

2019 Annual Report to The School Community



School Name: Launching Place Primary School (2599)



- 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 18 March 2020 at 09:33 AM by Narelle Messerle (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 05 June 2020 at 10:59 AM by Chris Derham (School Council President)

About Our School

School context

Launching Place Primary School is located approximately sixty kilometres east of Melbourne in the Upper Yarra Valley in the Shire of the Yarra Ranges. The school is just off the Warburton Highway in a residential estate in a semi-rural area, and plays a key role as the central focus point for the small community. We had an enrolment of 227 in 2019; enrolment figures have declined slightly over the last few years. Although a high percentage of the student population reside locally, the school's fine reputation for catering for the diverse needs of students has resulted in families choosing to travel to access the educational opportunities for their children at the school.

In 2019, the SFOE was 0.4936, placing the school in the medium school band. There were 38 students on Primary Level 1 (15.74%) and 61 students on Primary Level 2 (25.3%). This reflects a significant level of social disadvantage within the school community.

Staffing consisted of 13.1 equivalent full time staff with a teaching role. The school also employed 5.9 Educational Support staff. The supportive team culture and high levels of staff collaboration are considered strengths of the school.

Launching Place Primary School's purpose, the reason for which we exist, is to promote a culture of high expectations and excellence through the provision of explicit teaching and a learning environment that challenges, stimulates and nurtures. Our students will be self-motivated and reflective learners, who think deeply and logically. They will experience success as literate and numerate students and will be happy, considerate and responsible community members who participate in and contribute to the local and global community.

'Launching Place Primary School is committed to providing an education that prepares students to be successful, resilient and innovative learners within a rapidly changing world. Our focus is on developing a shared vision of the future and to develop a pedagogy and culture of personalised learning utilizing inquiry and collaborative teaching that puts the child at the centre of the learning program'.

The school's mission statement, 'Be a Learner, Be Respectful, Be Safe', reflects the guiding principles of the school and succinctly expresses our purpose. It is reflected throughout the school including classrooms. The mission statement of the school is well-known by all, more so than the school's vision and values. The school values were developed in consultation with our students and broader school community.

- Curiosity - We ask questions to learn.
- Achievement - We persist and try our best.
- Respect - We show care and compassion for ourselves, others and the environment.
- Responsibility - We are in control of our learning and our actions towards ourselves, others and the environment.
- Empathy - We treat others with care and compassion.

Specialist areas - The Arts classes are based in our modern portable building, and physical education classes are taught both outdoors and in the multi-purpose room. The school's LOTE (Japanese) was taught in each classroom in 2019. Students are offered extensive extra-curricular opportunities. Curriculum programs are well resourced.

The school received funding for a 'Refurbishment and Modernisation Project' of the main school building. The project was completed in Semester three, 2019. The school site is set within an expansive area of open space and play areas which includes a good-sized oval, basketball and netball courts, playground equipment with shade covers, and other hard surface play areas. The large grounds of Launching Place Primary School are an extension of the learning environment of the classroom. It provides plenty of space for children to be physically active in a safe and well-supervised environment. There are many mature trees and garden areas with seating, providing options for students to be involved in quiet alternative play activities.

Framework for Improving Student Outcomes (FISO)

GOAL 1 - To improve learning outcomes and learning growth for all students F-6.

KIS 1.a. Deepen discipline and pedagogy knowledge, to increase consistency of teacher practice particularly in numeracy and writing (Building Practice Excellence)

Develop teachers' knowledge base and use it to continually refine their conceptual and pedagogical skills.

Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Mathematics and Writing.

Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching of Mathematics and Writing.

Deepen teacher knowledge of the High Impact Teaching Strategies (Goal Setting /Differentiation)

KIS 1.b. Build teachers' levels of data literacy and the capability to utilise data and a range of assessment strategies to teach to a student's point of learning (Curriculum Planning and Assessment)

Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching of Mathematics and Writing.

Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Writing and Mathematics.

Deepen teacher knowledge of the High Impact Teaching Strategies (Goal Setting /Differentiation)

KIS 1.c. Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice (Building Leadership Teams)

Develop teacher knowledge and capacity to work as effective teams utilising a PLC process

Support teachers to utilise PLCs to improve Mathematics and Writing outcomes through collaborative planning and assessment practices, including moderation

Build the capacity of teachers to evaluate the impact of teaching and learning 'Mathematics and Writing' by analysing multiple sources of data in PLCs

Build the capacity of teachers to identify and embed processes in a PLC to track and monitor students

Learning walks have provided evidence of a change in practice and the consistency with regards to learning intentions and success criteria. There has been a significant amount of professional learning that has been implemented and emphasis on the analysis and use of assessment data for planning and differentiation in literacy and numeracy.

GOAL 2 - To improve student engagement in their learning.

KIS 2.a. To provide further opportunities within the school community for students to be agents of their own learning (Intellectual Engagement and Self-awareness)

Build staff capacity to model and sustain high expectations as part of their regular classroom practice.

Build staff knowledge on how to maintain a safe, supportive and inclusive learning environment.

Build staff capacity to empower learners and leaders through developing student self-efficacy to impact on motivation, well-being and achievement.

The implementation of school wide positive behaviour has had a significant impact on ensuring a whole school approach to student well-being.

Achievement

Our 2019 Key Improvement Strategies

We have a documented Assessment Schedule which shows evidence of triangulation of data . Accountability measures are implemented and tracked throughout the year.

Staff had ongoing Professional Learning in data literacy to ensure we are using the data to drive our teaching and addressing a student at their point of need.

We are using an online tool to track whole school growth in student learning.

Data is analysed and discussed during PL sessions.

Processes are reinforced to ensure consistency of practice across the school.

We are monitoring differentiation in planning and providing extension work for gifted students.

Instructional Model has been documented and unpacked to ensure consistency of practice.

- Professional conversations on assessment and planning during PL sessions are reflected in planning documentation.

- Review documentation and level/classroom practice.

- Induction of four graduate teachers.

- Staff contributions to Google Docs 'Tuning Folder'

- Anecdotal Evidence.

Evidence of a professional learning community approach to whole-school curriculum planning and assessment

- Improved student outcomes as indicated by NAPLAN, teacher judgements and assessment data.

- LPPS Professional Learning document.

- Planning documents consistently show evidence of differentiation.

- Clear learning intentions and success criteria evident in all class rooms.

PL sessions on Reading, Spelling and Writing Moderation.

Peer mentoring and new graduate teachers peer observations to help them understand the preferred structure and approach to teaching Reading and Writing at LPPS.

Accountability - regular conversations with level leaders about the content being taught, especially the Writing units and how they are taught at each level.

Professional conversations about extending students in Literacy with 3/4 and 5/6 teachers - Liaison with UYSC

Transition Project establishment -

Phase 1 Developing Relationships

Visiting each other's settings – Primary/Secondary

Sharing writing examples

Observing teaching

Resources purchased - Building Professional Libraries /Purchase Texts for each setting

- Creating Robust Vocabulary by Isabel L. Beck, Margaret G. McKeown, Linda Kucan

- Bringing Words to Life, Second Edition Robust Vocabulary Instruction by Isabel L. Beck, Margaret G.

McKeown, Linda Kucan

- Word Nerds -Teaching All Students to Learn and Love Vocabulary by Leslie Montgomery, Margot Holmes

Smith

CoP group participation - Writing Conferences

- Work in collaboration with other local Primary Schools to explore Writing Conferences.

- Sharing ideas through regular meetings and ensuring greater consistency across school and network.

- Analysis of mentor texts.

- Resources purchased - A Teacher's Guide to Writing Conferences by Karl Anderson

ATOSS Attitudes to School Survey - Endorsement

Effective teaching for cognitive engagement domain

Effective teaching time 87% Positive 10% Neutral 3% Negative (Up)

Differentiated Learning Challenge 86% Positive 11% Neutral 3% Negative (Down)

Stimulated Learning 80% Positive 17% Neutral 3% Negative (Stable)

Classroom Behaviour 76% Positive 14% Neutral 10% Negative (Up)

Teacher-student relations domain

High Expectation for Success 98% Positive 1% Neutral 1% Negative (Down)

NAPLAN Data - Noting the percentage of students above standard (Top 3 Bands)

Year 3 BANDS 4-6

Writing - 70.8% (17 students out of 24)

Reading - 50% (12 students out of 24)

Numeracy- 64% (16 students out of 25)

Year 5 BANDS 6-8

Writing - 27.3% (5 students out of 33)

Reading - 47% (16 students out of 34)

Numeracy- 47% (16 students out of 34)

We are seeing the positive results of of work on writing, through our Year 3 results.

Engagement

We have had a successful start to the year in the area of Student Engagement and Wellbeing. Two of our staff members have received training in School Wide Positive Behaviour Support (SWPBS) and a Professional Learning Team has been assembled that meets regularly to track progress. An external coach has been appointed and works closely with this PLT on implementing SWPBS into our school. Whole-staff Professional Learning sessions have also been administered regularly to ensure that a whole-school approach to health, wellbeing, inclusion and engagement has been established. Staff have participated in professional readings related to SWPBS. Other success this past half-year include establishing new behaviour tracking documents, newsletter items on SWPBS to inform the community, school displays highlighting SWPBS, and an updated school 'Statement of Purpose' that incorporates our school values and vision. The Respectful Relationships program is being run in every classroom regularly, continuing on from our success with this program last year.

Although learner confidence was down in 2019, we saw overall improvement in the social engagement domain.

Attitude to School Survey - ATOSS

Learner characteristics and disposition domain

Learning Confidence 75% Positive 15% Neutral 10% Negative (Down)

Resilience 78% Positive 14% Neutral 8% Negative (Down)

Motivation and Interest 79% Positive 14% Neutral 8% Negative (Down)

Self Regulation and Goal Setting 86% Positive 9% Neutral 5% Negative (Down)

Attitudes to Attendance 88% Positive 7% Neutral 5% Negative (UP)

Social engagement domain

School Connectedness - 76% Positive 17% Neutral 7% Negative (Up)

Student Voice and Agency - 74% Positive 19% Neutral 7% Negative (Up)

Sense of Inclusion - 90% Positive 7% Neutral 3% Negative (Up)

Wellbeing

We have been closely tracking student attendance data with a slight drop in results compared to 2018. We showed great improvement in reducing the number of unexplained absences. We ran well-being programs specifically targeted at our year 4 and year 5 girls.

ATTENDANCE DATA

<10 days - 36% - 86 students

10-19.5 days - 40% - 95 students

20-29.5 days - 14% - 33 students

30+ days - 10% - 23 students

Attitude to School Survey - ATOSS

Student safety domain

Advocate at School 90% Positive - 96 students, 6% Neutral - 6 students, 4% Negative - 4 students

Managing Bullying 80% Positive - 86 students, 12% Neutral - 13 students, 8% - 8 students Negative

Respect for Diversity 81% Positive - 87 students, 11% Neutral - 12 students, 8% Negative - 8 students

Student, Parents and Staff survey data - Pride and Confidence

76% of students felt connected to school - a positive increase from 2018 results.

80% of staff were positive about the school climate

79% of parents were satisfied with the school overall

Financial performance and position

In 2019, the school received an additional \$177,996.29 as equity funding. Eighty percent of the funds were allocated to staffing with the remainder being used as targeted support in Literacy and Numeracy interventions. The school operated with a planned deficit and set aside \$36,492 to be paid down by reducing the term 3 quarterly grant. We had to repay a deficit of \$181,856 in the 2019 school year. The funds were being held to cover this deficit.

We received a \$500,000 Capital Works Grant in 2018 for works to be completed in 2019. Our main school building has

be refurbished, removing material wall coverings and increasing the size of our General Purpose space to cater for our school community. Locally raised funds are set aside for the purchase of a new outdoor structure over the basketball area.




For more detailed information regarding our school please visit our website at
<https://www.launchps.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.














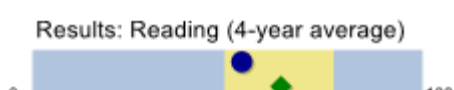




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 227 students were enrolled at this school in 2019, 110 female and 117 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

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>Below ●</p> <p>Below ●</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>Below </p> <p>Similar </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>Below </p> <p>Similar </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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<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> <p>Statewide Distribution of Learning Gain (all domains)</p>

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>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <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>93 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	93 %	93 %	92 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	93 %	93 %	92 %	92 %	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: ◆ **Key:** 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>Similar ●</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	\$1,927,589	High Yield Investment Account	\$134,560
Government Provided DET Grants	\$179,056	Official Account	\$8,767
Government Grants Commonwealth	\$9,200	Other Accounts	\$0
Revenue Other	\$86,893	Total Funds Available	\$143,327
Locally Raised Funds	\$185,229		
Total Operating Revenue	\$2,387,966		
Equity¹			
Equity (Social Disadvantage)	\$177,996		
Equity Total	\$177,996		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,964,081	Operating Reserve	\$87,649
Books & Publications	\$283	Provision Accounts	\$1,655
Communication Costs	\$4,656	Funds Received in Advance	\$30,141
Consumables	\$47,707	School Based Programs	\$23,883
Miscellaneous Expense ³	\$225,945	Total Financial Commitments	\$143,327
Professional Development	\$11,596		
Property and Equipment Services	\$108,840		
Salaries & Allowances ⁴	\$90,399		
Trading & Fundraising	\$42,705		
Travel & Subsistence	\$2,726		
Utilities	\$33,041		
Total Operating Expenditure	\$2,531,978		
Net Operating Surplus/-Deficit	(\$144,012)		
Asset Acquisitions	\$20,200		

- (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)

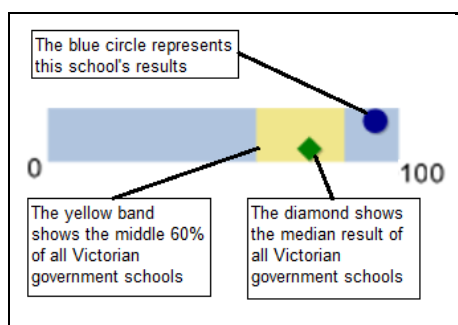
Engagement

- 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').