

2017 Annual Report to the School Community



School Name: Lalor East Primary School

School Number: 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 Regulation 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 2017 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 29 March 2018 at 12:48 PM 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 Regulation 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 2017 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 15 May 2018 at 07:19 PM by Vu Nguyen (School Council President)



About Our School

School Context

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.

Lalor East Primary School has been serving the Thomastown community for 46 years since first opening in 1972. The school is proud of its diverse multicultural community which includes 27 different languages including Arabic, Samoan, Vietnamese and Lebanese. Over 55% of our students come from an English as an Additional Language (EAL) background. The enrolment average is 330 students. Student numbers fluctuate throughout the school year due to the transient local population. The school Student Family Occupation (SFO) is 0.75. The SFO is calculated based on the occupations of our families.

The school is strongly committed to excellence in Literacy and Numeracy 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) intervention, Numeracy 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. Our Prep-2 students participate in Spanish through the Performing Arts. Our Grade 3-6 students have the opportunity to be involved in Choir and the School Bands. We hold an Annual Writers' Festival where all students create a written piece and accompanying art work which is then displayed for our community.

Our partnership with Berry Street has resulted in the publication of two books for beginning readers entitled 'Families' and 'I Love to Count'. We are very proud of the positive benefits of the playgroup for our community members, young and older.

Framework for Improving Student Outcomes (FISO)

Our 2017 Annual Implementation Plan focussed on the FISO areas of:

- Excellence in Teaching and Learning – Building practice excellence and Curriculum planning and assessment

The high number of EAL students meant improving students' oral language skills was a major focus as strong oral language skills form the foundations for academic success.

A great deal of work was also done related to Engaging our Community through strong partnerships with The Smith Family, Berry Street and The City of Whittlesea. These partnerships enabled us to provide additional support for our students and their families through The Smith Family Learning for Life Scholarships, Passport to Success and Young ICT Explorers Programs and with our weekly playgroups in partnership with Berry Street and The City of Whittlesea.

The school has the equivalent of 41 staff, the majority of whom work full time. The staff includes a Principal, Assistant Principal, Leading Teachers for Literacy and Numeracy, 23 teaching staff, a Business Manager, 3 Office staff, a Language Support/Library, a Multicultural Arabic Aide (MEA) and 8 Integration Staff.

Student Engagement is a key focus of our work and in particular student attendance. The school aims for all students to reach our 95% attendance target. Students reaching this target are acknowledged at assemblies and through our newsletter. Absences are followed up with parents and individual attendance plans created for those students not reaching our attendance target.



Achievement

Our results in the category of teacher judgement of student achievement improved in 2017 with our results being similar to like schools. (In 2016 our results were 'lower than' in both categories) Our NAPLAN results were similar to like schools in all categories with the exception of Year 5 Numeracy where results were lower than similar schools. The category of NAPLAN Learning Gain measures the growth made by our students from when they are first assessed on NAPLAN in year 3 to their achievements in year 5.

We were very pleased with our achievements in the category of Reading and Spelling which saw a decrease in the number of students achieving low growth and an increase in the number of students recording medium and high growth when compared to 2016. There is more work to be done to improve our growth for Numeracy, Writing and Grammar and Punctuation which all saw a decrease in medium and high growth from in 2016.

Engagement

Student engagement is a major focus of the school with an ambitious attendance target of 95% set for all students. While we do have many students who achieve 95% or higher, we also have large number of students who do not reach our attendance target. Regular attendance at school is a key component to achieving successful outcomes. Overall our average attendance for each year level was very similar to the results achieved in 2016 (although the Preps were 1% lower and the Years 6s 3% lower). The Year 4s and 5s increased their percentage by 1% and Years 1 and 2 remained the same.

A number of different initiatives operate to improve attendance including recognising and rewarding those who achieve the attendance targets as individuals or as a whole class at assembly each month and at the end of each term. Results and reminders are published in our weekly newsletter. Absence learning plans are developed for those students who travel overseas on extended family holidays. Regular contact is maintained with those families where students are not reaching attendance targets. External supports are also provided for families to help boost support in the home.

Wellbeing

Our results for the Students Attitudes to School Survey were recorded as being similar to like schools in 2017 in both categories. We are pleased with the level of connectedness reported by our students with an increase to 89% in 2017 from 70% in 2016. A number of changes were made to the survey in 2017 which saw Grade 4 students being surveyed for the first time. This means that our data for 2017 does not contain a 4 year average comparison.

The level of satisfaction with the school overall as reported by parents in the Parent Opinion Survey is slightly above the median of all Victorian Government Primary Schools and increased by 1% in 2017 to 86% compared to 85% in 2016.

64% of staff reported that they were positive about the school climate in 2017, an increase of 2% compared to 2016 which means that our results overall have moved closer to the median of all Victorian Government Primary Schools.

For more detailed information regarding our school please visit our website at www.lalorestps.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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 330 students were enrolled at this school in 2017, 155 female and 175 male.</p> <p>57 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>63%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>45%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>44%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>45%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>40%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	63%	23%	Numeracy	29%	45%	26%	Writing	27%	44%	29%	Spelling	15%	45%	40%	Grammar and Punctuation	35%	40%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	91 %	91 %	92 %	91 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	91 %	91 %	92 %	91 %	91 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

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
- 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)
 - 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).

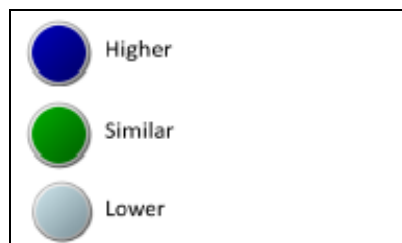


What does *School Comparison* refer to?

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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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 their first 11 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').

Financial Performance and Position

Financial performance and position commentary

[Please refer to the 2017 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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,079,605	High Yield Investment Account	\$103,980
Government Provided DET Grants	\$586,344	Official Account	\$19,301
Government Grants Commonwealth	\$7,735	Other Accounts	\$368,327
Government Grants State	\$4,770	Total Funds Available	\$491,609
Revenue Other	\$38,211		
Locally Raised Funds	\$154,862		
Total Operating Revenue	\$3,871,526		
Equity¹			
Equity (Social Disadvantage)	\$585,240		
Equity Total	\$585,240		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,027,656	Operating Reserve	\$123,538
Books & Publications	\$4,078	Asset/Equipment Replacement < 12 months	\$25,000
Communication Costs	\$4,864	Capital - Buildings/Grounds incl SMS<12 months	\$25,000
Consumables	\$84,608	Maintenance - Buildings/Grounds incl SMS<12 months	\$55,000
Miscellaneous Expense ³	\$91,112	School Based Programs	\$40,000
Professional Development	\$18,733	Asset/Equipment Replacement > 12 months	\$73,071
Property and Equipment Services	\$336,104	Capital - Buildings/Grounds incl SMS>12 months	\$65,000
Salaries & Allowances ⁴	\$196,224	Maintenance -Buildings/Grounds incl SMS>12 months	\$85,000
Trading & Fundraising	\$27,006	Total Financial Commitments	\$491,609
Utilities	\$33,542		
Total Operating Expenditure	\$3,823,929		
Net Operating Surplus/-Deficit	\$47,598		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.



Financial Performance and Position commentary

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 intervention.

There was Net Operating Surplus of \$47 598 which showed that the school operated prudently within its funding/income allocations.

A number of minor works programs were carried out throughout the year including painting and plumbing works.

Allocations (savings set aside) have been made for both short term and longer term maintenance, including the installation of shade structures over playgrounds (scheduled for early 2018), replacing old carpet in classrooms and hallways (scheduled for early 2018).

The school received \$22 400 from the Department of Health and Human Services as a result of a successful Shade Sail Funding application.

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.

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 event/activity.

There were no major asset acquisitions in 2017.