Curriculum and Professional Development during 2015 was Teacher Pedagogy and affirming our Assessment Schedules in Literacy and Numeracy and better collection and use of data.

Students continue to benefit from ready access to Information and Communication Technologies through the use of desktops, notebooks and netbooks and staff actively use the Interactive Whiteboards in every classroom which lift the level of engagement for students, leading to improved outcomes. In 2015 we continued the implementation of the Digital Excellence Awards Program to give our scope and sequence in Information Technologies an even more defined structure. Our classroom spaces were established as Junior and Senior Learning Communities, supportive of a 21<sup>st</sup>. Century teaching and learning environment for all at Le Page.

### Achievement

Student achievement in Literacy and Numeracy continued to be evident during 2015, although drawing broad conclusions from NAPLAN data in particular is impacted upon by the small numbers at Years 3 (2 girls, 2 boys) and 5 (3 girls, 3 boys). For Year 3, two of our students achieved at or well above the State in all areas (Reading, Writing, Spelling, Grammar, Numeracy). Results for the other Year 3 students were impacted upon by identified learning difficulties in one case and EAL issues with the other. Within the Year 5 cohort of only 6 (3 girls and 3 boys) is one student with identified learning difficulties and two others with EAL issues impacting upon their learning. Two are performing well above State/National benchmarks and the last, who transferred to the school at the end of 2014 is below level expectations. With such small cohorts, it is difficult to extrapolate valid trends in results.

Generally, the Relative Growth of the five students with us between 2013 and 2015 was described as Low to Medium, although one student achieved High growth in Spelling and Writing.

The "Letterland" phonemic awareness program is now established from Prep to Year 3, with Professional Development in the program already undertaken by new Staff in the Junior Learning Community.

On Demand Testing in Literacy and Numeracy continues to provide important direction for teachers in better differentiating curriculum and pointing toward areas needing additional attention. In 2015 we implemented PAT Maths and PAT Reading Assessments to improve the level of information available to Teachers. English On Line Testing is undertaken for all students in Years P-2 to better inform teaching. In 2015 we continued use of the Student Performance Analyser software, which has greatly improved our ability to collect and review student achievement data to better inform our teaching.

Throughout 2015 our Organic Garden Program became a well established component of our classroom curriculum as well as adding significantly to our outdoor learning environment and promotion of sustainable practices.

In 2015 Le Page was involved in significant Professional Development through the Kingston Network in Curiosity and Powerful Learning. We are experiencing some difficulty in transferring some school-wide strategies discussed in the program to our smaller context, but continuing in this program in 2016 is deemed to be valuable.

### Engagement

Student attendance at Le Page is not a concern, although the data continues to show evidence of some impact from extended family holidays during School time. Parents are encouraged to value school attendance and punctuality through Newsletter items and personal approaches from Staff.

Positive relationships are maintained with Child First, the Department of Human Services and DEECD Support Services.

The Student Attitudes to School survey -administered to students in Years 5 and 6 during 2015 indicated a slight decline in positivity, but boys and girls sustain similar levels of connectedness to the School and their Peers when compared to Like Schools and the State.

This continues to be pleasing.

All students have modern teaching and learning spaces in which to spend their day, as well as large special-purpose spaces (Hall, Music, Library) for other areas of the curriculum.

Teachers and Students fully utilise the Notebook and Interactive Whiteboard resources in all teaching and learning areas to engagingly support curriculum implementation.

The well-maintained and spacious school grounds are a distinct asset for Le Page whether for organised Physical Education and Sport or active/leisurely play.

## Wellbeing

All staff knowing nearly all students quite well is certainly advantageous, as are our social-emotional and academic records being passed between teachers.

Professional Development in teaching pedagogy has drawn attention to the need for Staff to minimise the variance in approaches throughout the School and this will continue to be addressed further in 2016, building upon our learnings in 2015.

After School Care by a private company was introduced in 2013 and continued successfully during 2015. Unfortunately, this cannot be sustained in 2016 due to numbers.

Successful implementation of the Alannah-Madeleine Foundation 'Buddy Bear' Program supports the well-being of our younger students in particular, promoting positive links with the older students and involving them in lunchtime activities co-ordinated by Student leaders (e.g. Buddy Bear Bus Stop).

Though we have no significant Student behavioural "issues" drawing attention to needs, the School's Engagement and Well-Being Policy endorsed in 2015 will be further evaluated, as will ensuring our published Student Code of Conduct reflects our current desires and practice regarding Student Wellbeing.

## Productivity

During 2015, the management of the SRP continued to be a challenge due to the potential for a Salary deficit in the maintenance of four classes and two part-time specialist programs (Visual Arts, PE) from 2014 into 2015. However, the retirement of two classroom staff in 2014 has allowed for the employment of Graduate Teachers. With support a Classroom Teacher 2 and Leading Teacher as Mentors, the two Graduate Teachers made a significant contribution to maintaining the School program in their respective classes – F/1 and 3/4.

In 2015 we continued the "Fly Into Foundation" Pre-School to School Transition Program, providing a number of opportunities for School visits during the year and culminating in a morning visit with an Information session for Parents. Unfortunately, community discussions regarding the viability of the school impacted upon enrolments and some who had expressed an interest in being with us for 2016 did not follow up on their enquiries. Ultimately, one Prep was enrolled for 2016 and this would not balance the known graduation of 17 Year 6 students.

Visual Arts and Physical Education were able to be maintained into 2015, as was the Music Program provided by the Principal to the level of one hour per week per classroom grouping. At commencement, a Part-time Classroom Teacher 2 provided Visual Arts The continuity of the PE Program was maintained by employing a former Staff member (Classroom Teacher 2 level) as a CRT.

As a special Program during 2015, all classes participated in a Footsteps Dance Program, culminating in a Concert in our Hall at the end of Term 2.

At the commencement of Term 2 the Principal, Garry Martin, required sick leave until mid-year and it is appropriate to acknowledge the good work of Ms. Caroline Burston as Acting Principal during the majority of this period and to the efforts of all Staff in the maintenance of programs in this period.

A highlight of the year's program was the production of "Cinderella & Rockefeller toward the end of the year. This was the culmination of a great deal of work in Music, Choir and classroom programs and was particularly well received by all.

Commonwealth Grant funding as listed supported implementation of the Sporting Schools Program, focusing on Lawn Bowls as something relatively unique to pursue. We were able to fund a range of bowls equipment to remain in the School for future use. We will continue to take advantage of these opportunities in 2016 to supplement our PE/Sport program.

My sincere thanks to our Business Manager, Heather Gillott, for her continuing professionalism in this role, and to all classroom Staff for their care of and commitment to the Students and School programs. My thanks also to School Council (President, Rita Moon) and to the Parents and Friends group for their exceptional efforts in support of the School community.

During 2015 we commenced serious discussions regarding the future viability of Le Page Primary School. The fact that this was being discussed and highlighting our low numbers led to further rumours regarding closure and considerable media coverage of the possibility and how a nucleus of caring Parents were prepared to work hard to ensure that the School continued. However, a number of families began exploring enrolments in other Schools and, ultimately, quite a number decided to transfer their children out of Le Page. Consequently, Le Page was to commence 2016 with 19 Students and the need for a re-energised campaign of publicity and activities to attract new enrolments – particularly of Foundation students – to support the School's future viability. This will be a priority for the new School Council.

For more detailed information regarding our school please visit our website at  
<http://www.lepage.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 73 students were enrolled at this school in 2015, 31 female and 42 male. There were 40% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### 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.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



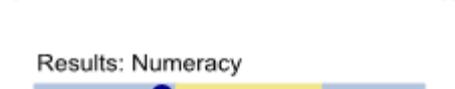
## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																																				
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> <th>Median of all Victorian government primary year levels</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>40%</td> <td>-</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>80%</td> <td>-</td> <td>20%</td> <td>80%</td> </tr> <tr> <td>Writing</td> <td>-</td> <td>80%</td> <td>20%</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>60%</td> <td>20%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>60%</td> <td>-</td> <td>40%</td> <td>60%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Median of all Victorian government primary year levels	Reading	60%	40%	-	60%	40%	Numeracy	20%	80%	-	20%	80%	Writing	-	80%	20%	80%	20%	Spelling	20%	60%	20%	20%	60%	Grammar and Punctuation	40%	60%	-	40%	60%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High	School Result	Median of all Victorian government primary year levels																																	
Reading	60%	40%	-	60%	40%																																	
Numeracy	20%	80%	-	20%	80%																																	
Writing	-	80%	20%	80%	20%																																	
Spelling	20%	60%	20%	20%	60%																																	
Grammar and Punctuation	40%	60%	-	40%	60%																																	

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>93 %</td> <td>94 %</td> <td>92 %</td> <td>97 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	93 %	94 %	92 %	97 %	93 %	93 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	93 %	94 %	92 %	97 %	93 %	93 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p>

# How to read the Performance Summary

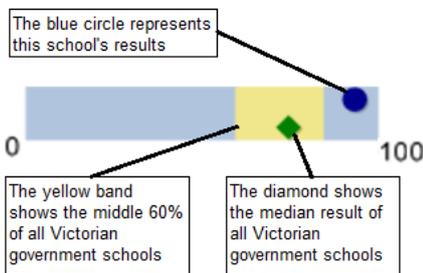
## What are student outcomes?

*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.

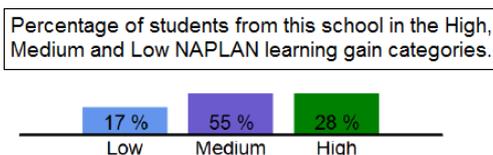
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

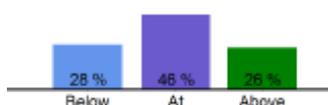


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<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 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$622,975	High Yield Investment Account	\$101,426
Government Provided DET Grants	\$122,989	Official Account	\$9,005
Government Grants Commonwealth	\$1,637	<b>Total Funds Available</b>	<b>\$110,431</b>
Revenue Other	\$11,513		
Locally Raised Funds	\$49,532		
<b>Total Operating Revenue</b>	<b>\$808,646</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$626,644	Operating Reserve	\$24,976
Books & Publications	\$1,286	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,912
Communication Costs	\$4,850	School Based Programs	\$39,506
Consumables	\$14,767	School/Network/Cluster Coordination	\$1,619
Miscellaneous Expense	\$53,122	Repayable to DET	\$4,000
Professional Development	\$1,450	Asset/Equipment Replacement > 12 months	\$8,000
Property and Equipment Services	\$57,824	Maintenance -Buildings/Grounds incl SMS>12 months	\$16,418
Salaries & Allowances	\$19,835	<b>Total Financial Commitments</b>	<b>\$110,431</b>
Trading & Fundraising	\$6,555		
Utilities	\$7,412		
<b>Total Operating Expenditure</b>	<b>\$793,744</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$14,902</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.*

### Financial performance and position commentary

The relatively strong financial position for such a small school is a credit to the work of the School Council, Principal and especially the Business Manager. A significant salary deficit is anticipated for much – if not all – of 2016 and part of this credit balance may be required if attempts to gain salary bridging go unsupported next year. The school continues to be well resourced in all curriculum and student welfare areas.