

## 2015 Annual Report to the School Community

Lalor North Primary School

School Number: 5035



Name of School Principal:

Clare Read

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Name of School Council President:

Tracey Gillard

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Date of Endorsement:

18<sup>th</sup> April 2016

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

In 2015 Lalor North Primary School had 334 students enrolled with 32.8 equivalent full time staff: 2 Principal class, 21.3 teachers and 9.4 Education Support Officers.

Lalor North has two successful, nationally recognized Macedonian /English and Greek/English bilingual programs (7 classes) and a standard program (8 classes). Many students travel from outside the area to attend the bilingual programs and those students who opt for the standard curriculum program, learn Italian as a language study. All students participate in specialist music, visual art and sports programs. Planning for the curriculum takes place in Professional Learning Teams of teachers from across the programs, so that a consistent approach to teaching and learning is in place.

Lalor North Primary School's vision is to be a successful learning community, which supports the needs of all learners and empowers students to recognize and achieve their potential. We do this by employing best teaching practices and providing a welcoming and safe environment. We equip students with the skills that will enable them to become respectful and responsible citizens who can contribute positively to our rapidly changing world, as future leaders in our communities. Our school values are respect, honesty, unity, success and resilience. There is a strong level of parent satisfaction with the school.

In 2015 the school undertook a peer review, and as a result of the review and of broad consultation, a new Strategic Plan for the years 2016-2019 is now in place. The goals of the Strategic Plan focus on building practice excellence in the teaching of literacy and numeracy, including the development of our English as an Additional Language program. Approaches to engaging students in their learning, through goal setting and feedback processes, are also a priority, along with parent and community collaboration, and a consistent approach to student safety and wellbeing.

### Achievement

Teacher assessment data for English and Mathematics indicates student performance is consistent with the middle 60 per cent of Victorian Government schools. NAPLAN results for 2015 in both grade 3 and 5 for reading and numeracy show that we are performing at a similar level to schools like ours and all NAPLAN results for the year were also in the middle 60 per cent. Outcomes in year 3 NAPLAN testing for reading were above the median of Victorian government schools and those for year 5 numeracy testing were close to this. Learning gain for students from year 3 to year 5 was particularly strong in numeracy, with 97% of students making medium or high growth.

In 2016 we will focus on embedding and extending good practice in the teaching of reading and writing, through the work of a designated teaching and learning coach. A numeracy team will undertake extensive training to enable them to lead the staff in developing best practices for mathematics teaching across the school. Strategies such as modeling by experienced teachers, and teachers observing each other in the classroom and giving feedback, will be used for professional learning. Revised and more rigorous moderation and assessment processes will be used to support teachers in understanding next steps for students. Oral language and English as an Additional Language (EAL) programs will be a focus with a new full time EAL teacher employed to support the development of this program.

During 2016 our current curriculum will be updated to meet the new requirements of the Victorian Curriculum and a scope and sequence for digital technologies will be developed.

### Engagement

Data shows that attendance of students at our school is close to the state median attendance levels, and similar to schools like ours.

An Attendance Team is in place which meets fortnightly to monitor attendance of individuals and groups of students. Students with particular attendance issues are carefully monitored and support is provided to assist them in attending school regularly.

Strategies such as 'All Here All Week' and 'Early Bird' class awards in assemblies, and regular articles in the newsletter emphasizing that 'Every Day Counts' reinforce the importance of regular attendance.

All teaching and learning measures from the Student Opinion Survey are above state means, demonstrating that students at Lalor North Primary feel connected to the school and are engaged with their learning. This year the role of the Student Action Team will be increased to encourage students to become more involved in decision-making within the school. Staff will explore and develop goal setting and feedback practices that will build students' capacity to take a greater role in monitoring and assessing their learning, supported by their teachers. This will be linked with the critical and creative thinking area of the Victorian Curriculum.

The school is exploring a range of opportunities to increase parent engagement through improved communication processes that meet the needs of our local community and the diversity of language and culture in our school.

### Wellbeing

Lalor North Primary School has a Student Wellbeing Coordinator who supports students with additional needs, leads the program for students with disabilities and makes referrals to other professionals including psychologists and speech therapists, with the aim that all children make excellent progress.

Our Student Attitudes to School Survey data shows that students feel safe at school, are connected to their peers and that morale is positive, with results in all these areas above state means.

This year we are revising our processes for supporting student wellbeing in the yard, through developing a whole school approach to responding to issues as they arise. A program for developing students' social and emotional skills will be implemented across the whole school, in order to ensure that all children are building the skills to manage and regulate their emotions and establish positive relationships. This will be linked with the personal and social capability aspect of the curriculum. Our Respect Ambassadors Program will support this work, with older students trained to assist younger students in resolving minor issues in the yard.

## Productivity

In 2015 significant resourcing was allocated to provide interactive screens in classrooms and to provide an extra class set of netbooks, increasing student access to technologies as part of their learning. In 2016 funding allocated to the school to support the goals and targets of the Education State is being used to employ a teaching and learning coach at the Leading Teacher level, and to provide opportunities for teachers to observe each other and work together to develop best practice in literacy and numeracy. This funding will also allow a team of four teachers to attend the Leading Mathematics Course at the Bastow Institute for School Leadership, and to implement a sustainable model of improvement for mathematics in the school. This year a full time teacher for English as an Additional Language is being employed to support the needs of students who are developing their English skills.

Funding allocated to the bilingual programs is being used to staff and resource the programs effectively, including the use of multicultural aides for Greek and Macedonian who translate reading materials and interpret for families. In 2016 the school will develop a three-year plan for the strengthening of the bilingual programs based on the new funding and operating model of the Department of Education and Training.

Following the school review, and in line with our new Strategic Plan, staff roles and responsibilities will be revised to ensure clarity. Mentoring of current and aspirational leaders will take place in order to build capacity of staff across the school.

For more detailed information regarding our school please visit our website at  
<http://www.lalornorthps.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

### School Profile

#### Enrolment Profile

A total of 334 students were enrolled at this school in 2015, 172 female and 162 male. There were 55% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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



#### School Staff Survey

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

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



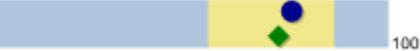
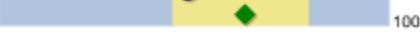
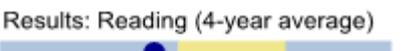
## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Lower</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>48%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>3%</td> <td>69%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>52%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	48%	31%	Numeracy	3%	69%	28%	Writing	28%	52%	21%	Spelling	14%	52%	34%	Grammar and Punctuation	31%	48%	21%	<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 year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1035 920"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	94 %	91 %	92 %	94 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	94 %	91 %	92 %	94 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

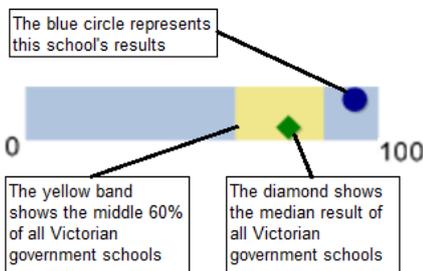
## What are student outcomes?

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

For secondary 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.

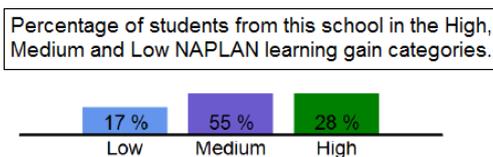
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

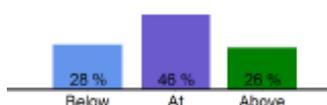


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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



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

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

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

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

## What is this school doing to improve?

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

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,953,448	High Yield Investment Account	\$395,685
Government Provided DET Grants	\$596,385	Official Account	\$4,754
Revenue Other	\$26,669	Other Accounts	\$176,228
Locally Raised Funds	\$115,512	<b>Total Funds Available</b>	<b>\$576,667</b>
<b>Total Operating Revenue</b>	<b>\$3,692,013</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$2,868,846	Operating Reserve	\$69,530
Books & Publications	\$9,747	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$4,229	Maintenance - Buildings/Grounds incl SMS<12 months	\$119,000
Consumables	\$63,241	School Based Programs	\$199,137
Miscellaneous Expense	\$52,675	Asset/Equipment Replacement > 12 months	\$75,000
Professional Development	\$4,111	Maintenance -Buildings/Grounds incl SMS>12 months	\$108,999
Property and Equipment Services	\$180,070	<b>Total Financial Commitments</b>	<b>\$576,667</b>
Salaries & Allowances	\$111,846		
Trading & Fundraising	\$37,386		
Utilities	\$28,042		
<b>Total Operating Expenditure</b>	<b>\$3,360,196</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$331,818</b>		
<b>Asset Acquisitions</b>	<b>\$33,990</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

### Financial performance and position commentary

At the end of 2015 there was a surplus in the credit budget of \$85,034. This was largely due to unexpected staffing changes during the year, necessitating internal replacements in the short to medium term and some recruitment of less experienced staff. In 2015 the \$199,137 funding provided to support the Greek and Macedonian bilingual programs, usually paid in the credit budget, was provided to the cash budget. This was transferred into the staffing budget at reconciliation. The bilingual programs were staffed in 2015 using surplus carried forward in 2014. The \$47,647 remaining surplus has been reallocated for upgrade and replacement of existing ICT equipment.