

2019 Annual Report to The School Community



School Name: Linton Primary School (0880)



Linton Primary
School

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 25 March 2020 at 12:23 PM by Jennifer Dyer (Principal)

The 2019 Annual Report to the school community:

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

Attested on 25 March 2020 at 02:15 PM by Alison Kerr (School Council President)

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 bird life and native vegetation within and beyond the school. A mix of linked building structures with open spaces and spaces available for specialist teaching activity characterise the diverse and flexible arrangement of facilities.

Thirty-eight students were enrolled on census day, showing a stable enrollment in recent years. The school's SFO (Student Family Occupation) Index rating of 0.6316 reflected a diverse socio-economic community profile. In the past the school had experienced a high level of student mobility and families represented a mostly skilled, unskilled and unemployed family demographic, however, the school community is more stable.

The staffing allocation for 2019 was 3.4 EFT teaching staff and 2.2 EFT education support staff, comprised of a teaching Principal, full time and part time classroom teaching staff. Specialist subjects offered were: science, art, PE, music and drama. In 2020 this remains the same, with the addition of a Chinese specialist subject offered at 0.1. The school has a business manager who supports administration at 0.3.

The school's values are Respect, Responsibility, Excellence and Community, which are echoed in its vision: 'Fostering Excellence through Respect, Responsibility and Community Connection.' The core curriculum delivered was the Victorian Curriculum F-10. In term 4 of 2019 we public launched the School Wide Positive Behaviour Support program with our expectations of Respect, Responsibility and safety. The staff have developed an instructional model for reading and writing to ensure a consistent approach to teaching and learning across the school.

The school maximised opportunities for all students to engage in excursions, camps, incursions and special activity days including sports programs involving neighbouring schools. We offer connections to the community through Grandparents' day, participation in LOLA (Linton On Literary Arts), School concert and Christmas carols, MARC Van visits for library, Presentation night, an end of year whole school excursion, which involves the whole school coming together to celebrate the year, Sporting Schools activities, Family picnic at the beginning of the year, inter-school athletics carnivals, and winter sports program within our sports district. The students are also involved in the MARC (Mobile Area Resource Centre) schools writers festival and are involved in creating and decorating the town with Christmas decorations.

Student leadership within the school was centred on senior level (5/6) students with opportunities for student engagement in leadership experiences across all levels of the school. Opportunities to organise and present whole school assemblies, promote school values and model behavioural and engagement expectations and demonstrate leadership in school and community cultural experiences, such as ANZAC Day, were provided. The grade 4-6 students are also allocated a buddy from the younger grades.

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.

The school aims to achieve a culture of collective responsibility promoting inclusion, personalised teaching, differentiated learning, happy, healthy students and resilient.

Framework for Improving Student Outcomes (FISO)

Linton Primary's 2019 priorities from the Framework were three-fold:
To build practice excellence, curriculum planning and assessment and intellectual engagement and self-awareness.
The Annual Implementation Plan for 2019 expanded upon in the following Key Improvement Strategies:
Working towards updating and completing curriculum documentation and planning statements for key learning areas

including, Literacy, Numeracy, Physical Education, Science:

Leveraging a hands-on approach to STEM (Science, Technology, English and Mathematics) education in Grades 3-6 with the view to increasing student engagement.

Developing and introducing a Literacy instructional model in Reading and Writing, that will bring a consistent approach to teaching, assessing and planning across the school.

Introducing the School wide Positive behaviour program.

Achievement

NAPLAN results in 2019 showed that in year 5 Reading, the cohort received similar results to other school results, our four year average was also similar to other schools. In Numeracy, the Year 5 students performed below the median of all Government Primary Schools. The cohort of students from year 3 to year 5 had changed with only six of the ten students who participated in the testing, attending the school for their year 3 NAPLAN testing. In Year 5 Reading, Grammar and Punctuation, all students had low to medium growth. In Writing, the year 5 students showed 74% improvement in medium to high growth. In spelling, the year 5 students showed 63% medium to high growth. In Numeracy, the year 5 students showed 50% medium to high growth.

NAPLAN results in 2019 showed that the year 3 students were well above in Reading for the four year average and just above the four year average in Numeracy. As we only had two students participate in the tests, we are unable to compare results.

Engagement

Absence figures for 2019 indicates that students are attending similar to the state medium. Due to the implementation of the GradeXpert program we are receiving more consistent notification about absences. The school has a breakfast club which operates every Thursday morning and is supported by the Parents and Friends Association along with volunteers. Usually there are between eight and twelve students consistently attend the breakfast club. To make connections with families and raise levels of student engagement, Linton Primary School held its first Grandparents and Special Friends day in term 4. This was an outstanding event with more than sixty visitors to the school who engaged in making Christmas decorations to be displayed in the Linton Town centre.

Wellbeing

In semester two, the school had a large focus on implementing the School Wide Positive Behaviour Program with a launch which involved community, family and students to assist in addressing and encouraging the wellbeing of our community. In term four, 2019 the school was successful in becoming a partner school with Woody Yaloak School as our leader in Respectful Relationships in 2020 and beyond. Linton Primary School uses a computer based program, Grade Xpert, that tracks our students attendance and behavior incidences flagging any issues, concerns or needs that our students may have. In response to the Attitudes to school survey conducted in term 3, staff and students developed a process guided by the School Wide Positive Behaviour Program to address the results and implemented a behavior matrix of expected behaviours with the view to ensuring a consistent approach to behavior management occurred. A reward system was developed and implemented where students who were demonstrating the school values, received recognition through a thumbs up award. Thumbs up awards were celebrated through the weekly school newsletter.

Financial performance and position

The school had a surplus of \$35,507, largely due to increased government grants and locally raised funds. These grants will continue to be expended throughout 2020 on improving school grounds, making the grounds bushfire safe and sun safe and also necessary works to improve ageing infrastructure. The school currently manages a pine plantation which was trimmed towards the end of 2019 during term 4. The pine tree trimming resulted in a revenue which will be used to support improving school buildings, particularly storage areas. The school surplus will be used to increase classroom programs such as adding Chinese language program and supporting a dedicated Chinese speaking teacher to take these sessions on a weekly basis throughout the year, an annual music production and an

improved library borrowing and research system. Strong support from families and the school community meant that fundraising events were well attended raising more for valuable resources for our school.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 34 students were enrolled at this school in 2019, 21 female and 13 male.

0 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).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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).

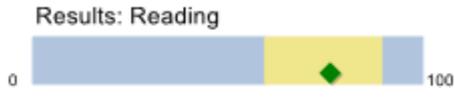
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar School Comparison	
<p>NAPLAN Year 3</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>No Data Available</p> <p>No Data Available</p>	
<p>NAPLAN Year 5</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>Below </p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Numeracy</td> <td>50%</td> <td>38%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>13%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>63%</td> <td>0%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	50%	50%	0%	Numeracy	50%	38%	13%	Writing	25%	38%	38%	Spelling	38%	13%	50%	Grammar and Punctuation	38%	63%	0%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Similar </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" data-bbox="544 965 1019 1061"> <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>91 %</td> <td>92 %</td> <td>91 %</td> <td>96 %</td> <td>94 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	91 %	96 %	94 %	90 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	91 %	96 %	94 %	90 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$483,746	High Yield Investment Account	\$122,450
Government Provided DET Grants	\$119,401	Official Account	\$12,337
Government Grants Commonwealth	\$4,338	Other Accounts	\$1,160
Revenue Other	\$12,679	Total Funds Available	\$135,947
Locally Raised Funds	\$34,206		
Total Operating Revenue	\$654,369		
Equity¹			
Equity (Social Disadvantage)	\$54,731		
Equity Total	\$54,731		
Expenditure		Financial Commitments	
Student Resource Package ²	\$481,029	Operating Reserve	\$18,381
Books & Publications	\$362	Other Recurrent Expenditure	\$3,854
Communication Costs	\$2,138	School Based Programs	\$48,001
Consumables	\$14,853	Funds for Committees/Shared Arrangements	\$17,574
Miscellaneous Expense ³	\$28,413	Maintenance - Buildings/Grounds < 12 months	\$48,200
Professional Development	\$5,573	Total Financial Commitments	\$136,010
Property and Equipment Services	\$52,656		
Salaries & Allowances ⁴	\$20,476		
Trading & Fundraising	\$9,033		
Utilities	\$4,330		
Total Operating Expenditure	\$618,862		
Net Operating Surplus/-Deficit	\$35,507		
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 26 February 2020 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

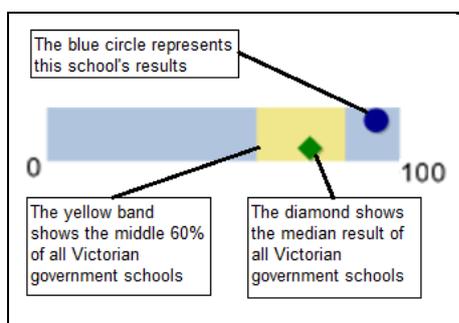
Engagement

- student attendance and engagement at school
- 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* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



What does '*Data not available*' or '*ND*' 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').