

2018 Annual Report to The School Community



School Name: Lara Lake Primary School (0769)



- 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 2018 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 14 May 2019 at 12:21 PM by Steve Durkin
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 14 May 2019 at 01:26 PM by Charlene Eaton
(School Council President)

About Our School

School context

Lara Lake Primary School (LLPS) serves the growing area of Lara, a township with both the personalities and the needs of a rural and a commuter community. Lara's population is around 15,000 and is expected to continue its steady growth. Lara lies in the Windermere Ward within the Local Government Area of the City of Greater Geelong, the State Government electorate of Lara, and the Federal Government seat of Corio. It sits approximately sixty kilometres south-west of Melbourne and fifteen kilometres north of Geelong.

LLPS has Student Family Occupation (SFO) Index of 0.4390 with most families having a regular income derived from paid work. Our enrolments have continued to increase, reaching 691 in 2018 although the long-term forecast is for this to level out at around 550 students. The nearby housing estates are developing and will continue to feed enrolments into the medium-term future. There is a long-term plan for a government school to be built at Lara West but this is not planned in the short term.

As to be expected in a staff of this size, there was ongoing change to personnel at the school. The school has strong selection processes in place to ensure quality personnel are employed as vacancies arise. The change in school size, expectations and staff demographics over the last four years has presented the school with a range of factors to consider. The school staff are to be congratulated for responding swiftly and comprehensively to the changing needs of the school to improve student learning outcomes.

In 2018 the school had 30 classrooms which were managed in seven grade units, each led by a dedicated Team Leader. Leading Teachers facilitate Professional Learning Teams (PLT's); with one Leading Teacher facilitating the Prep-2 area and another Leading Teacher facilitating the learning in the Grade 3-6 area. The school continued to deliver a straight grade model in order to accommodate successful PLTs. Staffing included a Principal, two Assistant Principals, two Learning Specialists, Classroom Teachers and Education Support Staff for a total EFT of 54.95.

The School Vision is 'For each and every child to be literate, numerate, curious and caring.' The School Values are 'Respect, Responsibility and Excellence'. The school is constantly striving to improve, placing the needs of the students at the forefront.

The school's facilities are modern and bright. Buildings and features provide a safe and attractive learning environment, which will continue to be of the highest standard. The school was presented with a \$1.8 million Capital Works grant during the year and received new relocatables and refurbished areas in 2018. Due to growth, an additional three relocatable classrooms were installed in December 2018. The Grounds Master Plan developed through a comprehensive consultation process has provided a strategic framework for environmental projects over the last few years with the grounds being maintained to a high level.

The school offered a quality curriculum programs and all staff have a solid understanding of the Victorian Curriculum. Classroom programs are offered alongside a comprehensive specialist program consisting of: Science, Visual Arts, Performing Arts/Music and Physical Education. There was a whole school focus on social/emotional learning through the implementation of "Play is The Way", a pro social program. This allowed students to develop the necessary skills to problem solve, work independently, develop empathy and understand themselves and others.

The Student Management System is COMPASS. This provides an online communication medium for sharing information, key dates, student achievement and, in the near future, online payments for school expenses.

A Parent Group (KidsLinks) supported the school well via fundraising and organizing community activities.

Parents are valued contributors to the school program and played an active role in making Lara Lake a vibrant, stimulating and positive place to be. Parents participated in a range of subcommittees and working parties, as well as helping out in many classrooms.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

-Developed and implemented an Oral Language intervention strategy within the Prep team.

- Literacy Specialist employed to provide professional learning and coaching to year 3 & 4 teachers, with an emphasis on Reading.
- Implemented a Growth Potential Pilot with the 2018 Year Five (top two bands from 2016 Reading, Year Three, NAPLAN).
- Numeracy Specialist employed to provide professional learning and coaching to year 1 & 2 teachers, with an emphasis on enhancing pedagogy.

Empowering students and building school pride

- Whole school approach to measuring and monitoring student engagement/morale established.

Health and Wellbeing

- Student Wellbeing Program fully implemented, P-6.
- Implement a school wide approach to Student Wellbeing using 'Play Is The Way'.

Achievement

Reading

42.3% of students in top two bands

9.0% of students in bottom two bands

89.7% of students with high or medium relative learning gain (Years 3 to 5)

Numeracy

30.0% of students in top two bands

10.0% of students in bottom two bands

88.7% of students with high or medium relative learning gain (Years 3 to 5)

Engagement

Developed a whole school understanding of Student Agency. Grade five cohort trialled a variety of activities and initiatives to enhance student agency.

- Selected a cross section of students to participate in the focus group. Chose Year five as it was more practical to use one level.
- Ran workshops around Student Voice (Using the PLC Maturity Matrix)
- Development of a Student Focus Group

Attendance rate across Prep to Six was 93.7%

Wellbeing

The implementation of 'Play Is The Way' continued successfully. At the beginning of the year, eight new staff attended a whole day Play Is The Way professional development to ensure all staff have a deeper level of understanding of the principles and practices of the approach.

Affirmative data:

87.4% of positive endorsement in Stimulated Learning (Years 5-6)

83.1% of positive endorsement in Sense of Confidence (Years 5-6)

83.2% of positive endorsement in Managing Bullying (Years 5-6)

Financial performance and position

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 annual result was a deficit of 1%. This was due to the school choosing to keep

student numbers in early years classes low. The school benefits greatly from the hard-working volunteering parents in the KidLinks fund-raising group. The school has undertaken its budgeting processes strategically to ensure that school priorities are well resourced and that budgets meet the school's overall needs. With sound financial management, including careful consideration for the recruitment of staff, the school has been able to offer a comprehensive range of classroom and support programs; utilise the skills of Education Support Staff to support students and complement teacher practice; and continue to operate with a healthy Student Resource Package surplus.

Equity funding was used to provide a range of supports for students with specific needs. Resources have been directed towards key priorities and the emphasis on improved teacher capacity is reflected in our financial commitment to professional learning through the school's Professional Learning Teams model. We continue to face the challenge of resourcing a rapidly growing student population in the provision of learning resources and engaging play spaces.




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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 689 students were enrolled at this school in 2018, 392 female and 297 male.

4 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






















Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




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


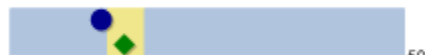


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>10 % 56 % 34 %</p> <p>Low Medium High</p> <p>Numeracy</p> <p>11 % 48 % 41 %</p> <p>Low Medium High</p> <p>Writing</p> <p>25 % 50 % 25 %</p> <p>Low Medium High</p> <p>Spelling</p> <p>28 % 48 % 24 %</p> <p>Low Medium High</p> <p>Grammar and Punctuation</p> <p>14 % 52 % 34 %</p> <p>Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>









Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>94 %</td><td>95 %</td><td>95 %</td><td>94 %</td><td>94 %</td><td>93 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	95 %	94 %	94 %	93 %	92 %	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	95 %	94 %	94 %	93 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$4,980,359
Government Provided DET Grants	\$633,816
Government Grants Commonwealth	\$8,350
Revenue Other	\$41,176
Locally Raised Funds	\$183,041
Total Operating Revenue	\$5,846,742

Equity ¹	
Equity (Social Disadvantage)	\$112,708
Equity Total	\$112,708

Expenditure	
Student Resource Package ²	\$4,829,039
Books & Publications	\$32,591
Communication Costs	\$10,222
Consumables	\$89,047
Miscellaneous Expense ³	\$243,877
Professional Development	\$28,069
Property and Equipment Services	\$338,290
Salaries & Allowances ⁴	\$244,810
Trading & Fundraising	\$43,039
Travel & Subsistence	\$127
Utilities	\$47,267

Total Operating Expenditure	\$5,906,378
Net Operating Surplus/-Deficit	(\$59,636)
Asset Acquisitions	\$0

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$75,527
Official Account	\$49,511
Other Accounts	\$208,331
Total Funds Available	\$333,369

Financial Commitments	
Operating Reserve	\$162,728
Funds Received in Advance	\$94,051
School Based Programs	\$5,000
Funds for Committees/Shared Arrangements	\$33,739
Capital - Buildings/Grounds < 12 months	\$37,851
Total Financial Commitments	\$333,369

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

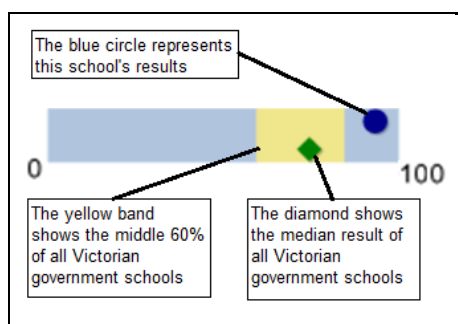
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

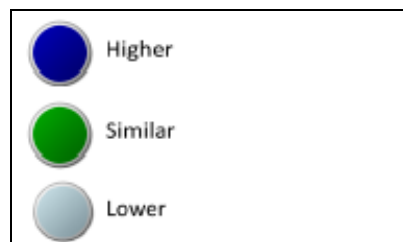


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').