

# 2018 Annual Report to The School Community



School Name: Lalor Gardens Primary School (5532)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 08 March 2019 at 10:04 AM by Anne Hulett  
(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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 26 April 2019 at 03:08 PM by Kara Baldari (School  
Council President)

## About Our School

### School context

Vision: Learn Grow Achieve. Together Anything is Possible

Mission: To prepare all students for a future in which they are confident, capable and active contributors to society. We use collaborative approaches to ensure all students become creative, capable, independent and interdependent learners. We embrace friendships, diversity, and support student wellbeing to create a sense of belonging in our community and a commitment to a sustainable environment

Values: Respect, Learning, Empathy, Responsibility, Resilience

Lalor Gardens Primary School is comprised of Principal, Assistant Principal, two Leading Teachers, 2 literacy specialist and 2 mathematics specialists. The total teaching staff is 25.5 teaching staff and 5.62 Educational Support Staff.

There are also five team leaders

- Foundation
- Years 1/2
- Years 3/4
- Years 5/6
- Specialist

whose role is to manage the administrative, curriculum planning and student management within their areas.

Lalor Gardens Primary School is committed to ensuring quality processes and programs are encompassed within the school's System Map which underpins the school's philosophy of teaching and learning and all relationships with stake-holders and clients. A whole school Start Up Program, Student Social and Emotional Wellbeing program and a Restorative Approach to Student management are incorporated within this structure.

The school's core purpose is to ensure students are literate and numerate. The implementation of the Victorian Curriculum is the basis of our school's curriculum framework. It is implemented through targeted teaching within a flexible grouping model in Reading, Writing and Number and utilising the Early Years and Middle Years approaches to teaching and learning.

The school uses an inquiry model approach to the teaching of Integrated Studies (History, Geography, Science, Civics and Citizenship).

Specialist programs in Physical Education, Visual Arts and Performing Arts are also integral to the school's success and they provide students with enhanced learning opportunities that build upon students' expertise, enhancing learning through a focus on student individual learning styles. The teaching of AUSLAN is our community language and is implemented throughout the school from Foundation – 6.

While Lalor Gardens has been shaped by its unique context and short but complicated history, the school is dedicated to shaping the education of our students in this highly multicultural and low socio-economic community. The school has a SFO Index of 0.6793 and SFOE Index of 0.5523. As such the school is in receipt of additional funding for:

- EAL students
- Program for Students with Disabilities
- Equity (Social Disadvantage)
- Primary Welfare
- Refugee and Asylum Seeker Wellbeing Supplement

The core building facility and resources enable students to experience multi-modal learning that caters for their specific learning needs. A School Hall encompassing Performing and Visual Arts has been planned for but has not yet been funded. This curtails the ability of the school to provide adequate curriculum provision in these curriculum areas and especially in Physical and Sport Education.

English as an Additional Language students account for over 70% of the school's population with increasing numbers of students enrolling at the school with little or no English as well as increasing number of refugee students being enrolled. Within this context, curriculum implementation in Literacy and Numeracy take into account the specific learning needs of EAL students within the targeted approach to teaching and learning. The school has also implemented a Refugee Education Support Program in conjunction with external agencies.

Student achievement in English and Mathematics has generally been below the state and national benchmarks and the role of the F-2 and 3-6 Coordinators encompasses mentoring, coaching, modelling and intervention where applicable.

The school grounds are continuing to be developed to ensure a safe, secure and creative external learning environment for students to play and learn in. Community and Indigenous people's involvement in the school's vegetable garden, mini orchard, chook pen indigenous and sensory garden areas are encouraged and add value to the school's focus on improved sustainability and active learning.

Ongoing and sustained professional learning is provided to ensure all teaching and ES staff have the skills necessary to ensure students make appropriate learning growth each year. Leadership opportunities continue to be provided for all staff to be active leaders and learners within this educational institution.

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

Utilising the DET Literacy and Numeracy strategy, embed a revised whole school approach to curriculum, pedagogy and assessment in literacy and numeracy.  
Building teacher capacity in approaches to differentiation in teaching and learning.

#### **Literacy**

More consistent approach to assessment. The introduction of PAT and triangulation of data have assisted in a more informed and consistent approach to moderation.

Evidence is the evaluating the raw assessment to ensure all students are receiving the correct PAT test leading to a more accurate scale score

In relation to pedagogical approach a whole school phonics program has resulted in an increased consistency to target individual learning needs. Literacy documentation includes a phonics approach to reading and spelling that is being utilised in all classrooms across the school

All data is recorded on spreadsheets and monitored at the end of every term

High growth targets in Reading was 2% (not met) while the growth in writing was 23% (met). Teacher judgements have not be calculated at this point in time.

#### **Mathematics**

More consistent approach to assessment. The introduction of PAT and triangulation of data have assisted in a more informed and consistent approach to moderation.

Through the PMSS program the specialists have focussed on developing pre and post assessments that guide teachers on implementation and future planning

Pedagogical Approach: Increase in the understanding of the four proficiencies and staff have been provided with resources to support the implementation

High growth targets in Mathematics was 13% (met). Teacher judgements have not be calculated at this point in time

#### **HITS**

The focus areas for HITS in 2018 were Goal Setting, Differentiated, Explicit Teaching and Feedback.

20 out of 24 staff believe they have embedded HITS in their teaching in 2018. Staff identified that Goal Setting and Feedback are the areas they have improved in particular. From a visual perspective, goals are clearly displayed in classrooms or workbooks

Survey conducted in relation to PL in 2018 to evaluate its effectiveness

All areas except School Climate met the targets with those related to teaching and learning improved by a minimum to 10%

Utilising the DET and school based social, emotional and wellbeing resources to embed a revised whole school approach to student health and wellbeing.

Part 1 of staged response has been fully implemented through school wide programs eg Start Up program, individual management of at risk students identified in previous years, weekly class awards for attendance - certificates and notification in the newsletter, certificates for 100% attendance for individual students. Students with notified absences for 10 days or more were provided with student absence learning plans and appropriate work.

Part 2 of the staged response has not been implemented due to a lack of understanding of the requirements by Student Wellbeing officer. Access to student attendance data was available but the knowledge about how to access and act upon this data was limited.

### Achievement

Teachers are differentiating lessons more comprehensively based on the HITS professional learning that has been undertaken.

Evidence: Within the improvement cycle the teachers were required to identify three students or 3 groups of students that they would specifically focus on teaching to their targeted needs.

Whilst there has been an improvement in teacher understanding of differentiation there is still work to be done in understanding data to inform differentiation.

HITS PL and an increase in literacy and numeracy resources have provided with the opportunity to plan for individualised learning needs

ILPs have been developed for students who are working 12 months ahead or behind or have shown no growth in a 6 month period in key areas of literacy and numeracy.

Through the PMSS program, the leaders have attempted to refocus teachers' understanding of differentiation in a maths classroom ie not rotated activities rather one activity that enables students to access the task at their level of capability

Evidence: Through discussions with staff with the PDP it is evident that some staff have been able to grasp this concept and put it into practice.

Future Planning and Learning Partners:

Focus on improved understanding of data to inform teacher practice in reading

In mathematics there will be a focus on planning, enabling and extending prompts

HITS: Term 1 will review Goal Setting, Explicit Teaching and Feedback and Term 2 will again focus on Differentiation linked to assessment and data

Running Records and other literacy data that is obtained in a five week cycle will be discussed with teachers to support them to understand how to use data AS learning occurs

### Engagement

COMPASS utilised to inform parents of student absences on a daily basis

Still high level of unapproved absences

Working with staff to enable them to understand their role in developing relationships and reducing unapproved absences is ongoing

Implementation of SWPBS has begun

Future Planning

Weekly unexplained absences provided to staff for follow up  
Improve access to COMPASS by parents  
Regular information to parents - tips to log absences  
Continue the implementation of SWPBS

## Wellbeing

Part 1 of staged response has been fully implemented through school wide programs eg Start Up program, individual management of at risk students identified in previous years, weekly class awards for attendance - certificates and notification in the newsletter, certificates for 100% attendance for individual students. Students with notified absences for 10 days or more were provided with student absence learning plans and appropriate work.

Part 2 of the staged response has not been implemented due to a lack of understanding of the requirements by Student Wellbeing officer. Access to student attendance data was available but the knowledge about how to access and act upon this data was limited

Future Planning

Student Wellbeing Leading Teacher appointed for 2019 to monitor student attendance with part 2 implemented.

Continue to implement SWPBS

Increased notification to promote attendance in the newsletter

## Financial performance and position

Lalor Gardens Primary School at the end of 2018 had a surplus of \$181,299. This was due to the staffing composition of the school with twelve staff at Classroom Level 1.

The school's credit Equity funding was fully expended and the cash component of the Equity funding was allocated to support the payment of fees for identified families at risk, and program budgets to ensure all students had access to all resources, equipment and programs provided by the school. The cash component of the equity budget also supported refugee students who were unfunded in the core due to specific Visa numbers.

Fundraising activities accounted for less than \$10,000 dollars and these funds were allocated within the whole school budget programs.

The Inclusion and Diversity additional funding was utilised to provide Digital Technology hardware to support identified students at risk to enable them to access relevant programs and learning.

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

**<https://www.lalorgardensps.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

#### Enrolment Profile

A total of 414 students were enrolled at this school in 2018, 208 female and 206 male.

59 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## 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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p>○ Lower</p> <p>○ Lower</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><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> Lower</p> <p> Lower</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> Lower</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><b>NAPLAN Learning Gain</b> 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>44%</td> <td>54%</td> <td>2%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>55%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>45%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>45%</td> <td>38%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>50%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	54%	2%	Numeracy	33%	55%	13%	Writing	33%	45%	23%	Spelling	45%	38%	18%	Grammar and Punctuation	40%	50%	10%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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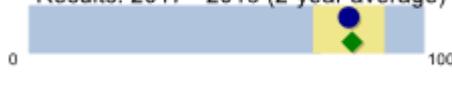
## Performance Summary

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><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</p> <p><b>School Comparison</b>            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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>91 %</td> <td>90 %</td> <td>89 %</td> <td>88 %</td> <td>88 %</td> <td>91 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	89 %	88 %	88 %	91 %	89 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	89 %	88 %	88 %	91 %	89 %										

## 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,610,529	High Yield Investment Account	\$768,281
Government Provided DET Grants	\$846,309	Official Account	\$39,797
Government Grants Commonwealth	\$2,900	Other Accounts	\$518,994
Revenue Other	\$40,945	<b>Total Funds Available</b>	<b>\$1,327,073</b>
Locally Raised Funds	\$26,329		
<b>Total Operating Revenue</b>	<b>\$4,527,012</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$480,356		
<b>Equity Total</b>	<b>\$480,356</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,438,426	Operating Reserve	\$108,468
Books & Publications	\$1,028	Funds Received in Advance	\$16,420
Communication Costs	\$9,226	School Based Programs	\$374,084
Consumables	\$61,982	Capital - Buildings/Grounds < 12 months	\$500,000
Miscellaneous Expense <sup>3</sup>	\$161,439	Maintenance - Buildings/Grounds < 12 months	\$328,100
Professional Development	\$10,102	<b>Total Financial Commitments</b>	<b>\$1,327,073</b>
Property and Equipment Services	\$465,747		
Salaries & Allowances <sup>4</sup>	\$191,522		
Trading & Fundraising	\$24,735		
Utilities	\$34,394		
Adjustments	(\$52,635)		
<b>Total Operating Expenditure</b>	<b>\$4,345,967</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$181,045</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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 15 March 2019 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.

# 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).

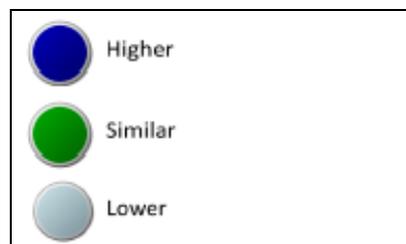


## What does *School Comparison* refer to?

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' or 'ND' 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').