

2022 Annual Report to the School Community

School Name: Laburnum Primary School (4863)



- 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 22 March 2023 at 09:46 AM by Kim Dray (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 22 March 2023 at 09:52 AM by Matt Hall (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

Laburnum Primary School was established in 1964 and is set in an attractive bushland setting which flows naturally into the parkland of Blacks Walk, part of Blackburn Creek. The grounds are approximately 2.8 hectares in area. Our vision is Learn - Thrive - Contribute and the school's values are Respect, Integrity, Resilience and Curiosity.

Laburnum P.S. is a child safe school, and all staff are expected to play an important role in ensuring a child safe environment. Staff selection processes involve a rigorous background check and teaching staff are required to have current VIT registration.

The current enrolment is 694, organised into 31 classes, with 42 teaching staff, 3 principal class and 12 education support staff. The staff (Full Time Equivalent) is 50.58, with a mix of experienced and newer-to-the-profession teachers in each team. There is one staff member who is known to identify as Aboriginal and Torres Strait Islander.

Due to ongoing enrolment pressure, enrolment restrictions are in place. The school is culturally diverse, with 25 community languages. The Student Family Occupation and Education (SFOE) index of 0.1321 has remained relatively stable over the last four years. The proportion of students with a language background other than English (LBOTE) is 54%. Currently, 41% of students have English as an Additional Language (EAL) and speak another language at home, and this percentage is increasing. The backgrounds of students reflect the cultural and social diversity of the local community, which has been significantly broadened over the last five years.

Laburnum Primary School is accredited under the Department of Education's CRICOS registration. Although there are minimal numbers of students enrolled in the International Students Program each year due to enrolment pressure, the school continues to enjoy a well-regarded reputation locally and abroad.

Our students enjoy outstanding facilities, including air-conditioned classrooms with wireless technology. The school is well-maintained and core buildings have been extended and modernised. Some relocatable classrooms assist us to manage enrolments, and these are well-blended into the existing provision. School facilities include a stadium sized hall, a modern community centre, a contemporary resource centre, a heritage listed performing arts centre, Visual Arts room, Out of School Hours Care Centre, a school-funded STEM Centre and extensive play areas. Playgrounds include a synthetic grass oval, shaded areas and marked court areas. Many of the school improvements are due to the ongoing support of the community, through active fundraising. The school has a long history of improving student learning resources and facilities through locally raised funds. In 2023 - 24, the school will complete a Capital Works program, investing \$8.755 million in new learning spaces to replace most of our relocatable buildings.

Laburnum P.S. has worked to develop rigorous expectations and support structures to provide consistent high-quality teaching and learning practices. As a result of the 2022 School Review, the 2022 - 2026 school strategic plan is the foundation of the staff professional learning plan. Laburnum is a Victorian Professional Learning Communities (PLC) school, and teachers plan and work collaboratively to assess, monitor and track student achievement. Teachers participate in Peer Observation, mentoring and induction programs. The school has an established leadership team that works together with teachers to support and emphasise school-wide consistent approaches to wellbeing and academic learning.

The 2022 Annual Implementation Plan reflected the Department of Education's priority goals of Learning and Wellbeing. The school's curriculum framework incorporates the Victorian Curriculum, with a strong emphasis on English and Mathematics. An extensive, rich professional learning program improves student learning through increasing teacher knowledge and skills. This is highly valued by our staff.

Specialist programs include Literacy Intervention, Music, Visual Arts, Physical Education, Library and Languages (Spanish). The eLearning program is designed to equip students with the essential competencies for learning in the 21st century using a range of devices. These include iPads, netbooks, 3D printers and large screen technologies. A broad enrichment program usually includes a range of extra-curricular offerings, including an extensive music tuition program and Science-based activities.

Year 4, 5 and 6 students have the opportunity to participate in school camps or adventure activities offsite. The student leadership program includes Junior School Council and captaincy positions for Year 6 students. A formal student leadership program is taught in Years 5 and 6. Across the school, we operate a Buddies program and Peer Mediation program, utilising trained Year 5 student mediators.

Progress towards strategic goals, student outcomes and student engagement

Learning

Laburnum Primary School completed its four-yearly School Review in 2022. During this time, we continued to focus on our goals of strengthening Literacy and Numeracy. In reflecting on the school's previous Strategic Plan 2018-2022, the Review Panel noted that learning achievement in Reading and Mathematics were highlights.

As a result of attention to these focus areas, our NAPLAN results were similar or higher to the school's previous best results (in 2021). Students consistently achieved above State and Network outcomes in National Assessment Program - Literacy and Numeracy (NAPLAN) testing for reading, and higher percentages of students in the top bands of achievement, than Network and similar schools.

In NAPLAN - Reading: Year 3, 2022, 88% of students were in the top two bands which was 30% above State results, 13% above Network schools and 7% above similar schools. Another highlight was that 72% of Year 5 students were in the top two bands, which was 28% above State results, 10% above Network schools and 6% above similar schools in 2022.

Similarly, in Numeracy, Laburnum students consistently achieved above State, Similar Schools and Network outcomes in NAPLAN. In NAPLAN - Numeracy: Year 3, 2022, 72% of students were in the top two bands which was 33% above State results, 13% above Network schools and 6% above similar schools. Another highlight was that 63% of Year 5 students were in the top two bands which was 36% above State results, 14% above Network schools and 7% above similar schools in 2022.

In NAPLAN Writing, Year 5 students recorded exceptional results, with 63% of students in the top two bands, 34% above State results, 18% above Network schools and 9% above similar schools.

In the year to December 2022, between 97 and 100% of students made expected growth, or more than expected growth, in English and Mathematics.

To support our improvement goals, our PLC and Targeted Intervention processes continued to support all students academically, as well as building the capacity of our teachers.

We continued to use the same successful model to implement the Tutor Learning Initiative (TLI), again utilising our skilled teachers with expertise in English and Maths. The TLI tutors supported identified students and worked with groups of students and teachers. The Targeted Intervention model maintains what students can already do and supports the next steps in their learning. This approach aligns with our Professional Learning Communities (PLC) planning model.

To further support students with English as an Additional Language (EAL), our Specialist teachers were employed to implement an Oral Language program, especially for New Arrivals. The success of this program will see its extension in 2023.

Students who received funding under the Program for Students with Disabilities continued to access targeted programs to address their individual needs.

Wellbeing

Identified as a highlight from our 2022 School Review process, the leadership team and staff continue to be passionate, committed and focused on ensuring the learning achievement and wellbeing of all students and the school

community. Our sustained focus on establishing targeted and tiered academic and behavioural support systems, including preventative and educative practices and approaches, promote accessibility and success for each and every LPS student.

The school established a School Wide Positive Behaviour Support (SWPBS) team, representative of each year level, who undertook Departmental professional learning to support them in successfully implementing this evidence-based framework. With the return to onsite learning, the school values of Respect, Integrity, Resilience and Curiosity were operationalised, taught and reinforced through our house point system, evidenced by our calm, predictable and safe learning and play environments.

The School Review process and our *Connectedness to School* data confirmed that our students had missed being at school during remote learning and were glad to be back on campus, where they enjoyed being in class, engaging in the many clubs and activities and connecting with their teachers and friends.

Social Skills programs for identified students remained a focus across 2022, promoting and enhancing positive peer interactions. Year 5 Peer Mediation opportunities supported these developing skills within the playground.

Following extended LFH periods in 2021, a return to onsite schooling enabled us to fully access and implement our enhanced cyber safety programs and approaches in response to Years 4 - 6 *Attitudes to School Survey* data. This also included supporting staff professional development in this crucial area.

Engagement

Professional Learning Communities (PLCs) have been established as an integral part of the professional learning culture at LPS. Teachers take collective responsibility for planning and shared ideas for implementation across the year level cohort, rather than only their own class. LPS follows a three week inquiry cycle (Reading, Writing, Maths) which supports a whole school consistent and collaborative approach to improving student achievement and engagement in those areas. There are sufficient and targeted resources available to support the PLCs.

Shared language has developed around the use of High Impact teaching Strategies (HITS) in classrooms, including a focus on setting goals, structuring lessons, explicit teaching, worked examples and collaborative learning. Teachers feel positive about their experiences of working in the school's PLCs and agree that their practice has improved as a result of the purposeful use of inquiry cycles and their focused collaboration with peers.

Engagement has also been supported through the development and implementation of engaging, well-developed teaching and learning strategies. The leadership team's focus is on learner engagement.

Students continue to be provided with further opportunities to engage in various extracurricular clubs (many that are led by our student leaders) and after school enrichment activities.

In 2022, we saw our best response rate in years for the *Parent/Caregiver/Guardian Opinion Survey* with thirty-two percent of invited families completing the survey. Our data reflects that *Parent General Satisfaction* has returned to pre-COVID levels, with 75% positive endorsement.

After several years of interruption, it was great to welcome parents back into the playground and see the return of many regular Parents Group community activities, including the Father's Day Breakfast, Carols in Blacks Walk and the Election Day barbeques. We were also pleased to see the return of parents as classroom helpers, and assisting on excursions, in 2022. We regard the community working together to support all students as an important way to support and promote success for all students.

In 2022, most parent meetings continued to be conducted virtually using Webex. This included Parent Information, Camp Information, Meet the Teacher and Parent Teacher meetings. We provided an option for onsite Student Support Group meetings and were able to resume onsite school tours. Our 2023 Kinder Transition program also returned to onsite sessions, including a well-attended 2023 Prep parent information session.

Financial performance

The school remains in a positive financial position. During 2022, as pandemic restrictions were eased, our Parents Group resumed some fundraising events. Funds that had been committed to Priority Projects were accessed to undertake some long-planned projects. All school maintenance tasks were finished.

The school continued to conduct annual evaluations of school needs, including furniture, flooring, painting, priority projects, Information and Communication Technology (ICT) and general school upkeep. Forward budgeting allows funds to be compiled for larger expenditure. This ensures the school can provide a safe, well-maintained school for now and future years.

The 2022 surplus reflects funds committed for the following projects:

- Junior School playground area - a current priority project
- Student Excellence (Victorian High Ability Program)
- Replacement of classroom furniture
- Replacement of air conditioners
- New classroom carpet
- Rolling upgrade of ICT equipment
- Shade Sail
- Painting and repairs to school buildings

Expenditure in 2022 included the planned replacement of the school's synthetic running track. Additionally, funds were allocated to allow a Landscape Architect to redesign the Junior School playground, with this significant project anticipated as 2023 expenditure. Both of these relied on, and utilise, locally raised funds.

Extraordinary expenditure items included ICT Equipment \$77,494.00, new classroom air conditioners \$8,309.00 and vinyl flooring in gym/canteen corridor \$7,500.00.

The school has licenses and agreements in place to support the effective provision of services and extracurricular options for the school community. These include:

Outside School Hours Care, Community Basketball Club hall hire, school uniform supplier, Community Netball Club use of netball courts, a maintenance agreement for automatic doors and rubbish collection. External providers also hire classrooms for optional extracurricular programs in Chess and Coding.

Revenue included 2022 Parent Payments \$280,971 (including donations for 2022), Hire of School facilities \$104,141.00 and Interest Received \$26,506.00. Parents Group events raised \$22,045.00 for Priority Projects. The Safe Trees Program provided \$17,400 for high property works on trees within the school grounds.

State or Commonwealth Government funding included grants for Swimming in Schools \$27,260, Student Excellence Program (VHAP) \$14,270, and Sporting Schools Grants of \$10,800 for Tennis, Volleyball, AFL and Bowls/Golf/Hockey.

Additionally, the school received total Equity funding (cash and credit) of \$24,581.40. In 2022, this targeted the Annual Implementation Plan areas of Play Therapy, Staff Professional Learning, Multi-tiered support for students with academic needs (including *English as an Additional Language* and *Speech Therapy Assistants*) and supporting multi-lingual school communication by providing a translation tool.

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

<https://www.laburnumps.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 704 students were enrolled at this school in 2022, 317 female and 387 male.

49 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).

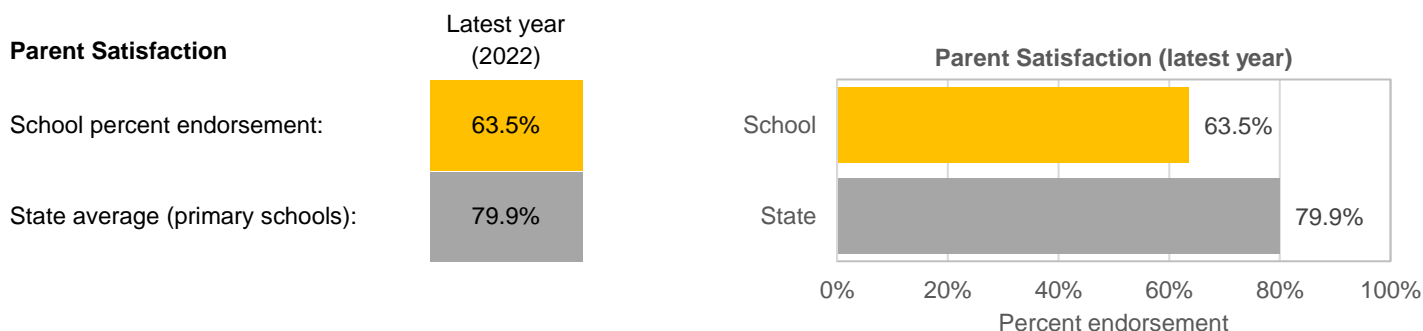
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

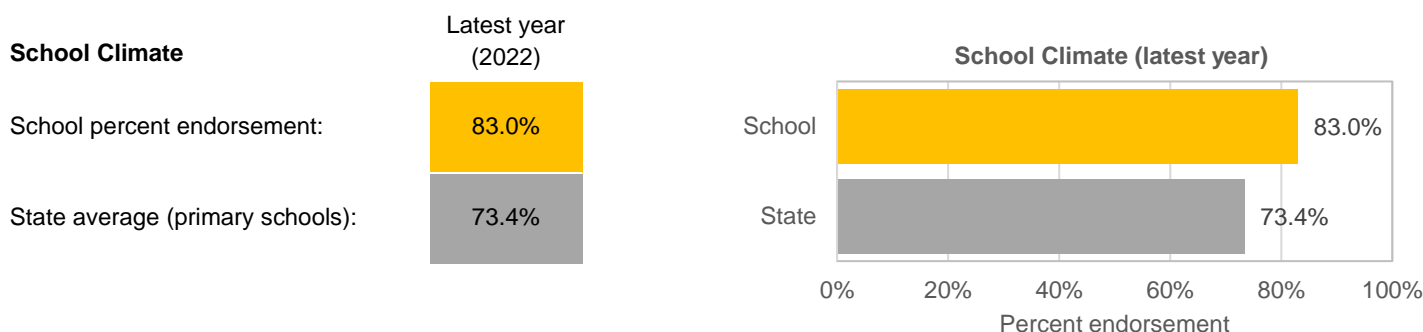


School Staff Survey

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:

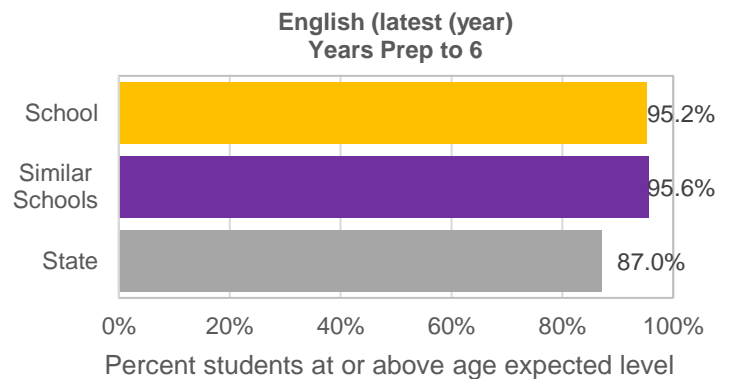
95.2%

Similar Schools average:

95.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

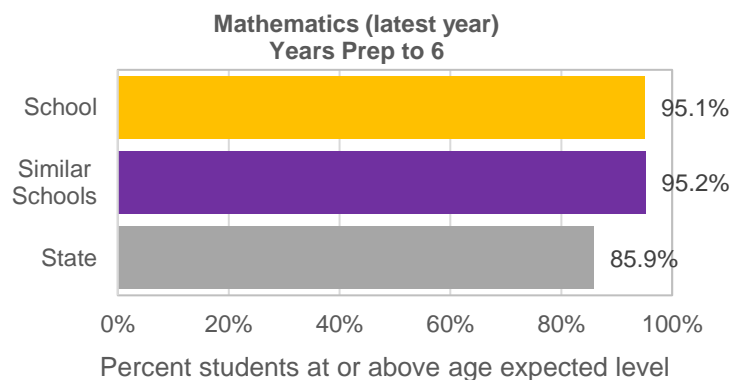
95.1%

Similar Schools average:

95.2%

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.

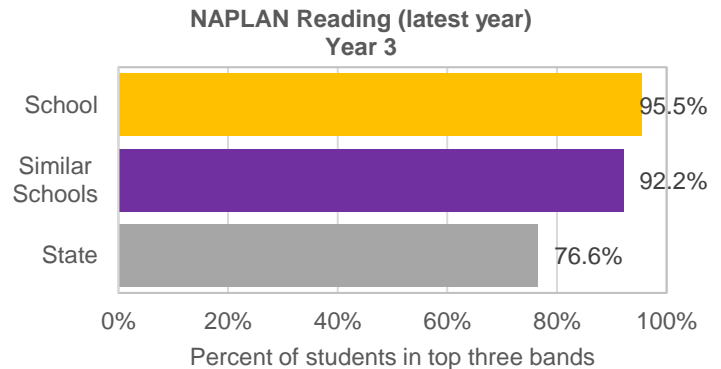
NAPLAN

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.

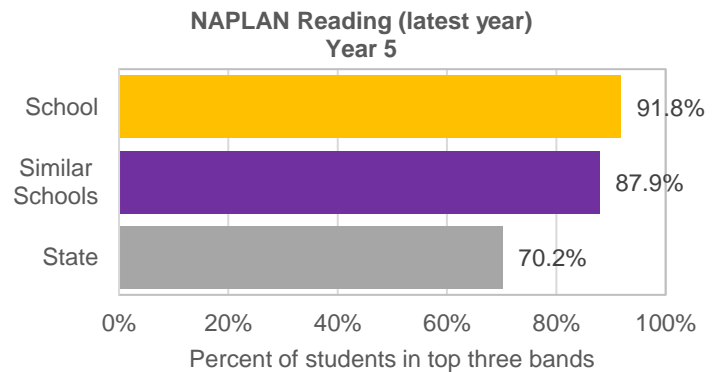
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	95.5%	93.8%
Similar Schools average:	92.2%	91.1%
State average:	76.6%	76.6%



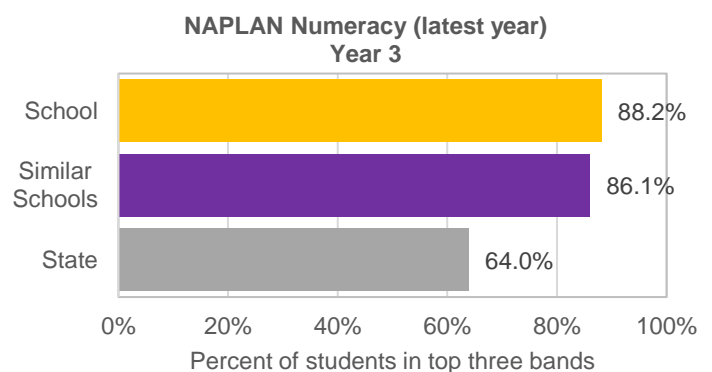
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.8%	91.9%
Similar Schools average:	87.9%	86.7%
State average:	70.2%	69.5%



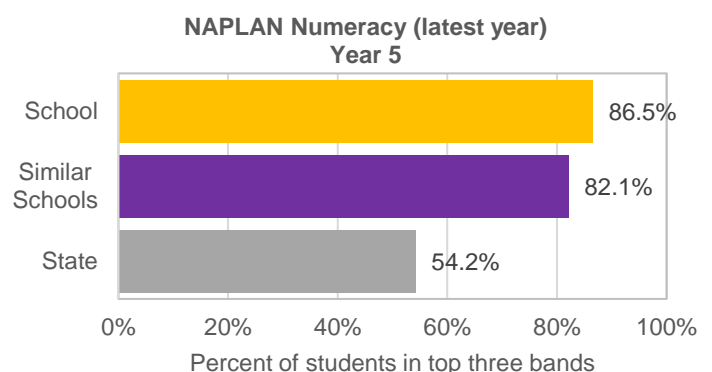
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.2%	90.8%
Similar Schools average:	86.1%	86.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.5%	88.5%
Similar Schools average:	82.1%	83.1%
State average:	54.2%	58.8%



WELLBEING

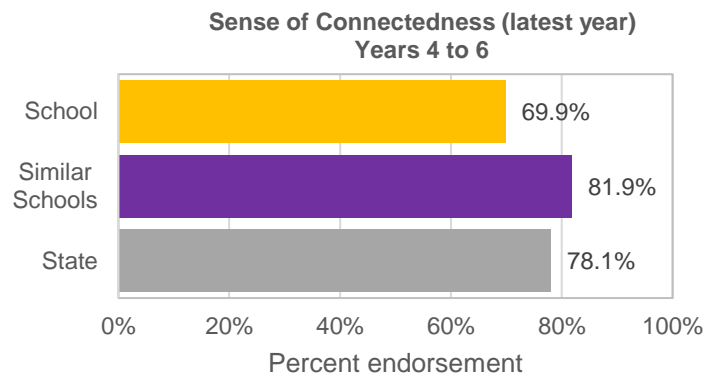
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	69.9%	71.8%
Similar Schools average:	81.9%	83.0%
State average:	78.1%	79.5%

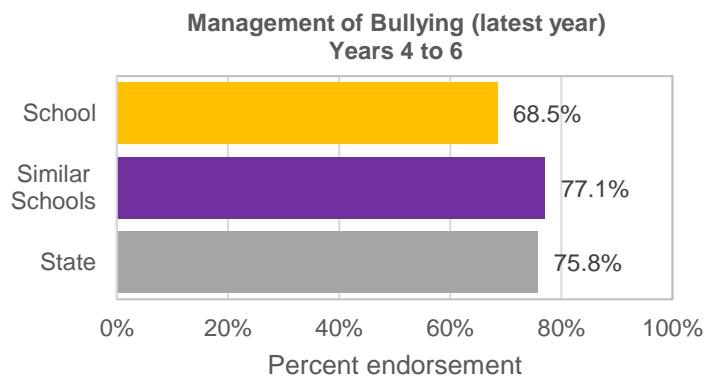


Student Attitudes to School – Management of Bullying

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:	68.5%	73.8%
Similar Schools average:	77.1%	80.0%
State average:	75.8%	78.3%



ENGAGEMENT

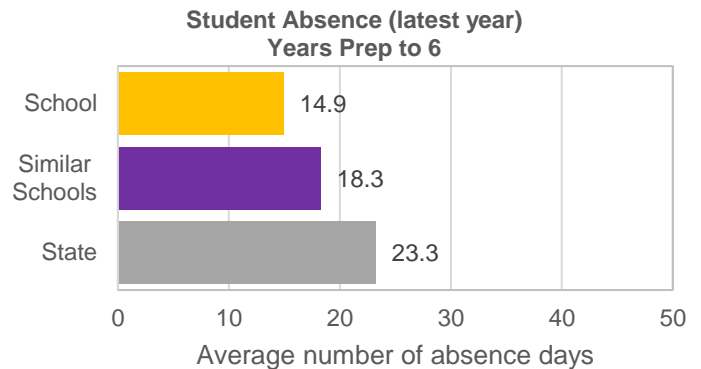
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.9	11.9
Similar Schools average:	18.3	13.1
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):	92%	92%	93%	93%	93%	93%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,152,327
Government Provided DET Grants	\$726,673
Government Grants Commonwealth	\$16,596
Government Grants State	\$0
Revenue Other	\$52,172
Locally Raised Funds	\$708,317
Capital Grants	\$0
Total Operating Revenue	\$7,656,086

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,637
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,637

Expenditure	Actual
Student Resource Package ²	\$5,538,058
Adjustments	\$0
Books & Publications	\$3,312
Camps/Excursions/Activities	\$227,876
Communication Costs	\$18,251
Consumables	\$145,412
Miscellaneous Expense ³	\$29,994
Professional Development	\$27,425
Equipment/Maintenance/Hire	\$114,196
Property Services	\$211,833
Salaries & Allowances ⁴	\$56,409
Support Services	\$423,658
Trading & Fundraising	\$21,207
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$943
Utilities	\$62,565
Total Operating Expenditure	\$6,881,140
Net Operating Surplus/-Deficit	\$774,946
Asset Acquisitions	\$55,095

- (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	\$2,254,546
Official Account	\$93,575
Other Accounts	\$49,990
Total Funds Available	\$2,398,110

Financial Commitments	Actual
Operating Reserve	\$190,213
Other Recurrent Expenditure	\$11,959
Provision Accounts	\$2,000
Funds Received in Advance	\$14,128
School Based Programs	\$228,609
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,602
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$329,344
Capital - Buildings/Grounds < 12 months	\$692,000
Maintenance - Buildings/Grounds < 12 months	\$432,406
Asset/Equipment Replacement > 12 months	\$245,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$232,000
Total Financial Commitments	\$2,398,261

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.