

2022 Annual Report to the School Community

School Name: Lalor North Primary School (5035)



- 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 13 April 2023 at 04:01 PM by Elizabeth Bryan (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 25 April 2023 at 08:55 PM by Leah Gregory (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 North Primary School was established in 1971. The school is situated in the North Western Victoria Region and is a member of the Whittlesea Network of schools. The school population is made up of 285 students from diverse multicultural backgrounds which we embrace and celebrate. A comprehensive curriculum is offered from Prep to Year Six and is based on the Victorian Curriculum with emphasis on differentiation to meet all student learning needs. Lalor North Primary School is especially unique as students are enrolled in one of the three curriculum programs; The Standard Curriculum Program, The Greek Bilingual Curriculum Program or The Macedonian Bilingual Curriculum Program.

Lalor North Primary School leads Victoria in Bilingual Education. Our Greek Bilingual Program has been in operation since 1977 and is the oldest continually operating bilingual program in Victoria. Our Macedonian Bilingual Program began operation in 1984 and continues to operate at its highest ever enrolment. Both of our bilingual programs enjoy tremendous support from local communities as well as being internationally recognised by the governments of Greece and Northern Macedonia respectively.

Languages are a strength for every student at Lalor North Primary School. We have approximately 65% of our students with a language background other than English and there is a sense of pride in the linguistic, cultural and social diversity of our community. The learning programs are carefully built on this rich heritage and identity. Our students speak many languages other than English which include; Mandarin, Khmer, Gujarati, Chinese, Dinka, Macedonian, Greek, Arabic, Punjabi, Vietnamese, Somali, Persian, Samoan, Albanian, Hindi, Nepali, Turkish, Urdu, Tongan, Tagalog, Afrikaans, Maori, Cantonese and others. Lalor North Primary School also welcomes and accommodates overseas students and meets the language needs of these students with appropriate support and intervention as required.

A key feature of our school is our highly experienced, dedicated, passionate and stable staffing profile. The school employs 35 staff members in 2022, made up of two Office staff, Principal, Assistant Principal, two Learning Specialists, Leading Teacher, 19 teachers, 7 Education Support Staff and three Bilingual Teacher Aids. In 2022 there were 14 classes, including 7 Standard Program classes, 5 classes in the Macedonian Bilingual Curriculum Program and 2 classes in our Greek Bilingual Curriculum Program. Staff collaborate to design rich curriculum learning opportunities for all students and plan significant events across the school year.

Our Standard Curriculum Program and two Bilingual Curriculum Programs are very successful and we all work together with a rich common sense of purpose which unites our whole school. Parents and staff share a common goal to develop confidence in our children, to empower them to be curious, creative and have a strong desire to achieve their personal best and beyond. Our students are encouraged to have a shared sense of responsibility to build a better world as we prepare them to be global citizens.

At Lalor North Primary School our vision is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future. Our School Values are:

- **RESPECT** - We respect ourselves, our school and each other, and understand that our attitudes and behaviour have an impact on the people around us.
- **HONESTY** - We communicate openly and work together to solve problems. By demonstrating honesty and acting with integrity we build trust, which enables us to collaborate, to take greater risks with our learning and to be more resilient when things go wrong.
- **UNITY** - We have many languages, come from many backgrounds and are a school of many differences, but we speak with one voice, as one school. We develop a sense of connection and belonging within each part of our school, and across the whole school.
- **SUCCESS** - We help each other learn so that everyone experiences success every day. Success means doing new things, learning new skills, finding new ways of thinking and solving interesting, complex and challenging problems.
- **RESILIENCE** - We know trying new things, experiencing challenges and bouncing back from adversity are central to life and learning. Only by building our resilience can we experience strong levels of growth.

Progress towards strategic goals, student outcomes and student engagement

Learning

Lalor North Primary School staff actively engage in professional learning and have a strong commitment to improving student outcomes. Staff collaborate extremely well and continuously work towards building teacher capacity when working with students at their point of need to improve student learning outcomes.

The Strategic Direction set by the previous school review (2019) recommended the following areas of focus:

- English, particularly learning growth in reading and writing
- English, with emphasis on speaking and listening
- Numeracy, particularly improving learning growth
- Data Literacy, including analysis and evaluation of student learning
- Student voice, agency and leadership
- High Impact Teaching Strategies
- Organisational Design review

In 2022, Lalor North Primary School entered its third year of the School Strategic Plan whereby the school prioritised Excellence in Teaching and Learning with a focus on Reading and the theories and practices in the Science of Reading. This professional learning led by our school leaders has stretched and extended our staff to improve their ability to teach and assess reading with greater precision in the areas of; phonemic awareness, phonics, fluency, vocabulary, and comprehension when working with students. This learning has increased student achievement in reading through the increased differentiation and targeted teaching.

In 2022, the Department of Education identified two Key Improvement Strategies as priorities for all schools.

1. Learning – support both those who need extra support and those who have thrived to continue to extend their learning.
2. Wellbeing – effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

These 2022 Priorities became the focus of our PLCs. Working in Professional Learning Communities (PLC's) continued to be a high priority, and this has allowed us to refine, modify and consolidate our practices as a PLC school throughout the year. The PLC initiative supported the developing leadership of our instructional leaders, helped to develop a focus on student achievement data as central for planning, instruction as well as a means of empowering teachers to collaboratively inquire into the effectiveness of teaching and learning in a specific context. Through these initiatives and our improvement priorities the school continued to improve the way student achievement data was collected and analysed to inform the weekly planning, teaching and learning.

A termly schedule enabled all staff to have clarity to ensure that every week student achievement data was analysed in one PLC (data-focused) meeting. Later that week, teachers used this data analysis to plan for student learning in a designated planning meeting. The cyclic link between student achievement data, teacher professional learning and planning for specific sequences of learning has been greatly enhanced. The use of formative and summative assessment to identify and explicitly teach students at their point of need was a particular success in 2022, and teachers worked collaboratively in their PLCs to identify student learning needs by identifying goals for student learning growth in the short and medium term, based on this data.

A significant improvement noted was the development of the Lalor North Whole School Instructional Model. Two staff members undertook the Bastow Leading Pedagogy course, helping to ensure a strong evidence-base for our teaching practices is reflected in the school's instructional model. The development of the whole school instructional model was a gradual process, facilitated by our Learning Specialist and involved consultation with all classroom teachers about the strengths of current practices and an exploration of high impact teaching strategies. This process developed deeper rigor, high expectations, consistency and stronger levels of engagement and interactivity as we progressed throughout 2022.

Our Teacher Judgement data indicates some strong growth across the school, particularly in reading and writing. In English from Years prep to six our data reflects that 87.3 % of our students are working at or above the expected standard which is just above the state average and 10% above similar schools. In Mathematics from Years prep to six, 85.2% of our students are working at or above the expected standard which is about the same as the state average and 8% above similar schools. NAPLAN results however, reflect that a renewed focus on Mathematics is required to develop the numeracy proficiencies and strengthen our results as they are below state averages for both the year 3 and the year 5 students.

Wellbeing

Lalor North Primary School has a dedicated Wellbeing Leader who is responsible for working with other staff to support students with additional needs. Referrals are made where necessary to engage professionals to support students. Monitoring the wellbeing of our students through observations as well as analysing relevant data remains an ongoing focus for the school. Our data reflects that our students have a strong sense of connectedness which is also evident in the student/teacher/parent relationships.

In its fifth year of implementation, the School Wide Positive Behaviour Framework continues to be a strong part of the school culture when managing student behaviours. Combined with our school values and weekly Resilience, Rights, and Respectful Relationship lessons, our school is making excellent progress in empowering students and developing resiliency.

As a school we celebrated significant days to support wellbeing priorities such as Harmony Day, Are You Ok Day?, National Action Against Bullying Day and Cyber Safety Week to continue to highlight the importance of safety and wellbeing for all students. Further partnerships that the school has built with organisations to support our students include; The Smith Family, Life Education and Food bank. We also engaged a therapy dog who visited our school weekly. Lalor North Primary School continues to implement an eSmart curriculum to help our students be safe, active cyber citizens as they negotiate the online world.

In 2022, we developed the Lalor North Primary School Tiers of Intervention to support the wellbeing needs of our students at a universal, targeted group and individual level. This was documented and shared with our school community to ensure transparency in wellbeing.

Engagement

Lalor North Primary School offers a wealth of extra-curricular activities, special days and special events for our students and the school community. Special days are organised throughout the year, with different themes to celebrate the wonderful diversity of our community, show case student learning, celebrate achievements, acknowledge charities and groups. Special days that occur during school times bring our whole school community together and are wonderful opportunities for multi-age learning and interaction. Students mix with all age groups and can enjoy activities together and learn new things about one another.

In 2022, we celebrated Harmony week, Carnevale Italian Activities, held a Greek Bilingual Concert and a Macedonian Bilingual concert to showcase the bilingualism to our families. School Captains and Vice Captains undertook significant leadership roles in the school, hosting and helping to plan weekly assemblies and a range of special events in the school.

Improving attendance continues to be a focus for our school and is monitored by the leadership team. The data informs us that the average number of student absence days was 30 days, which is higher than similar schools and usually due to students attending overseas holidays. Our student perceptions data reflects a positive endorsement of 86% for students in years 4-6 who undertook the Student Attitudes to School Survey, indicated that they felt a sense of connection to our school. This is 8% above the state average.

Concerns about attendance are followed up by classroom teachers and the Student Wellbeing Leader. Support is offered if families are having difficulty in maintaining regular attendance, including attendance plans and student referrals to outside agencies for more specialised support. Regular communication and information about the importance of attendance is provided to parents via Compass and the school Newsletter. All students who go on extended holidays have an absence learning plan with relevant learning activities for the duration of the absence.

Other highlights from the school year

In 2022, the school celebrated the refurbishment of the new library. There was significant investment in filtering the books and updating what we had on our shelves for students to borrow. The introduction of First Nations Books on display and the beginnings of a bilingual books section that represent the many language backgrounds in our school has emerged as a special project. The library has increased the students' engagement in borrowing books to take home to read.

Another special project which was undertaken and significantly improved the school environment for students was the outdoor garden area spanning the front of the school. The students gain much enjoyment running and playing as well as enjoying the space as an outdoor learning area for learning or having class discussions.

Financial performance

Lalor North Primary School has continued to allocate resources to enable the achievement of the schools' goals and priorities to improve the quality of the teaching and learning programs as well support the wellbeing needs of the students. The 2019-2023 School Strategic Plan along with the Annual Implementation Plan continued to provide the framework for the School Council allocation of funds to support school programs and priorities.

All funds received from the Department of Education, or raised by the school, have been expended to support the social, emotional and academic achievement of educational outcomes and other operational needs of the school consistent with Department policies and School Council Approvals. Maintenance continues to be a focus of the school due to the size of the property and the age and design of the buildings.

The school remains in a sound position with a net operating surplus in 2022. A well-planned annual budget ensured the schools resources supported its educational priorities and goals. Financial commitments were met within expected timelines and finance reports to facilitate the monitoring of the school's expenditure each month were carefully managed with improvements and adjustments made along the way as required. The school is well positioned, completing the school year with a surplus of funds.

**For more detailed information regarding our school please visit our website at
lalornorthps.vic.edu.au**

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 285 students were enrolled at this school in 2022, 125 female and 160 male.

65 percent of students had English as an additional language and 0 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).

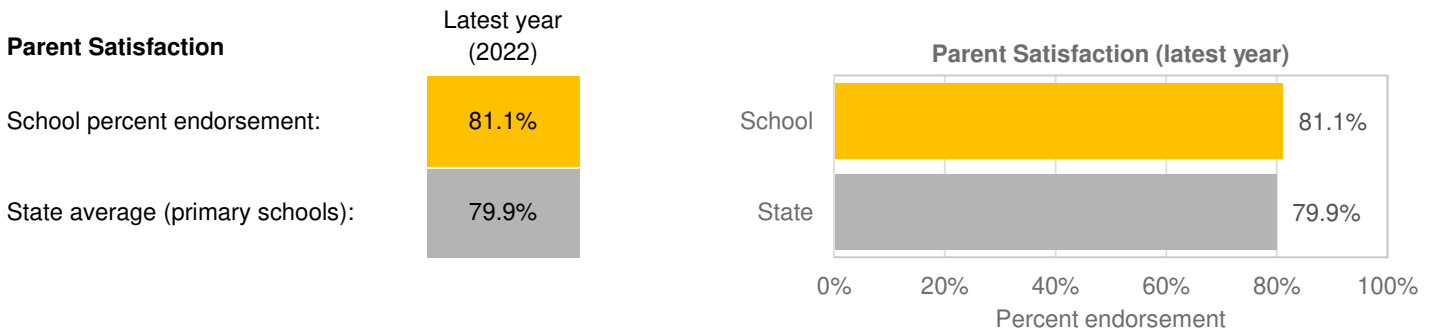
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

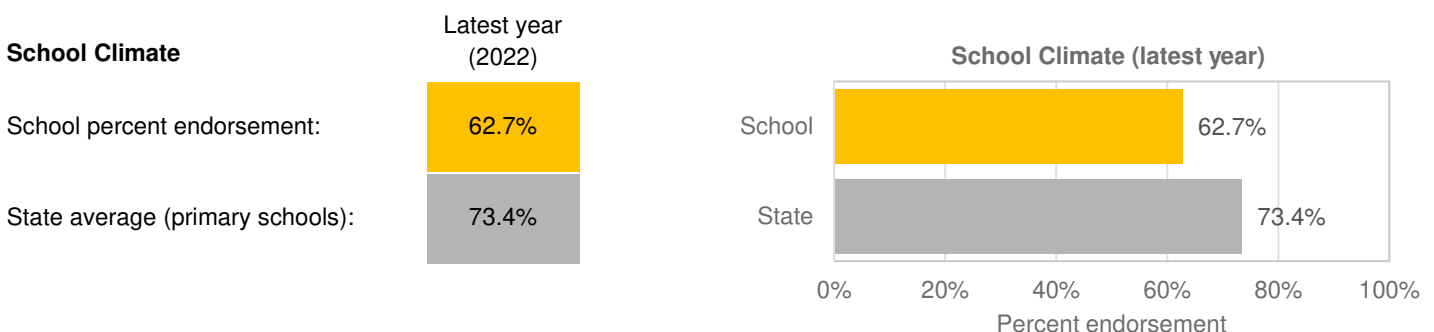


School Staff Survey

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:

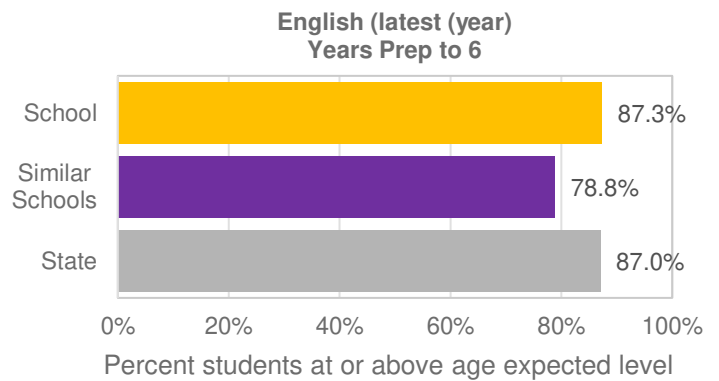
87.3%

Similar Schools average:

78.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

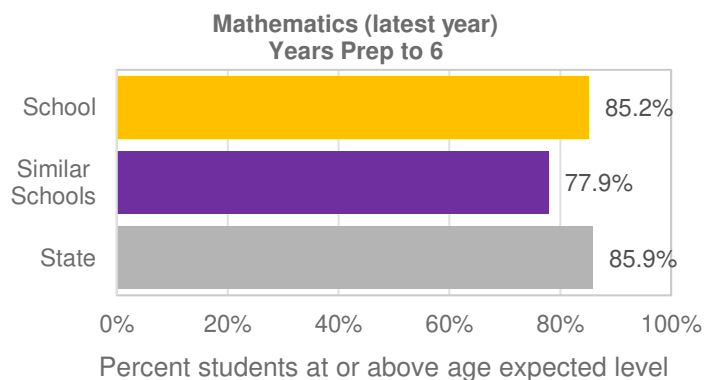
85.2%

Similar Schools average:

77.9%

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.

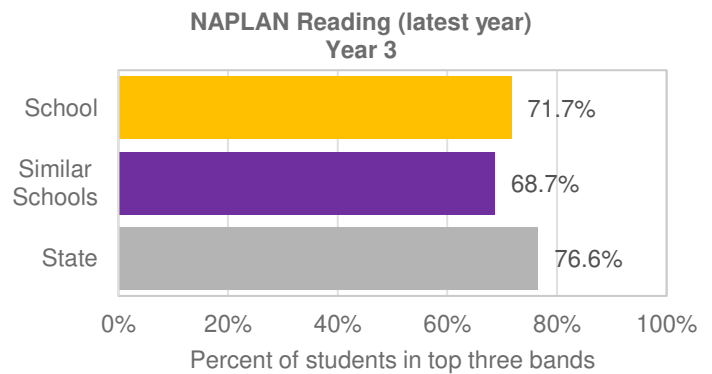
NAPLAN

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.

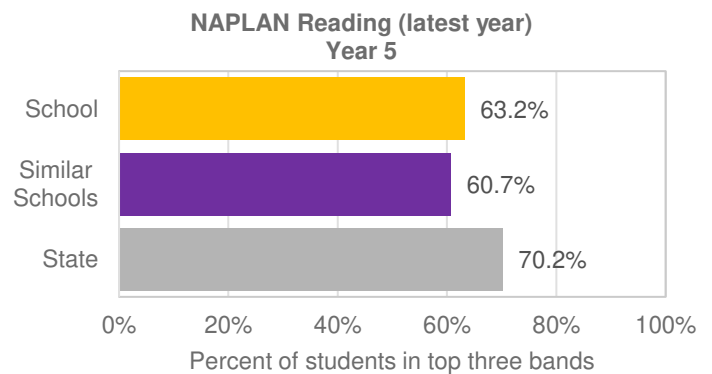
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.7%	65.3%
Similar Schools average:	68.7%	68.8%
State average:	76.6%	76.6%



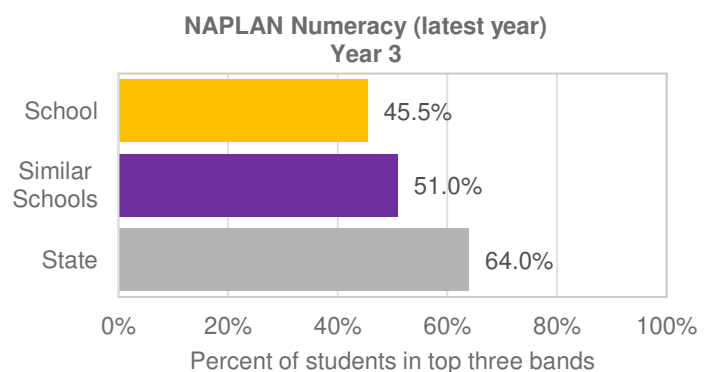
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.2%	61.6%
Similar Schools average:	60.7%	60.2%
State average:	70.2%	69.5%



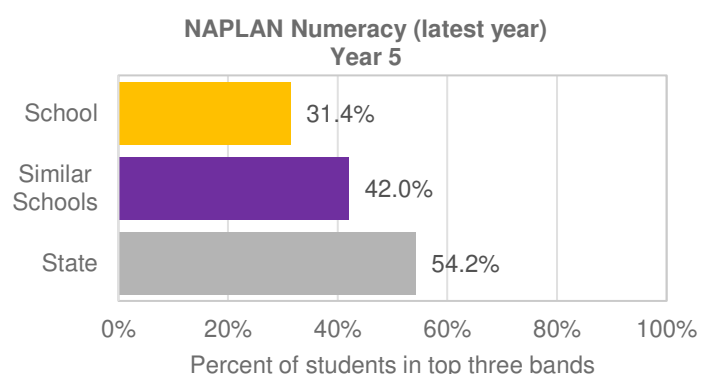
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.5%	44.5%
Similar Schools average:	51.0%	53.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.4%	46.3%
Similar Schools average:	42.0%	46.3%
State average:	54.2%	58.8%



WELLBEING

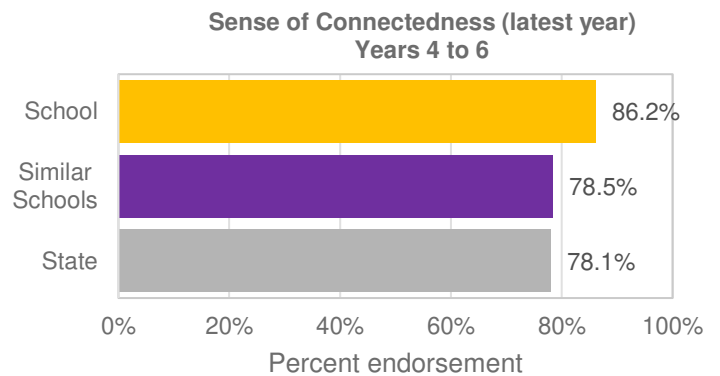
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.2%	80.8%
Similar Schools average:	78.5%	80.8%
State average:	78.1%	79.5%

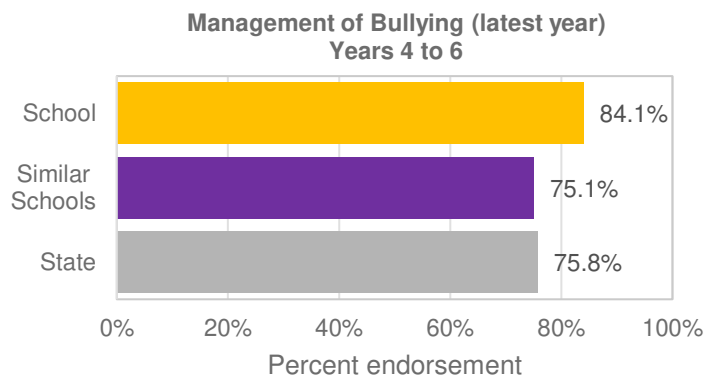


Student Attitudes to School – Management of Bullying

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:	84.1%	77.7%
Similar Schools average:	75.1%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

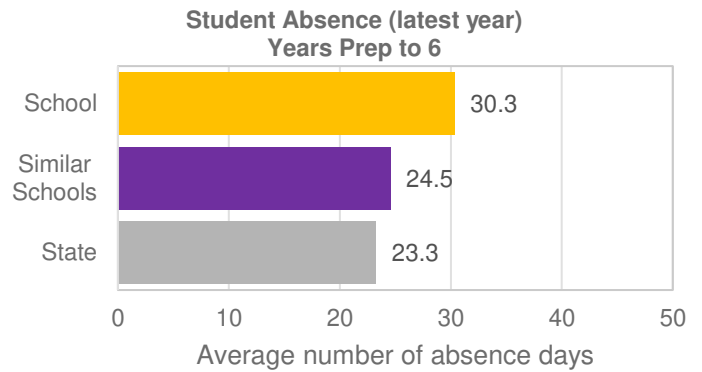
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	30.3	23.0
Similar Schools average:	24.5	19.4
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):	86%	83%	85%	82%	87%	85%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,238,415
Government Provided DET Grants	\$428,897
Government Grants Commonwealth	\$2,500
Government Grants State	\$25,000
Revenue Other	\$45,396
Locally Raised Funds	\$140,510
Capital Grants	\$0
Total Operating Revenue	\$3,880,718

Equity ¹	Actual
Equity (Social Disadvantage)	\$301,258
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$301,258

Expenditure	Actual
Student Resource Package ²	\$3,119,465
Adjustments	\$0
Books & Publications	\$2,501
Camps/Excursions/Activities	\$59,281
Communication Costs	\$2,211
Consumables	\$42,139
Miscellaneous Expense ³	\$48,322
Professional Development	\$4,636
Equipment/Maintenance/Hire	\$71,664
Property Services	\$80,734
Salaries & Allowances ⁴	\$205,971
Support Services	\$7,148
Trading & Fundraising	\$36,381
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,447
Total Operating Expenditure	\$3,716,899
Net Operating Surplus/-Deficit	\$163,819
Asset Acquisitions	\$155,777

- (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	\$510,558
Official Account	\$21,954
Other Accounts	\$0
Total Funds Available	\$532,512

Financial Commitments	Actual
Operating Reserve	\$87,031
Other Recurrent Expenditure	\$0
Provision Accounts	\$8,400
Funds Received in Advance	\$0
School Based Programs	\$120,220
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$13,374
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$229,025

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.