

2018 Annual Report to The School Community



School Name: Lalor East Primary School (4976)



- 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 2018 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 26 March 2019 at 08:34 AM by Linda Richards
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 April 2019 at 06:25 AM by Vu Nguyen (School
Council President)

About Our School

School context

Lalor East Primary School opened in 1972 in an established residential area of Thomastown (Approx 30 km north from Melbourne CBD) and serves a multicultural community. The average enrolment for 2018 was 325 students and the Student Family occupation (SFO) was 0.7424.

Our mission is to educate students to strive for their personal best so they become lifelong learners and effective citizens for the 21st century. We believe that every child can learn and we are committed to ensuring that students develop to their full capacity. Our school values are Respect, Honesty, Cooperation, Caring and Personal Best. These values underpin our decision making and interactions with each other and our broader school community.

Our Annual Implementation Plan focuses on improving student outcomes in Literacy and Numeracy. Key actions that will contribute to this improvement are the introduction of a school wide instructional model and the use of peer observation and feedback. A consistent writing model is used across the school and has contributed to improvement in student outcomes in this area. Teaching teams meet weekly in PLTs to plan lessons and to assess, monitor and review student progress. Programs operate across the school to extend students and to identify and address any learning concerns.

The staffing profile for 2018 included: Principal, Assistant Principal, Leading Teachers for literacy, Numeracy, 20 teaching staff and 15 Education Support Staff. Specialist programs include Physical Education, Visual Arts and Music. Spanish is integrated through our music program for students in Prep to Year 4. We also operate a play based Oral Language Program for students in Prep to Year 2. Classroom teachers deliver lessons in Digital Technologies and Library. Student voice is valued through our Junior School Council and Cyber Action Team.

Our school has worked hard to build strong connections with families and community organisations as we believe these relationships and opportunities help to improve educational expectations and support student engagement and achievement. Our strong partnerships with The Smith Family, Berry Street, Whittlesea Council, Eat Up and Semper Dental are integral to our work. Playgroups operate at our school on Monday (Berry Street) and Wednesday (Whittlesea Council) mornings. We operate a daily breakfast club and a weekly learning club. Camp Australia operate Before and After School Care. A canteen operates daily.

The school has a strong commitment to the innovative use of Digital Technologies. Classrooms are fitted with interactive whiteboards with pods of laptops, iPads, surfaces and desktop computers available to support teaching and learning programs.

The Multipurpose Centre provides excellent additional, flexible learning spaces for Physical Education, Music and class/whole school activities.

Framework for Improving Student Outcomes (FISO)

In 2018 the majority of our work centred on the FISO improvement initiative of Excellence in Teaching and Learning with a particular focus on building practice excellence. Improvement strategies in this area related to creating consistency and a shared understanding of quality High Impact Teaching Strategies (HITS) with a focus on improving reading and numeracy outcomes. The aim was to develop a consistent pedagogical model that all staff would follow when delivering reading and numeracy lessons. Additional work was also done to facilitate a culture of observation and feedback which will be a major focus in 2019.

We were excited to be asked to be part of a DET Pilot Project 'Amplify'. The aim of the Amplify Project is to increase student voice and agency. During the project we worked with DET representatives and staff from four

other schools to trial resources and provide feedback to DET to facilitate the rollout of the project to other schools across the state. Our work in the Amplify Pilot Program allowed us to develop the pedagogical model to use during lessons. The aim was for students to be able to identify and articulate the elements of the pedagogical model and the High Impact Teaching Strategies. There are direct education links to improved student outcomes when students are able to articulate their learning and engaged in the development of content, lessons and feedback.

In 2018 we also continued our focus on Building Communities with a particular emphasis on ensuring every student is engaged with their learning and connected to the school and their peers. We have concerns about the high level of absenteeism of some of our students. We believe it is important for our students to be at school every day if we want to succeed in improving student learning outcomes. This has continued to be an area of challenge for us with extended family holidays having a severe impact on attendance. Prizes are awarded each month and term to students who achieve our target of 95%.

Throughout 2018 we strengthened our links with outside agencies to provide additional support to our families. Our partnerships in 2018 included The Smith Family, Eat Up, Semper Dental, Berry Street, The City of Whittlesea, Epping Secondary College and School Focused Youth Services.

We also continued our partnership with the Future Foundation Art Program to facilitate mentored art sessions for students in the Thomastown community.

Achievement

Literacy & Numeracy Overview Naplan 2018

Grade 3 Comparison with State results

There were 27 students in Grade 3 the grade 3 cohort [our smallest numbers for a long time]

Reading – The results this year are much better than they have been for the last 3 years. We were 34 points off the State mean and were the closest we've been since 2014, when we were 33 points away from the State mean.

Working in the top 2 bands – 10 students

Working in the bottom 2 bands – 2 students

Numeracy – These were our best results over the 5 year period for this area. We were 33 points away from the State mean which is the closest we have ever been.

Working in the top 2 bands – 7 students

Working in the bottom 2 bands – 4 students

Grade 5 Comparison with State results

There were 40 students in the Grade 5 cohort [our smallest numbers for a long time]

Reading – This was a much better result than in 2017. It was our 3rd best score of the 5 years there is a 49 point gap between our mean and that of the State. Another positive point is that we once again made more growth than the state over the 2 year period from Grade 3 to Grade 5 students, our school mean is 86 and the state mean is 82.

Working in the top 2 bands – 8 students

Working in the bottom 2 bands – 12 students

Numeracy – this is another area where there was a big improvement when compared to our 2017 results where we were 54 points off the State mean, this year we narrowed the gap so we were only 34 points off. The results were our second best results over the 5 year period. It is pleasing to note that this year we made more growth over the 2 year period from grade 3 to grade 5. Our mean was 96 points whereas the State was only 89.

Working in the top 2 bands – 8 students

Working in the bottom 2 bands – 11 students

We improved our achievement with Mathematics compared to 2017 when we were lower than similar schools in 2017.

An additional highlight of the year was the successful introduction of the phonics reading program Little Learners Love Literacy (LLLL) in the prep area. The structured program immerses students to the sounds the letters make and develops specific strategies to assist them to decode words. Our aim was to increase student literacy and to reduce the number of students requiring intervention at the end of prep, when they did not achieve our target of being able to read at Level 5 when benchmarked against the PM books. In addition, we used Little Learners to provide intervention to students who had not reached our targets. In all cases, those students receiving intervention improved their reading level.

Our continued partnership with Epping Secondary School, which sees a group of year 9 students visit our school each week to work with students at risk for half an hour a week, has also seen an improvement in reading levels for all students who participated in the program.

Engagement

Student engagement continues to be a big focus for our school. We are very aware that for us to improve student learning outcomes, we need to have the students at school. The introduction of Compass in 2018 has allowed us to increase our communication with parents in relation to absenteeism. Parents receive an SMS notification at 10:30am each day if their child is not at school and are able to click the link to provide explanation for their child's absence. This has reduced the number of unexplained absences compared to previous years. Compass also allows staff to better track trends with regards to absences. Parents and staff are able to gain a clear picture of a child's absences by viewing the data available.

We have continued to highlight the importance of attendance through the newsletter and weekly assembly. Prizes are awarded each month and term to students who have achieved the 95% attendance target. Phone calls are made to parents and meetings are held with families when there are concerns about attendance to identify contributing factors and develop strategies to improve student attendance.

There has been an increase in the number of students (+30) receiving Smith Family Learning for Life Scholarships. While the scholarships provide funds to families to assist with educational expenses, they also include an attendance target and payments are conditional on students reaching the target. This has had a positive impact on the attendance of some of our students with improved attendance.

Our attendance data continues to be impacted by extended family holidays. When we are aware a holiday is planned we work with families to develop an Extended Absence Learning Plan to set work for the student to complete while overseas. Unfortunately, not all families communicate their intention to travel overseas with enough notice for plans to be developed and this has a negative impact on the student's learning.

Wellbeing

2018 saw the introduction of our Social Skills program two days a week. Targeted students work with a member of staff during weekly sessions to discuss social skills and resilience strategies and work collaboratively to identify goals and targets for themselves.

Additional support was provided for students through our partnership with the School Focussed Youth Services team to facilitate the running of the Canine Comprehension and Girls with Attitude Program. The Canine Comprehension program ran weekly in terms 2 and 3 with a small group of students. Students worked with the therapy dog to identify stressors and useful strategies to deal with challenging emotions such as anger, anxiety and sadness. All students who participated in the program reported positive outcomes and have referred to the strategies taught when managing their emotions.

The Girls With Attitude Program ran for two hours weekly for six weeks in term 3. Students worked with two members of staff to unpack emotions and strategies they can use to positively manage their emotions and strengthen their links with their peers.

In 2018 we successfully expanded The Smith Family' 2017 pilot program Passport to Success program which aims to reduce feelings of anxiety for grade 6 students as they transition to secondary school. We also continued with the facilitation of our after school Learning Club to support identified students to increase their confidence and skills.

Peer Support was expanded in 2018 to cover students from all classes from Prep - 6. The sessions were run by the Grade 5-6 leaders and focussed on developing the students' social skills.

Another highlight of the year was the introduction of our 'Focus on the Good' rewards program which recognised students who follow our school values with a raffle ticket which went into the draw to win a prize. This program was established in preparation for our introduction of the School Wide Positive Behaviour Program (SWPB) in 2019. Students were very positive about the Focus on the Good raffle and we noticed an improvement in the behaviour of students which was very pleasing.

2018 saw the rollout of Compass to our staff and community. Compass provided an additional avenue for communication with our community through News feeds and direct messaging – SMS and email. Compass also enabled staff to better track absences and to record student behaviour and review if there were trends or areas of concern.

Financial performance and position

Education State (Equity) funds were used for the employment of additional teaching and learning support staff in the form of two Leading teachers, one for Literacy and one for Numeracy. Additional support for students was also provided through the provision of the Oral language Program for prep -2 students and targeted reading and Mathematics intervention.

There was a Net Operating Surplus of \$65 831, which showed that the school operated prudently within its funding/income allocations.

Refurbishment works have been completed which has included new carpet in most classrooms, the two main corridors and other rooms including the Computer Lab and Administration areas. Painting was completed in seven classrooms.

Allocations (savings set aside) have been made for both short and longer term maintenance including replacing cracked concrete which poses a trip hazard.

Funds were acquired through Sporting Schools Grants which were used to cover the cost of specific sporting skills clinics for students including softball and Australian Rules Football.

A successful swimming program was offered to all Prep - 6 students. Costs for parents were greatly reduced as a result of funds provided through the SRP. Increased numbers of students attended swimming compared to previous years.

Locally Raised Funds includes the money collected for excursions, camps, swimming and interschool sport. The costs are charged to families, the money is collected and then paid to the appropriate group or organisations to cover the costs incurred by our participation in the even/activity.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 326 students were enrolled at this school in 2018, 145 female and 181 male.

57 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	89.5	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	55.2	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	79.9	90.1	82.6	95.3	Similar
Mathematics	77.8	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	63.3	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	60.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	36.6	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	41.5	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	49.7	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	45.1	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	37.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	37.3	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	29.7	54.1	16.2
Numeracy	29.7	54.1	16.2
Writing	30.6	41.7	27.8
Spelling	30.6	44.4	25.0
Grammar and Punctuation	27.8	36.1	36.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.3	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	17.8	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	89	89	91	93	92	91	90

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	84.9	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.4	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	82.9	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,120,512
Government Provided DET Grants	\$747,219
Government Grants Commonwealth	\$28,922
Government Grants State	\$0
Revenue Other	\$18,985
Locally Raised Funds	\$144,919
Total Operating Revenue	\$4,060,558

Equity ¹	Actual
Equity (Social Disadvantage)	\$596,407
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$596,407

Expenditure	Actual
Student Resource Package ²	\$3,130,315
Adjustments	(\$465)
Books & Publications	\$2,954
Communication Costs	\$4,649
Consumables	\$78,636
Miscellaneous Expense ³	\$87,084
Professional Development	\$30,476
Property and Equipment Services	\$334,831
Salaries & Allowances ⁴	\$266,145
Trading & Fundraising	\$24,710
Travel & Subsistence	\$0
Utilities	\$35,392
Total Operating Expenditure	\$3,994,727
Net Operating Surplus/-Deficit	\$65,831
Asset Acquisitions	\$6,860

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$200,644
Official Account	\$192,111
Other Accounts	\$171,547
Total Funds Available	\$564,302

Financial Commitments	Actual
Operating Reserve	\$131,442
Other Recurrent Expenditure	\$114
Provision Accounts	\$0
Funds Received in Advance	\$13,974
School Based Programs	\$48,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$428,530

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 04 Mar 2019 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, including:
 - 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) factors:
 - 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 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').