Lalor East Primary School
School Number: 4976

Name of School Principal: Linda Baker
Name of School Council President: Tim Challis
Date of Endorsement: 18/03/14

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 set down 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 minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
# About Our School

Lalor East Primary opened in 1972 in an established residential area of Thomastown in Melbourne’s north and serves a multicultural community. The current enrolment is 374 students. Values important to our school community are Respect, Honesty, Cooperation, Caring and Personal Best. Our mission is to educate students to strive for their personal best so they become life-long 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. All our planning, resources and programs focus on improved learning outcomes for all our students. We are committed to redressing any learning or social disadvantage as early as possible. Our programs assist in preventing ‘learning gaps’ from developing and widening as the students progress through school. The school is strongly committed to the Early Years Literacy and Numeracy programs. The Literacy Coordinator, Language Support, English as an Additional Language, Oral Language and other intervention programs complement the English program. A Numeracy Coordinator offering Additional Assistance and English as an Additional Language complements the Mathematics program. Our school has 32.8 full time equivalent staff, 2 principal class, 24.8 teachers and 6 Education Support Staff. The school has a strong commitment to the innovative use of ICT and the implementation of Science to redress any disadvantage that students may encounter in these areas.

## Achievement

Teacher assessment of student achievement in English and Mathematics in AusVELS is similar to the performance of other Primary Government Schools with a similar School Family Occupation index. In NAPLAN Grade 3 Reading we were similar and in Grade 5 we were similar. In Numeracy at Grade 3 we are the same or similar and in Grade 5 we are also similar. The 4 year trend is that we continue to narrow the gap in student learning.

The school will continue the North Western Victoria Region school improvement plan. Learning Leaders in Literacy and Numeracy continue to conduct regular meetings with Professional Learning Teams to use data to evaluate and plan improved teaching and student learning outcomes. National Partnership funding is used to employ Literacy and Numeracy coordinators to work on improved teaching and learning practices. Funded PSD students were assessed against Individual Learning Plan goals and AusVELS.

We have a whole school focus on improvement, with development of consistent teaching protocols, the setting of challenging learning tasks and Area planning.

We use On Demand Testing, Maths On Line, NAPLAN and English Interview.

## Engagement

Student engagement is represented by attendance. Our Foundation/Prep and year One attendance averages indicate room for improvement. Common reasons for non-attendance include extended family holidays. Emphasis is on the Every Day Counts program by monitoring the attendance data on a weekly basis, following up absences, and communicating absence concerns with parents. Rewards are given for improved attendance.

Student Absence Learning Plans are used to help reduce extended overseas holidays during school term. Our Student Welfare Officers provide continued support to all students and families.

We continue to support increased cultural awareness as well as work with our Koorie students and families. We have significantly increased the time fraction of our Arabic speaking Multicultural Aide, who supports many of our families.

Lalor East Primary has an established School Improvement Team. Personal Learning Plans are implemented in all classes with students collaborating with teachers to set individual, achievable, long and short term goals.

Some 1/2 and 3/4 areas are working in flexible/open work spaces within their pedagogical approaches and program delivery to further engage students in their learning.

## Wellbeing

Some aspects of student wellbeing are represented by the 5/6 Student Attitudes to Schooling survey and the Annual Parent Survey. Lalor East’s results are similar when compared to other schools of similar student/family profiles.

Our school provides a Foundation Transition program of 4 sessions in the classroom and with specialists.

In 2014 we will continue to make greater use of the school website to publicise transition sessions and important information.

Grade 6 students are involved in many formal Transition visits to our 2 local Secondary Colleges.

Our school provides 4 formal year level Transition sessions for students to help them prepare for the next level. This is particularly for Foundation to Year 1, Year 2 to Year 3 and Year 4 to Year 5 as the work becomes more abstract and expectations are more focussed. One of these sessions will be a full day.

We actively seek greater opportunities for student voice through assembly, graduation, school events and curriculum input.

Our welfare coordinators regularly monitor and collect data on school attendance as well as individual wellbeing needs. Intervention and preventative measures are put in place in consultation with parents, staff and school support personnel such as an educational psychologist and a Speech Pathologist who attend the school.

A whole school Start Up Program incorporates our values and sets high expectations for student behavior and academic achievement.

For more detailed information regarding our school please visit our website at [http://www.laloreastps.vic.edu.au](http://www.laloreastps.vic.edu.au)
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

School Profile

School Enrolments

A total of 361 students were enrolled at this school in 2013, 182 female and 179 male.

Overall socio-economic profile

Based on the school’s Student Family Occupation index which takes into account parents’ occupations.

Proportion of students with English as a second language.

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.

Please note: The Staff Opinion Survey was not conducted in 2013.
Lalor East Primary School

Performance Summary

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child’s end of year report.

A ‘C’ rating means that a student is at the standard expected at the time of reporting.

NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
### NAPLAN Relative Growth Year 3 - Year 5

Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN relative growth 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 growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.

![Table showing NAPLAN Relative Growth](image)

- **Reading**
  - Low: 27%
  - Medium: 56%
  - High: 17%

- **Numeracy**
  - Low: 44%
  - Medium: 38%
  - High: 18%

- **Writing**
  - Low: 39%
  - Medium: 64%
  - High: 16%

- **Spelling**
  - Low: 22%
  - Medium: 51%
  - High: 27%

- **Grammar and Punctuation**
  - Low: 33%
  - Medium: 45%
  - High: 22%

NAPLAN Relative Growth does not require a School Comparison.
Performance Summary

Engagement

Student Attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

School Comparison

Student Outcomes

<table>
<thead>
<tr>
<th>Year level</th>
<th>Average Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>88%</td>
</tr>
<tr>
<td>Yr1</td>
<td>89%</td>
</tr>
<tr>
<td>Yr2</td>
<td>92%</td>
</tr>
<tr>
<td>Yr3</td>
<td>92%</td>
</tr>
<tr>
<td>Yr4</td>
<td>90%</td>
</tr>
<tr>
<td>Yr5</td>
<td>92%</td>
</tr>
<tr>
<td>Yr6</td>
<td>90%</td>
</tr>
</tbody>
</table>

Key:
- Range of results for the middle 50% of Victorian government schools:
- Result for this school: ◦
- Median of all Victorian government schools: ▲
# Performance Summary

## Wellbeing

**Students Attitudes to School**

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Attitudes to School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Results: 2013 | 5 | |
| Results: 2010 - 2013 (4-year average) | 5 | |

- **Similar**
How to read the Performance Summary 2013

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 colleges, 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.

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 Indigenous 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as ‘High’, the middle 50% is categorised as ‘Medium’ and the bottom 25% is categorised as ‘Low’.

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 - Operating Statement
**Summary for the year ending 31st December, 2013**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$606,276</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$1,980</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$57,923</td>
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<tr>
<td>Locally Raised Funds</td>
<td>$166,437</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$832,616</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$125,158</td>
</tr>
<tr>
<td>Official Account</td>
<td>($2,719)</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$204,405</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$326,844</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$5,388</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$5,635</td>
</tr>
<tr>
<td>Consumables</td>
<td>$59,272</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$84,694</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$16,813</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>$296,268</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$126,852</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$26,364</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$326</td>
</tr>
<tr>
<td>Utilities</td>
<td>$34,240</td>
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<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$655,851</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$104,164</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$10,000</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$40,000</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$50,000</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$40,000</td>
</tr>
<tr>
<td>Other recurrent expenditure</td>
<td>$12,681</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &gt; 12 months</td>
<td>$20,000</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$50,000</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$326,844</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit | $176,765 |
| Asset Acquisitions             | $9,956   |

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary
National Partnerships
Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013 Allocation

| Low SES School Communities | $216,381 |

School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:
- National Partnership funding supports the achievement of the school’s goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

- National Partnership for Low Socio-Economic Status School Communities
  - Building leadership capacity (coaching, professional learning)
  - Building teacher capacity (in-school support/coaches)
  - Building teacher capacity (professional learning opportunities)
  - Improved monitoring of student performance information
  - Timely student intervention and support

- National Partnership for Empowering Local Schools
  - Not Applicable