

2022 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 (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 of the previous calendar year 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 23 March 2023 at 12:50 PM by Stuart Robinson (Principal)

- This 2022 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 26 April 2023 at 03:51 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

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 is currently undergoing major building works which will update teaching and learning spaces as well as the school grounds significantly.

16 students are currently enrolled, and this number has fluctuated consistently in recent years. The school's SFO (Student Family Occupation) band value is High.

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, and PE. The school currently does not have any staff who identify as being 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 2022. 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 70.8% of students at or above expected standards in English (compared to the similar school average of 81.5%).

In Mathematics 60.4% of students were at or above expected standards (compared to the similar school average of 82.9%). Mathematics will continue to be a focus of our work during 2023. Especially looking at catering for all learners and abilities across our multi-age classrooms.

Wellbeing

A focus during 2022 was building routines and consistency across the whole school community. All staff completed the Berry Street Educational Model training during the year to aid in this.

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 72% positive endorsement. Linton PS continued to run a quarterly wellbeing survey with students which showed data trends focusing on different topics each term. Work during 2023 in the wellbeing space will focus on tying this in with the DET Student check-in resource.

Management of Bullying was an area of concern in 2022 with the student's positive endorsement of 66.7% well below that of the similar schools average of 82.9%.

Engagement

The average number of student absence days was 18.6 in 2022. This was pleasingly below both the similar school's average (26.2 days) and state average (23.3 days) although still an increase on the previous year and higher than our 4-year average. We will continue to work on strategies to address engagement. Strategies that the school engaged in order to address student absences included, daily follow-ups with families via SMS and phone calls after extended periods of absences, SSGs with a wellbeing focus and a range of opportunities for student agency within learning tasks.

Parent satisfaction, according to the Parent Opinion Survey, indicated very pleasing results, with 94.6% positive endorsement (State average for primary schools - 79.9%).

The staff satisfaction, according to the School Staff Survey, was at 75.4%, slightly above the state average of 73.4%.

Other highlights from the school year

Linton Primary School is proud of a number of highlights from 2022 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 (F-6) camp at Log Cabin Lodge in Creswick
- Tabloid sports - a shared day with students and staff from Lismore PS
- Athletics & Cross Country - 5 students representing the school at regional events
- Community participation - students led the Linton ANZAC ceremony, participated in plantings @ Edinburgh Reserve and Clean Up Australia Day
- Sporting Schools Program - coaching from experts including golf, swimming, tennis and netball during the year
- Concert and end-of-year celebration
- 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

Financial performance

Linton Primary School maintained a sound financial position throughout 2022. The 2022 Annual Implementation plan continued to provide the framework for the allocation of funds to support school programs and priorities. 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 each term, 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 2022, 6 female and 10 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).

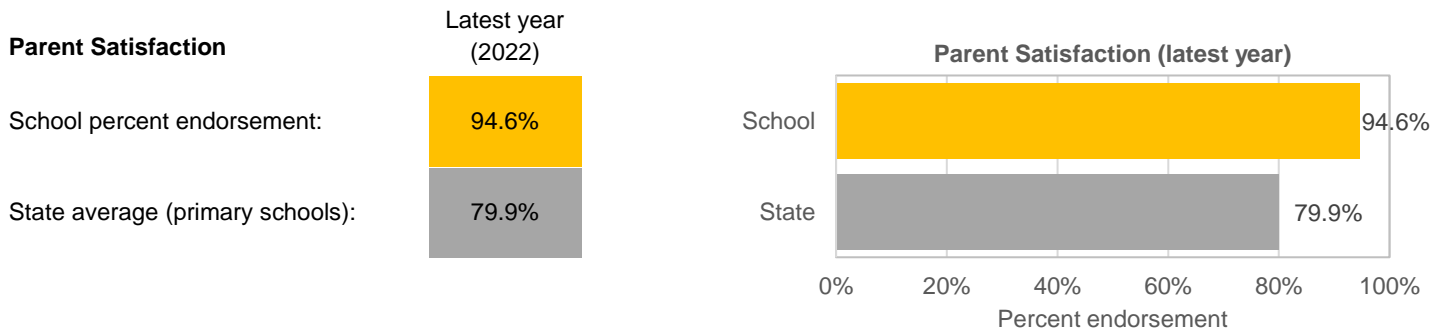
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

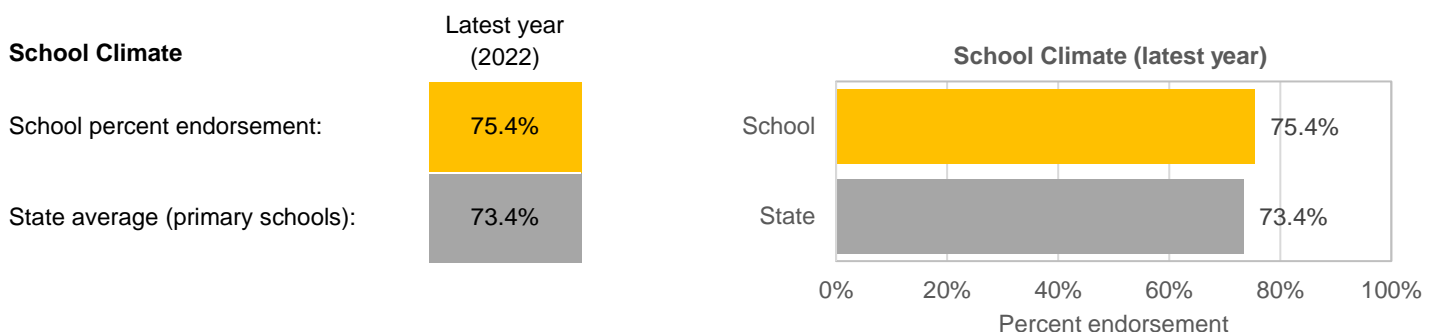


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

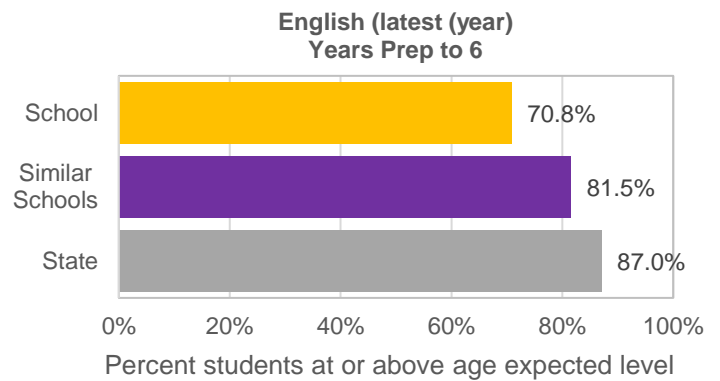
70.8%

Similar Schools average:

81.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

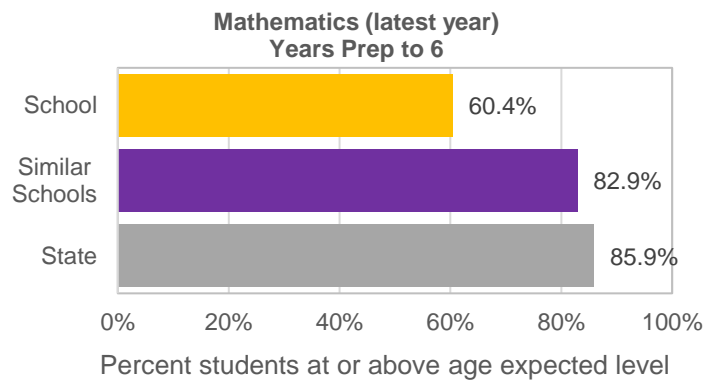
60.4%

Similar Schools average:

82.9%

State average:

85.9%



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.

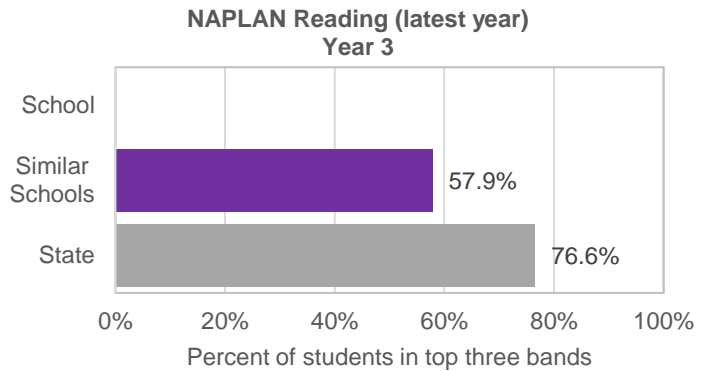
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

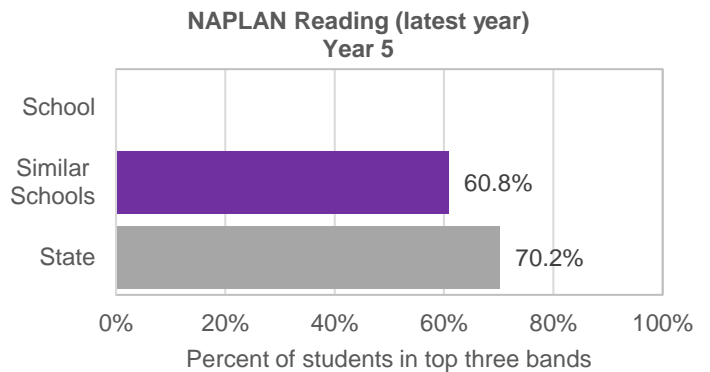
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	55.6%
Similar Schools average:	57.9%	61.8%
State average:	76.6%	76.6%



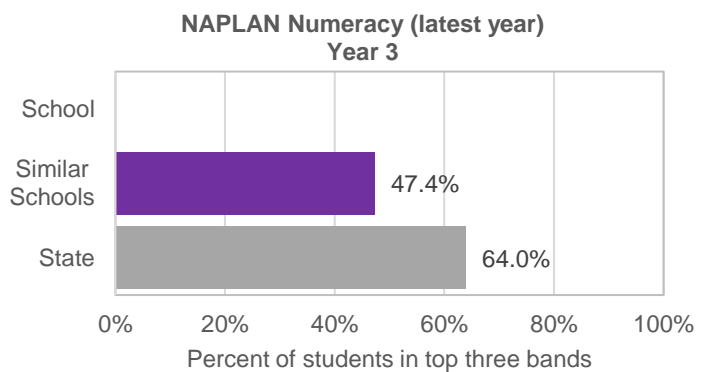
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	53.8%
Similar Schools average:	60.8%	60.6%
State average:	70.2%	69.5%



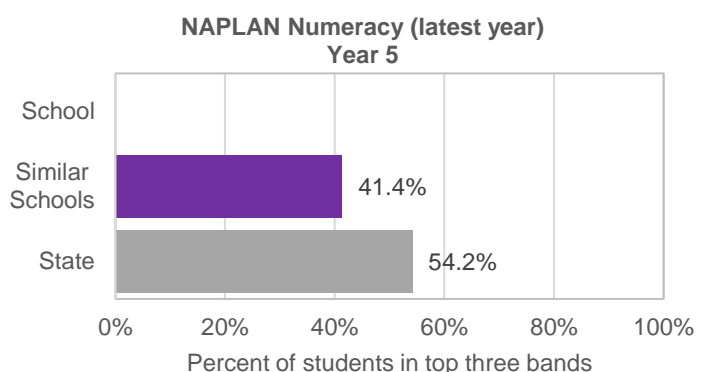
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	22.2%
Similar Schools average:	47.4%	56.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	41.7%
Similar Schools average:	41.4%	45.5%
State average:	54.2%	58.8%



WELLBEING

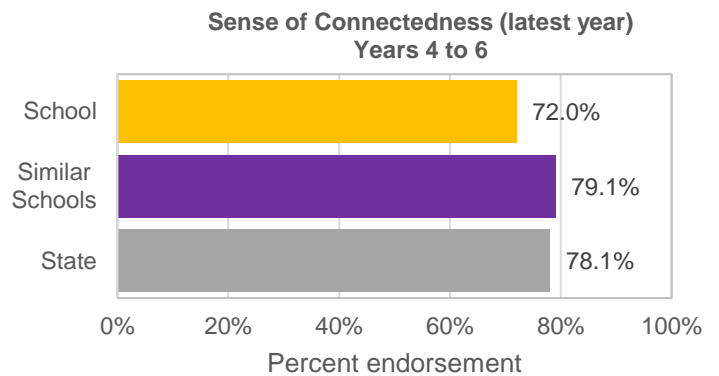
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	72.0%	77.1%
Similar Schools average:	79.1%	82.2%
State average:	78.1%	79.5%

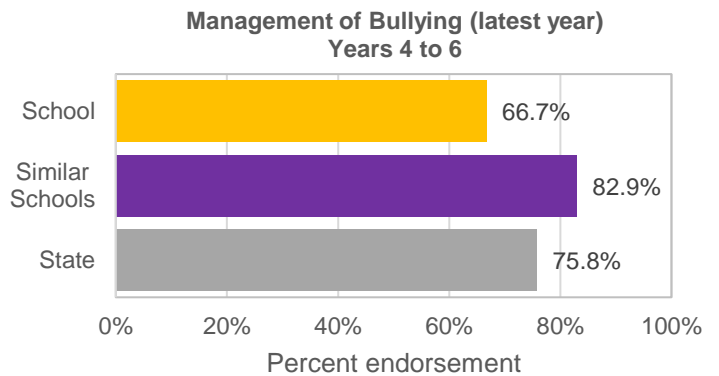


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	66.7%	76.4%
Similar Schools average:	82.9%	84.1%
State average:	75.8%	78.3%



ENGAGEMENT

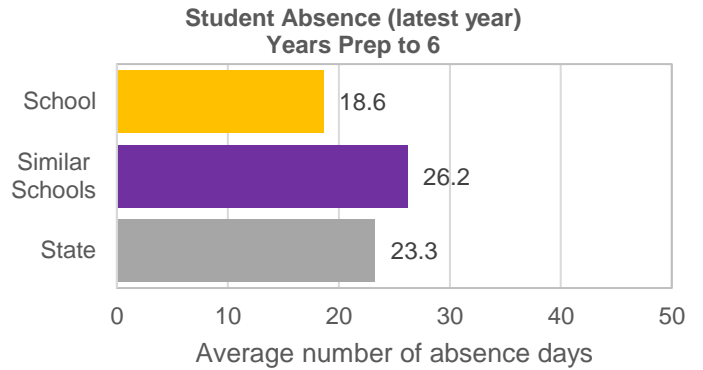
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	18.6	16.1
Similar Schools average:	26.2	19.2
State average:	23.3	17.0



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 (2022):	NDP	NDP	90%	NDP	NDP	NDP	NDA

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$696,610
Government Provided DET Grants	\$111,166
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$14,726
Locally Raised Funds	\$6,730
Capital Grants	\$0
Total Operating Revenue	\$833,732

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,249
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$53,249

Expenditure	Actual
Student Resource Package ²	\$595,672
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$11,540
Communication Costs	\$1,561
Consumables	\$5,915
Miscellaneous Expense ³	\$2,835
Professional Development	\$3,692
Equipment/Maintenance/Hire	\$15,422
Property Services	\$29,920
Salaries & Allowances ⁴	\$17,389
Support Services	\$6,944
Trading & Fundraising	\$1,162
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$341
Utilities	\$6,471
Total Operating Expenditure	\$698,866
Net Operating Surplus/-Deficit	\$134,866
Asset Acquisitions	\$7,997

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$226,526
Official Account	\$4,846
Other Accounts	\$0
Total Funds Available	\$231,371

Financial Commitments	Actual
Operating Reserve	\$13,965
Other Recurrent Expenditure	\$1,372
Provision Accounts	\$0
Funds Received in Advance	\$3,703
School Based Programs	\$20,786
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,492
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$10,283
Maintenance - Buildings/Grounds < 12 months	\$38,092
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$96,692

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.