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The school grounds are vast and attractive, providing multiple play areas with equipment, basketball courts, oval and cricket nets. Adjoining are more public courts, oval and preschool, making Le Page Primary a potential community hub. The buildings are maintained to a high level and the relatively new and stimulating BER building became the main teaching and learning facility, as the Gould League Organisation secured a 15-year lease of the school’s main building.  A total of 34 students were enrolled at the school in 2017, 21 female and 13 male. 40% of students had English as an additional language and 0% were Aboriginal or Torres Strait Islander. The overall school’s socio-economic profile was based on the school’s Student Family Occupation and Education index (SFOE), which takes into account parents’ occupations and education. In 2017 the school’s socio-economic band value was Medium. Le Page was the smallest Primary School in the Kingston Network, with an enrolment of 34 students, a teacher time-fraction of 2.0 and an education support staff time-fraction of 4.2. Although very small, the school had increased its enrolments from 19 students the previous year.  In 2017, a Community of Practice model began. A new fulltime principal was appointed in July. The school adopted a new vision, mission, habits, educational programs, and staff.  The Vision: There is a prosperous path for every child. Each journey is theirs to lead. There is a place, in which every child can shine. The Mission: Identify the talent, develop the confidence and create the leader. The 7 Habits: Be Proactive; Begin with the End in Mind; Put First Things First; Think Win-Win; Seek First to Understand Then to be Understood; Synergise; and Sharpen the Saw.  The CoP model enabled Le Page students and staff to experience the benefits of an intimate school context, and the benefits of participating in a wide range of rich educational programs and opportunities available in large schools. The Specialist programs were Visual Arts, Performing Arts, Physical Education and Italian. ICT resources were ample to meet the teaching and learning needs of the students and staff. Le Page students enjoyed sports carnivals, excursions, camps, a film festival, concert and carols night along with Parktone Primary students. The teachers from both schools worked collaboratively in program planning and professional learning.  The school’s main entrance including the foyer, corridors and administration offices were renovated creating a welcoming environment for school community members and visitors. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | The 2017 Annual Implementation Plan prioritised the following FISO components:  **Curriculum Planning and Assessment**   * Consolidated use of meeting times and planning times to facilitate consistent planning of curriculum and assessment * Ensured planning documentation consistently reflects agreed Literacy and Numeracy instructional practices * Provision of whole staff Literacy and Numeracy professional development in terms 2 and 3 respectively was facilitated   **Setting Expectations and Promoting Inclusion**   * Introduced the Capabilities component of Victorian Curriculum with a focus on resiliency in the personal and social capability curriculum | | | |  | | --- | | Achievement | | | |  | | --- | |  | | **Parent Satisfaction Summary**  On the annual Parent Opinion Survey, the 100% percent positive endorsement indicated that parents were very satisfied with the new management and direction of the school. The parent positive endorsement was higher than the state mean and above the range of results for the middle 60% of Victorian Government Schools.  **School Staff Survey**  As reported in the annual School Staff Survey, the percent of positive endorsement responses from the staff was below the state mean and within the range of results for the middle 60% of Victorian Government Schools. 25% of the staff participated in the survey therefore the results were not conclusive.  **Teacher Judgement of Student Achievement**  The percentage of students in Years Prep to 6 working at or above age expected standards in English and Mathematics was lower than the state mean and below the range of results for the middle 60% of Victorian Government Schools. The disproportionate percentage of students with learning difficulties, gaps in student learning and multi-age classes spanning four grade levels, significantly had an impact on 2017 outcomes. Even though a high percentage of the students achieved one year or higher in academic growth, the majority of starting points were far below that expected of the Victorian Curriculum Standards at each year level.  **NAPLAN Minimum Standards:** All students were to perform above the National Minimum Standard in Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy in Years 3 and 5.  Year 3 results were not available for this report due to less than the minimum number of participants required to publish the data. All students in Year 5 achieved above the National Minimum Standards.  **NAPLAN Targets**: The school’s median scores in all areas of NAPLAN were to be at or above state median scores for Years 3 and 5.  Year 3 Outcome  No data was available in 2017 due to insufficient participants. The 4-year average results in Reading and Numeracy show Le Page achieved similar to like-group schools and below the Victorian median standard but above the National Minimum Standard.  Year 5 Outcome  The 2017 average results in Reading and Numeracy show Le Page achieved higher to like group schools and below the Victorian median standard. The 4-year average results in Reading and Numeracy show Le Page achieving similar to like group schools and below the Victorian median standard. Results were above the National Minimum Standard.  **NAPLAN Learning Gain from Year 3 to 5 Target**  The number of students ranked in the Low gain range was to be reduced to less than 25%.   * In Reading 100% of students achieved a medium rate of growth. * In Numeracy 50% of students achieved a medium rate and 50% a high rate of growth. * In Writing 100% of students achieved a medium rate of growth. * In Spelling 100% of students achieved a high rate of growth. * In Grammar and Punctuation 50% of students, achieved a medium rate and 50% a high rate of growth. | |  | | | |  | | --- | | Engagement | | | |  | | --- | | **Average Number of Student Absence Days**  Average days absent per full time equivalent student in 2017 was above the state mean and above the range of results for the middle 60% of Victorian Government Schools. Common reasons for non-attendance included illness and extended family holidays. A high percentage of the 34 students participated in external agency appointments and offsite programs, which resulted in an above average outcome. The 2017 average rate was higher than like group schools. The 4-year average rate was similar to like-group schools. | | | |  | | --- | | Wellbeing | | | |  | | --- | | **Students Attitudes to School - Sense of Connectedness**  The percent endorsement on the Sense of Connectedness factor, as reported in the Attitudes to School Survey was below the state median score and just within the range of results for the middle 60% of Victorian Government Schools. The result was similar to that of like-group school.  **Students Attitudes to School - Management of Bullying**  The percent endorsement on the Management of Bullying factor, as reported in the Attitudes to School Survey was above the state median score and within the range of results for the middle 60% of Victorian Government Schools. The result was similar to that of like-group schools. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  [enter web address here] | | |  | | |  | | | |  | | --- | |  | | |

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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. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 34 students were enrolled at this school in 2017, 21 female and 13 male.  40 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. | | | | | |  |  |  | | |  | | --- | | Overall Socio-Economic Profile  Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | Parent Satisfaction Summary  Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **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.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 88 % | | |  | | --- | | 89 % | | |  | | --- | | 79 % | | |  | | --- | | 88 % | | |  | | --- | | 88 % | | |  | | --- | | 83 % | | |  | | --- | | 95 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘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/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* referto?**  TheSchool 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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Funding of teaching programs and general school maintenance was effective. In 2017, a significant percentage of the budget was used to pay for Casual Relief Teachers and to upgrade or maintain the school’s physical resources. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $38,992 | | Official Account | $4,962 | | **Total Funds Available** | **$43,953** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $628,679 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $87,798 | | Government Grants Commonwealth | $3,900 | | Revenue Other | $1,714 | | Locally Raised Funds | $24,900 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$746,991** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $7,735 | | Equity (Social Disadvantage - Extraordinary Growth) | $2,321 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$10,056** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $22,340 | | Maintenance - Buildings/Grounds incl SMS<12 months | $7,669 | | School Based Programs | $13,945 | | **Total Financial Commitments** | **$43,953** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $627,518 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Communication Costs | $4,010 | | Consumables | $29,531 | | Miscellaneous Expense³ | $37,483 | | Professional Development | $3,479 | | Property and Equipment Services | $83,753 | | Salaries & Allowances⁴ | $197 | | Trading & Fundraising | $2,741 | | Utilities | $14,768 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$803,479** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **($56,488)** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |