

2016 Annual Report to the School Community



School Name: Lalor North Primary School

School Number: 5035

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

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Name of School Principal:	Clare Read
Name of School Council President:	Tracey Gillard
Date of Endorsement:	24.4.17

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 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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

In 2016, Lalor North Primary School had 343 students enrolled with 36.9 equivalent full time staff: 2 Principal class, 25.1 teachers and 9.8 Education Support Officers.

Lalor North has two successful, nationally recognized Macedonian/English and Greek/English bilingual immersion programs (8 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 Collaborative 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.

The goals of our current 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.

Framework for Improving Student Outcomes (FISO)

In 2016 the improvement initiatives selected were 'building practice excellence' and 'curriculum planning and assessment'. Significant training of a team of staff to lead the improvement of mathematics teaching in the school was undertaken through attendance at the Bastow 'Leading Numeracy' course. This numeracy team led professional learning for the whole staff with a focus on developing shared understandings across the school, a strong knowledge of the Victorian Curriculum, and on the proficiencies of understanding, fluency, problem solving and reasoning. A peer observation program was undertaken to underpin this learning. The numeracy team developed a revised scope and sequence and planning approach for mathematics, with a focus on consistency of high quality teaching across the school for implementation in 2017.

In order to continue to develop and embed instructional models in literacy a leading teacher provided coaching and modelling of strategies, with a focus on small group approaches to the teaching of reading comprehension. More rigorous assessment processes for reading were implemented, with time provided for teachers to undertake these assessments. Employment of two full time teachers, one for English as an Additional Language, and one for reading, supported outcomes in literacy. A strong emphasis on oral language in the early years, through a revised approach to literacy teaching was developed.

Achievement

Teacher assessment data for English and Mathematics indicates student performance was consistent with the middle 60 per cent of Victorian Government schools. NAPLAN results for 2016 in grade 5 for reading and numeracy show that we were performing at a similar level to schools like ours and within the middle 60% of Victorian government primary school results. Outcomes in year 3 NAPLAN testing for reading were also similar to schools like ours and within the middle 60%. Outcomes in year 3 NAPLAN testing for numeracy were lower and emphasise the need to continue our focus on numeracy as a priority.

In 2017, we will continue to undertake significant professional learning in the teaching of numeracy, with a focus on students developing a deep understanding of key concepts, and application of their understandings in real-world problem solving situations. The development of assessment tasks for mathematics, consistently across the school, will ensure the tracking of progress of all students. Targeted coaching and modelling of strategies for the teaching of reading and writing will continue and develop, with a particular focus on extending and broadening progress for students performing above the expected levels. In addition, the teaching and assessment of speaking and listening across the school will be refined. The revision of planning processes to a more collaborative approach, along with ongoing review of planning documents and observations of practice by the leadership team, will ensure consistency and increase teacher efficacy.

During 2017, the development of further assessment approaches for the languages taught in bilingual immersion programs will ensure clearer tracking of student growth.

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

The attendance of students at our school was close to the state median levels, and similar to schools like ours. A team approach was taken to addressing the needs of those students with significant attendance issues, including the involvement of the Student Wellbeing Officer, and attendance plans where appropriate and this approach will be further developed in 2017. Positive strategies, including class awards given in weekly assemblies, were used, and the language of 'Every Day Counts' reinforces the importance of attendance in student learning outcomes. Parents received regular attendance information through the school newsletter as well as through individual communication. Parents were encouraged to seek support and advice early if attendance issues were arising.

Student leadership was prioritized through a higher profile approach in 2016, and many students applied for positions in the Student Action Team, as School Captains and as Respect Ambassadors. This year, student leaders will work to engage younger students more in the life of the school through a range of activities and forums.

All teaching and learning measures from the Student Opinion Survey, completed by our year 5 and 6 students, were above state means once again, demonstrating that students at Lalor North Primary are motivated to learn, and highly connected with the school and their teachers. Teachers will continue to work with students to identify 'next steps' in their learning and to give appropriate in-time feedback in order to further enhance student engagement.

The school's involvement in the Refugee Education Support Program, in conjunction with Whittlesea Community Connections and the Centre for Multicultural Youth, provided additional resources for students from refugee and refugee-like backgrounds. This has included the development of a family learning club and significant improvement in our engagement with these families.

Wellbeing

Lalor North Primary School has a leading teacher in the role of Student Wellbeing Coordinator for three days each week, to ensure that students with additional learning, emotional and social needs receive appropriate targeted support so that they make excellent progress at school. Liaison with Student Support Services Officers, including psychologists and speech pathologists, social workers and other agencies involved with students is a critical part of this role.

Data from the Student Attitudes to School Survey for all elements of 'student relationships' and 'wellbeing' were above state means for Lalor North Primary School, demonstrating that students felt safe at school and connected to their peers. There were particularly strong results for 'student morale', which was in the 90th percentile for all Victorian primary schools.

A Social and Emotional Learning Program, based on University of Melbourne research, was implemented in 2016. This will be updated in 2017 to encompass a respectful relationships module and additional education about child-safety at an age appropriate level for students across the school.

In 2016, a whole school revised approach to student management in the yard was also implemented, and this will be reviewed in 2017, following feedback from students and staff, to ensure that the yard continues to be a positive environment for all students. Alongside this, our anti-bullying policy and processes will be revised in 2017 and student leaders will be a part of this process. Our successful 'Respect Ambassadors' model, which trains students to support other students in the yard will continue to be embedded into our school culture and practice.

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

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 343 students were enrolled at this school in 2016, 167 female and 176 male. There were 75% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</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>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> Lower</p> <p> Lower</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> 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>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%, 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>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>55%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>59%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>67%</td> <td>17.8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	51%	23%	Numeracy	26%	55%	19%	Writing	26%	57%	17%	Spelling	17%	59%	24%	Grammar and Punctuation	15%	67%	17.8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	26%	51%	23%																							
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Spelling	17%	59%	24%																							
Grammar and Punctuation	15%	67%	17.8%																							



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>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. 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>91 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	92 %	91 %	94 %	93 %	91 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	92 %	91 %	94 %	93 %	91 %										



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>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

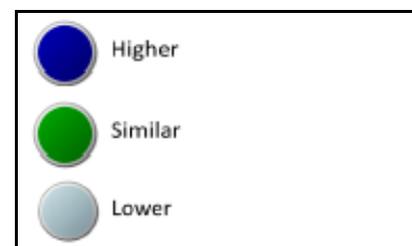
What are student outcomes?

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, P-12 and specialist schools, 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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 and position commentary

[Please refer to pg. 13 of the 2016 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, 2016

Revenue	Actual
Student Resource Package	\$3,404,787
Government Provided DET Grants	\$354,209
Revenue Other	\$16,519
Locally Raised Funds	\$121,838
Total Operating Revenue	\$3,897,353

Expenditure	
Student Resource Package	\$3,124,246
Books & Publications	\$7,548
Communication Costs	\$4,182
Consumables	\$60,315
Miscellaneous Expense	\$56,996
Professional Development	\$9,219
Property and Equipment Services	\$213,223
Salaries & Allowances	\$159,198
Trading & Fundraising	\$35,434
Utilities	\$32,203

Total Operating Expenditure **\$3,702,563**

Net Operating Surplus/-Deficit **\$194,790**

Asset Acquisitions **\$8,769**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$295,230
Official Account	\$10,709
Other Accounts	\$181,054
Total Funds Available	\$486,993

Financial Commitments	
Operating Reserve	\$85,692
Asset/Equipment Replacement < 12 months	\$5,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$122,300
Other recurrent expenditure	\$188,317
Maintenance -Buildings/Grounds incl SMS>12 months	\$85,684
Total Financial Commitments	\$486,993

Student Resource Package Expenditure figures are as of 06 March 2017 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.

Financial performance and position commentary

At the end of 2016 there was a surplus in the credit budget of \$279,081. This was carried forward from 2015 and has been allocated to staffing in 2017/

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.