

2023 Annual Report to the School Community

School Name: Langley Primary School (1275)



- 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 21 March 2024 at 11:01 AM by Frances Langenberg (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 24 April 2024 at 11:17 PM by Stuart Kelson (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

Langley Primary School located approximately 10 kilometres from Kyneton post office in Central Victoria and 98 kilometres from Melbourne Central Business District. founded in 1870 there is no township, the school is located in the rural district of Langley Our school Values and Guiding Principles provide a strong basis for ensuring a supportive, safe and positive learning environment for all students. Our vision is to inspire students to be enthusiastic, self-motivated learners in an environment that rewards personal best, creativity and collaboration to become life-long learners and to rise boldly to the opportunities of their times. To achieve this, we are committed to providing a challenging, supportive and personalised learning environment, based on our school values of Respect, Responsibility, Courage and Kindness. Langley Primary School also embraces broader aspirations: to continue to stand out with excellence in teaching and learning, to be appreciated as an active contributor in our local community and to support the wellbeing, achievement, positive values, enterprising nature of young people. Our spacious buildings allow for the students to have a comfortable learning environment that rewards personal best, creativity and collaboration. Our strong partnerships between home and school means we maximise our potential student learning growth. We take pride in the quality of relationships between student staff parents, carers and members of our school community who are all encouraged to live and demonstrate our four core values of respectful, responsible courageous and kind at every opportunity. Langley Primary School commenced the school year with 4 students enrolled between Level 3 and Level 6. No students were funded on through the department's program for students with a disability, however all students were funded through NDIS. All students travelled by car to school with an average distance of 12.73km . In 2023 staffing profile was made up of 1 teaching principal, 1 chaplain (funded through the Chaplaincy Program), 3 teachers(2.4 EFT) Note: this includes The Mobile Area Resource Centre (MARC van) teacher working from a small mobile library across eight small schools, A unique aspect of our learning program is our WAVES curriculum focus for lifelong learning and living which offers age and stage related approaches to student wellbeing and personal development and our STEM program and resources which provide unique learning experiences for students to develop and practise a range of 21st century enterprise skills, attitudes and behaviours to solve real world design problems. We have explicit teaching programs for developing essential skills in literacy, numeracy, all of which progressively advance at each year level. There is a clear focus on achieving high standards in literacy and numeracy, complemented by the provision of a wide range of specialist programs that include our continuing Auslan language program which contributes to the development of critical thinking and the ability to adapt to change and equips students with learning strategies and study habits that are the foundation not only for lifelong learning but also for any subsequent language learning. Our other varied programs include Sport, Music, Visual and Performing Arts the visiting Mobile library (MARC) van as well as many other co- curricular opportunities. Langley Primary School belongs a cluster of small rural schools consisting of Elphinstone, Chewton, Taradale and Redesdale Mia Mia.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we continued our focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal. Our aim was to teach and support each student at their point of need and in line with Victorian Curriculum and FISO. The school successfully continued to deliver on the Tutor Learning Initiative program to enable students work towards attainment of the goals outlined in each child's Individual Learning P. Small class size ensures the students had consistent one on one support throughout the school day. This year staff focused on collaboration and refocused on HITS and embedding these practices and to develop and further build relationships with students, families and carers. The school continued its' focus on improving knowledge and practice maths on pedagogy working external consultants and investigating new teaching approaches in the classroom. Staff Statement's of Expectation focused their practices on HITS and increasing knowledge of wellbeing and responses to supporting student mental health and trauma. This work was supported by our Chaplain. As part of this approach the school has further embedded and matured the SWPBS program throughout the school including embedding students setting individual goals for their own behaviours. The school has formed genuine school/family partnerships based on trust and mutual respect and support the school's vision and values.

Wellbeing

The small enrolment meant that the school did not have Attitude to School Data. Instead the school made use of its own designed wellbeing survey administered to all students. Children showed positive responses in the survey and in addition in student forums students articulated an important aspect of Langley Primary School is " Inclusiveness/Kindness, positive behaviours and values". This data has been used to support students to feel safe and more connected. In 2023 Langley Primary School had a targeted social and emotional learning program that included wellbeing and mental health support. In Resources grounded in Respectful Relationships, SWPBS, BSEM programs and growth mindset strategies supported student resilience and wellbeing. Additional resources including mental health and wellbeing funding were provided by DET to support wellbeing of students staff and families. The school continued to build on its SWPBS framework and was referred to consistently as a teaching tool and guide for consistent use of language for all tiers of behaviour management. Students set goals for how they would demonstrated positive behaviours in the school and reflected on these goals weekly. Certificates acknowledging positive behaviours were awarded to students weekly at assembly.

Engagement

Our attendance data indicates an average of 19.3 half days absent per student. While this result is lower to compared to state, region, LGA, school type and postcode this is the result of one student's high absences that has skewed the data. The school continuously sends the message that every learning minute counts and that missing learning can have a negative impact on students. These messages are provided through the school newsletter, face to face conversations and information and enrolment packs. We acknowledged students whose attendance is above 90% percent, through recognition and awards; all staff assist in providing strategies to improve attendance. All absent children's families are called every day by the principal, or office staff. The school has high expectations of all learners and aims to develop a strong sense of community and inclusion so all children, all families, all staff feel safe, belong, are recognised and can contribute to the school in a positive way. We place emphasis on consistency and predicatability with our whole school approach to behaviour management. School Wide Positive Behaviour Support underpinned by our school values by which we identify as being Respectful, Responsible Courageous and Kind. We reward and acknowledge positive student behaviour and foster a culture in which all community members celebrate student success. We are very proud of our school culture; our school council, parents, teachers and students believe they work in a stimulating, safe and nurturing environment where teaching and learning and respect for others is at the center of all that we do.

Other highlights from the school year

Partnerships focused on student learning and wellbeing and were underpinned by student agency. The school worked towards goals set in collaboration with KESO and detailed in the Reconciliation Action Plan. With the support of funding from Sporting Schools our school connected and engaged with external coaches to implement a netball and AFL program in which the students demonstrated both good levels of engagement and increased technical skill attainment. Our school participated in the River Detectives program which connected our students to nature through monthly water quality testing. This supported learning on how water, land, plants, animals, people and communities are all integrally linked. We further developed a vegetable garden, an orchard and cooking supported by funding from Stephanie Alexander Garden Program that supported a range of curriculum areas and student wellbeing and mental health. These programs were complimented with the support of the ResourceSmart program offered by Sustainability Victoria that supported us to embed sustainability across the school facilities, community and curriculum. A dedicated music and drama specialist supported our music program. The learning was showcased by students with a performance at the end of year family celebration. Through First Call funding students had the opportunity to attend several performances and workshops in Melbourne presented by Arts Centre Melbourne's Annual Schools Program. Through Victorian Opera students attended a performance and participated in several interactive online sessions to explore the meaning of the story and learn about the process of designing and creating the world through costumes, sets and lighting, who made it, and even ask questions. Student attended a subsidised DOXA City Camp as a whole school participating in a range of activities in and around Melbourne, presenting unique learning opportunities in an urban setting. In addition, students had the opportunity to attend year level camps alongside students from our local small schools cluster.

Financial performance

Salaries and allowances were allocated to teaching and learning and to further build staff capacity in Literacy, Numeracy, and trauma informed practice through Professional learning and/or resources. Grants and additional funding sought and obtained in 2023 were from: Sporting Schools, Active Schools, Stephanie Alexander Kitchen Garden Program, First Call Funding and Mental Health and Wellbeing Funding. Inclusion funding in addition to Tutor funding was used to develop the capacity for academic

outcomes to support a range of learning needs and preferences. Funding allocated for maintenance was used for painting and general maintenance. Funds allocated for preparation for bushfire season included a significant amount of money spent on removal of trees in addition to regular reduction of vegetation in the school grounds.

For more detailed information regarding our school please visit our website at
<https://www.langleyps.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 4 students were enrolled at this school in 2023, NDP female and NDP 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).

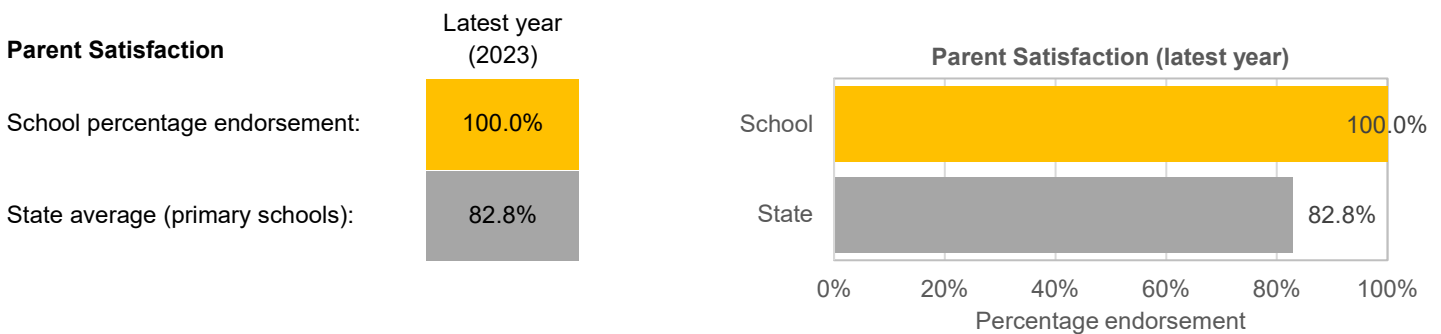
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

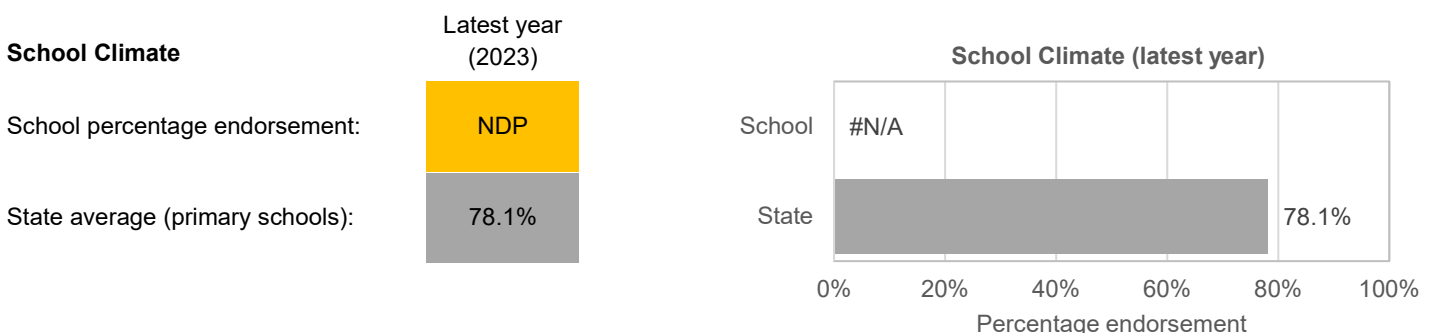


School Staff Survey

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:

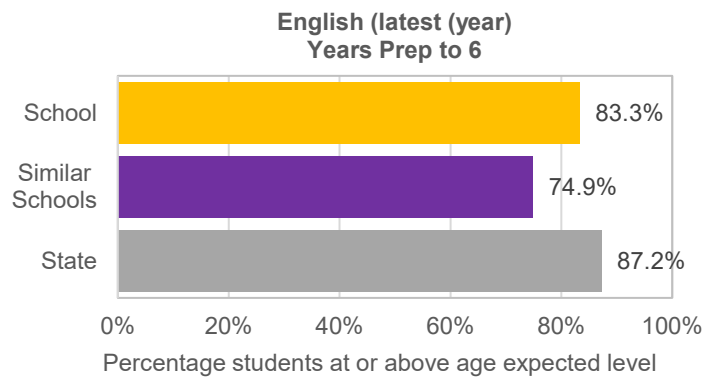
83.3%

Similar Schools average:

74.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

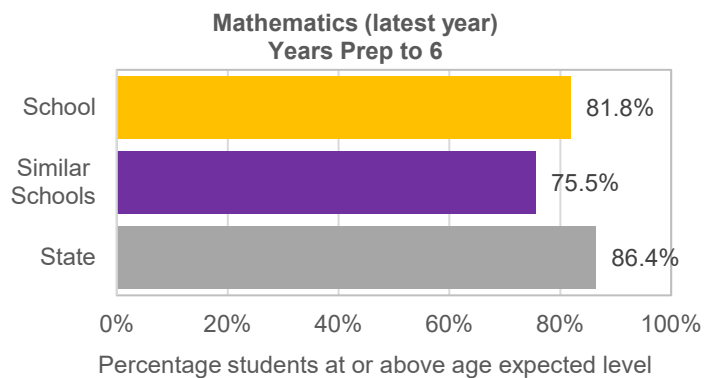
81.8%

Similar Schools average:

75.5%

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:

NDP

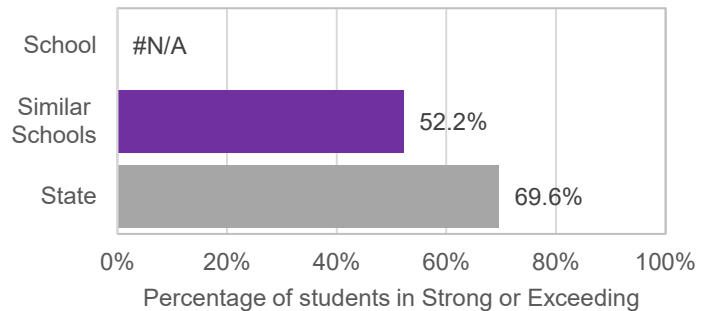
Similar Schools average:

52.2%

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

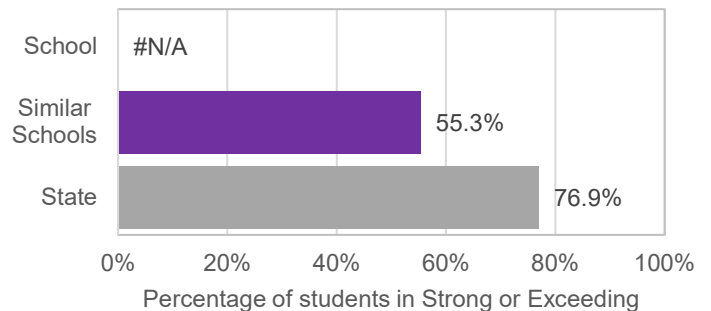
Similar Schools average:

55.3%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDP

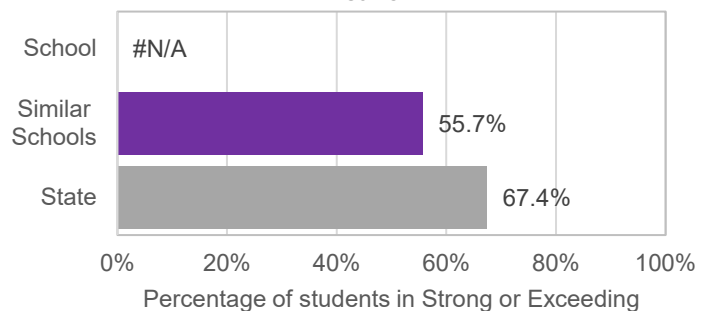
Similar Schools average:

55.7%

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

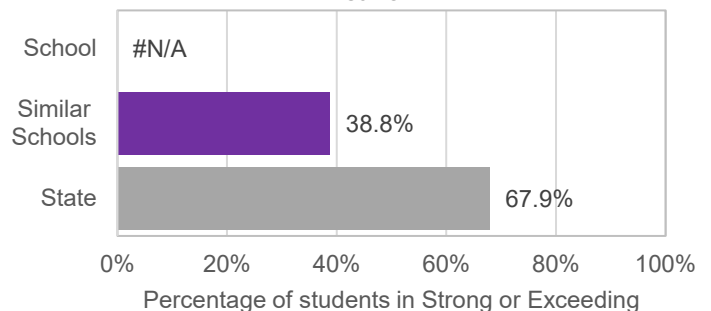
Similar Schools average:

38.8%

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:

NDA

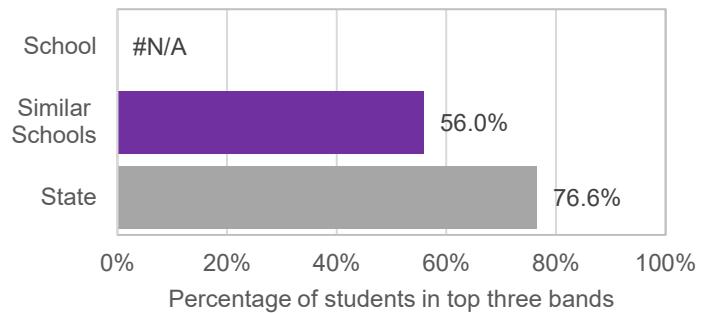
Similar Schools average:

56.0%

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

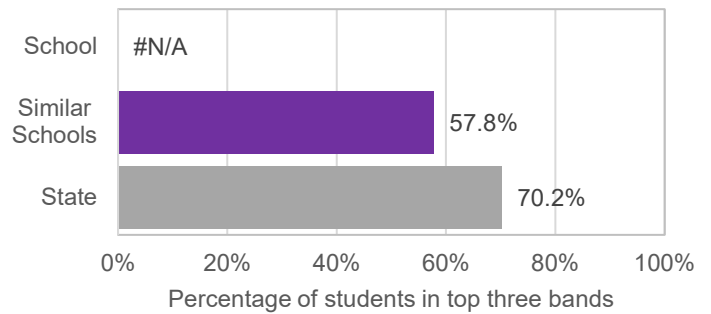
Similar Schools average:

57.8%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

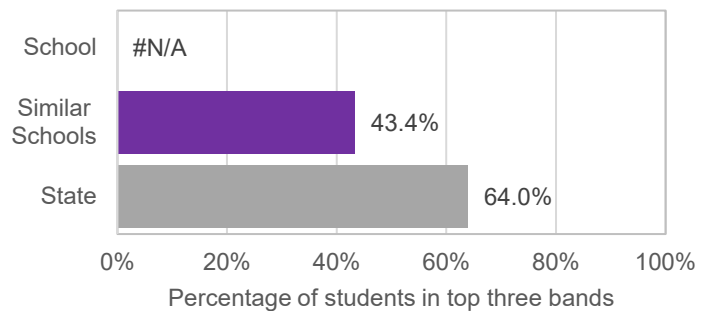
Similar Schools average:

43.4%

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

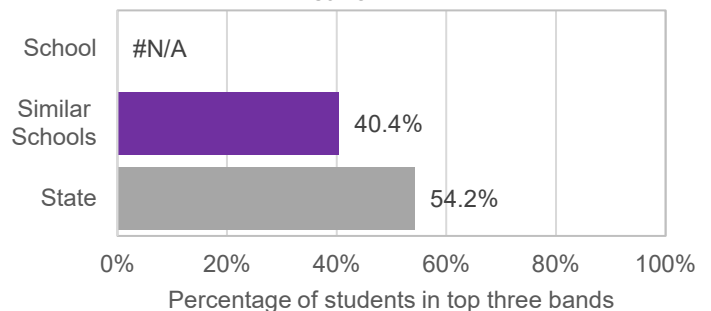
Similar Schools average:

40.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

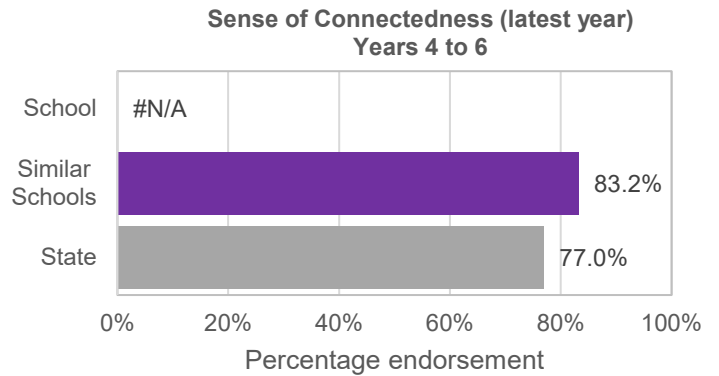
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	NDP
Similar Schools average:	83.2%	83.1%
State average:	77.0%	78.5%

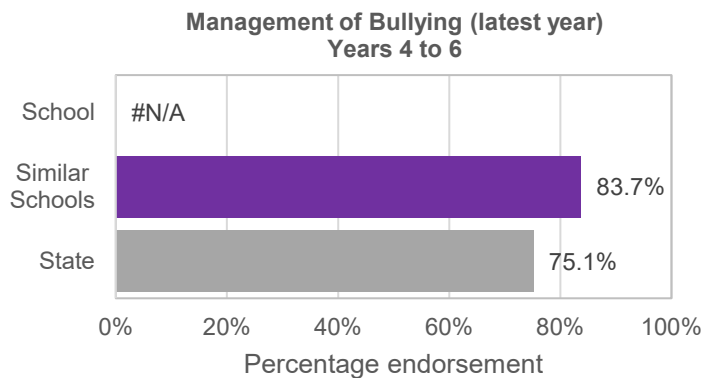


Student Attitudes to School – Management of Bullying

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:	NDA	NDP
Similar Schools average:	83.7%	84.3%
State average:	75.1%	76.9%



ENGAGEMENT

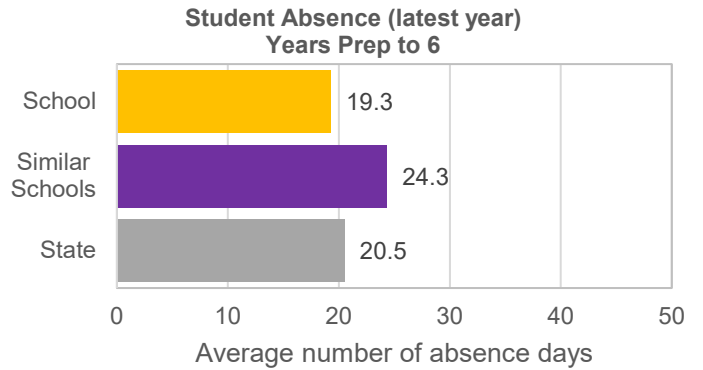
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.3	23.5
Similar Schools average:	24.3	21.1
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):	NDA	NDA	NDA	NDP	NDA	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$477,626
Government Provided DET Grants	\$156,231
Government Grants Commonwealth	\$1,500
Government Grants State	\$2,872
Revenue Other	\$24,882
Locally Raised Funds	\$354
Capital Grants	\$0
Total Operating Revenue	\$663,465

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,089
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,089

Expenditure	Actual
Student Resource Package ²	\$429,296
Adjustments	\$0
Books & Publications	\$4,155
Camps/Excursions/Activities	\$2,614
Communication Costs	\$959
Consumables	\$8,295
Miscellaneous Expense ³	\$6,135
Professional Development	\$1,445
Equipment/Maintenance/Hire	\$6,716
Property Services	\$29,373
Salaries & Allowances ⁴	\$45,048
Support Services	\$21,680
Trading & Fundraising	\$359
Motor Vehicle Expenses	\$4,258
Travel & Subsistence	\$0
Utilities	\$7,664
Total Operating Expenditure	\$567,997
Net Operating Surplus/-Deficit	\$95,467
Asset Acquisitions	\$16,497

- (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	\$289,577
Official Account	\$25,936
Other Accounts	\$0
Total Funds Available	\$315,513

Financial Commitments	Actual
Operating Reserve	\$18,859
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$18,859

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.