

2022 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).
- 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 of the previous calendar year 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 11 April 2023 at 11:24 AM by Frazer Thomas (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 10:53 AM by Crissie Hill (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Lalor Gardens Primary School is located in the northwest area of Lalor close to the border with Epping and is comprised of year levels 0.4767. Equity funding is utilised for staffing and resources to support student learning. There school's Annual EFT was 37 staff memb Torres Straight Islander staff. The school is an accredited International School with students provided with comprehensive curriculum, to continue to grow throughout the next four years of a new Strategic Plan.

At Lalor Gardens Primary School, our motto of 'Learn, Grow, Achieve; Together anything is possible' underpins our work. We aim to dt young people. As a school, we live by the following values statements

We are learners

We are respectful

We are responsible

We care for others and the environment

We are positive and we bounce back

School Wide Positive Behaviours is a significant feature of our student engagement and wellbeing program and highlighted at the schc their positive attitudes and behaviours to learning, to each other and the school.

We promote Student Engagement and Wellbeing as a whole school approach through careful planning and targeted programs. At Lal

- Use a Restorative Justice Philosophy
- Utilise Positive Education and Trauma informed teaching approach (Berry Street Education Model)
- Implement School Wide Behaviour Support System
- Utilise the Zones of Regulation
- Provide a calm, predictable environment
- Explicitly teach resiliency and social skills
- Provide an extended range of lunchtime club options
- Promote student leadership and student voice

At Lalor Gardens Primary School, we develop our students' knowledge and skills in the area of Literacy and Numeracy. Staff are intent assessment to do so.

Staff work collaboratively to plan exciting, innovative learning opportunities for the students. Our open spaces allow for teachers and cl During the Foundation – Year 2, students participate in our Oral Language program where play based learning is used to encourage th develop strong social skills which enhances their connections with their peers.

The outstanding facilities at Lalor Gardens Primary School enable students and staff to engage in 21st century teaching and learning.

The main building houses the administration area, conference room, parent meeting room and the F-6 year level teaching and learning new MOD10 building constructed in 2021 is catering for our expected increase in enrolment over the next 5 years.

Each learning area contains Smartboard/Smart TVs technology and the most modern student furniture that allows for flexibility in deliv

The main building also has smaller break out rooms for individual and small group work.

The Library is located adjacent to our 34 learning area. We have ensured that we have an engaging and well-resourced library, where styles to enhance their imagination and creativity.

The school is well equipped with a range of digital technology devices that cater for the learning needs of students at each stage of scl

We at Lalor Gardens Primary School are proud of our multicultural composition with over 30 cultures/ethnic groups represented.

While the composition of cultures has changed over time, the sense of belonging and acceptance of all new families to the school has

Over 70% of our students are from Language Other Than English backgrounds and this diversity has enriched all aspects of our schoc

As an inclusive and diverse school, we remain committed to promoting AUSLAN as our community language. AUSLAN is taught withir our students as global citizens and are proud of the inclusivity and respect for diversity that learning AUSLAN will provide them in their

Student Voice increasingly plays an important part of our school improvement. Currently the school has School Captains and House C

The school follows the Victorian Curriculum and our specialist classes are Visual Arts, Performing Arts, Wellbeing and Physical Educat

These architecturally designed spaces cater specifically for our specialist areas. The hall itself is a full size netball/basketball court with

The space includes a kitchen area and this space is used by our whole school community including our out of school hours care progr parents and students to join us in sharing a nutritious feast to start the day.

Just outside the hall is our BBQ area that enables our community to come together for shared meals and whole school events.

The school is fully air-conditioned in conjunction with of solar technology that support the schools progress to becoming self sufficient i

The school grounds are surrounded by 2.1 metre tubular fencing that both ensures the safety and security of our students and the sch and is non-invasive in appearance.

The school grounds are comprised of a combination of synthetic turf, natural turf, asphalted/concreted areas and rubberised bases unc

- Foundation – 2
- 3 – 4

- 5 - 6

The Foundation – 2 play area is located at the east end of the school adjacent to the F-2 teaching and learning areas and is for their use. In addition to the playground equipment, there are 4 Covered Outdoor Learning Areas that provide both shade, protection from inclement weather. The synthetic turf playing areas consist of:

- Soccer Pitch
- Basketball Court
- Bat Tennis Courts
- Volley ball Court
- Hopscotch

Asphalt and concrete areas also have a netball court and bat tennis courts.

Spaces outside the learning areas also have a range of fun learning line marking activities for the students to engage in. Lalor Gardens outdoor areas including:

- Vegetable gardens
- Mini orchard
- Frog pond
- Rabbit and Chook enclosure
- Sensory Garden (2021)

Extensive seating is also provided in the outdoor areas for more passive recreation.

The Arts/Sports centre and the surrounding frog pond, vegetable garden, chook pen and mini orchard continue to provide learning experiences. Our gardens and grounds are kept in immaculate condition by our contract gardeners. The actual gardens are mainly comprised of native plants from their home.

The staff at Lalor Gardens Primary School demonstrate the highest professional standards in all their interactions with students, their families and the wider community and the our achievements both academically and in relation to inclusion and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school's SSP (School Strategic Plan) goals and Annual Implementation targets for the end of 2022 were as follows:

- By 2022, the percentage of Year 3 and 5 students in the top two NAPLAN bands to be at or above the similar schools average
- By 2022 16% of students will be above benchmark growth in reading
- By 2022 13% of students will be above benchmark growth in writing
- By 2022 14% of students will be above the benchmark growth for Numeracy
- By 2022 17% of students will be in the top two bands of Year 5 reading
- By 2022 11% of students will be in the top two bands of Year 5 Writing
- By 2022 12% of students will be in the top two bands for Year 5 Numeracy

Students participated in NAPLAN in 2022. Overall our Year 5s performed strongly and our Year 3s results showed the effects of disruption.

Teachers continued to deepen their knowledge of the Fountas and Pinnell Reading Continuum and how to address the skills in their work and is now embedded into Foundation, Year 1 and Year 2. The school is focusing on working more deeply across all areas of the curriculum understanding and increased success in their learning.

We have continued with Professional Learning communities and have had success across the school at adapting this model, with character education. Teachers and all Education Staff have worked diligently to provide the best quality learning opportunities during 2022. Our Tutor learning program provided additional assistance to our students. This program is continuing and expanding in 2023.

Wellbeing

Key Improvement Strategy 2a

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

The 2022 AIP actions related to this KIS included:

- Continuing to revise and refine the SWPBS processes implemented in 2020 and ensure a high level of consistency between teachers
- Trauma informed approach to support at-risk students.

Student wellbeing learning specifically included:

- A focus on wellbeing integrated into daily class meetings and chats by all staff. This enabled students to provide feedback on their wellbeing.

- Specific wellbeing lessons implemented at each year level to gauge student wellbeing levels
- A range of information, resources and activities provided to help them identify wellbeing issues within their families and links to
- The school's SWPBS planner developed each term. This was continued throughout the both the remote and onsite periods with
- BSEM strategies implemented within the SWPBS weekly focus
- Small groups of students involved in a social skills program

In relation to staff wellbeing the lessons learnt from the 2020 remote learning experience gave the staff the confidence to plan a comprehensive skills and implement teaching strategies to ensure student learning and wellbeing needs were being met. The lack of physical and social changing expectations when returning to onsite learning saw staff stress levels increase even further. However the whole school approach

- Feel more confident in the delivery of lessons to students,
- To use their refined knowledge base of how to teach in an online environment including the use of improved digital technology
- Manage the structure of the teaching and learning day and associated professional learning and meetings in a more confident
- Be involved in staff wellbeing through organised online physical activity and games
- access individual and team support from the leadership and referrals to external agencies
- To attend onsite for planning once per week during remote learning periods
- Be responsible for only their class as onsite students were catered for by CRTs

Staff wellbeing continues to be an area of development, we have begun working with a Wellbeing expert and will be creating Action Plans

Engagement

Key Improvement Strategies 2b&c

Throughout 2022, the school continued to implement school-family engagement strategies and further develop policy and programs to develop effective feedback strategies that improve student learning and teacher practice.

The actions related to this KIS included:

- Continuing to implement the Student Health, Student Participation and Student Safety policies to be aligned with the current legislation
- Staff making contact with each student's family throughout the year
- Provision of a range of activities each term that enable parents to engage with their child's learning
- Commitment to targeting students with high absence data.

There was extensive communication by staff and leadership to families to ensure students are involved in Seesaw, conversations, Partnerships

Throughout 2022 the school continued to implement a range of strategies to address student non-attendance in line with Commonwealth These strategies included:

- Phone contact with families if a child is away for over 2 days
- Meetings with parents during remote and flexible learning
- Compass notifications regarding attendance
- Weekly attendance awards for grades
- Individual check-ins with families whose children were not regularly involved in online learning by teachers, support staff and leadership
- Implementation of "It's Not Okay To Be Away" strategies
- Follow up with families related to unapproved absences
- Tracking of student absences through COMPASS with correspondence home if students are not achieving 80% attendance e

We are consistently striving to support engagement and attendance across the school, in order for children to access the all important

Financial performance

Lalor Gardens Primary School at the end of 2022 had a net operating surplus of \$319,271.00.

The school received \$351,094.00 in equity funding to support socially disadvantaged students. These funds were utilised for the care of students at risk and refugee families as well as the school's contribution to the Tutor Learning Initiative (TLI). The cash component of funding due to specific Visa numbers.

Lalor Gardens PS is an accredited International School and received funding from the Department in relation to full fee paying students. All school programs were fully funded and with a range of initiatives to improve school OH&S requirements, facilities and the overall learning

- Cubbyhouse for F-2 students
- Completion of Covered Walkway
- Completion of a portable classroom fit out

- Cabinetry for rooms
- Automatic electronic gate adjustments
- Gutter cleaning and roof plumbing repairs
- Outdoor furniture and associated shade trees
- Barrier Netting behind the soccer goals
- Planting of shrubs
- Safety padding
- Mod 10 installation

School Council entered into a contract with HLC building contractors to manage the installation of solar panels and air-conditioning at the school. The company managed the design, quoting, installation of this major project. This project has enabled the school to become more energy efficient by using solar panels to power both heating and cooling throughout the year in all areas of the school. This work was completed in 2021.

The school continues to ensure that educational programs and school facilities are maintained at an excellent level and utilises available COLA area near the soccer field.

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 378 students were enrolled at this school in 2022, 171 female and 207 male.

50 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

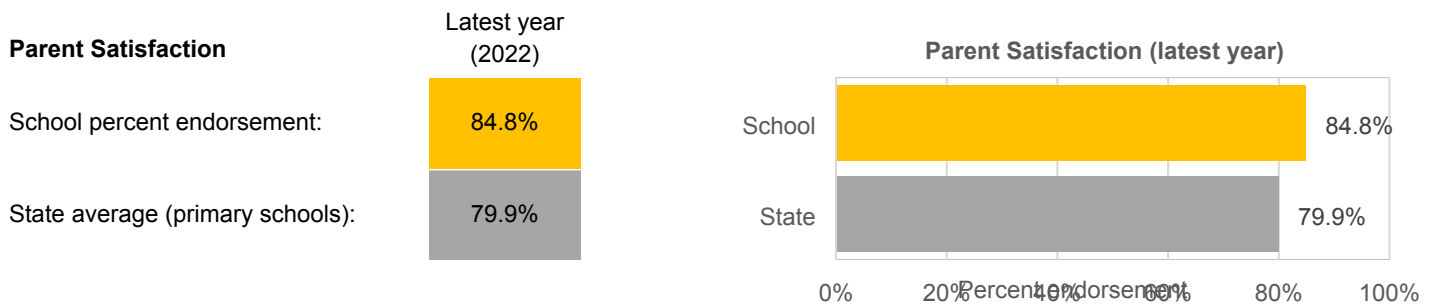
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

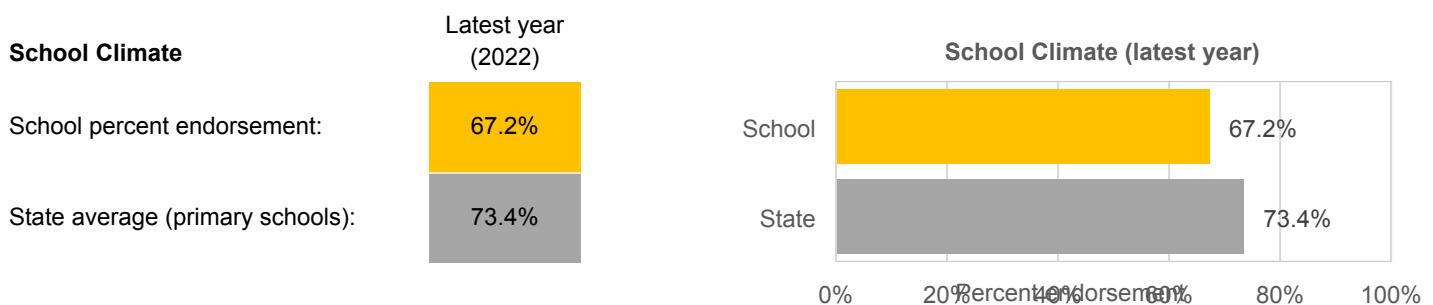


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

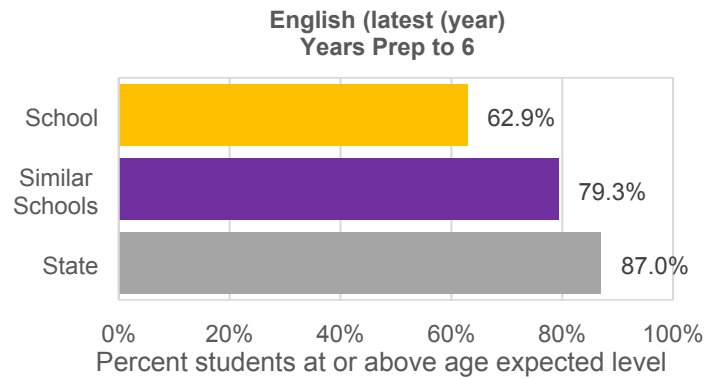
62.9%

Similar Schools average:

79.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

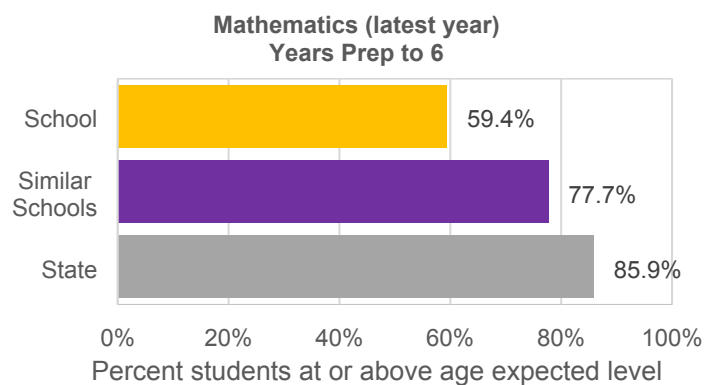
59.4%

Similar Schools average:

77.7%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

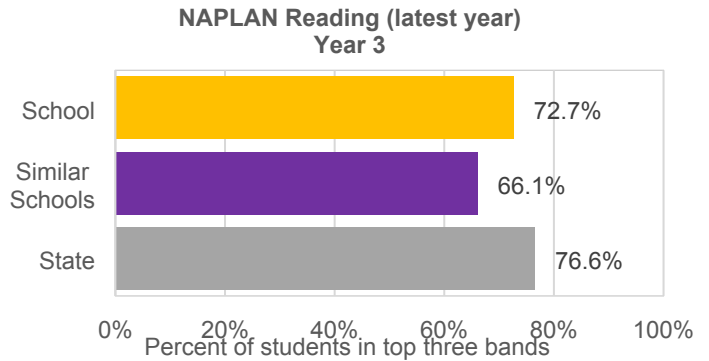
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

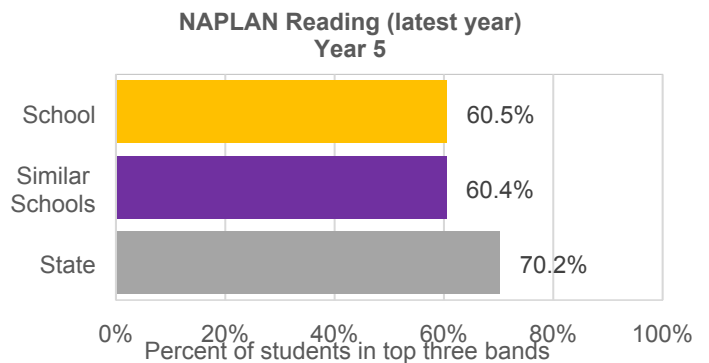
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 72.7% | 60.7% |
| Similar Schools average: | 66.1% | 66.8% |
| State average: | 76.6% | 76.6% |



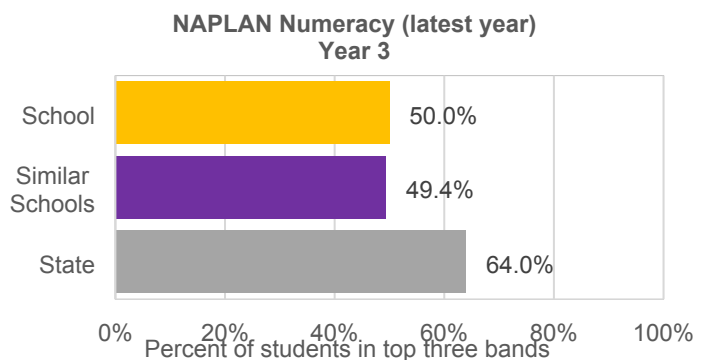
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 60.5% | 54.3% |
| Similar Schools average: | 60.4% | 59.3% |
| State average: | 70.2% | 69.5% |



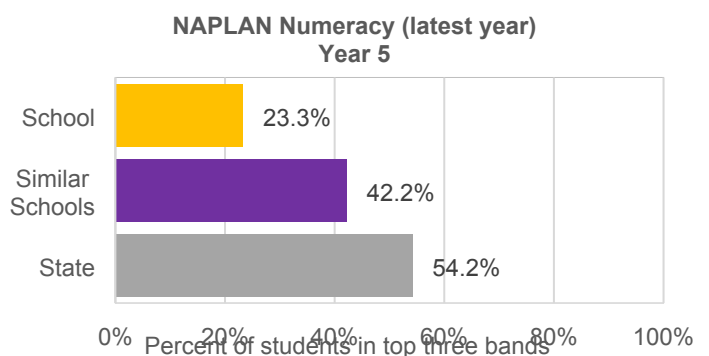
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 50.0% | 45.0% |
| Similar Schools average: | 49.4% | 51.4% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 23.3% | 34.3% |
| Similar Schools average: | 42.2% | 46.7% |
| State average: | 54.2% | 58.8% |



WELLBEING

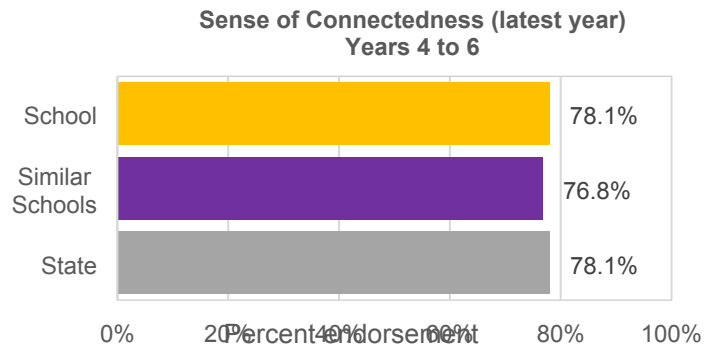
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 78.1% | 79.9% |
| Similar Schools average: | 76.8% | 79.6% |
| State average: | 78.1% | 79.5% |

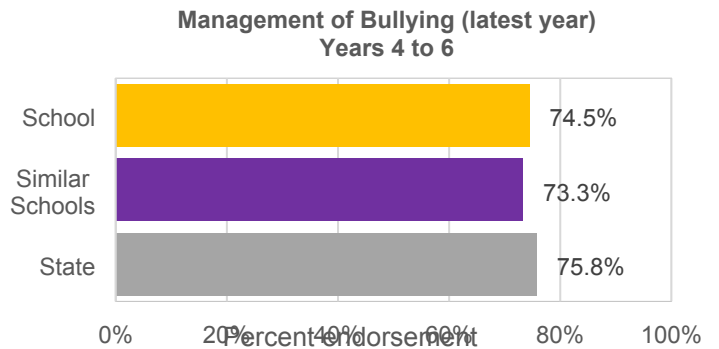


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 74.5% | 77.1% |
| Similar Schools average: | 73.3% | 77.1% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

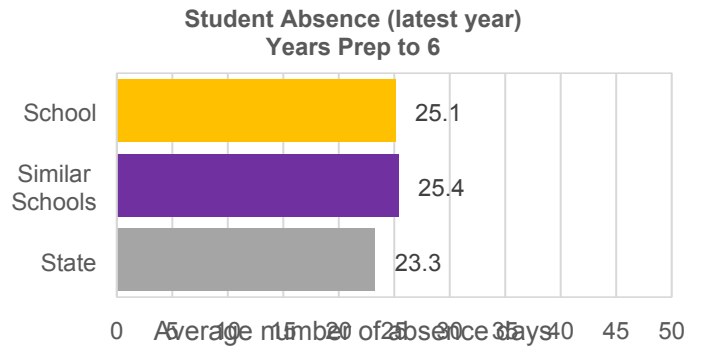
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 25.1 | 20.3 |
| Similar Schools average: | 25.4 | 19.7 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 87% | 85% | 87% | 89% | 88% | 89% | 87% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,179,891 |
| Government Provided DET Grants | \$598,922 |
| Government Grants Commonwealth | \$9,000 |
| Government Grants State | \$0 |
| Revenue Other | \$17,542 |
| Locally Raised Funds | \$67,556 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,872,911 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$351,501 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$351,501 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,860,622 |
| Adjustments | \$0 |
| Books & Publications | \$1,607 |
| Camps/Excursions/Activities | \$26,894 |
| Communication Costs | \$7,713 |
| Consumables | \$60,169 |
| Miscellaneous Expense ³ | \$19,182 |
| Professional Development | \$12,442 |
| Equipment/Maintenance/Hire | \$101,077 |
| Property Services | \$167,795 |
| Salaries & Allowances ⁴ | \$218,030 |
| Support Services | \$56,732 |
| Trading & Fundraising | \$11,757 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$28,643 |
| Total Operating Expenditure | \$4,572,661 |
| Net Operating Surplus/-Deficit | \$300,251 |
| Asset Acquisitions | \$76,845 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$341,889 |
| Official Account | \$44,297 |
| Other Accounts | \$0 |
| Total Funds Available | \$386,186 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$91,339 |
| Other Recurrent Expenditure | \$2,923 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$4,526 |
| School Based Programs | \$253,738 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$75,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$50,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$477,526 |

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.