

## 2014 Annual Report to the School Community

Laurimar Primary School

School Number: 5497



Name of School Principal:

Jason McBean

Name of School Council President:

Sabine Harrison

Date of Endorsement:

\_\_\_\_\_

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

In 2014, Laurimar Primary School completed its 6<sup>th</sup> year of operation, built by the Department of Education and Training (DET) and opened in 2009. Laurimar is situated on 3.4 hectares of land, 30km from the CBD, in Melbourne's northern residential growth area.

The school has a current population of 1084 students in 2015. Growth within the school has been rapid to this point. It is hoped that the school will now plateau during the next few years. It is the aim of all staff to help the children settle into their dynamic school community and build 21<sup>st</sup> Century Learning skills, attitudes and values that they need to fully participate in the rich educational life of our school.

The master planned community, along with the primary school, includes; construction of a Town Centre (The final section of the quadrant is currently being constructed), supermarket, shops, childcare, kindergarten, sports fields and recreation facilities which have been opened over the past 7 years. The construction of a childcare /kinder /maternal health facility in close proximity to our P-2 Learning Centre created an exciting and innovative Early Childhood education precinct for the Laurimar community.

Laurimar PS enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities. The modern facilities and teaching and learning practice represent an exciting opportunity for students and parents, and have established the school's culture, values and nature. The school is committed to Information and Communication Technologies with flexibility to allow access anywhere within the learning spaces.

The school has been designed and built incorporating the latest facilities for engaging students and comprises the following buildings:

- \*Two Learning Centres, each comprising nine general purpose classrooms that feature open plan working areas with ICT facilities throughout, wet areas, withdrawal area and indoor toilets
- \*Fourteen double open plan relocatable classrooms with staff centre in each
- \*Arts Centre, (comprising Music room, Visual Arts room, breakout room and kitchen)
- \*Administration Centre, Staffroom and main Resource / Library Centre
- \*Full size gymnasium with canteen facility and associated amenities
- \*Two bike sheds housing 400 spaces for bikes and scooters
- \*Fully operational OSHC building incorporating Out of School Hours and Vacation Care
- \* Television studio with the capability to stream live broadcasts into all learning spaces( Laurimar Live)
- \*Japanese Zen Garden that reflects our commitment to Asian Literacy
- \* RSL endorsed War Memorial/ Cenotaph, the first of its kind on an Australian Primary School

Expansive outdoor recreation areas include full size synthetic grass soccer / hockey pitch, playground equipment and asphalt play areas. Access to two adjoining well maintained sport / football ovals and landscaped grounds add to the aesthetic appeal of the school environment.

Recent constructions include a Zen Garden, gazebo/BBQ area, additional playgrounds and an RSL Cenotaph. State of the art, newly designed Prep Development Play Area.

Laurimar Primary School is committed to the academic and personal growth of every student.

A focused curriculum, dedication to innovation and a culture of care will help us meet this commitment. Our school is well resourced AusVELS curriculum. A balanced, engaging and comprehensive curriculum constantly challenges students to extend their learning, cater for all individual needs in a highly engaged environment.

Our aim is to challenge students to be the very best they can be. Our role is to help every student reach their full potential. The skills needed for the 21<sup>st</sup> century, which support a love of learning that goes beyond the classroom, are actively embraced by our school.

Teachers are dedicated, professional and highly valued and help to set the tone and culture within our educational institution. A strong coaching program has been developed and team teaching between classes is embraced. Importantly, we aim to be leaders in education and in social and emotional learning. This involves setting up and implementing innovative practices in the use of ICT in the curriculum. The school has been set up to showcase these innovative practices and how they enhance student learning. The use of interactive televisions, smart boards, digital cameras, note books and the 1:1 iPad program are key features of our ICT focus. There is an extensive range of ICT resources available which are all integrated into the curriculum programs with a focus on developing a digital learning environment. Students in the school have access to a range of online curriculum resources to support learning both in the classroom and at home.

The school has achieved a great deal in such a short time, however, as a school community, we all look to the future with great optimism and excitement and constantly strive to take the learning to higher levels. We invite you all to come in and experience Laurimar Primary School, an institution focused on delivering excellence in Primary Education for all students and their families.

## Achievement

In 2014, all Programs for Students with Disability (15 students) showed progress at a satisfactory or above level in achieving their individual goals set out in the scheduled student support group meetings each term. High quality Professional Teaching and learning team's develop programs that aim to support and improve student learning outcomes. The introduction of the Levelled Literacy Instruction (LLI) program has seen significant improvement in student outcomes for reading and the Tournament of the Minds has been a successful addition to the extension program.

In 2014, GradeXpert was introduced across the school as a means to track student achievement data. This data is analysed regularly by the Data Interrogation Team (DIT) and allows for PLT teams to regularly track cohort progress. There was also a big focus in 2014 on making the data visible for staff through displays. Comprehension data was also an area of focus across the school and has resulted in the introduction of the Fountas and Pinnell Benchmarking System, replacing two systems (PM Benchmarking and PROBE) for one more comprehensive assessment system that covers all students to Year 8 reading level.

NAPLAN data demonstrated that Laurimar Primary, whilst still falling slightly below state in reading and numeracy, has trended up to close the gap in terms of student achievement. In Writing and Spelling, results showed that Laurimar students are achieving above state mean in Years 3 and 5. The introduction of the Big Ideas in Mathematics in 2014 and the CAFÉ/Daily 5 Reading Program, known as RAW, in 2015 will assist in continuing positive trends.

Our strong emphasis on a 21<sup>st</sup> Century Teaching and Learning Coaching program will ensure further development of teacher skills and encourage high level of engagement to lead to improved student outcomes. The focus for all coaching sessions is on building teacher capacity in the teaching of literacy and numeracy.

## Engagement

Laurimar Primary School continues to place great emphasis on developing a positive, supporting and engaging student environment. Attendance of our students is no exception. Under our 'It's not OK to be Away' attitude, 2014 school attendance data was quite outstanding. Prep-6 data indicates an average attendance of 94% across the school per student for the year. The state mean is 14.0 and has a high level engaging school we will continue to strive for 95% and above.

The school continues to place high priority on connectedness and engagement by offering stimulating learning environments, dynamic teachers and engaging teaching and learning programs with rich connectedness to the curriculum. We continue to develop strong links through a clear student voice and dedicated and focused student learning teams. Engagement at our school is heightened through our diverse 'Clubs' programs offering 14 comprehensive opportunities for some 300 students for them to enjoy. Our Engage Asia program where students learn 2 hours of Chinese each week allowed for the opportunity for 10 year 5/6 students to go on a 16 day China trip in October, 2014.

A strong Emphasis on a 21<sup>st</sup> Century Teaching and Learning coaching program ensures further development of teacher skills and great curriculum understanding with a view to encourage a high level of engagement for improved student outcomes.

## Wellbeing

Laurimar Primary School takes great pride in catering for the 'Social and Emotional Learning and wellbeing of every Student' to be flagged as a leader in the region in this domain. We dedicate 5 wonderful teachers to deliver a sequential SEL program of You Can Do IT! Education to all Prep-Year 2 students and deliver 'The Leader In Me' program for students in years 3-6. Continued support from a student welfare officer, dedicated social and emotional counselling sessions, On Psych services (2 staff) and SSSO support staff provide a comprehensive team to offer a high level of support to student wellbeing.

In 2014, our school embarked on the Kids Matter journey completing Module 1. We are committed to becoming a fully accredited Kids Matter School and host a number of the network meetings from this framework.

Dedicated, professional leaders in both Prep and year 6 ensure smooth transitions from children moving to school life from kinder and the very important transition from Year 6-7. Close relationships and networks are formed with all local Kindergartens, childcare facilities and secondary schools. The wellbeing of all students through these transitions is of the highest importance.

In 2014, we introduced a further 5 Prep familiarisations sessions for kinder students to Prep in addition to our renowned 'Step Into Prep' program consisting of 5 sessions. Strong links and transition opportunities have been formed with all local secondary schools.

## Productivity

Laurimar Primary School manages the operations under the requirements and guidelines set out by the Department of Education and Training. We continue to offer a diverse range of teaching and learning programs for all 1026 students. A broad range of specialist programs under our 'Expressive Education' umbrella provides a comprehensive Health, Physical Education and Sport Program, Social and Emotional Learning Programs, Arts and 2 hours of Chinese language programs for students in years 3-6.

Our school continues to support our diverse 'Enrichment Program' employing 5 staff to deliver quality and specific targeted programs to some 270 students at both the Intervention and Extension level.

Our commitment to Social and Emotional learning involves the employment of 5 dedicated teachers to deliver this program. A targeted Expressive Education timetable allows for relevant APT whilst providing a broad range of specialist programs to all students.

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 1014 students were enrolled at this school in 2014, 479 female and 535 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>23%</td> <td>54%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>47%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>61%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	54%	22%	Numeracy	33%	50%	17%	Writing	24%	55%	21%	Spelling	39%	47%	14%	Grammar and Punctuation	24%	61%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	23%	54%	22%																							
Numeracy	33%	50%	17%																							
Writing	24%	55%	21%																							
Spelling	39%	47%	14%																							
Grammar and Punctuation	24%	61%	15%																							

## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. 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 2014 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <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>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	94 %	94 %	94 %	95 %	95 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	94 %	94 %	94 %	95 %	95 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

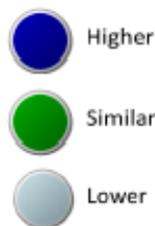
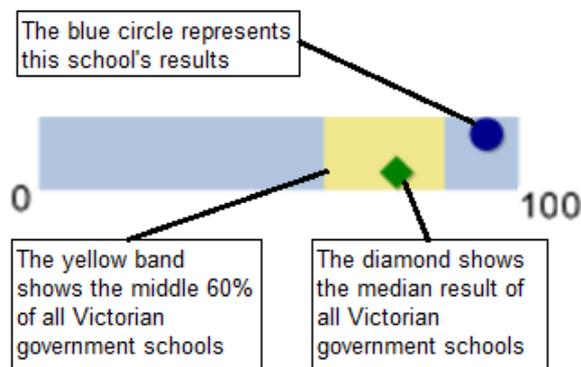
## What are student outcomes?

*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 colleges, 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.



## 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 Indigenous 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.

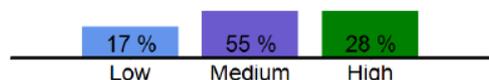
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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 - Operating Statement Summary for the year ending 31 December, 2014

Revenue	Actual
Student Resource Package	\$6,073,936
Government Provided DE&T Grants	\$670,829
Government Grants Commonwealth	\$243,290
Government Grants State	\$3,650
Revenue Other	\$44,226
Locally Raised Funds	\$1,301,026
<b>Total Operating Revenue</b>	<b>\$8,336,957</b>

Expenditure	
Student Resource Package	\$6,060,768
Books & Publications	\$17,736
Communication Costs	\$22,573
Consumables	\$120,818
Miscellaneous Expense	\$711,488
Professional Development	\$65,794
Property and Equipment Services	\$537,222
Salaries & Allowances	\$591,533
Trading & Fundraising	\$240,779
Travel & Subsistence	\$162
Utilities	\$64,516
Adjustments	(\$808)
<b>Total Operating Expenditure</b>	<b>\$8,432,581</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$95,624)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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.

### Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	\$531,447
Official Account	\$47,716
Other Accounts	\$324,997
<b>Total Funds Available</b>	<b>\$904,160</b>

Financial Commitments	
Operating Reserve	\$380,241
Capital - Buildings/Grounds incl SMS<12 months	\$37,132
Maintenance - Buildings/Grounds incl SMS<12 months	\$102,872
Beneficiary/Memorial Accounts	\$2,543
Revenue Received in Advance	\$150,391
School Based Programs	\$230,982
<b>Total Financial Commitments</b>	<b>\$904,160</b>

Laurimar Primary School ended its 6<sup>th</sup> year of operation at the end of 2014. At census in February, the indicative budget (SRP) was based on 1013 students. This was revised up to 1018.8 students after audit at the end of May. Laurimar Primary School ended the financial year with a total Operating Revenue of \$8,336,957. Total Operating Expenditure was \$8,432,581. Our school finished the year with a net operating deficit of \$95,624. Unexpected Casual Relief Teaching costs, utility expenditure (Including a severe water leak on the school premises), and unexpected ICT leasing costs that our school had entered into grew to 200% of the expected budget. In contrast to this if we look at the total funds available to Laurimar Primary School we finished the year as of 31<sup>st</sup> December with a balance of \$904,160. In addition to this, school council was able to make a positive financial decision to shift \$320,000 into a high yield term deposit returning \$324,997.26 after 150 days. The school ended the year in a healthy financial position.



Department of  
Education & Training

Laurimar Primary School