

2023 Annual Report to the School Community

School Name: Linton Primary School (0880)



- 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 30 April 2024 at 07:09 PM by Stuart Robinson (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 30 April 2024 at 07:47 PM by Alison Kerr (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

Linton Primary School is a small rural school located in the township of Linton, 30km southwest of Ballarat on 1.5 acres of grounds with birdlife and native vegetation within and beyond the school. A mix of linked building structures allows for flexible teaching spaces. The school has recently undergone major building works, updating teaching and learning spaces as well as the school grounds.

16 students were enrolled in 2023. The school's SFO (Student Family Occupation) band value is High - representing a high level of socio-educational disadvantage.

The staffing profile is currently 3 teaching staff (including a teaching Principal) as well as part time ES staff. The school has a business manager who supports administration at 0.3. Specialist subjects offered are Science, Art, PE. The school currently does not have any staff who identify as being an Aboriginal or Torres Strait Islander.

The school values are Respect, Responsibility, and Pride. The core curriculum delivered was the Victorian Curriculum F-10.

Linton Primary School's mission is to develop in its students, a sense of purpose and belonging, an understanding of the importance of taking responsibility for their own learning and a set of values and skills that will enable them to become successful citizens in the community to which they belong.

Progress towards strategic goals, student outcomes and student engagement

Learning

Linton Primary School continued to build the learning focus during 2023. Two teaching staff completed PLC training during the year whilst key staff were also trained in SoundsWrite to add greater structure and explicit teaching to the literacy block. Significant work in the teaching and learning space was supported through teacher 'learning sprints' in which staff investigated focus areas to develop their knowledge and thus improve students' learning outcomes. The Learning data shows 72.9% of students at or above expected standards in English - an increase from 2022 (compared to the similar school average of 78.9%). In Mathematics 66.7% of students were at or above expected standards - again an increase from 2022 (compared to the similar school average of 82.6%). Mathematics will continue to be a focus of our work during 2024.

Wellbeing

A focus during 2023 was building routines and consistency across the whole school community. All staff completed the Berry Street Educational Model training during the year. Further highlights in the wellbeing space included the development of our Linton PRIDE program - a making connections program! To assist students in wellbeing, belonging, development and the feeling of pride at Linton PS. The Student Attitude to School - Sense of Connectedness data showed 66.7% positive endorsement (with a 4-year average of 80.5%). Management of Bullying remained an area of concern for students with a positive endorsement rate of 66.7% (similar schools average 82.2%). Linton PS continued to run a quarterly wellbeing survey with students from F-6 which showed data trends focusing on different topics each term. Work during 2024 in the wellbeing space will focus on tying this in with the DET Student check-in resource.

Engagement

Student Engagement at Linton Primary School was promoted in various ways during 2023. Termly excursions, celebration days and student-led activities such as 'Wheele Wednesday' all contributed to a positive atmosphere and supported engagement. Further highlights included a meaningful community art project and an exciting city camp experience in Melbourne, with all students attending gaining valuable life experiences. Our newly created student leader roles of Sports, Environment and Student-Voice Leaders allowed our senior students to drive projects for all students in areas they are uniquely passionate about. Pleasingly, our student attendance data stayed positive with the average number of absence days at 16.7 (compared to a similar school average of 23.6 and a state average of 20.5).

Other highlights from the school year

Linton Primary School is proud of a number of highlights from 2023 that we would also like to share with our community. We believe the following experiences or activities add significantly to the learning and wellbeing outcomes of the Linton Primary School students and wider community:

- Camps - including a whole school Melbourne City Camp
- Athletics & Cross Country - 5 students representing the school at regional events
- Community participation - students led the Linton ANZAC ceremony and participated in a community Art project for the Dr Vera Scantlebury Brown statue
- Sporting Schools Program - coaching from experts including golf, swimming, tennis and netball during the year
- Concert and end-of-year celebration
- National Tree Planting Day
- Ride2School Day
- OSHC - after school care establishment
- Major building works - creating some brilliant new learning spaces
- Parents involvement - our parents worked alongside School Council to run a number of fundraisers during the year with highlights being an election BBQ, funds raised were used to support end-of-term celebrations. Parents also teamed together and built a cubby for students to play in, which would also benefit the wider Linton community

Financial performance

Linton Primary School maintained a sound financial position throughout 2023. The 2023 Annual Implementation plan continued to provide the framework for the allocation of funds to support school programs and priorities. The school received an OSHC startup grant, enabling the school to offer after school care through an external provider.

The Financial Performance and Position Report shows an end-of-year surplus. This surplus occurred through increased funding through a range of programs. Equity funding was used to support student learning, and intervention, improve opportunities for students to be connected, and the employment of educational support staff to assist with personalized education for all students. Sporting Schools grants were received most terms, supporting the implementation of key sporting programs during the year, especially Swimming. Bushfire Preparedness funds were received from DET to enable extensive works to be completed around the grounds and gardens making the surrounding environment bushfire safe.

For more detailed information regarding our school please visit our website at
<https://www.lintonps.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 16 students were enrolled at this school in 2023, 7 female and 9 male.

0 percent of students had English as an additional language and 0 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).

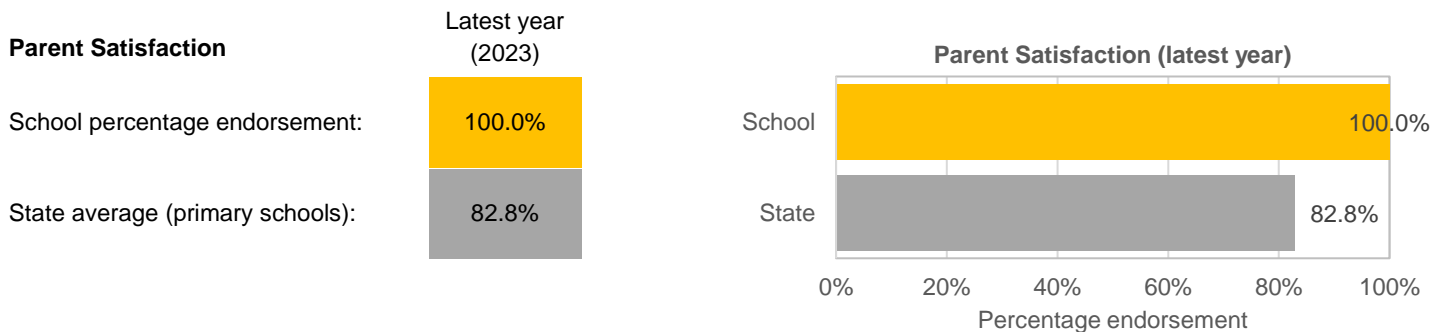
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

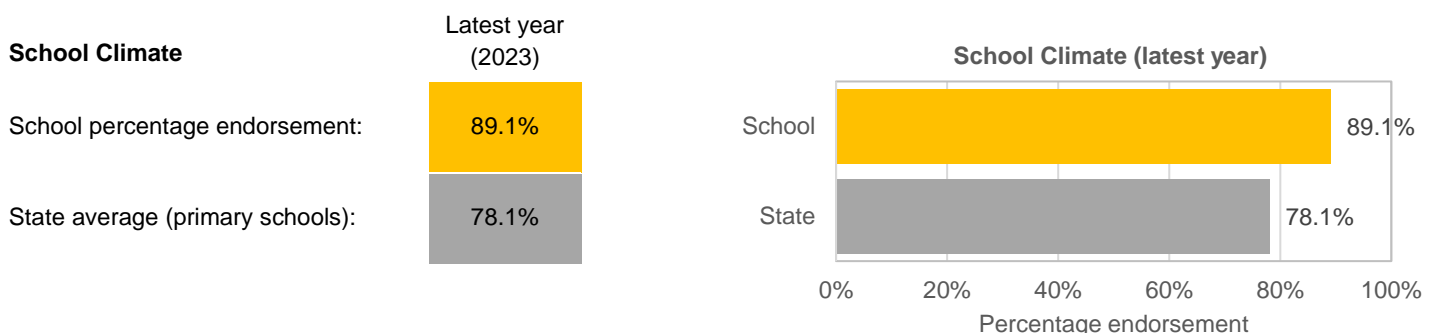


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

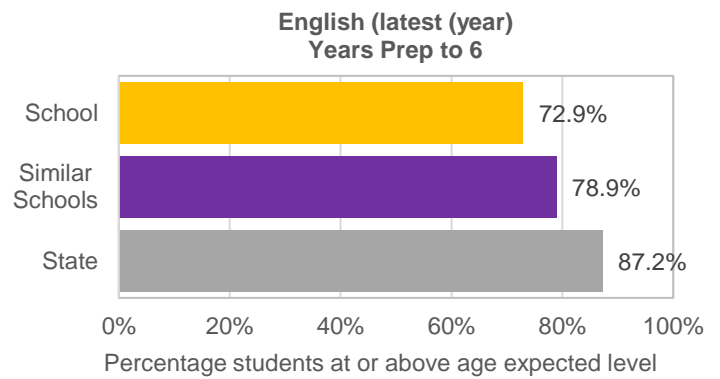
72.9%

Similar Schools average:

78.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

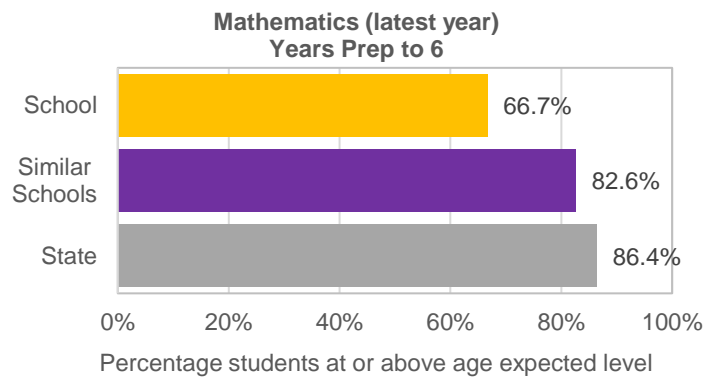
66.7%

Similar Schools average:

82.6%

State average:

86.4%



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:

40.0%

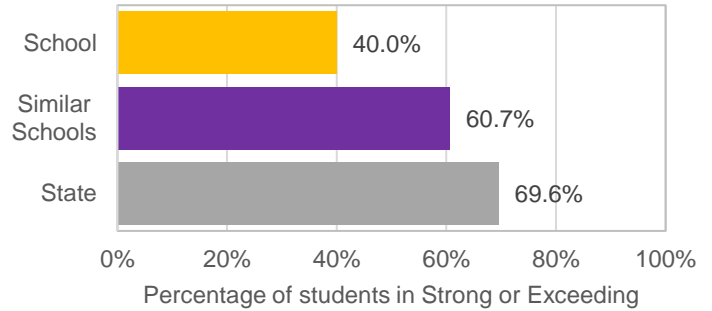
Similar Schools average:

60.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

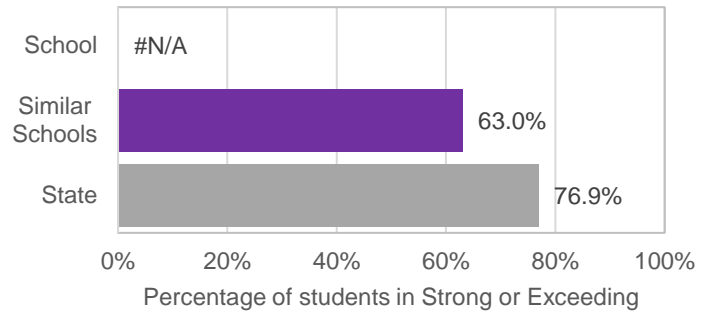
Similar Schools average:

63.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

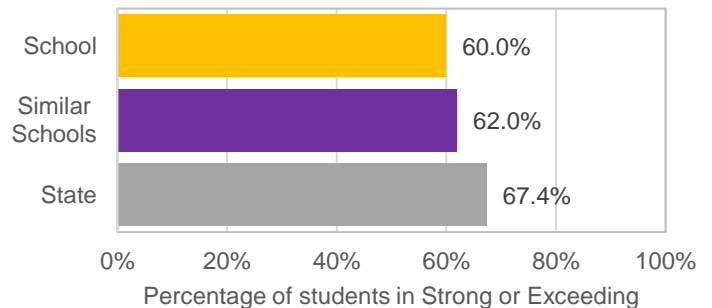
Similar Schools average:

62.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

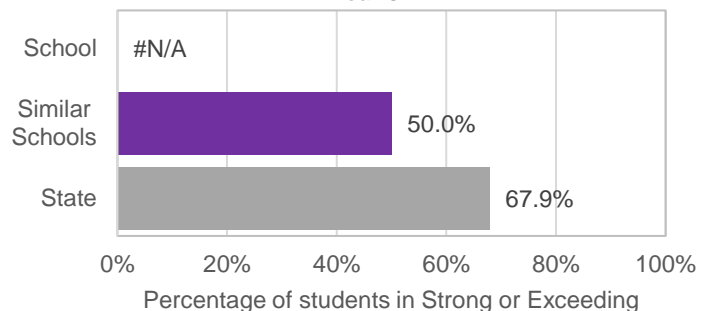
Similar Schools average:

50.0%

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:

NDP

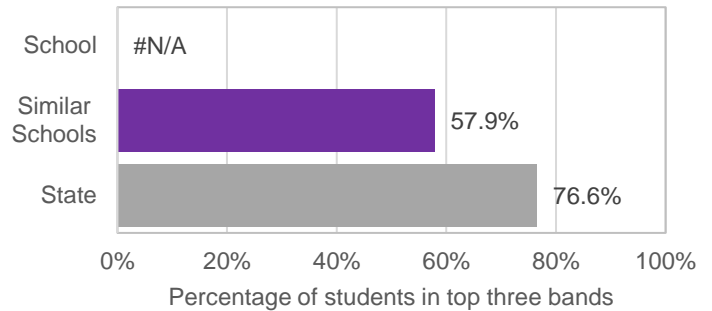
Similar Schools average:

57.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

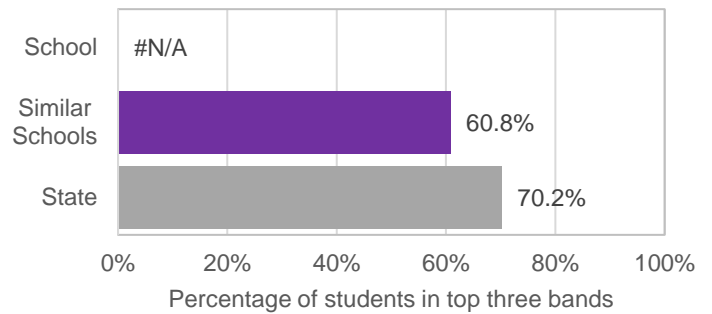
Similar Schools average:

60.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

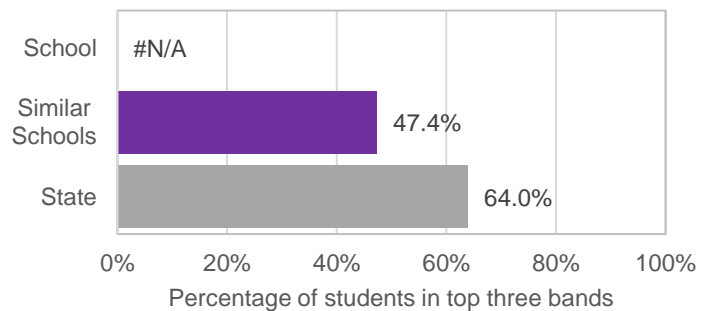
Similar Schools average:

47.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

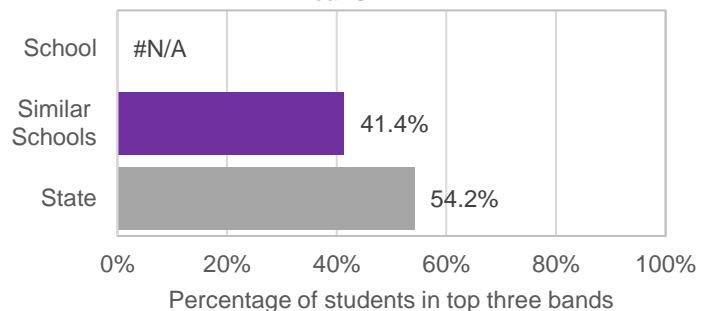
Similar Schools average:

41.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

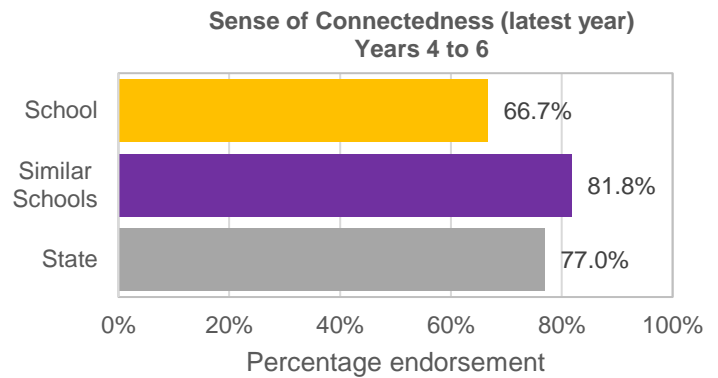
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	66.7%	80.5%
Similar Schools average:	81.8%	83.0%
State average:	77.0%	78.5%

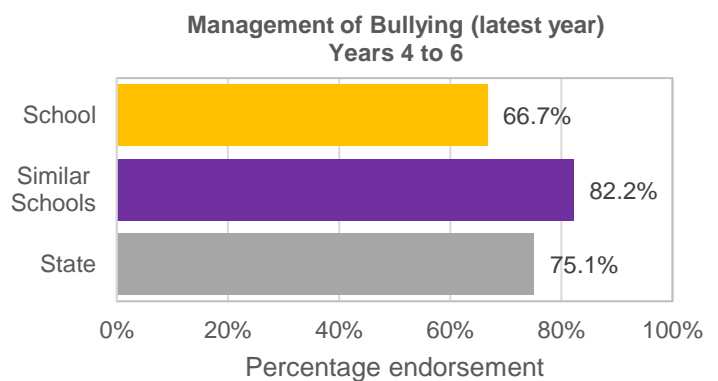


Student Attitudes to School – Management of Bullying

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:	66.7%	77.5%
Similar Schools average:	82.2%	84.1%
State average:	75.1%	76.9%



ENGAGEMENT

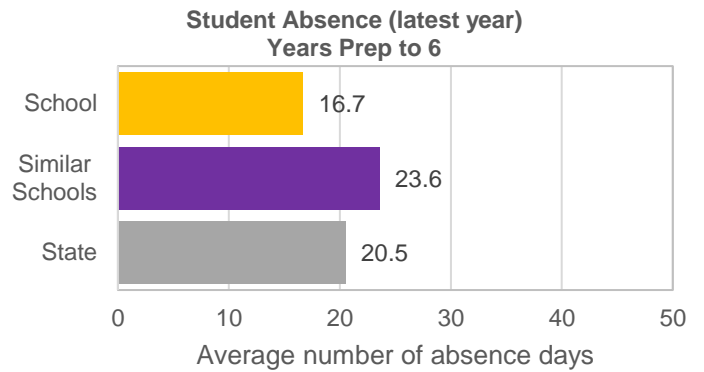
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	16.7	16.0
Similar Schools average:	23.6	20.3
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):	NDP	NDP	NDA	92%	NDP	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$779,988
Government Provided DET Grants	\$274,527
Government Grants Commonwealth	\$3,000
Government Grants State	\$250
Revenue Other	\$12,872
Locally Raised Funds	\$6,799
Capital Grants	\$0
Total Operating Revenue	\$1,077,435

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,104
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,104

Expenditure	Actual
Student Resource Package ²	\$669,583
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$8,236
Communication Costs	\$1,802
Consumables	\$4,348
Miscellaneous Expense ³	\$2,979
Professional Development	\$5,690
Equipment/Maintenance/Hire	\$12,468
Property Services	\$44,687
Salaries & Allowances ⁴	\$13,867
Support Services	\$19,953
Trading & Fundraising	\$71,487
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$516
Utilities	\$6,721
Total Operating Expenditure	\$862,337
Net Operating Surplus/-Deficit	\$215,098
Asset Acquisitions	\$39,761

- (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 16 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	\$215,274
Official Account	\$8,836
Other Accounts	\$0
Total Funds Available	\$224,110

Financial Commitments	Actual
Operating Reserve	\$27,229
Other Recurrent Expenditure	\$10,723
Provision Accounts	\$0
Funds Received in Advance	\$3,228
School Based Programs	\$10,383
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,045
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$4,570
Maintenance - Buildings/Grounds < 12 months	\$44,770
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$109,947

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.