

# 2020 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](http://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 2020 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 22 March 2021 at 12:48 PM by Linda Richards (Principal)

The 2020 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 01 April 2021 at 01:23 PM by Carly Georgakopoulos (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

#### Vision and Values

By the end of their primary school education, our aim is for every child to be Literate, Numerate, Happy and Healthy and to reflect our values through their individual actions and active participation in our local and global community.

#### We believe that:

- students are central to any and all decisions
- every child can learn; just not in the same way, on the same day at the same pace
- learning is never done, it is a lifelong voyage
- learning is a partnership between students, their family and the school
- we all need to develop, evolve, refine and reflect on our practice as part of continual improvement
- each day, we work hard to be a better version of ourselves
- everyone is a leader and can make a difference to the lives of those around us; in the classroom, school and broader school community.
- we can achieve more through collaboration
- school is a safe place and support hub for our community.

Our school values of Caring, Cooperation, Honesty, Personal Best and Respect underpin our decision making and interactions with each other and our broader school community. These values are linked to the school's Behaviour Matrix and any responses to student behaviour.

#### Purpose

The school remains focused on improving student outcomes in Literacy and Numeracy. Key actions that have contributed 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 professional learning teams [PLTs] to assess, monitor, plan and review student progress. Programs operate across the school to extend students and to identify and address any learning concerns.

#### Workforce Composition

Our staff workforce comprises of a full time Principal and Assistant Principal, a Leading Teacher - Literacy, Learning Specialist - Numeracy, 13 class teachers, specialists teachers for Art, Music/Spanish, Physical Education, wellbeing, office staff, education support staff and a maintenance staff member totalling 35 staff who work either full time or part time. Staff are from a range of different cultural backgrounds and at different stages of their teaching career.

#### Geographic Location

Lalor East Primary School opened in 1972 in an established residential area of Thomastown (Approx 30 km north from Melbourne's CBD) and is proud of the diverse multicultural community we serve. The 2020 enrolment was 290 students.

#### School size and structure

Our enrolment peaked at 290 in 2020 with several fluctuations throughout the year. Our population can be transient at times, with families moving in and out of the area throughout the year.

In 2020 we ran 13 classes: 2 X Prep classes, 3 X Grade 1-2 classes, 1 X Grade 2-3 class, 2 X Grade 3-4 classes, 1 X Grade 4 class and 4 X Grade 5-6 classes.

Specialist classes were run in Visual Arts, Music/Spanish and Physical Education.

The school underwent a major redevelopment in 2020 which saw the demolition of the 1972 light timber constructed buildings and the construction of three new architecturally designed purpose built learning spaces as part of the government's commitment to removing asbestos in schools program. Staff and students took up residence in the new Administration building and the Grade 3-6 Learning Space - Octane, at the beginning of term 4. Work continued on the Prep -2 Learning space (Azure) during term 4 with the expectation that the Prep-2 students and staff will move into the new space at the beginning of the new school year in 2021.

#### Programs offered for overseas students

While the school welcomes students from overseas, the school does not offer any specific programs for overseas students beyond the programs we offer to our regular students.

#### Social and enrolment characteristics

At the end of 2019, approximately 55% of students are from families where English is not the main language spoken at home. The school's socio-economic band value is: Medium. It was Low-medium in 2019 and this change reflects the changing demographic of families attending Lalor East Primary School. Overall, there has been an increase in the levels of Educational attainment in new families enrolling their children at the school and also a higher number of parents whose occupation is recorded in a higher category than previously.

The school has a high referral rate to Student Support Services to seek recommendations and advice for students not working at the expected level and with complex social, emotional and behavioural needs. A number of students also receive support through the Program for Students with Disabilities. Similarly, a number of students do not meet the requirements for the PSD and require high levels of assistance to ensure their safety and enable them to access and engage with the curriculum. An ongoing challenge will be to provide appropriate levels of support and access services that ensure these students are achieving at their personal best.

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 and Friday mornings (Berry Street). We operate a daily breakfast club and a weekly learning club. We engaged a new Before and After School Care provider, TheirCare, at the beginning of 2020 to operate this program.

April 2020 marked the beginning of an \$8.9 million dollar upgrade of the school which resulted in the demolition of 1972 light timber constructed classroom learning spaces and saw them replaced with state of the art modern modular learning spaces and a new administrative building. These new learning and administrative spaces will provide incredible new opportunities for our students, staff and community.

### **Framework for Improving Student Outcomes (FISO)**

In 2020, Lalor East Primary School focussed on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Excellence in Teaching and Learning - Building, Practice Excellence, Curriculum Planning and Assessment and Positive Climate for Learning - Empowering students and Building School pride. The main areas of focus for 2020 were to:

To maximise the learning growth for each student in Numeracy.

To strengthen student engagement, voice, agency and leadership in their learning.

The following KIS were implemented to facilitate the achievement of our goals:

KIS 1 - Deepening staff curriculum knowledge and understand the continuum of learning in Mathematics

KIS 2- Utilising data and a range of assessment strategies to challenge students at their point of learning need.

KIS 3 - Students and staff to co-developing individual learning goals, monitor progress, give and receive feedback and ways to evaluate outcomes

To support implementation of these KIS, the Leading Teacher - Literacy and Learning Specialist - Numeracy provide professional practice and support for staff during weekly Professional Learning Team sessions.

**Achievement**

In 2020, Lalor East Primary School, began work implementing our strategic plan goal of maximising the learning growth for each student in Numeracy. We began the year with a whole staff curriculum day focussing on Mathematics Mindsets and Class Norms. This day was well received by staff and follow-up work to build on this knowledge was implemented during the PLT sessions in terms 1 & 4. Unfortunately, the COVID 19 pandemic seriously impacted on our PLT sessions for terms 2-3 as staff were working predominantly offsite running our Remote Learning Program for students.

The pandemic also meant NAPLAN was not administered in 2020 so we are unable to make comparisons about progress with student achievement in this area. Teacher Judgement of student achievement in English relating to the percentage of students at or above the expected standard was lower than in 2019: 74.2% in 2020 compared to 81.3% in 2019. The percentage of students at or above age expected standards was lower in Mathematics at 78.3% in 2020 compared to 79.4% in 2019. It is pleasing to note that the 2020 Mathematics results were higher than the Similar Schools average.

2020 also saw the expansion of the Fountas and Pinnell reading assessment to include students in grades 3 and 4 in addition to the Grade 5-6s assessed in 2019. The Fountas and Pinnell assessment will be extended to include Grade 1-2s in 2021 as it provides a richer assessment of the students' comprehension skills than previous assessments administered. The Little Learners Love Literacy assessment was utilised to assess and level the reading level for Prep students and the PM Benchmarking was used to assess the reading fluency and comprehension skills of students in Grade 1 and 2.

**Engagement**

The COVID 19 pandemic had a significant impact on the number of absences for students across all year levels. There was a high level of anxiety across the community and this resulted in higher levels of absences compared to 2019. This started early in the year throughout term 1 prior to the announcement from The Department of Education about the additional curriculum days, with several families choosing not to send their children to school due to concerns about the virus.

Even when we returned to school for the short period of time in term 2, there were still high numbers of absences. In addition, some families struggled to engage with online learning despite the best endeavours of staff through regular phone check ins, home visits and one on one check ins through Webex. We also made adjustments to provision of onsite learning for some families as soon as we became aware of any social and emotional issues either exhibited by our students or their parents. I am proud of the efforts staff made to connect with families during an incredibly challenging time for everyone.

Compass was utilised to alert families regarding student absences and requesting families to notify the school regarding any unexplained absences.

**Wellbeing**

The Student Attitude to School Survey - Sense of Connectedness results were higher than those of the State 86% compared to 79.2% which is cause for celebration considering what an incredibly difficult year 2020 was. This result also represents an increase of 5.7% compared to our 2019 results. Our four year average continued to be higher than Similar Schools and those of the State.

The Wellbeing Program was expanded in 2020 with an increase in staffing hours. An expanded Social and Emotional Wellbeing Program was run every Tuesday afternoon in all grades throughout term 4 to help students recognise, name and manage their emotions as a result of the extended lockdown period. Students were taught strategies to assist them to manage any feelings of anxiety and stress. The program was well received by students and will continue to run

in 2021 to provide ongoing support to students and to help boost their skills of resilience so they can be happy and healthy in the years to come.

Despite the challenges posed by the pandemic we continued to focus on implementing the School Wide Positive Behaviour Support Program, Girls With Attitude and one on one social skills sessions. Several of our partnerships were placed on hold as a result of the restrictions in non essential people being onsite. We envisage being able to reignite these partnerships again in 2021 as restrictions ease.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results with the school of 93.6% (2020) and was significantly higher than the State average of 81.2%.

Staff satisfaction, according to the School Staff Survey for School Climate, was 62.3% and was below that of the State average of 77.8%.

### **Financial performance and position**

Lalor East Primary School maintained a very sound financial position throughout 2019. The 2019-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Equity funding contributed towards the employment of a Literacy Leading Teaching, Numeracy Learning Specialists and additional Education Support staff to cater for the high number of students requiring support but who are not funded under the Programs for Students with Disabilities Program.

Significant school funds were allocated to the costs associated with the construction of the new buildings including provision of split system units throughout the three buildings, installation of CCTV, additional furniture and storage, resurfacing of the car park and repainting the BER to align it with the new school buildings. These projects were completed with endorsement from the school council.

**For more detailed information regarding our school please visit our website at**

**<http://www.laloreastps.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.

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 290 students were enrolled at this school in 2020, 125 female and 165 male.

55 percent of students had English as an additional language and NDP 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.

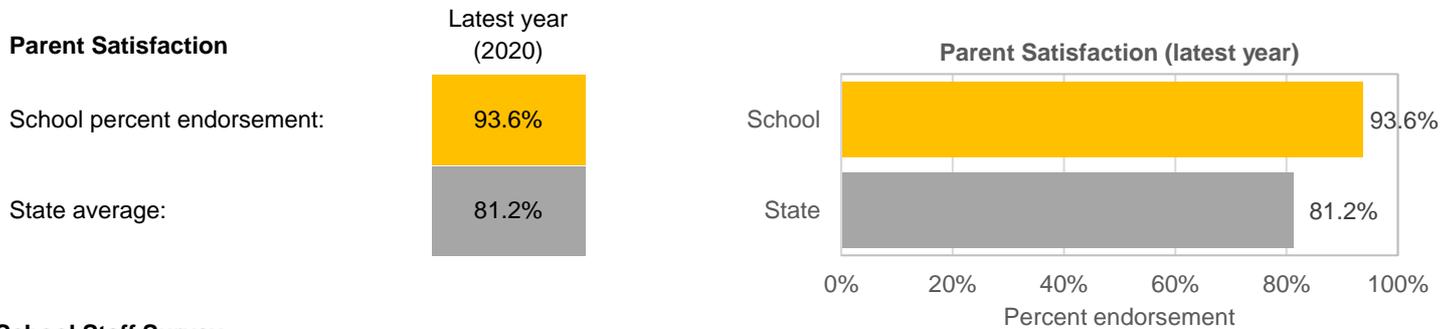
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

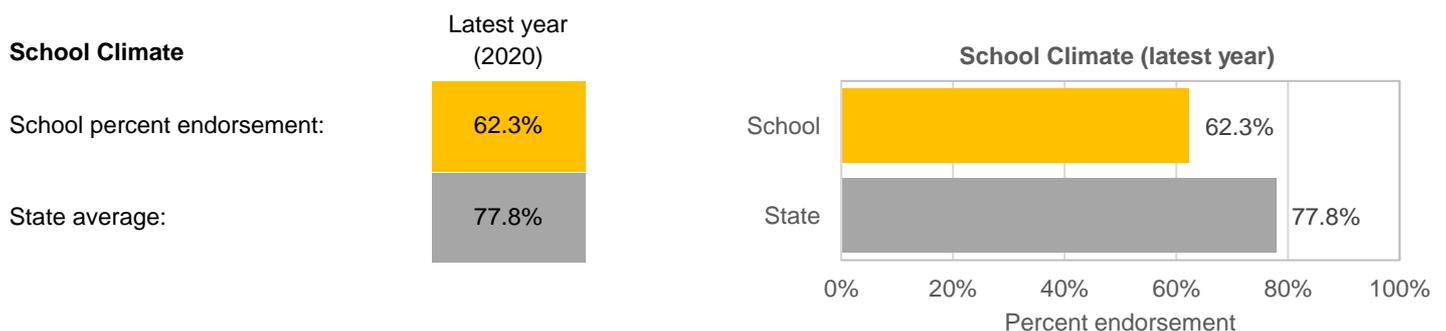


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

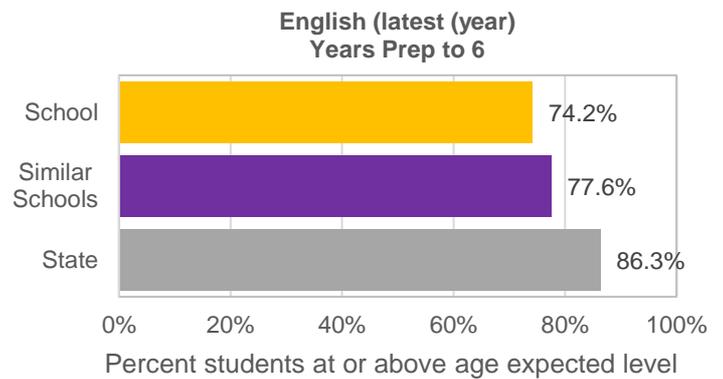
74.2%

Similar Schools average:

77.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

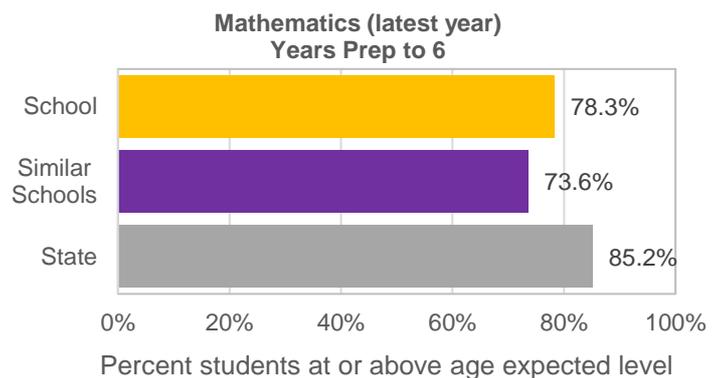
78.3%

Similar Schools average:

73.6%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

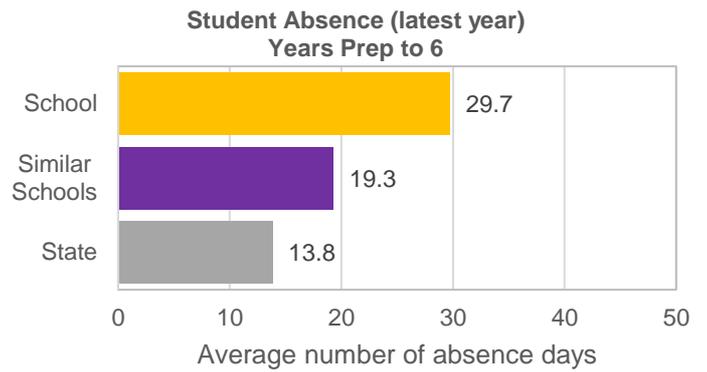
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	29.7	20.7
Similar Schools average:	19.3	18.5
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	80%	83%	85%	82%	85%	86%	90%

## WELLBEING

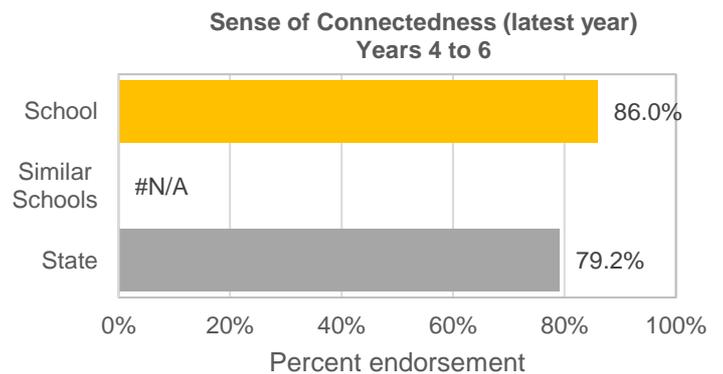
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	86.0%	83.8%
Similar Schools average:	NDP	83.2%
State average:	79.2%	81.0%



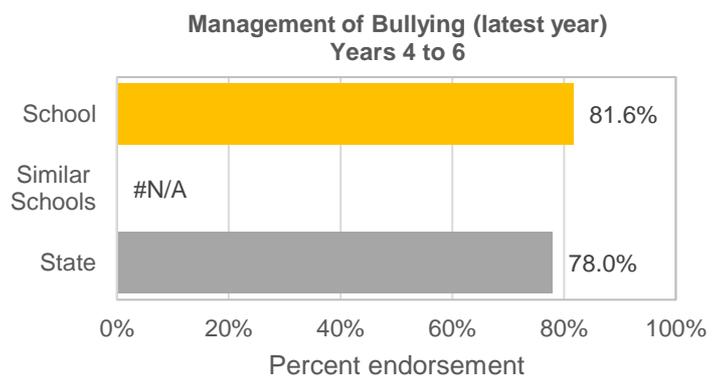
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	81.6%	82.2%
Similar Schools average:	NDP	81.5%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,106,601
Government Provided DET Grants	\$757,875
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$8,276
Locally Raised Funds	\$70,247
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,938,083</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$491,159
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$491,159</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,109,008
Adjustments	NDA
Books & Publications	\$276
Camps/Excursions/Activities	\$33,932
Communication Costs	\$4,768
Consumables	\$54,042
Miscellaneous Expense <sup>3</sup>	\$18,322
Professional Development	\$7,157
Equipment/Maintenance/Hire	\$301,760
Property Services	\$192,997
Salaries & Allowances <sup>4</sup>	\$224,290
Support Services	\$12,532
Trading & Fundraising	\$8,538
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$32,341
<b>Total Operating Expenditure</b>	<b>\$3,999,964</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$545,514
Official Account	\$20,166
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$565,680</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$118,651
Other Recurrent Expenditure	\$4,031
Provision Accounts	NDA
Funds Received in Advance	\$70,068
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$15,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$155,396
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$102,342
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$565,488</b>

*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.*