2016 Annual Report to the School Community

School Name: Lalor East Primary School

School Number: 4976

THE EDUCATION STATE

Name of School Principal:	Linda Richards
Name of School Council President:	Tim Challis
Date of Endorsement:	21/3/17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

VICTORIA State Government | Education and Training

About Our School

School Context

Lalor East Primary School opened in 1972 in an established residential area of Thomastown in Melbourne's north and serves a multicultural community. Across the community, 27 different languages are spoken and our families come from 22 different countries. The enrolment average is 340 students. Nearly 50% of our students come from an English as an Additional Language (EAL) background. Student numbers fluctuate throughout the school year due to the transient local population. The school SFO is 0.77. The school has the equivalent of 37 full time staff which includes a Principal, Assistant Principal, Leading teachers for Literacy and Numeracy, 21 teaching and 12 Education Support Staff.

We believe that every child can learn and we are committed to ensuring that students develop to their full capacity. Our school mission is to, 'Educate students to strive for their personal best so they become lifelong learners and effective citizens for the 21st Century'. Our school values are Respect, Cooperation, Honesty, Caring and Personal Best.

The school is strongly committed to excellence in Literacy and Numeracy programs and our resources are targeted in this area through the provision of a P-2 Oral Language Program, Literacy intervention, English as an Additional Language (EAL) classroom program, Maths intervention and extension.

We are committed to developing the whole child and offer Visual Arts, Health and Physical Education and Performing Arts as our specialist programs. In 2016 we introduced Spanish to our Prep/Foundation students through the Performing Arts. This exciting new program was celebrated with a whole school Spanish Fiesta where students had the opportunity to enjoy Spanish Music, food and complete activities with a Spanish flavour. In addition, our Grade 3-6 students have the opportunity to be involved in Choir and the School Bands. Our first ever Musical Showcase provided an opportunity for our students to showcase their musical talents to the wider community.

Framework for Improving Student Outcomes (FISO)

Our Improvement focus in 2016 related to Excellence in teaching and learning:
- **Building practice excellence** by maximising students' learning performance particularly, their ability to use oral and written language appropriately in all Literacy and Numeracy areas of the curriculum
- **Curriculum planning and assessment** by reviewing existing practices to ensure that students are engaged in meaningful activities including a whole school focus on reviewing existing assessment practices/tools

While progress has been made in these areas, which have included a specific focus on oral language development as documented through year, term and weekly planners, they will remain an area of focus in the 2017 Annual Implementation Plan.

Achievement

Teacher judgement of student achievement in English and Mathematics is lower than the performance of other primary schools with a similar School Family Occupation (SFO) index. Our NAPLAN Year 3 and Year 5 results for Reading, and Numeracy were similar to the performance of other primary schools with a similar SFO.

The Learning Gain of students from Year 3 to 5 is a cause for celebration with increases in the percentage of students achieving medium and high growth in all areas except reading. Of greatest celebration is that 85% of students achieved medium to high growth in Writing compared to 57% in 2015. This is evidence that our whole school consistent approach to writing is having a positive impact and resulting in improved student outcomes.

During 2016, staff worked in Professional Learning teams to begin the process of aligning our programs with the new Victorian Curriculum.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework	☐ AusVELS	☐ Victorian Curriculum	**X** A Combination of these

Engagement

Student engagement is measured by the average number of attendance days. Our results were similar when compared to other schools of similar student/family profiles. Our average attendance was 91% which is the same as 2015. Our year 6s achieved the highest average of 94%. Our school wide target for attendance is 95%.

Unfortunately, our absence data is affected by extended family holidays, when students may miss up to 3 months of school in a year. We have continued our focus on high expectations for attendance through the weekly reporting of attendance in the school newsletter and monthly and term prizes for individuals and classes. We have developed student Absence Plans for those travelling overseas to try to reduce the impact of the absence on their learning.

An Arabic speaking Multicultural Aide is employed to provide support to our students and their families. We have implemented a number of special programs to build engagement in our community including a Playgroup in partnership with Berry Street which runs at the school every Monday morning. The playgroup is well attended and there is now a waiting list of families eager to be involved.

A school team was involved in the Refugee Education Support Program (RESP) in 2016 and focused on developing strategies to help us better support our families.

Wellbeing

Each year our Grade 5/6 students complete the Student Attitude to School survey. Two indicators, 'Connectedness to School' and 'Student Perceptions of Safety' are measured through the survey and our results are similar to schools with a similar SFO and are above 4 (4.34 and 4.42 respectively) with 5 being the highest possible score.

Our school provides many transition sessions at the different grade levels designed to support students as they transition to school from kindergarten, from one grade level to another within the school and to secondary school. Students who will be enrolling at the school for the new school year are encouraged to attend the end of year transition sessions so they will feel more confident when they start with us.

We encourage and develop student voice through student leadership opportunities including a student run whole school assembly every Monday, the Junior School Council and Cyber Action Teams. In 2016 we expanded our Peer Support Program so it now runs from Grade 3-6 rather than only involving the grade 3s and 6s as it has in previous years.

Student wellbeing is supported through classroom programs, in consultation with parents and with support from school support personnel (SSSO) including an educational psychologist and speech pathologist. Our Principal, Assistant Principal and Literacy Leading Teacher also have a welfare component as part of their role.

For more detailed information regarding our school please visit our website at
http://www.laloreastps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 353 students were enrolled at this school in 2016, 171 female and 181 male.
There were 54% of EAL (English as an Additional Language) students and 1% 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.

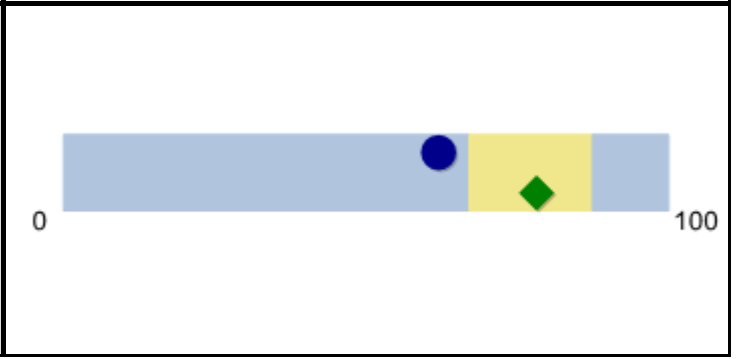| low	low-mid	mid	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
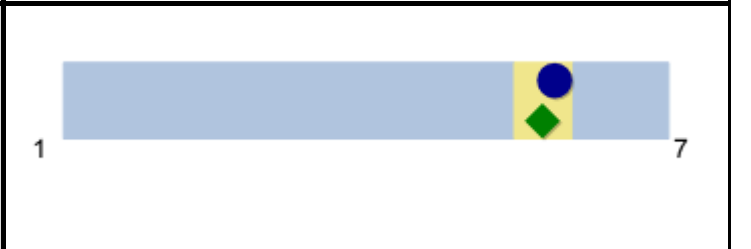
School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▨
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary*.	Results: English Results: Mathematics	Lower Lower

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▮
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Similar ● Similar ● Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Similar ● Similar ● Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 41 % / 44 % / 15 % Low / Medium / High **Numeracy** 23 % / 46 % / 31 % Low / Medium / High **Writing** 15 % / 49 % / 36 % Low / Medium / High **Spelling** 33 % / 51 % / 15 % Low / Medium / High **Grammar and Punctuation** 23 % / 46 % / 31 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: 🔵 Median of all Victorian government primary year levels: 🔶

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2016 attendance rate by year level:

Results: 2016

0 ———————————— 50

Low absences <------> high absences

Results: 2013 - 2016 (4-year average)

0 ———————————— 50

Low absences <------> high absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90 %	90 %	91 %	92 %	91 %	90 %	94 %

🟢 Similar

🟢 Similar

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	 Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	 Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
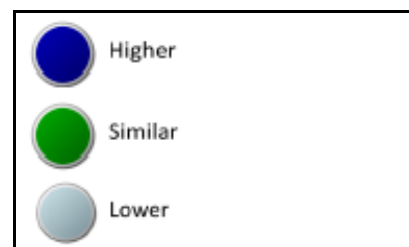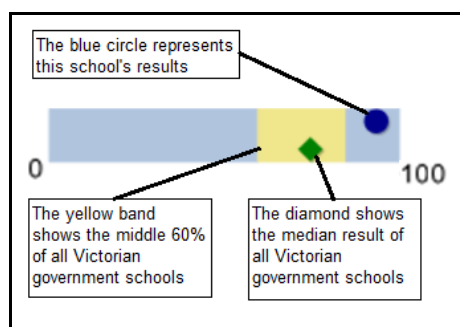
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
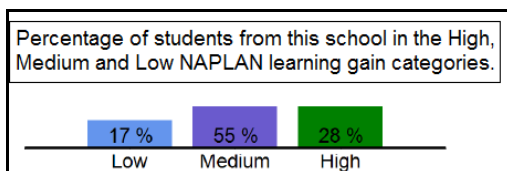
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: http://www.education.vic.gov.au/school/principals/manage ment/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$3,156,501
Government Provided DET Grants	$527,842
Government Grants Commonwealth	$10,363
Revenue Other	$37,308
Locally Raised Funds	$129,412
Total Operating Revenue	**$3,861,426**

Expenditure	
Student Resource Package	$3,106,308
Books & Publications	$3,632
Communication Costs	$3,784
Consumables	$90,262
Miscellaneous Expense	$86,580
Professional Development	$24,941
Property and Equipment Services	$287,879
Salaries & Allowances	$156,088
Trading & Fundraising	$25,639
Utilities	$34,577
Adjustments	($881)

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$107,645
Official Account	$33,986
Other Accounts	$356,577
Total Funds Available	**$498,207**

Financial Commitments	
Operating Reserve	$115,824
Asset/Equipment Replacement < 12 months	$20,000
Capital - Buildings/Grounds incl SMS<12 months	$20,577
Maintenance - Buildings/Grounds incl SMS<12 months	$50,000
School Based Programs	$50,000
Asset/Equipment Replacement > 12 months	$40,000
Capital - Buildings/Grounds incl SMS>12 months	$40,000
Maintenance -Buildings/Grounds incl SMS>12 months	$25,000
Total Financial Commitments	**$361,401**

Total Operating Expenditure	**$3,818,810**

Net Operating Surplus/-Deficit	**$42,616**
Asset Acquisitions	**$10,218**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Education State (Equity) funds were used for additional teaching and learning support from two Leading Teachers in Literacy and Numeracy. There was a Net Operating Surplus of $42 616 which showed that the school operated prudently within its funding/income allocations. Major works were completed at the school during 2016 and early 2017 as a result of $389K being allocated to the school through the Condition and Assessment Report. These funds were targeted towards:

- reducing trip hazards by replacing cracked concrete pathways
- upgrading plumbing including the replacement of old down pipes and the installation of new bubblers
- upgrading electrical switchboards to improve safety.

Allocations (savings set aside) have been made for both short-term and longer-term maintenance, including shade structures over playgrounds, replacing old carpet and further upgrades to existing plumbing structures e.g. guttering.

Asset Acquisitions relate to the lease of the new colour photocopy and the purchase of 20 iPad minis.