

2022 Annual Report to the School Community

School Name: Laurimar Primary School (5497)



- 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 28 March 2023 at 11:57 AM by Jason McBean (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 28 March 2023 at 09:57 PM by Renee Kueffer (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

Laurimar Primary School Profile/ Context 2022

Laurimar Primary is now an established school in its 14th year of operation built by the Department of Education and Training (DET) opening in 2009. Laurimar is situated on 3.4 hectares of land, 30km from the CBD, in Melbourne's northern residential growth area. We are incredibly proud of our school and the many things that makes it so unique. We proudly celebrate a strong culture of inclusion, difference and diversity so that each individual can confidently reach their full potential.

The school has a current population of 966 students. The school continues to attract student enrolments due to our positive reputation within the Doreen and wider community and has a strong focus on excellence in Primary Education. It is the aim of all staff to help the children settle into their dynamic school community and build 21st Century Learning skills, attitudes, values and respect that they need to fully participate in the rich educational life of our school.

The master planned community, along with the Primary School, includes; a town centre, supermarket, shops, childcare, kindergarten, sports fields, War Memorial and recreation facilities which have been opened over the past 10 years. These create a dynamic setting for young children to be supported in their learning. The construction of a childcare, kinder and maternal health care facility in close proximity to our Prep Learning Centre creates an exciting and innovative Early Childhood Education precinct for the Laurimar Community to benefit from.

Laurimar PS enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities and learning outcomes. The modern facilities and 21st Century teaching and learning pedagogy represent an exciting opportunity for students and parents, and have established the school's strong 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 is designed and built to incorporate the latest facilities for engaging students and comprises six buildings:

- *Fully equipped STEM Centre that strongly engages students and develops a deep sense of curiosity
 - *Two Learning Centres, each comprising ten general purpose classrooms that feature open plan teaching and learning, working areas with ICT facilities throughout, wet areas, withdrawal area and indoor toilets that cater for our Prep-2 students
 - *Fifteen double, open plan relocatable classrooms with staff centre in each, all controlled by heating and cooling
 - *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 and OSHC Demonstration Program that caters for students with disabilities
 - *Chinese Zen Garden, Community Safety Space and Indonesian Tropical Garden that reflects our commitment to Asian Literacy
- Expansive outdoor recreation areas include a 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 new outdoor coverway over the netball courts near the Year 5 and 6 classrooms, two 'ga-ga' pits and cubby houses and 'mud kitchens' to increase the activity options in our play spaces

We recently opened our newly designed Prep Development & Play Area that incorporates many hands on activities.

Laurimar Primary School is committed to the academic, social & emotional learning and personal growth of every student. 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 through setting personal goals. The skills needed for the 21st century, which support a love of learning that goes beyond the classroom, are actively embraced by our school. A high emphasis is placed on the development of social/emotional learning of every child through a dedicated team.

A focused curriculum, dedication to innovation and a culture of care from all staff will help us meet this commitment.

A balanced, engaging and comprehensive curriculum constantly challenges students to extend their learning and cater for all individual needs through CAFE Reading structure, the 6+1 Writing traits, SOUND WAVES Spelling and comprehensive numeracy pedagogy.

Teachers are 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. There is an extensive range of ICT resources available which are 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 over the past 14 years, however, as a school community, we all look to a bright future with great optimism and excitement and constantly strive to take the learning to higher levels. Laurimar PS has a strong focus on excellence in Primary Education for all students and will constantly strive for ongoing improvement for all.

At Laurimar Primary School, the roles and responsibilities expected of employees at the various classification levels incorporates and reflects:

- Schedule 2 of the Victorian Government Schools Agreement 2017 <http://www.education.vic.gov.au/hrweb/Documents/VGSA-2013.pdf>
- Australian Professional Standards for Teachers <http://www.aitsl.edu.au>
- Victorian Institute of Teaching, Codes of Conduct and Ethics <http://www.vit.vic.edu.au>

School Vision and Values:

Laurimar Primary School leadership team has worked in collaboration with all stakeholders across the school on our vision, mission and school values and is embedded across all planning meetings and agenda items.

VISION STATEMENT

AS A LEADERSHIP TEAM AT LAURIMAR PRIMARY SCHOOL, WE WILL SUPPORT OUR TEACHERS TO GROW EVERY CHILD AND TO FOCUS ON BEST PRACTICE TO POSITIVELY IMPACT STUDENT OUTCOMES.

WE WILL DEVELOP THE POTENTIAL OF OUR STAFF SO THAT THEY CAN BE RECOGNISED AS LEADERS IN EDUCATION.

WE WANT LAURIMAR PRIMARY SCHOOL TO BE RECOGNISED AS A LEADING SCHOOL IN OUR NETWORK AND ACROSS THE STATE.

MISSION STATEMENT

OUR MISSION AT LAURIMAR PRIMARY SCHOOL IS TO EMPOWER AND SUPPORT OUR STUDENTS, TEACHERS, AND STAKEHOLDERS THROUGH COLLABORATION AND A COMMITMENT TO CONTINUOUS IMPROVEMENT.

WE STRIVE TO PROVIDE AN ENGAGING AND INSPIRING LEARNING ENVIRONMENT THAT IS GROUNDED IN EVIDENCE-BASED PRACTICES, AND WE WORK TOGETHER TO FOSTER A SENSE OF COLLECTIVE EFFICACY THAT DRIVES OUR SUCCESS AS A TEAM OF EDUCATORS AND PROFESSIONAL LEADERS.

SCHOOL VALUES



Progress towards strategic goals, student outcomes and student engagement

Learning

Laurimar Primary School proudly achieved many positive results in 2022 both in Literacy and Numeracy. Continuing our Literacy focus from 2021 where we focused on Writing, for 2022, the focus was on improving teaching and learning in Reading whilst continuing to maintain and improve data in Writing. Through the completion of a staff survey, we identified areas of focus for staff professional learning:

1. What knowledge and skills would you like to develop in the area of reading?
2. What strategies do you rely on most in small group instruction?

Through the professional learning we:

- * developed a LPS Reading Moderation document which “unpacked” the Victorian Curriculum to further increase teacher understanding of the content
- * completed reading strategies professional learning (outline of each strategy and why you would use it)
- * professional learning focused on Science of Reading to increase knowledge of how students learn to read
- * 19 staff completed ‘Little Learners Love Literacy’ professional learning – two school visits and a two day seminar to support its implementation for 2023 at Laurimar Primary School
- * implemented a 2 hour literacy block to provide options for fluidity between reading, writing and spelling sessions
- * purchase of new reading teaching and learning resources specifically Little Learners Love Literacy books, games, cards and charts etc

Feedback from staff:

- * Staff in attendance at the professional learning increased their understanding of the variety of reading strategies they could implement and when/why they would use each one
- * Staff in attendance at the professional learning felt more confident in using the variety of reading strategy/ies to deliver lessons
- * Planners included a variety of reading strategies

These actions along with our Tutor Learning Program which focused on reading has led to our student data showing improvement in most areas:

NAPLAN

By 2024, our goal of increasing the percentage of students achieving above NAPLAN benchmark growth in reading and writing were both achieved:

- * Reading from 11% (2019) to 15% (2024) – 2022 result Year 5 – 32%
- * Writing from 16% (2019) to 21% (2024) – 2022 result Year 5 – 17%

By 2024, reduce the percentage of students achieving below NAPLAN benchmark growth in Reading was achieved, however in Writing we are still working towards our goal:

- * Reading from 45% in (2019) to 37% (2024) - 2022 result Year 5 – 21%
- * Writing from 36% in (2019) to 30% in (2024) - 2022 result Year 5 – 37%

By 2024 our goal of increasing the percentage of students achieving in the top 2 bands of NAPLAN in Reading was achieved in both Year 3 and 5

- * Year 3: from 54% (2019) to 59% (2024) – 2022 achievement was 56%
- * Year 5: from 31% (2019) to 36% (2024) – 2022 achievement was 32%

By 2024 our goal of increasing the percentage of students achieving in the top 2 bands of NAPLAN in Writing was achieved in both Year 3 and 5

- * Year 3: from 54% (2019) to 59% (2024) – 2022 achievement was 54%
- * Year 5: from 15% (2019) to 20% (2024) – 2022 achievement was 17%

TEACHER JUDGEMENT

By 2024, increase the percentage of students achieving at expected growth over 12 months each year in reading and viewing in the Victorian Curriculum (teacher judgements) from 73% (2019) to 78%(2024). This was achieved at all levels except Years 2, however we acknowledge the gaps for these students in this critical time in learning through Covid.

PREPS - 66% at expected growth and 21% above expected growth =87%
 YEAR 1s 58% at expected growth and 23% above expected growth = 81%
 YEAR 2s - 56% at expected growth and 8% above expected growth = 64%
 YEAR 3s - 62% at expected growth and 14% above expected growth = 76%
 YEAR 4s - 83% at expected growth and 3% above expected growth = 86%
 YEAR 5s - 75% at expected growth and 8% above expected growth = 83%
 YEAR 6s - 66% at expected growth and 10% above expected growth = 76%

By 2024, increase the percentage of students achieving above expected growth over 12 months each year in writing in the Victorian Curriculum from 7% (2019) to 12% (2024). We achieved this in Year 1 and Year 5.

PREPS - 4.83%
 YEAR 1 - 14.88%
 YEAR 2 – 5.36%
 YEAR 3 – 3.15%
 YEAR 4 – 2.8%
 YEAR 5 – 7.09%
 YEAR 6 - 6.67%

While we had a major focus on reading in 2022, we also continued to prioritise Numeracy improvement. Major concentration was

given to increasing the amount of 'hands on' manipulatives' to support the teaching and learning program. One of our major purchases was Top Ten Maths which provides our teachers with Numeracy continuum information in all maths areas, pedagogical approaches that support great numeracy teaching and examples of exemplar lessons for teachers to use in their teaching and learning program and as a model for developing their own exemplar lessons.

In professional learning we concentrated on Mathematics moderation which not only increased understanding for teachers of the Victorian Curriculum but supported our ability to make consistent student achievement judgements both in completed tasks and Victorian Curriculum ratings.

NAPLAN

Our student data has met or exceeded our goals in our Strategic and Annual Implementation plans in all year levels except Years 2 and 3.

By 2024, increase the percentage of students achieving at expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 65%

(2019) to 73% (2024)

2022 PREPS - 77%

2023 YEAR 1 – 69%

2023 YEAR 2 - 62%

2023 YEAR 3 - 61%

2023 YEAR 4 – 72%

2023 YEAR 5 – 69%

2023 YEAR 6 – 67%

By 2024, increase the percentage of students achieving above expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 8.5% (2019) to

12.5% (2024)

2022 PREPS - 12%

2023 YEAR 1 – 9%

2023 YEAR 2 - 9%

2023 YEAR 3 - 6%

2023 YEAR 4 - 11%

2023 YEAR 5 - 14%

2023 YEAR 6 - 13%

By 2024, increase the percentage of students achieving above NAPLAN benchmark growth in numeracy from 13% (2019) to 20% (2024) – 2021 achievement was 24%

Decrease the percentage of students achieving below benchmark growth from 28% (2019) to 23% (2024) – 2021 achievement was 20%

By 2024, increase the percentage of students achieving in the top 2 bands in numeracy (NAPLAN) :

Year 3 from 45% (2019) to 50% (2024) – 2022 achievement was 35%

Year 5 from 27% (2019) to 32% (2024) – 2022 achievement was 21%

We look forward to 2023 where we will continue to focus on these areas particularly Numeracy, to hopefully make further gains with our goals and targets.

Wellbeing

Physically, cognitively, sensory and socially and emotionally, Laurimar Primary School has 206 students who have appeared on the NCCD (National Consistent collection of Data). They have been diagnosed with a form of learning difficulty that include hearing, vision, disability both physically and intellectually. Data indicates that a majority of these students have substantial needs to support their learning. This requires a detailed modification to the learning program on a daily basis. A dedicated student health and wellbeing team made up of our inclusive and disability leader, 2 Assistant Principals, Educational Psychologist and the Principal oversee these programs, provide point of need supports and strategies for all students across the school who require additional services.

In addition, student wellbeing extends to our highly inclusive STRIVE program which is a facility that supports students for three, 1 hour sessions each week in an environment that is more suited for the social and academic progress. This program is overseen by our disability and inclusion leader(Learning Specialist). Many of these students also get to benefit from the OSHC Demonstration program after school that caters for students with various needs and disability not just from Laurimar Primary School but surrounding settings in the community.

Engagement

To support our students and families post COVID years, a strong focus continued to be given to school attendance for all students in 2022. Attendance Data was regularly analysed to identify individual, grade and cohort level for celebration or a particular focus to improve attendance. Our Laurimar Primary School and Department Attendance Policy was followed in areas where students had significant attendance gaps. All teachers contacted parents on the second day of non attendance for accountability. Awards to acknowledge high attendance were also given out at assemblies.

We continue to provide a stimulating learning environment across all 43 classrooms for each and every student through highly engaging and motivating activities. In 2022, we joined in partnership with Quantum Victoria with a strong focus on STEM. There were many learning opportunities resulting in a memorable experience at the 2022 Formula 1 Grand Prix that had a mix of track activities and engaging, hands on STEM activities.

Each year, our **ANZAC Day** Dawn service and **Remembrance Day** Service are conducted here at our beautiful memorial and is a significant community event run by the Doreen RSL and Laurimar Primary School with many schools and community organisations represented. It is a very moving service.

Student Leadership at LPS was further enhanced across the school through regular symbolic presence at assemblies and students having a greater role in running them. House banners for every assembly were introduced and proudly visible. Students attended the National Young Leaders Day in the city. We expanded our student leadership qualities through our leaders having guest speakers and attending leadership forums.

School camps and excursions; In 2022, Laurimar Primary School was able to complete the full compliment of our sequential camping program from our Prep trek, Grade 1 Dinner Disco, Grade 2 School Sleepover, Year 3 Echuca Camp, Year 4 to Phillip Island, Year 5 to Camp Kangarooie in Warrnambool and Year 6 Camp to Wilsons Promontory. The lifelong memories that these experiences create for our whole school make the camps program worthwhile.

2022 Clubs Program was reintroduced to provide engaging and stimulating programs led by staff and students and provided a range of excellent activities for students to be involved in at recesses and lunch times.

A 'Walk and Talk' Program was introduced for students to walk off the school grounds with Principal Class team members each recess and lunch accompanied by our Therapy dogs in the beautiful surrounds around our school. This had an instant effect on lowering the number of incidences in the playground at break times.

Our 2022 High Ability Groups and Student Excellence Program exposed groups of up to 6 students at a time as identified through data by the Department of Education for Numeracy and Literacy. These students attended online extension classes each week.

Other highlights from the school year

Whole school events and/or celebrations: In 2022 included, Cultural Week to focus on the diverse backgrounds, skills and talents from our 42 cultural backgrounds in our school. Mother's Day and Father's Day Breakfasts and stalls allow all students to celebrate these important cultural days for our community

ANZAC DAY Dawn Service at our Laurimar Primary School War Memorial. Once again, attended by thousands from the Doreen and Broader Community, this special ceremony is poignant and significant to so many all the while educating the younger generation.

Whole School Ride and Walk Days: Each Term we conduct a whole school walk to school day and whole school ride to school day to promote sustainable transport across the school.

Sporting achievements: 2022 was an action packed and exciting year for Physical Education and Sport at Laurimar Primary School. With the departure of Rhett McDonald, Jacob Smith stepped into the fold and brought some fresh ideas and a new dynamic to the team. He joined Rachel Pretty and Des Chapman in creating a new look Physical Education team who all complemented the program in their own way.

To start the year off we had 28 students representing us at the District Swimming event, with a further 3 advancing through to Division. We also came 4th overall in the DVPSSA District Swimming Carnival, which was a very good effort as a collective.

We then headed to Cross Country where we had over 60 students represent us at District Cross Country. Of those 60, we had 14 students advance through to Division, which is an outstanding achievement. A further congratulations to Noah Reid, Jack Stein, Alex Boyle-Plymin and Ami Summino who were successful in making it to the Regional Finals.

The Prep students at LPS were lucky enough to participate in our PMP (Perceptual Motor Program) as very few schools run these programs. The PMP program concentrates on gross motor skills, perceptual motor skills, such as balancing and integrates literacy and numeracy aligned with the Prep curriculum.

Inter School Sports was also a tremendous success throughout the year. During the summer season we were successful in having 7 teams qualify for the finals, with 3 teams going all the way to be crowned District premiers. During Winter we had 8 teams qualify for

finals with a further 2 teams winning the District premiership. Special mention to Marg Omond's Girls Black Softball Team who were also successful in making it to the regional finals.

Athletics was a resounding success with the Laurimar Athletics day being held at Meadowglen Athletics Track on Tuesday 2nd August. We had over 50 students represent us at the District Athletics Carnival on Thursday 25th August. From there we had 23 students advance through to Division and a further 4 students went through to the Regional Athletics Finals. Congratulations to Andy Mason (11 YO, Boys, Hurdles), Brodie Clark (11 YO, Girls, Discuss and Shot Put), Tasmin Newton (11 YO, Girls, Long Jump) and Levi Parker (9,10 Boys, Shot Put) who all made it through to Regional Athletics.

The 2022 Energy Breakthrough Program was back in full swing in 2022, headed by Mark Brown. Assisting him in the program was Erin O'Connell, Sharni Anderson, Jacob Smith, Chelsea Stein and the amazing Simon Kneale. Trials for the program commenced in May before students were put to the test in a rigorous 6 month training regime before heading to Maryborough in November. In a remarkable effort, all 3 teams finished 1st, 2nd and 3rd respectively. A true reflection of the dedication and effort put in by Mark Brown and his team.

2022 concluded with swimming trials for our 2023 team, to allow students time over the holidays to commit themselves to training, with the District Swimming Carnival recommencing early in 2023.

Community partnerships or school grants:

2022 Environmental programs

Junior Environmental Council 2022

The JEC is a peer selected group of 12 students in Year's 4 to 6 that are passionate about the environment and sustainability. The aim of the JEC is to promote awareness of the environmental impacts we have and sustainability practices that we can implement to improve the schools carbon footprint. In recent years we have focused on our school wide recycling programs as well as the promotion of various recycling programs of hard to recycle items such as soft plastics and oral care waste. In 2022 the JEC focused on improving our school wide paper and cardboard recycling. We also participated in Terracycle's Oral Waste recycling program. We were fortunate to win a Grand Prize from Terracycle due to the community's efforts in bringing in their oral waste products. We received a \$4800 prize pack consisting of the following

1. Two garden beds made from TerraCycle recycled materials
2. Bench with planter boxes made from TerraCycle recycled materials
3. Bug Hotel
4. \$100 Bunnings Warehouse gift voucher
5. \$100 Australian Seeds Voucher
6. Plantastic! A to Z of Australian Plants Book

Laurimar Junior Rangers 2022

The Junior Rangers are a group of 50 students from years 4 - 6 who are passionate about the environment. They met each week for two sessions to learn about the environment, sustainability and how they can help make a positive difference to the world. This is an extension program that focuses on improving student's knowledge and skills in the area. The purpose of this program is to provide a select group of passionate students with the opportunity to have a positive impact on sustainability at Laurimar Primary School and the broader community. They learnt about and took part in a number of lessons on waste management, biodiversity, pollution reduction and extinction. Students who participate in this program are responsible, complete extra homework tasks at home, reliable, organised and keep up with their classwork.

Semester 1- 2022 Bee Habitat and Awareness Project

The aim of this project was to create more biodiversity in the school grounds by planting more native plants and garden beds, particularly with the aim of attracting more native birds and bees to our school. The students were involved in learning about the native birds and bees, choosing the plants, designing the garden, planting the plants, building the homes for birds and bees, educating peers about their project and protecting their projects. The

expected environmental and educational outcomes of the project included learning about native plants and animals through building and designing gardens and insect homes. They used their student voice in deciding what they created and how they would like it to look.

Semester 2- 2022- Fighting extinction awareness project in Partnership with Zoos Victoria

The aim of this project was to educate and bring awareness about the critically endangered animals in Victoria. Students had to research a Native Australian Animal on the brink of extinction in groups and create an educational video about this animal to share with the school and community. They worked with Zoos Victoria to research information about their chosen animal and created a short video linked to a QR code to be able to share. Zoos Victoria selected the Laurimar Junior Rangers to be a part of their Fighting Extinction Schools Showcase day where schools across Victoria were invited to the Melbourne Zoo to share their presentations with other schools and the general public.

Financial performance

During 2022, Laurimar Primary School prioritised investment in leadership development and continual staff professional learning directly related to the identified school key priorities and targets.

The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities. Laurimar Primary School ensures the efficient allocation of resources to optimise the achievement, engagement and wellbeing of all students.

The Financial Performance and Position report shows an end of year operating deficit of \$292,116 and repayment of the 2021 reconciled SRP deficit of \$156,088. LPS will see a deficit in our SRP as the school continues to employ our Out of School Hours Care staff (OSHC). While separate program budget is managed for this program, the majority of staffing for this program was against the credit component of our SRP allocation.

Laurimar Primary School received a small amount of Equity Funding, which was utilised to support literacy and numeracy intervention programs and to employ specialist staff in learning and wellbeing.

The School Council will continue to focus on fundraising for beautification and improvements of our school grounds and ensure that all funds from the Student Resource Package are used to support students and improve their learning outcomes. At the back end of 2022, Laurimar Primary School invested significant financial resources, \$52,600 into our Prep/Year 1 Literacy program, Little learners Love Literacy(LLLL) to improve literacy outcomes. Maintenance of our buildings to ensure their safety, functionality and appearance and upgrading of our grounds continues to be a priority in the allocation of school resources. We still rely on locally raised funds to support our programs and maintenance of the school for the long term benefit of our students.

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 approves the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
<https://www.laurimarps.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 958 students were enrolled at this school in 2022, 464 female and 494 male.

7 percent of students had English as an additional language and 3 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).

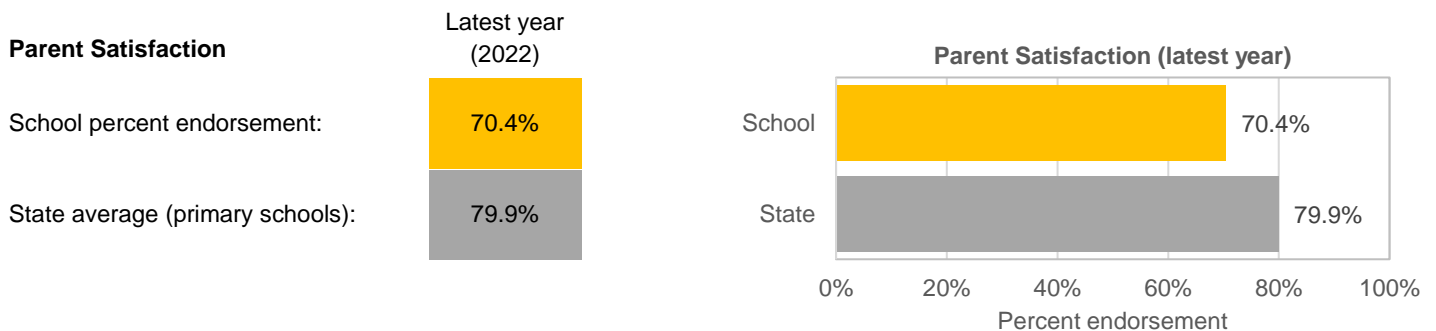
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

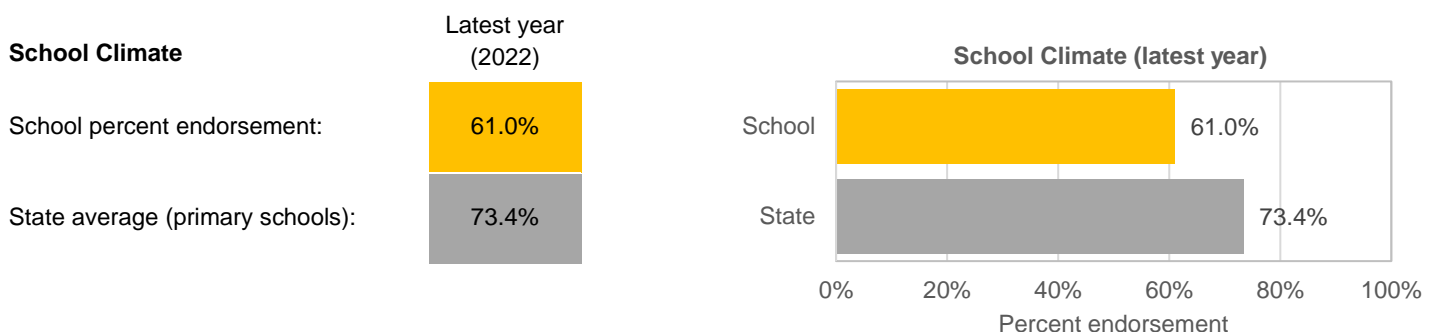


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

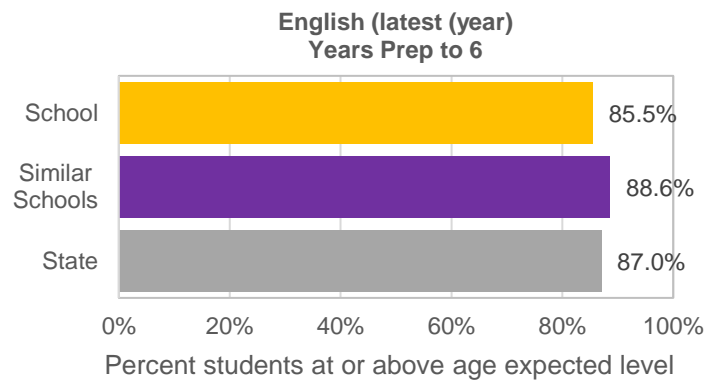
85.5%

Similar Schools average:

88.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

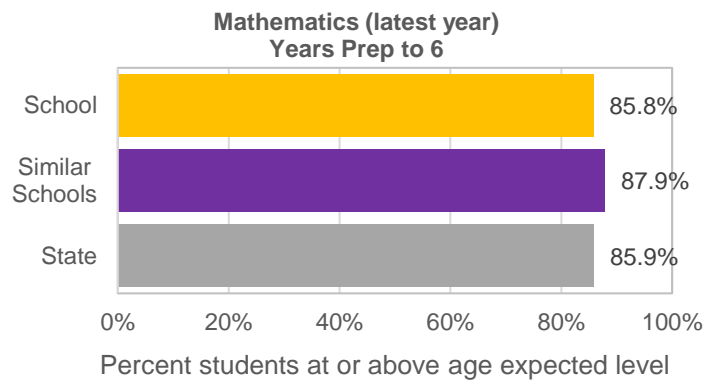
85.8%

Similar Schools average:

87.9%

State average:

85.9%



LEARNING (continued)

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

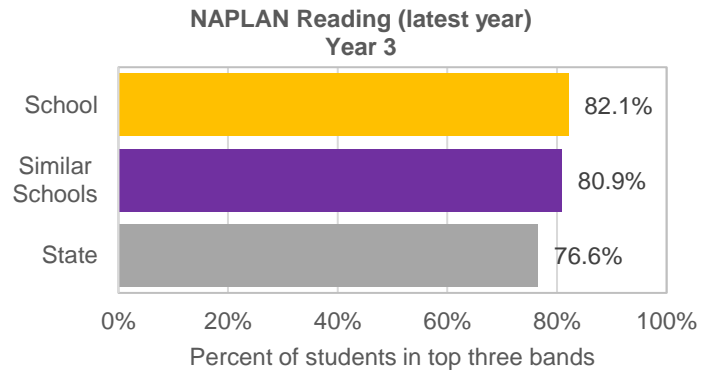
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

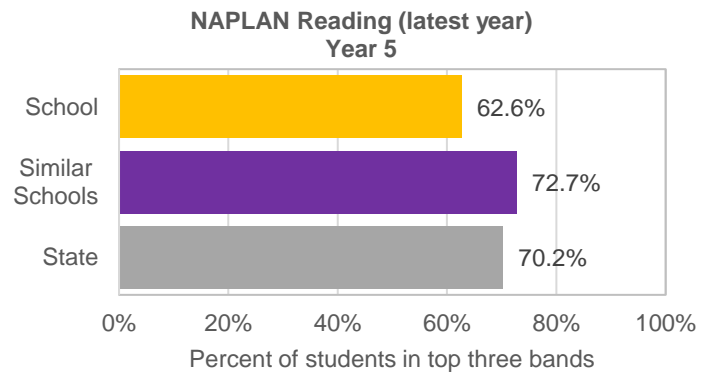
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.1%	81.9%
Similar Schools average:	80.9%	80.6%
State average:	76.6%	76.6%



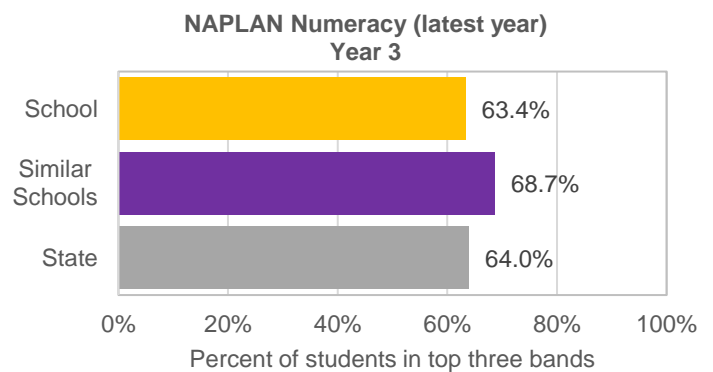
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.6%	65.0%
Similar Schools average:	72.7%	73.1%
State average:	70.2%	69.5%



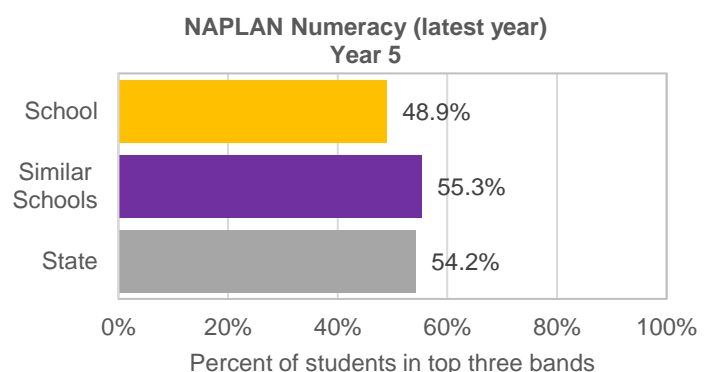
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.4%	66.7%
Similar Schools average:	68.7%	70.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	57.1%
Similar Schools average:	55.3%	60.9%
State average:	54.2%	58.8%



WELLBEING

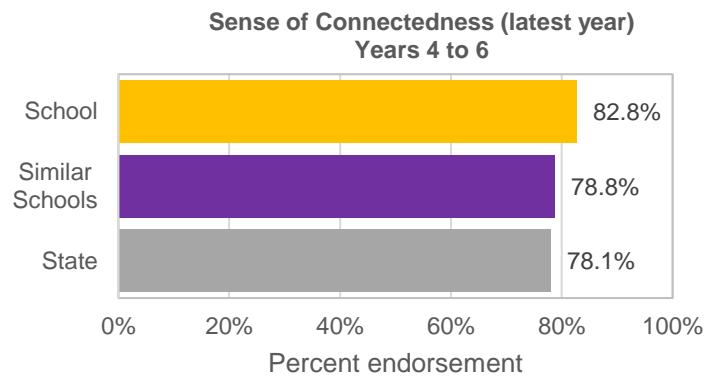
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.8%	83.5%
Similar Schools average:	78.8%	80.5%
State average:	78.1%	79.5%

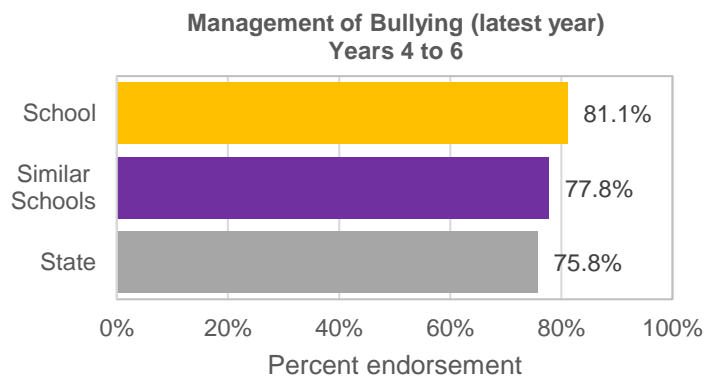


Student Attitudes to School – Management of Bullying

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:	81.1%	82.4%
Similar Schools average:	77.8%	80.1%
State average:	75.8%	78.3%



ENGAGEMENT

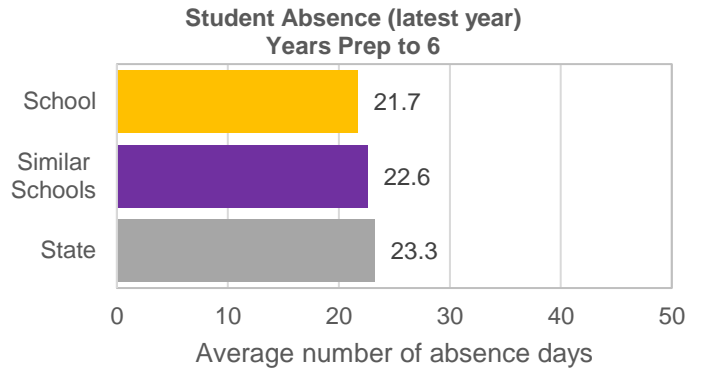
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.7	16.6
Similar Schools average:	22.6	15.7
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):	90%	88%	89%	88%	90%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,831,919
Government Provided DET Grants	\$1,061,361
Government Grants Commonwealth	\$452,238
Government Grants State	\$0
Revenue Other	\$31,517
Locally Raised Funds	\$911,337
Capital Grants	\$0
Total Operating Revenue	\$10,288,373

Equity ¹	Actual
Equity (Social Disadvantage)	\$82,085
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$82,085

Expenditure	Actual
Student Resource Package ²	\$7,918,264
Adjustments	\$0
Books & Publications	\$2,563
Camps/Excursions/Activities	\$382,799
Communication Costs	\$17,685
Consumables	\$165,658
Miscellaneous Expense ³	\$150,669
Professional Development	\$105,214
Equipment/Maintenance/Hire	\$175,162
Property Services	\$198,970
Salaries & Allowances ⁴	\$1,232,311
Support Services	\$58,300
Trading & Fundraising	\$98,297
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$74,595
Total Operating Expenditure	\$10,580,489
Net Operating Surplus/-Deficit	(\$292,116)
Asset Acquisitions	\$38,560

- (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	\$1,045,176
Official Account	\$22,365
Other Accounts	\$0
Total Funds Available	\$1,067,540

Financial Commitments	Actual
Operating Reserve	\$417,354
Other Recurrent Expenditure	\$69,708
Provision Accounts	\$0
Funds Received in Advance	\$93,897
School Based Programs	\$199,563
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$86,345
Asset/Equipment Replacement < 12 months	\$112,848
Capital - Buildings/Grounds < 12 months	\$8,000
Maintenance - Buildings/Grounds < 12 months	\$79,825
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,067,540

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.