

2023 Annual Report to the School Community

School Name: Le Page Primary School (5422)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2024 at 02:02 PM by George Danson (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 21 May 2024 at 09:44 PM by Belinda Griffiths (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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.

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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Le Page Primary School is in Cheltenham, 20 kilometres south-east of Melbourne.

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.

Mission: Identify the talent, develop the confidence and create the leader.

The 7 Habits:

Be proactive (I'm in charge)

Begin with the end in mind (have a plan)

Put first things first (work first then play)

Think 'win-win' (everyone can win)

Seek first to understand, then to be understood (listen before you speak)

Synergise (together is better)

Sharpen the saw (balance feels best)

Values: Gratitude: Be thankful for what we have. Empathy: Practice random acts of kindness. Mindfulness: Keep in the present moment.

"What do we live for, if it is not to make life less difficult for each other?"

In 2023, there were 10 grades, 216 students and 31 staff.

Specialist Programs included Physical Education and Sport, Respectful Relationships, Visual Arts, Cultural Studies, Auslan and Performing Arts.

The grade structure was Foundation A (18 students), Foundation B (20 students), 12A (22 students), 12B (23 students), 12C (23 students), 34A (23 students), 34B (23 students), 34C (23 students), 5A (20 students) and 56A (21 students).

The School Improvement Team members were the Principal, Assistant Principal, Leading Teacher, Acting Learning Specialist, and Professional Learning Communities leaders (grade level coordinators).

Progress towards strategic goals, student outcomes and student engagement

Learning

In Numeracy, the focus was on implementing an evidenced based 3-6 teaching and learning approach to improve student learning outcomes. Using Di Siemon's Big Ideas in Number framework, teachers targeted learning gaps in students' learning and provided differentiated teaching of the concepts of 'trusting the count', 'place value', 'multiplicative thinking', 'partitioning', 'proportional reasoning', and 'generalising'. Student groups were fluid as students demonstrated number sense required to step up to the next concept. Students in Years 3-6 were repeatedly pre/post-tested and grouped accordingly into like-needs groups for explicit teaching. Remedial and extension supports scaffolded students requiring revision and those working years above their expected levels.

The Numeracy Learning Specialist, and Principal Class attended Network Numeracy COP professional learning and disseminated such through the year in whole-school professional learning activities. The NLS worked with the teachers during their maths lessons in classrooms and attended meetings weekly to support maths lesson planning.

The Tutor Program funding targeted the Year 1-2 cohort for the entire year. An additional teacher was employed in Semester 2, to support Year 3-6 students with intervention programs. Students' academic (rather than behavioural) Individual Education Plan goals were reviewed in Student Support Group meetings through the lens of identifying which target point could support the greatest growth in Semester 2.

81% of students showed High Relative Growth (Years 3 to 5) in Numeracy according to NAPLAN.

In Literacy, the focus was to implement an evidenced based Synthetic Phonics teaching approach. In 2022, the staff researched and in 2023 implemented Little Learners Love Literacy. Students in Foundation to Year 2 were periodically and in real time (when growth was evident) assessed and moved forward to higher levels of instruction. The strategy targeted the development of sound phonics acquisition in an explicit step-by-step manner, aiming to close gaps in students' learning and increase understandings.

76.2% of students showed Medium or High Relative Growth (Years 3 to 5) in Reading according to NAPLAN.

Statements in the Parent Opinion Survey were positively endorsed. Under the framework of Excellence in Teaching and Learning,

High Expectations for Success was 95%. Student Motivation and Support was 89%. Stimulated Learning Environment was 91%. Effective Teaching was 81%.

Wellbeing

In 2023, the aim was to provide resources to support student wellbeing and mental health. Weekly specialist led Resilience, Rights and Respectful Relationships lessons were facilitated F-6. Explicit and targeted weekly lessons of the 7 Habits were facilitated by classroom teachers. Lunchtime clubs that promote healthy habits and positive relationships were introduced. Teachers implemented social and emotional learning activities based on RRRR and the Leader in Me. Teachers implemented and modelled consistent routines across cohorts and across the school.

Multiple sessions on behaviour management were included in the professional learning schedule to further equip and add to staff toolboxes, to maintain positive teaching and learning environments.

Informal discussions with staff, students and parents provided positive feedback about the RRRR.

Leadership Day provided a community platform for students to articulate and demonstrate how they used the 7 Habits at school to improve their productivity and mindfulness.

Music Therapy was provided for students via an external agency working within the school. Therapy Dog Princess frequented the school on a weekly basis and supported targeted students. Play Therapy was introduced in Semester 2.

Outreach support from Mahogany Rise, continued to build capacity of staff to better support students and challenging behaviours.

The staff participated in 'The 7 Habits of Highly Effective People' professional learning. Elements of the learning highlighted the Emotional Bank Account and the Circle of Influence. Multiple sessions on behaviour management were included in the professional learning schedule to further equip and add to staff toolboxes, to maintain positive teaching and learning environments.

The Gratitude, Empathy and Mindfulness (GEM) model from the Australian Resilience Project was implemented in Years 3-4.

The Zones of Regulation were trialed, to gauge students' emotional state on arrival in selected F-2 classrooms. Students placed their photos within the zone they identified with on entry to the classrooms. The teachers then prioritised a check-in with students outside the okay zone.

The student Attitudes to School Survey was positively endorsed. Under the framework factor of Student Safety, Advocate at School was 94%. Managing Bullying was 86%. Respect for Diversity was 88%.

Statements in the Parent Opinion Survey were positively endorsed. Under the framework of Student Safety, Managing Bullying was 81%. Non-Experience of Bullying was 69%. Promoting Positive Behaviour was 92%. Respect for Diversity was 95%.

Engagement

Student attendance was a high priority and continued to be a focus. The school followed a simple process, to support families. Student attendance was a weekly item on Professional Learning Communities meeting agendas (staff grade level meetings). Weekly the teachers identified student absences across each cohort, discussed contexts and followed the school's response guide. The first action for teachers was to call families after two consecutive days of unexplained absence. For continued attendance concerns leadership team members arranged student support meetings with the students and parents. Individual Education Plans often included attendance goals. Results were positive with an end-of-year student absence rate of 31% having had 20 days or more absence. Compared to similar schools at 33% and the state at 36%.

The Student Lighthouse Team gained momentum in 2023. Members were elected from each classroom, by their peers, to represent student voice in planning school events and decision making. There were two teams, one for each semester, allowing double the number of members to participate. The team organised a psychologist guest speaker to explore the topic of learning styles and supporting each social interactions and relationships using social stories. A student planned and facilitated Cultural Day saw students leading workshops and lessons. The development of the Chicken program and their palace created high level interest across the school. At the students' request, hand-dryers were installed in the student toilets, and sanitary bins in cubicles.

The student Attitudes to School Survey Social Engagement responses were positively endorsed. Sense of School Connectedness average was 91%. Student Voice and agency was 76%. Sense of Inclusion was 92%. These results were higher than like-schools, network and state schools.

Statements in the Parent Opinion Survey were positively endorsed. Under the framework of Student Development, Student Agency and Voice was 87%. Confidence and Resiliency Skills was 86%. Under the framework of Student Connection and Progression, School Connectedness was 95% and Positive Transitions was 92%.

Financial performance

The overall financial position on December 31st 2023, was healthy. The Student Resource Package was in surplus. One of the largest expenditure items for 2023 was the upgrade of the outdoor areas, including line marking, the removal of trees, a sandpit upgrade, and a new front garden. City of Kingston's onsite Out of School Hours Care service agreement finished at the end of 2023. School Council continued an agreement for weekend martial arts and orchestra workshops in the school hall. The Inclusive School's Grant project was completed with a \$218,000 garden and meeting space created with an indigenous theme. The government initiative saw every school fitted with a shaded area. The school also completed the state government's Suburban Rail Link Project, with the creation of a Reflection Zone on the school grounds, for special events such as ANZAC and Remembrance Day ceremonies and First Nation Peoples' ceremonies. As the school focused on literacy, over \$15,000 on resources such as Decodable Readers & Little Learners Love Literacy for Phonics were purchased. The largest outlay of expenditure was for Casual Relief Teachers (CRT's), being \$63,000 for the year.

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

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 200 students were enrolled at this school in 2023, 80 female and 120 male.

12 percent of students had English as an additional language and NDP 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).

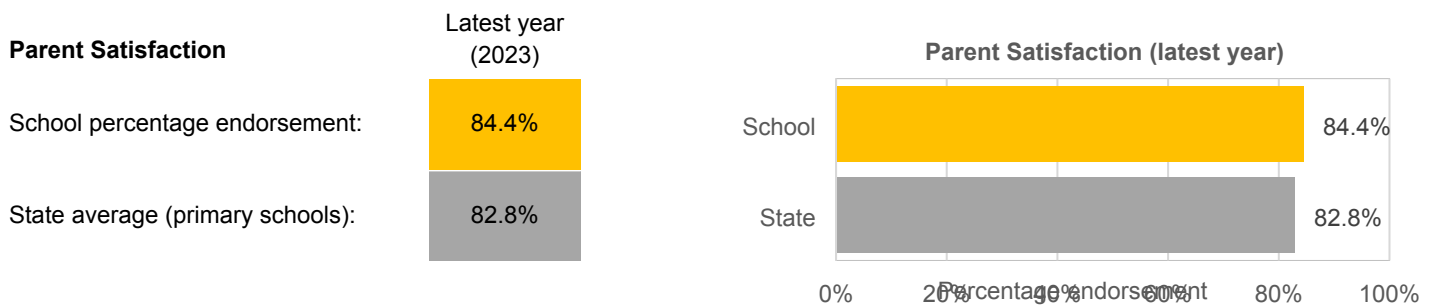
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

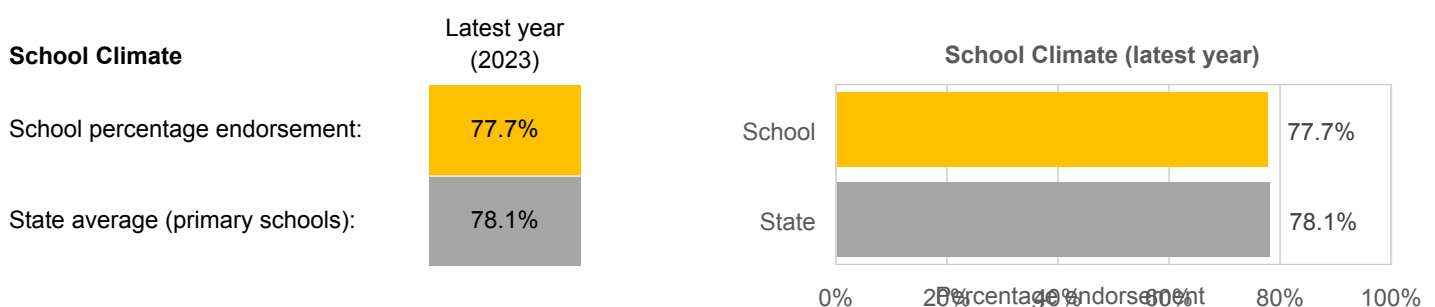


School Staff Survey

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.



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

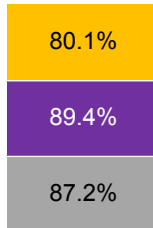
English Years Prep to 6

School percentage of students at or above age expected standards:

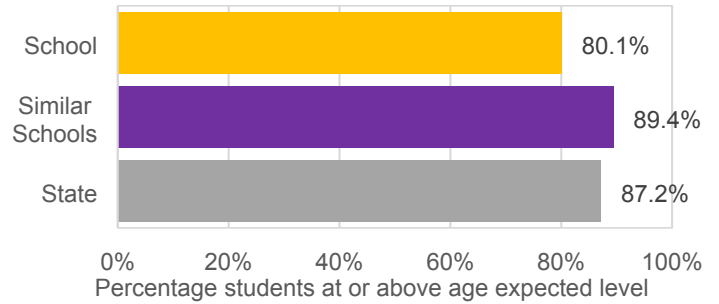
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



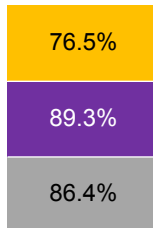
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

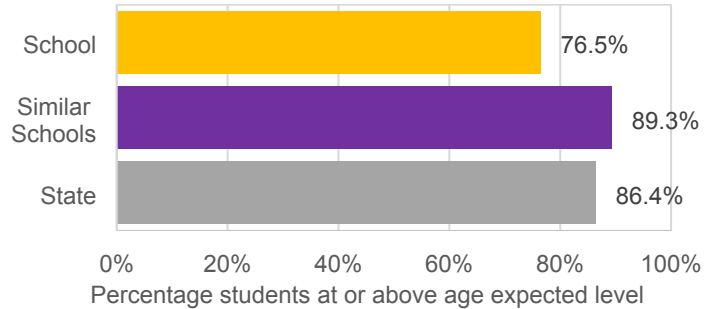
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.5%

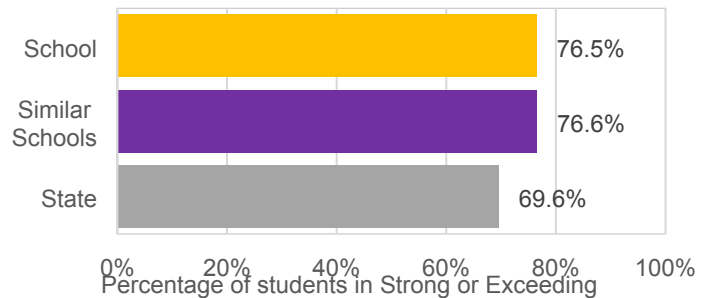
Similar Schools average:

76.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.5%

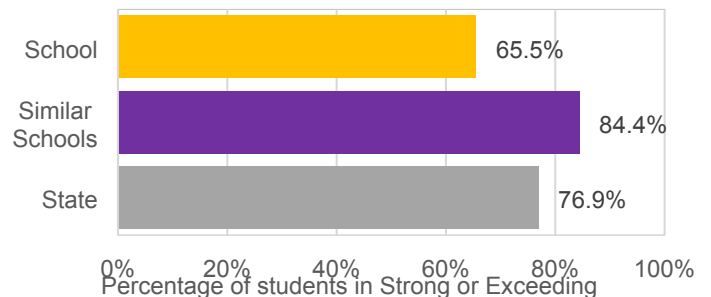
Similar Schools average:

84.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.6%

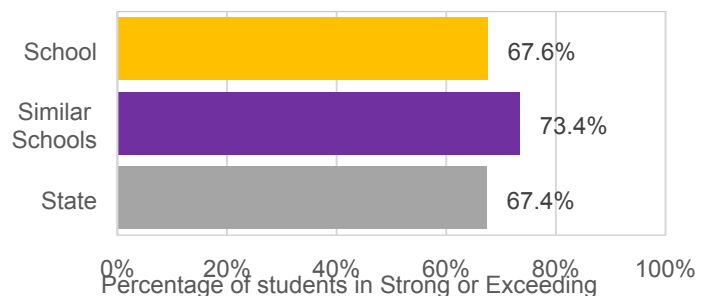
Similar Schools average:

73.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.3%

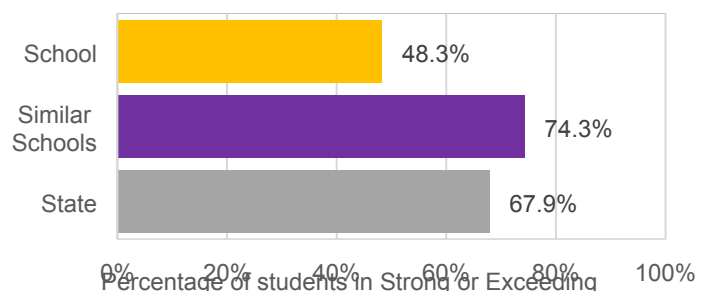
Similar Schools average:

74.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

88.0%

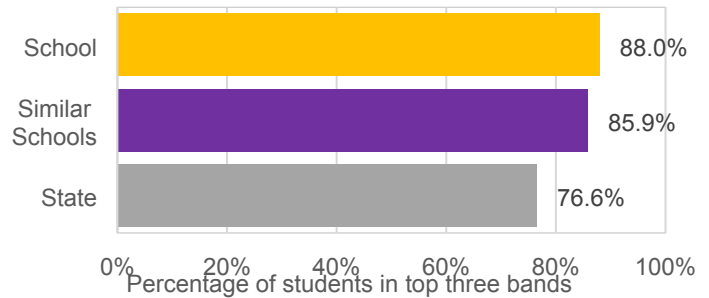
Similar Schools average:

85.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

66.7%

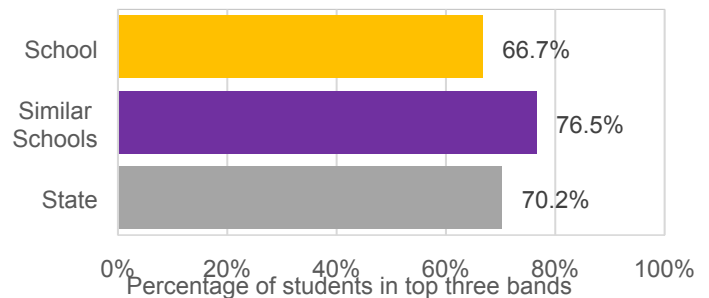
Similar Schools average:

76.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

68.0%

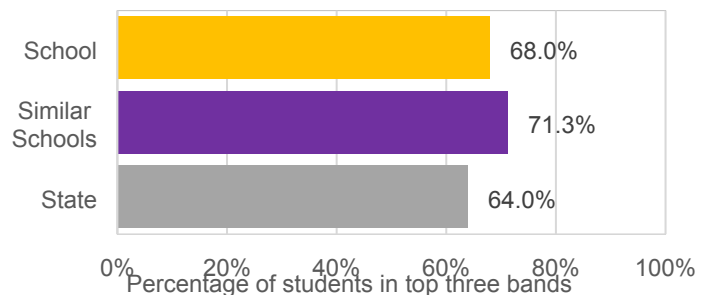
Similar Schools average:

71.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

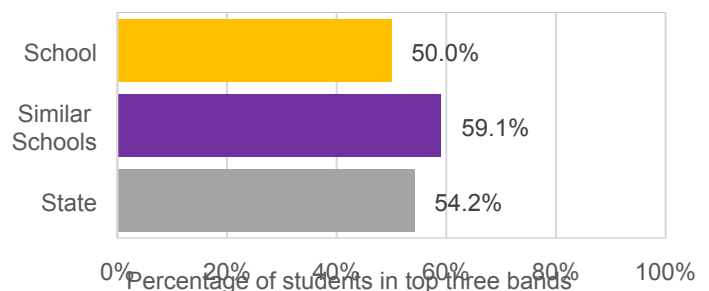
Similar Schools average:

59.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

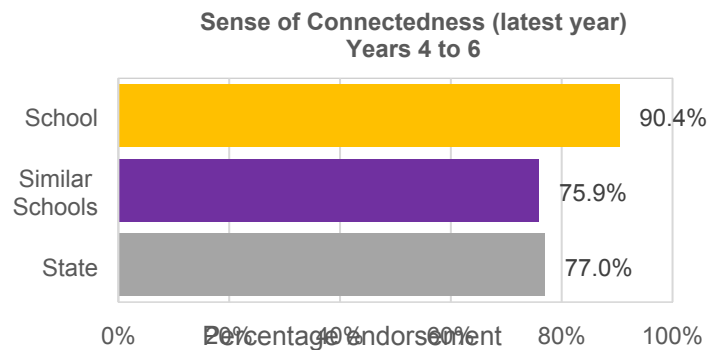
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	90.4%	86.1%
Similar Schools average:	75.9%	77.8%
State average:	77.0%	78.5%

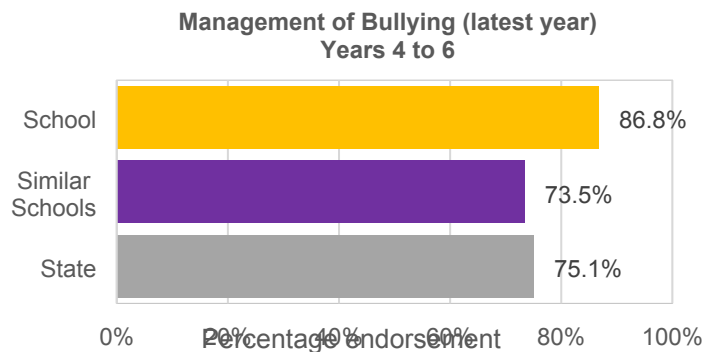


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	86.8%	84.7%
Similar Schools average:	73.5%	76.0%
State average:	75.1%	76.9%



ENGAGEMENT

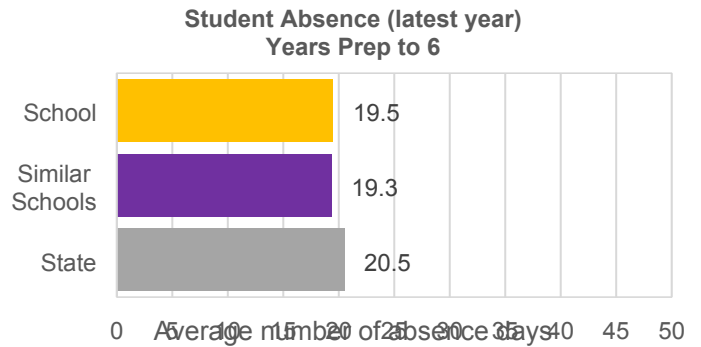
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.5	18.2
Similar Schools average:	19.3	16.4
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	90%	91%	92%	90%	87%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,795,138
Government Provided DET Grants	\$409,815
Government Grants Commonwealth	\$11,400
Government Grants State	\$22,805
Revenue Other	\$4,843
Locally Raised Funds	\$151,148
Capital Grants	\$0
Total Operating Revenue	\$3,395,150

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,989
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,989

Expenditure	Actual
Student Resource Package ²	\$2,477,079
Adjustments	\$0
Books & Publications	\$8,407
Camps/Excursions/Activities	\$23,591
Communication Costs	\$3,095
Consumables	\$43,124
Miscellaneous Expense ³	\$18,082
Professional Development	\$4,679
Equipment/Maintenance/Hire	\$60,701
Property Services	\$133,956
Salaries & Allowances ⁴	\$15,341
Support Services	\$127,498
Trading & Fundraising	\$11,328
Motor Vehicle Expenses	\$118
Travel & Subsistence	\$7
Utilities	\$24,995
Total Operating Expenditure	\$2,952,000
Net Operating Surplus/-Deficit	\$443,150
Asset Acquisitions	\$32,608

- (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 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$104,040
Official Account	\$14,439
Other Accounts	\$0
Total Funds Available	\$118,479

Financial Commitments	Actual
Operating Reserve	\$59,238
Other Recurrent Expenditure	\$4,827
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$87,065

All funds received from the Department of Education, 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.