**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 April 2023 at 11:31 PM by Siobhan Gosney (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 23 April 2023 at 09:15 PM by Melissa Donald (School Council President) | |

School Name: Lal Lal Primary School (0863)

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

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**

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| **School context** |
| This Annual Report is presented to the students, teachers, families and friends of Lal Lal Primary as well as the wider community. Lal Lal Primary school is a small rural school located just 15 minutes outside of Ballarat. The school is an integral part of the local community. There is only the local mechanic, pub and school in Lal Lal.  Buninyong is the closest town just 10 minutes down the road.  The original school was established in 1866. The school boasts committed, experienced teachers, friendly hardworking students and a very supportive and active school community.  Resilience, Respect, Effort and Kindness are the core values that are the cornerstones of a strong culture of learning and development.   A school Chaplain is appointed to our school; the role is integrated with our Student Engagement Policy.The school is very fortunate to have excellent facilities. There are dedicated teaching spaces for specialist subjects such as music and art and three other refurbished classrooms for learning with smaller quieter spaces for flexible learning.  The two-class portable building was opened up to allow for innovative teaching and learning.  The school had an enrolment of 34 students in 2022. They were supported by 2.67 teaching staff, one teaching principal and 0.4 support staff who worked across administration and student support.   The current SFOE was medium. There was one student on the Disability Inclusion Program (DIP), and two Koorie students.  The school was grouped into three small multi age classes, with the core areas of Literacy and Numeracy occurring in the morning and then the Specialist areas in the afternoon.     2022 was the first  year of the new Strategic Plan.  The school continued to focus our work on improving student achievement in Reading and Numeracy. The staff professional learning was focused on effective teaching in these two areas. The school offered a Chinese language program with the assistance of Mount Clear Secondary College and an instrumental music program. The school offers all key learning areas including Performing Arts, Science, Physical Education Personal Learning and boasts a vast range of extra-curricular activities. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022, we continued to explore the Science of reading approach through systematic phonics. This approach to phonics instruction is explicit and systematic, and aims to provide students with the tools to read and write through a multi-sensory experience. Having the correct tools available to problem solve empowers students to become successful readers and writers. In 2022, we continued to stock up our take home readers with decodable books across all levels.  Teachers undertook  Professional Learning on the Science of reading and tweaked their practices to incorporate their new learnings and understandings.  Teachers have begun to work collaboratively to develop curriculum templates to help us organise, document and map our curriculum, this will be an ongoing process.Overall, 2022 NAPLAN data demonstrates several trends of improvement in both Year 3 and 5  when compared to State and Like schools in Numeracy and Literacy.  IN 2022 ur school was ranked 17th out of all region  schools which was a great achievement for our school.Over the past few years,  work has been completed on building staff understanding of data literacy. This progression has enabled staff to move from just completing the required assessments, to now using that information to inform their teaching to a greater extent. Keeping the line of sight and what that means for us as a school, is imperative in determining the strategies that we seek and use. Our Assessment Schedule continues to be updated, analysed and reviewed to ensure staff can accurately measure the intended and taught curriculum especially inline with the Science of Reading.The  Tutoring Program was developed and implemented from the beginning of the year. It was fully supported by the recruitment of 0.6 teaching staff. We had a strong emphasis on Reading, Writing and Numeracy and targeted identified students where six months of growth was not evidenced in these areas. We targeted students in Grades 2 to 6 over the entirety of the year  Overall this was a successful program and the growth of many students was evidenced through the PAT Reading and Numeracy. |
| Wellbeing |
| In 2022  Lal Lal Primary school aims to create an engaging and positive school culture to ensure optimal student learning.  We strive to provide quality educational programs within a supportive learning environment that promotes personal excellence and fosters participation and communication. Wellbeing of students, staff and families are an integral part of our school and the curriculum. The Resilience Project was a key focus in 2022 after the Covid years. The four key areas of the project are to build resilience, gratitude and empathy and foster positive relationships in school.  We are embedding these pillars across all teaching and learning areas and in the extracurricular activities as well.  During Remote Learning the students participated in daily GEM (Gratitude, Empathy and Mindfulness) sessions. All lessons were undertaken in real time and all students accessed the digit platforms daily. The students transited back to on-site learning well with the assistance of classroom connections activities.   Lal Lal Primary School has a Buddy system that that encourages junior and senior students to develop supportive relationships and carries across all Grade levels. Classes meet regularly to foster Resilience, Respect and Kindness (3 of our core values). Our School offers transition sessions for both foundation students and those new to our school. The school has great links with the local Secondary School which is the main feeder school.  School staff work hard to ensure that there are programs in place to provide a smooth transition. Leadership meet regularly with a team of Councilors, Psychologists and Speech Therapists to support the learning needs of all students at the school.  Teachers have regular welfare meetings in order to best support all students in their care.  Students take part regularly in a variety of anti-bullying workshops, class work and special days such as Safer Internet Day and the National Day of Action against Bullying and Violence. The school has completed its e-smart accreditation and student safety is a core part of that program. Growth mindset continues to be a focus in all classrooms and learning areas. This strategy works well with the Resilience Project.  In 2022, the school Chaplain continued  to assist in supporting the students and their wellbeing. |
| Engagement |
| Lal Lal Primary School continues to have a strong academic focus that aligns with its school vision on student achievement. It has a significant number of positive strategies in place to continually revise and improve our focus on Student Engagement. At Lal Lal Primary School we provide a stimulating learning environment that engages and challenges students in their learning and fosters positive well-being in every individual. Student voice is a focus of the student leadership positions in the school and gives students an opportunity to have a say and be consulted on teaching, learning and the school environment.  Junior School Council regularly fundraises for charities as well as initiates and contributes to the projects around the school i.e. year 6 tops, excursions etc. Three-way conferences (student led interviews) occur across the year and provide students with the opportunity to take ownership of their learning. Students set and articulated their goals in literacy and numeracy and showcase their achievements through Class Dojo portfolios and Google Classroom. In 2022 the students undertook two Positive Start Camps and a number of excursion where all students were able to participate.  These excursions and activities have continued to have a positive impact on our Student Attitude to School Survey results. The students were extremely grateful to be allowed to participate in these types of activities again.  The absence data is lower than the state and similar schools for students that had 20 or more absent days in 2022. We have structures in place to identify, monitor and follow up unexplained absences, and therefore we were able to identify students who were frequently absent and late to school to find ways to support students and families. |
| **Financial performance** |
| 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.  The surplus was also tagged for further employment of Tutors for the TLI. The AIP Curriculum Learning Goals were met through the planned budget allocations, along with additional funds to provide our Program for Students with Disability (PSD), along with additional funds committed by the school enables us to provide an inclusive, equitable learning program - enhanced by Education Support Staff, outside providers and resources. The school was successful in receiving a grant from Sporting Schools Program in 2022 for Swimming and Winter sports and bike education.  The school was also very fortunate to receive a grant from the Lal Lal Windfarm which funded new drums for our music program.The junior school council and the Parents and Friends Association were able to return to their fundraising activities again in 2022 and a raised a significant amount of money that was spent on decodable readers and other classroom resources to support the Science of reading program.The school also received a small amount of Equity Funding, which contributed towards ensuring the best outcomes for all our students. |

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 34 students were enrolled at this school in 2022, 11 female and 23 male.

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

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 100.0% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | NDA |
| State average (primary schools): | 73.4% |

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.

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| **English**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 86.7% |
| Similar Schools average: | 82.3% |
| State average: | 87.0% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 86.5% |
| Similar Schools average: | 83.8% |
| 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.

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| **Reading**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 80.0% | 75.0% |
| Similar Schools average: | 69.0% | 67.3% |
| State average: | 76.6% | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 100.0% | 100.0% |
| Similar Schools average: | 62.9% | 59.7% |
| State average: | 70.2% | 69.5% |

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| **Numeracy**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 80.0% | 75.0% |
| Similar Schools average: | 54.9% | 59.5% |
| State average: | 64.0% | 66.6% |

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| **Numeracy**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 66.7% | 66.7% |
| Similar Schools average: | 47.1% | 49.3% |
| 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).

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 61.5% | 77.3% |
| Similar Schools average: | 78.5% | 81.0% |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 61.5% | 79.3% |
| Similar Schools average: | 79.2% | 82.9% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 20.3 | 13.4 |
| Similar Schools average: | 27.3 | 18.3 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 89% | 91% | NDP | 85% | 91% | 92% | 88% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $737,619 |
| Government Provided DET Grants | $227,136 |
| Government Grants Commonwealth | $9,519 |
| Government Grants State | $0 |
| Revenue Other | $22,447 |
| Locally Raised Funds | $14,914 |
| Capital Grants | $22,115 |
| Total Operating Revenue | **$1,033,750** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $13,773 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$13,773** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $656,851 |
| Adjustments | $0 |
| Books & Publications | $1,318 |
| Camps/Excursions/Activities | $12,603 |
| Communication Costs | $639 |
| Consumables | $7,020 |
| Miscellaneous Expense 3 | $6,895 |
| Professional Development | $9,708 |
| Equipment/Maintenance/Hire | $27,898 |
| Property Services | $10,965 |
| Salaries & Allowances 4 | $29,315 |
| Support Services | $24,899 |
| Trading & Fundraising | $61,077 |
| Motor Vehicle Expenses | $4,939 |
| Travel & Subsistence | $378 |
| Utilities | $5,087 |
| Total Operating Expenditure | **$859,592** |
| Net Operating Surplus/-Deficit | **$152,043** |
| Asset Acquisitions | **$35,992** |

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 | $321,324 |
| Official Account | $22,658 |
| Other Accounts | $0 |
| Total Funds Available | **$343,982** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $32,557 |
| Other Recurrent Expenditure | $2,755 |
| Provision Accounts | $0 |
| Funds Received in Advance | $77,412 |
| School Based Programs | $323 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $10,149 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| 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 | **$123,196** |

*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.*