

2016 Annual Report to the School Community



School Name: Lara Lake Primary School

School Number: 769



Name of School Principal:	Daniel Vella _____
Name of School Council President:	[Enter name here] _____
Date of Endorsement:	[Enter date here] _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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 kilometers south-west of Melbourne and fifteen kilometers north of Geelong.

LLPS has Student Family Occupation (SFO) Index of 0.4342 with most families having a regular income derived from paid work. Our enrolments have steadily increased over the last few years, reaching approximately 650 in 2016 although the long-term forecast is for this to level out at around 550 students. We expect that the nearby Grand Lakes Estate, on the doorstep of our school, 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 only tagged land at this stage, with no serious planning started at the time of writing this report.

The staffing profile has continued to change, with many staff either retiring or moving onto other opportunities. In their place, graduate teachers have predominantly filled the void and the school is very proud of the strong mentoring program which has been established to ensure a continued positive school tone and culture is maintained during the change period. 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 2016 we had 29 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 taking care of the Prep-2 area and another Leading Teacher facilitating the learning in the Grade 3-6 area. We continue to deliver a straight grade model in order to accommodate our successful PLTs. Staffing included a Principal and Assistant Principal, 3 Leading Teachers and EFT of 35 full time teachers 4 Admin staff and 10 Education support staff.

The School Vision is 'For each and every child to be literate, numerate, curious and caring.' The School Values are 'Respect, Responsibility and Excellence'. Students, staff and the wonderful community uphold these values to make Lara Lake the outstanding school that it is. The school is constantly striving to improve, placing the needs of the students at the forefront.

Our facilities are modern and bright. Our buildings and features provide a safe and attractive learning environment, which will continue to be of the highest standards. During 2016 we were fortunate to have the main buildings were refurbished. We have interactive whiteboards/flat screen TV's in every classroom and run a 1-1 iPad program for all students in Grades 3-6. 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 has a strong reputation for 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 is a whole school focus on social/emotional learning through the implementation of "Play is The Way", a pro social program. This allows students to develop the necessary skills to problem solve, work independently, develop empathy and understand themselves and others.

The introduction of the Student Management System "Sentral" has assisted the management of student information with attendance being accurately tracked and followed up by teachers and office staff. All teachers report on their response to attendance issues as part of the performance and development plan process.

School Council forms a very important link between the classroom and the community. Over many years, it has been extremely well-led with parent representatives of very high caliber who have a passion and care for the students and the school. Many of the parents have themselves been students of Lara Lake so have a deep connection to its history. School Councilors are active participants in not only decision-making; but also in the day-to-day operations that make the school so successful. A Parent Group (KidsLinks) also supports the school incredibly well via fundraising and organizing community activities. Parents are valued contributors to the school program and play an active role in making Lara Lake a vibrant, stimulating and positive place to be. Parents participate in a range of subcommittees and working parties, as well as helping out in many classrooms.

We have a great school, and, as our school motto says: *We are Learning and Growing Together.*

Framework for Improving Student Outcomes (FISO)



The Annual Implementation Plan (AIP) highlights that excellence in teaching and learning has and will continue to be our key improvement priority.

We have delivered strategic improvement initiatives that have enabled us to build practice excellence and curriculum planning and assessment. Included in the strategies have been Leading Teachers working with teams of teachers in PLTs with our development being supported by the participation in the DET Professional Learning Communities Pilot.

A consultant worked at the school alongside the leadership team to develop the reading curriculum that has triggered significant improvement in the reading practices at the school.

To build a positive climate for learning LLPS has embarked on journey to embed the key life rafts outlined in the "Play is the Way" initiative. Tremendous energy and effort was invested in 2016, from all community members, particularly the students and staff, to live and breathe the Life Rafts:

- Treat Others as You Would Like Them to Treat You
- Be Brave – Participate to Progress
- Pursue Your Personal Best – No Matter Who You Work With
- Have Reasons For Things You Say and Do
- It Takes Great Strength To Be Sensible

Achievement

LLPS implements a pedagogical framework delivering authentic learning intentions and success criteria, and also uses the framework of the Gradual Release of Responsibility when reflecting on teaching and learning. Teachers use strategies based on differentiated teaching, cooperative and shared learning within mixed ability classrooms. Inquiry based units are planned school wide in Years P-6, covering the Victorian Curriculum. They aim to prepare students to be self-motivated independent learners with the ability to set their own learning goals.

Professional Learning Teams (PLT's) have continued to be the main vehicle to better support teacher development, collegiate practice and continue to improve student learning. All teachers are part of these teams, and share common planning time where possible. The PLT's enable richer discussions about and analysis of student data for effective instruction. The establishment of PLTs has created leadership opportunities, allowing for the implementation of key teaching and learning strategies across the whole school, and has led to a stronger sense of collaborative teamwork amongst teaching staff. Teams meet regularly to collaboratively plan, audit and evaluate all processes and protocols.

Learning outcomes are consistently at or above the state benchmarks over a four year period with Year 5 NAPLAN data performing above previous averages and comparing well to the state and similar schools. The results in Year 3 NAPLAN data indicates that further investigation into teaching and learning strategies for this group of children needs to take place.

An intensive coaching program continued to occur across the school in literacy and numeracy. The focus was on building pedagogical knowledge. Feedback, provided through coaching conversation around best practice and strategies to support individual student growth, as well as developing an agreed curriculum based on the Victorian Curriculum was a key element of our 2016 development. A continued focus on Reading in 2016 using the expertise of world-class consultants has seen improvements across the school with Year 3 NAPLAN data an anomaly when comparing to other data sets. Intensive professional learning was provided at a team level and a staff level. Coaching has also occurred inside classrooms and Professional Learning Team meetings have supported this best practice.

The school provides comprehensive support for students with special needs. Individual Learning Plans (ILP's) are developed for each student outlining statements of current behaviours and skills, and ILP's regularly include social skills. These provide a valuable forum to parents. Staff members have a strong sense of collective responsibility toward all students, and a school database is beginning to be used to track and record important information relating to individual students. The development of "I Can" statements will continue in English and Mathematics will assist in goal setting enabling teachers and students to focus on specific areas that relate to a particular concept being taught in class.

Over the strategic period, the school has initiated several improvement strategies around assessment and reporting. More rigorous and relevant assessment schedules were introduced for literacy, numeracy and specialist subject areas, and the school has embarked successfully on the collection and analysis of student data to inform daily teaching practice, leading to a level of consistency and a strategic focus in teaching and learning programs.

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement



Student attendance remained strong with a continued whole school focus on clear processes for monitoring attendance as established over the previous two years, that will be supplemented with an attendance officer role being developed in 2017.

Added to the positive recognition of exemplary attendance all teachers are required to demonstrate proactive strategies to tackle attendance concerns related to students in their class using the Performance and Development Review process.

The continued use of Sentral software ensures that records are kept and follow up is enabled and then noted. The Attendance Policy provides a consistent approach for staff to follow. Data is recorded and discussed by teachers and teams in an effort to arrest any concerning absence trends before they become entrenched. Teachers contact parents if several days of unexplained absence occur. The Assistant Principal is involved when absences continue, as outlined in the Attendance Policy. This may involve ongoing conversations, family meetings and written communication.

We have a clearly outlined Code of Cooperation, understood by all students, teachers and parents. This is distributed to families at the beginning of each year. There are clear consequences for inappropriate behaviour, such as bullying or disrespect for other students, parents or staff. Parents are informed of breaches of the Code of Cooperation via a "white slip" and the Assistant Principal is involved if there are two or three "white slip" incidents in a term.

Continuing to develop pro social skills to promote resilience, respect, empathy and understanding was a focus in 2016. The implementation of the "Play is the Way" program has been a success with the language of the program being embedded throughout the school in 2016.

Overall, we are proud of our school's strong, positive culture with high expectations for all, clear values and high levels of respect and tolerance. We continue to have a strong commitment to student and staff well-being from our whole staff, as well as from extra support from a psychologist via the Nirodah program, and also our region based psychologist.

Despite these initiatives the 2016 data indicates that there is room for improvement related to attendance data which is just below the state average. It should be noted that the LLPS data for attendance is measured to be at a better rate than similar schools.

Wellbeing

Lara Lake has a number of programs in place to support transitions between grade levels, from kindergarten to school, and from Year 6 to secondary school. Our Prep students' transition to school is supported by a transition program during Terms 3 and 4 where preschoolers visited the school and engaged in fun, classroom based activities. Teachers observed students and conducted short assessment tasks designed to assist placement and flag potential issues. All feeder kindergartens were visited by the P-2 Leading Teacher and Prep Team Leader and information sought re students' social, emotional and academic standards.

A Prep Parent Information session in February ensured that parents understood and were supportive of our programs. A buddy system with Year 5 and Prep students supported confidence and built relationships. To support transition between Years 2 to 3 and 4 to 5, a number of lunches /focused sharing activities were organised to familiarise students with the staff in that team, their programs and expectations.

We participated in a transition pilot with Lara Secondary College and Lara PS that developed stronger links between the schools and enabled richer information and effective transition processes to be developed for our students moving to Year 7. This transition community of practice will continue in 2017.

We continue to deliver a rigorous handover process involving all staff, enabling sharing of information about individual students between the 2016 and 2017 teachers. Our exiting Year 6 students enrolled at a range of local government, Catholic and independent schools; the majority enrolling at our local government school Lara Secondary College.

As mentioned previously the "Play is the Way" approach to SEL (social/emotional learning) took centre stage in 2016. Staff undertook extensive professional learning about the program and as a school community we have certainly been successful in making it a key element of our school culture.

Considerations for 2017 based on the data includes the results connected to student safety which are slightly lower than the 4 year average data. Deeper analysis of this perception will enable us to pin point areas of development.

For more detailed information regarding our school please visit our website at
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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 649 students were enrolled at this school in 2016, 353 female and 296 male. There were 3% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>49%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>54%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>35%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>46%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>46%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	49%	17%	Numeracy	23%	54%	23%	Writing	40%	35%	24%	Spelling	41%	46%	12%	Grammar and Punctuation	33%	46%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Writing	40%	35%	24%																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	93 %	94 %	93 %	94 %	93 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	93 %	94 %	93 %	94 %	93 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

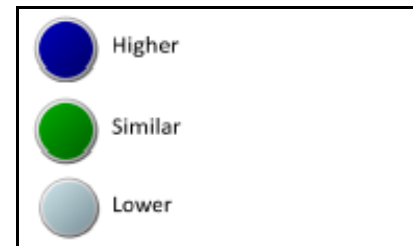
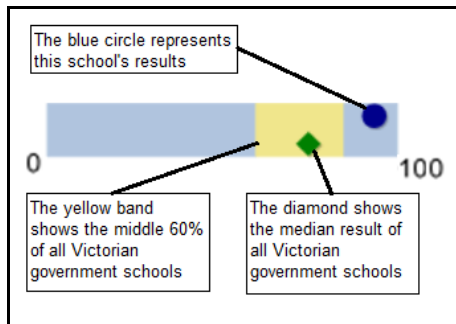
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

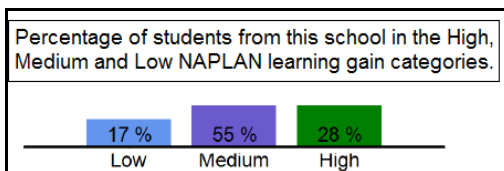
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

The school is managed well and returns made have allowed for investment in key initiatives.

There has been a strategic effort to balance the staffing profile to enable the school to have a staffing surplus. The cash reserves are typical from a historical perspective but as the school continues to grow the surplus cash held needs to be reviewed to reflect the increasing enrolments.

The Resources Committee of the School Council oversees the School's financial position and meeting monthly thoroughly tracks the school's financial position in order to achieve the educational outcomes outlined in the School Strategic Plan.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,314,677	High Yield Investment Account	\$64,494
Government Provided DET Grants	\$568,688	Official Account	\$13,489
Government Grants Commonwealth	\$6,323	Other Accounts	\$256,597
Revenue Other	\$43,339	Total Funds Available	\$334,580
Locally Raised Funds	\$516,463		
Total Operating Revenue	\$5,449,490		
Expenditure		Financial Commitments	
Student Resource Package	\$4,278,082	Operating Reserve	\$148,948
Books & Publications	\$72,327	Capital - Buildings/Grounds incl SMS<12 months	\$3,500
Communication Costs	\$5,593	Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$86,379	Revenue Received in Advance	\$37,618
Miscellaneous Expense	\$195,283	School Based Programs	\$42,510
Professional Development	\$31,962	School/Network/Cluster Coordination	\$11,972
Property and Equipment Services	\$335,337	Provision Accounts	\$25,000
Salaries & Allowances	\$250,045	Other recurrent expenditure	\$35,033
Trading & Fundraising	\$58,117	Asset/Equipment Replacement > 12 months	\$10,000
Utilities	\$35,919	Total Financial Commitments	\$334,580
Total Operating Expenditure	\$5,349,045		
Net Operating Surplus/-Deficit	\$100,445		
Asset Acquisitions	\$44,660		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Miscellaneous Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.