

2016 Annual Report to the School Community



School Name: Laburnum Primary School

School Number: 4863



Name of School Principal:	Dr Kim Dray
Name of School Council President:	Mr Martin Hewitt
Date of Endorsement:	22 March 2017



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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



About Our School

School Context

Laburnum Primary School was established in 1964. Situated in Janet Street, Blackburn, the school is set in an attractive bushland setting which flows naturally into the parkland of Black's Walk, part of Blackburn Creek. The grounds are approximately 2.8 hectares in area. The current enrolment is 750, organised into 31 classes, with 43.4 teaching staff, 3 principal class and 8.3 education support staff. Children with a language background other than English make up 24% of the student population, and this proportion has been increasing over recent years.

The school has worked to develop rigorous expectations and support structures to provide consistent high quality teaching and learning practices. This is particularly important as the age profile of our staff has changed considerably in recent years, with approximately one third of our teachers being in the first four years of their teaching careers. The school is in the final phase of our strategic plan with the school review to take place in 2017.

We strive to deliver an inclusive curriculum where all students reach their full academic potential across all domains, ensuring that all students demonstrate improved academic achievement in reading, writing, speaking and listening, number and measurement. The implementation of inquiry based learning, with a focus on questioning, thinking and research skills, is designed to have students take more responsibility for their learning, reflection and goal setting. Our strong co-curricular programs: music, art, physical education, library and Languages (recently changed to Spanish) are enhanced by our separate Performing Arts Centre, hall and art/craft area. Our eLearning program is highly regarded and is designed to equip students with the essential competencies for learning in the 21st century using a range of technologies. These include iPads, netbooks and 3D printers and large screen technologies among others.

Our students enjoy outstanding facilities; all air-conditioned classrooms with wireless technology, a stadium sized hall, a modern community centre, a contemporary resource centre, a heritage listed performing arts centre, large playing grounds and sited next to Black's Walk in Blackburn.

With a valued reputation for offering stimulating and challenging teaching and learning programs, Laburnum both enjoys and appreciates a high level of community satisfaction and support, with parental involvement and participation being encouraged across all aspects of the school program. It is this very real sense of community that makes Laburnum an excellent school for students, parents and teachers alike.

Framework for Improving Student Outcomes (FISO)

The school aligned practice with FISO in a variety of ways in 2016. The following areas were implemented and supported the school to implement key initiatives through the Annual Implementation Plan and staff performance and development plans, including:

- **Building Practice Excellence:**
 - Continued to document a jointly-constructed research based Laburnum Teaching and Learning Approach with matched policies, processes and documents in writing and numeracy, and
 - Further embed shared and evidence based teaching and learning practice in all learning areas of the Victorian Curriculum through Victorian Curriculum webinars and staff professional learning held prior to inquiry planning periods
- **Building Leadership Teams:**
 - Improved role clarity in alignment with the AIP for assistant principals, leading teachers, learning leaders and technical leaders in each year level team, and
 - Revised and develop policies, processes and documentation in relation to accountability and governance requirements
- **Building Communities:**
 - Developed existing and potential STEM partnerships including parent expert database, and
 - Developed 21st Century learning opportunities for students including Languages, design & technology and digital technologies
- **Setting expectations and promoting inclusion:**
 - Further developed the school wide approach to supporting wellbeing, inclusion, positive behaviours and engagement of all students including leadership team training in positive education practices, and
 - Improved child safety through development of Child Safe practices and policies.

Achievement

2016 was an outstanding year for school achievement. We had a whole school focus on spelling with smaller foci areas of science, numeracy and writing. Literacy, STEM, 21st Century Learning and Student Wellbeing working parties developed a collaborative inquiry approach to improving student learning outcomes in alignment with the Victorian Curriculum. This provided a systematic approach for teachers to use research to explore issues and determine solutions.

With professional learning opportunities from within and beyond the school we began the process of developing the "Laburnum Way" of teaching spelling and embedded the writing and numeracy teaching approaches developed and initially implemented in 2014 and 2015 respectively. The teachers responded exceptionally well to these whole school approaches, increasing their capacity and most importantly improving student outcomes in numeracy and writing.

Our whole school goal to improve the number of A's in writing, number and algebra was achieved with significant results: 28.5% (writing) and 38.9% (number and algebra) in 2016. Our NAPLAN results also reflected the improvements showing 51.3% of Year 5 students in the top two NAP bands for numeracy. Writing results for Year 5 students showed 41.5% of students operating in the top two NAP bands. In 2017, we will aim to maintain our excellent number & algebra results and continue to improve our writing results by focusing on reducing low growth. Teaching of spelling will be a particular focus.

Curriculum Framework implemented in 2016

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



Engagement

The inclusion of the Victorian Curriculum across the whole school, capably led by teaching teams and working parties, saw it incorporated into our pedagogy especially through the inquiry units. The students, through this program, had the opportunity to self-assess, enhancing their understanding of where to next in each unit.

A particular focus was to improve teaching and learning in digital technologies Prep - Year 6, led by the 21st Century Learning working party. ICT (digital technologies) targets were a focus in 2016. In the dimension of ICT for communicating, 70.9% of students received an A (15.7%) or B (55.2%) grade. Science units were expanded across all year levels. In science we saw 51.6% of students receive an A (11.8%) or B (39.8%) grade. Following up from successes in 3D printing and coding, student lunchtime and extracurricular activities were established in these areas. The breakfast club for science continued in 2016. The science blog ensured our parents were also kept informed of opportunities and activities. In 2017 we intend to list all extracurricular activities in the newsletter and on our website to increase parents' awareness of the significant range of activities provided.

Communication to parents was also emphasised in 2016. All learning leaders published a weekly blog to improve communication about learning approaches in the classrooms. Parent helpers' courses were run in both numeracy and literacy. The specialist team had a focus on supporting student engagement through partnerships with network colleagues and parents. The school council and education subcommittee led a review of the languages provision at the school. Following extensive consultation with the community (including development of an evidence base around language learning), we opted to change the school language program to Spanish, commencing Term 1 2017.

Wellbeing

The work of the Student Wellbeing working party focused on implementing the new child safe standards through an audit, review and subsequent policy development. An attitudes to schooling survey for students Prep - Year 4 was trialled and the feedback used by class teachers to continue to enhance connectedness to school. The student wellbeing team also led S.T.A.R.S. (Student Teams are Really Special) multi-age activities for Prep - Year 6 students, focused on the four values of Respect, Responsibility, Integrity, Passion and Optimism. Attitude to School Survey results were discussed with focus groups of Year 5 and 6 students. Their feedback was incorporated into classroom processes and lesson planning.

Positive Education was introduced as an approach for staff to embrace as part of their practice, with leaders involved in professional learning with Maria Roberto and the Institute of Positive Education. Restorative practices training was a focus for all staff with suggested strategies such as circle time and restorative chats implemented to assist students in managing social situations.

Highly successful transition programs continued to assist students not only at the beginning and end of primary school, but across all levels of primary schooling. Student handovers for staff provided valuable information and greatly assisted teachers in providing learning programs that align with student needs.

Cyber safety programs and participation of our school in the National Day of Action Against Bullying highlighted our school's commitment to ongoing student safety and action. Interested Year 5 students were involved in an inclusive process to access a range of leadership positions for Year 6, 2017. School and House Captains participated in a whole day student leadership program. Other schools provided positive feedback regarding our students' leadership capacity.

Improvement to our school grounds saw the completion of the artificial turf on our oval and the year round use of this area is testament to its enjoyment by all students.

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



Performance Summary

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

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

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

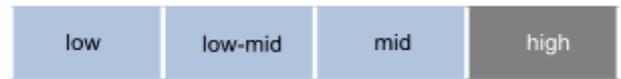
School Profile

Enrolment Profile

A total of 754 students were enrolled at this school in 2016, 339 female and 415 male. There were 24% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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



School Staff Survey

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

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





Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>48%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>59%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>45%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>48%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>59%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	48%	31%	Numeracy	14%	59%	27%	Writing	11%	45%	44%	Spelling	31%	48%	20%	Grammar and Punctuation	16%	59%	25%	<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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	93 %	93 %	95 %	94 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	93 %	93 %	95 %	94 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

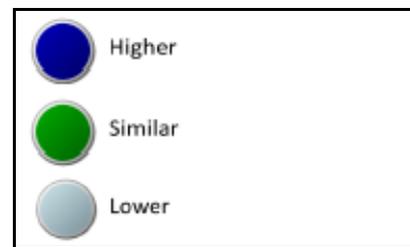
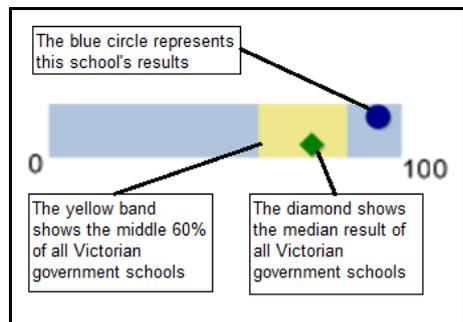
What are student outcomes?

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

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

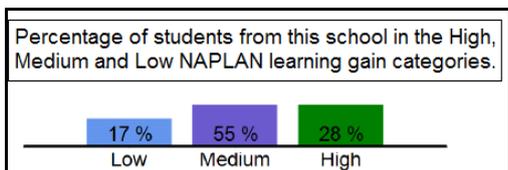
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

Laburnum Primary School remains in a sound financial position. The 2016 surplus was largely a result of unexpended locally-raised funds that have been held over for priority project commitments.

Extraordinary expenditure items included synthetic grass on the oval. No extraordinary revenue was received.

New sources of funding the school received during the year included a Science Grant of \$2,850.00. No additional State or Commonwealth funding was received beyond the Student Resource Package.

In 2017 our new budget will continue to focus on strategic plan priorities. Our annual Student Resource Package is supplemented by voluntary parent contributions and local fundraising initiatives, enabling us to provide a well-resourced environment for all our students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$4,889,640
Government Provided DET Grants	\$516,574
Government Grants Commonwealth	\$176,637
Revenue Other	\$46,472
Locally Raised Funds	\$1,205,277
Total Operating Revenue	\$6,834,600

Expenditure	Actual
Student Resource Package	\$4,730,676
Books & Publications	\$7,037
Communication Costs	\$8,722
Consumables	\$151,459
Miscellaneous Expense	\$633,801
Professional Development	\$65,057
Property and Equipment Services	\$526,398
Salaries & Allowances	\$279,367
Trading & Fundraising	\$118,293
Utilities	\$48,771

Total Operating Expenditure **\$6,569,580**

Net Operating Surplus/-Deficit **\$265,020**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$422,238
Official Account	\$110,469
Other Accounts	\$555,144
Total Funds Available	\$1,087,851

Financial Commitments	Actual
Operating Reserve	\$80,000
Asset/Equipment Replacement < 12 months	\$48,000
Capital - Buildings/Grounds incl SMS<12 months	\$122,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$139,195
Revenue Received in Advance	\$302,691
School Based Programs	\$342,790
Provision Accounts	\$2,000
Other recurrent expenditure	\$51,175
Total Financial Commitments	\$1,087,851

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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.