

# 2021 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](http://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 2021 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 April 2022 at 12:54 PM by Zane Moylan (Principal)

- This 2021 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 04 May 2022 at 09:01 AM by Charlene Eaton (School Council President)

# How to read the Annual Report

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## 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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Lara Lake Primary School is located 15 km north of Geelong and 60 km south-west of Melbourne. The school is in a growing area and has an enrolment in excess of 720 in 2022.

The school vision is 'Creating a world class education where every child is literate, numerate, curious and caring.' The School Values are 'Respect, Responsibility and Excellence'. Students, staff and the community uphold these values to make Lara Lake a great school. The school is constantly striving to improve, placing the needs of the students at the forefront.

Facilities are modern and bright, and buildings and features provide a safe and attractive learning environment which will continue to be of the highest standard. Significant capital works to add new buildings and refurbish others were recently completed. There is a synthetic all-weather oval and a gymnasium which includes a music room, a canteen and a full size basketball court. The school runs a 1-1 BYOD iPad program for all students in Grades 4-6 and students in Prep-3 access shared school devices.

The school is proud of the staff mentoring program which has been established to ensure the school tone and robust culture is maintained during periods of change. Teachers operate in Professional Learning Communities where a culture of learning and improvement flourish. All teachers are viewed as learners and have equal responsibility for all students' learning.

The 2021 staff profile comprises 58 staff members, including a Principal, two Assistant Principals, two Learning Specialists, 38 Classroom and Specialist Teachers, 4 Administration staff and 11 Educational Support staff. There are 32 classrooms.

The school has a strong reputation for quality curriculum programs and all staff have a deep understanding of the Victorian Curriculum. Classroom programs are offered alongside a comprehensive specialist program consisting of Visual Arts, Performing Arts/Music, LOTE 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. Lara Lake aims to develop outstanding citizens.

All employees are obliged to keep up to date with the requirements of mandatory reporting, become familiar with the relevant Child Safe policies, and uphold the professional characteristics of adults working with children (e.g. VIT).

Further information about the school, please visit: [www.laralake.vic.edu.au](http://www.laralake.vic.edu.au)

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### Framework for Improving Student Outcomes (FISO)

In 2021 the school adopted the school-wide DET foci of the '2021 Priority Goals'. They included: Learning Catch up and Extension, Happy Active and Healthy Kids, and Connected School Priorities. In addition to the mandated priorities, the school elected to focus on the following key FISO components:

**Building Leadership Teams** – a plan was implemented to provide middle level leaders with opportunities for professional development around their leadership capacity and aided them in their ability to impact on whole school data outcomes. This was a successful initiative, where PLC Leaders met weekly with the school leadership team. PLC Leaders worked through structured and informal leadership scenarios which enabled them to develop key skills relating to the AITSL Leadership standards.

**Building Practice Excellence** – a plan was developed to implement evidence-based interventions to support students

who had been impacted academically by the pandemic in 2020. Students, particularly those in the early years, who showed signs of academic regression were targeted and provided intensive intervention by Learning Specialists and expert learning tutors. Whilst student absences impacted on this program, data showed that this program had a positive effect.

Health and Wellbeing – a plan was developed to fully implement the whole school social and emotional learning program. This plan was delivered throughout the year and saw the introduction of Respectful Relationships in every classroom. This was linked in with our social and emotional program, Play is the Way, where a whole school resource was developed for the use of all teachers.

Curriculum Planning and Assessment – a plan was developed to implement the consistent and agreed approach to teaching Writing across the school. Due to impacts caused by the pandemic this KIS was postponed until 2022.

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## Achievement

In 2021 there was much to celebrate in regard to academic outcomes - especially in a year which was undoubtedly impacted by the pandemic. Portions of 2021 were delivered via remote and flexible learning.

Our Grade 3's and 5's engaged in the NAPLAN, after the tests were scrapped in 2020 due to the pandemic. Results were mixed, with much to celebrate and much to work on moving forward. Our Grade 3 Reading data was generally quite strong compared to the state, with 89% of students falling in the top 3 bands (state average was 76.9%). The grade 3's also performed well in Numeracy, with 80% of our students falling into the top 3 bands (state average was 67.6%).

Our Grade 5 students performed on par with the state, however they showed less growth (learning gain) in Reading and Grammar and Punctuation.

Teacher judgement data (using the Victorian Curriculum) showed that 86.8% of our students are performing at or above age expected standards in key learning areas - again, this is above the state average of 86.2%.

In a year that was deeply impacted by the pandemic we were buoyed by the fact that many of our students performed well in relation to the state. We remain committed to reviewing our practices to ensure that our students have every opportunity to make high level learning gains throughout their time at Lara Lake Primary School.

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## Engagement

A core DET measure of student engagement in schools is attendance data. We place a very strong emphasis upon attendance and aim for all students to be at school, on time, and ready to learn. Attendance was impacted by the ongoing global pandemic in 2020. Attendance rates dropped to an average of 17.1 days absent – below our 4-year average of 15.3.

2021 will see a strong focus on attending school everyday, however with COVID-19 circulating through the community we anticipate further challenges, which are likely to be out of our control, in this key area.

An extremely pleasing component of 2021 was our student's ability to transition from remote and flexible learning back to onsite learning – this transition was required several times. The resilience and flexibility our students displayed on these occasions was very positive.

Engagement during remote and flexibility was mixed. Some students relished the opportunity to learn remotely, whilst others struggled. Various factors impacted this, including the opportunity for 1-1 support at home and access to technology. Remote and flexible learning opportunities provided Lara Lake students opportunities to use their voice, as well as to have a choice in how they managed and responded to learning programs that were delivered thoughtfully by their committed and caring teachers.

Throughout remote and flexible learning we had a significant number of families require their students to be supervised onsite. There were a range of reasons for this, including students who had additional needs and families that were 'essential workers.'

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## Wellbeing

As the year was relatively tumultuous, due to the ongoing impacts of the pandemic, the wellbeing of all students became a priority and focus. Key foci included adopting the Respectful Relationship frameworks and embedding of our Play is the Way approaches. A dedicated wellbeing team worked tirelessly to develop a school-wide resource that linked Play is the Way and Respectful Relationships together. Teachers integrated these approaches into their everyday classroom practices and a common language was developed across the staff. The language of Play Is The Way was used proactively in classrooms and also reactively, on occasions when teachers responded to student issues. Regular check ins, community circles and target social/emotional learning activities were delivered to ensure that our children were being provided the opportunities to develop the key skills as outlined in the Victorian Curriculum, Personal and Social Capabilities.

Ongoing COVID-19 restrictions impacted the wellbeing of this community. To address the ongoing needs of our community a Student Engagement and Wellbeing Leader (SEWL) was appointed to our school and works as a member of the School Improvement Team. The SEWL provided students, staff, and families with proactive strategies to assist their wellbeing and also responded to the needs of students and families during times of crisis.

School staff experiences of remote and flexible learning during Covid-19 were highlighted though the annual School Staff Survey. 94% of staff felt that the school positively provided a safe and supportive work environment throughout remote and flexible learning, a figure that was significantly higher than both 'like school' and 'state-wide' data, and a figure that we are proud to share with our community.

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## Finance performance and position

Lara Lake Primary School maintained a sound financial position throughout 2021.

After allocation of sufficient funds to provide a quality educational program and ensure amenities and utilities are maintained, the school ended the year with a healthy surplus which will be carried forward and utilised to enhance learning programs and develop modern facilities and a positive learning environment in 2022 and beyond.

Equity funding was used to provide physical, social and emotional support via employing a Student Engagement and Wellbeing Leader, a Disability Inclusion Support Officer and a School Nurse. 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.

**For more detailed information regarding our school please visit our website at**  
<https://www.laralake.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.

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 737 students were enrolled at this school in 2021, 401 female and 336 male.

8 percent of students had English as an additional language and 2 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).

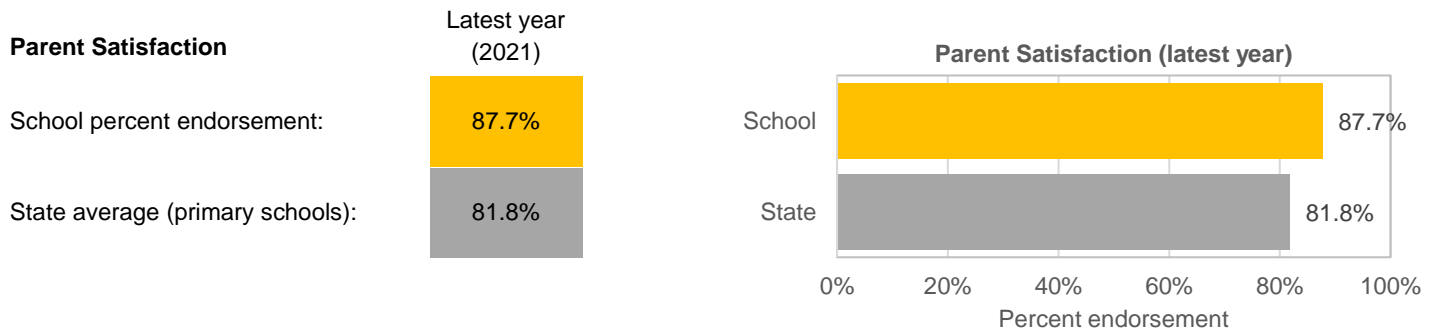
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

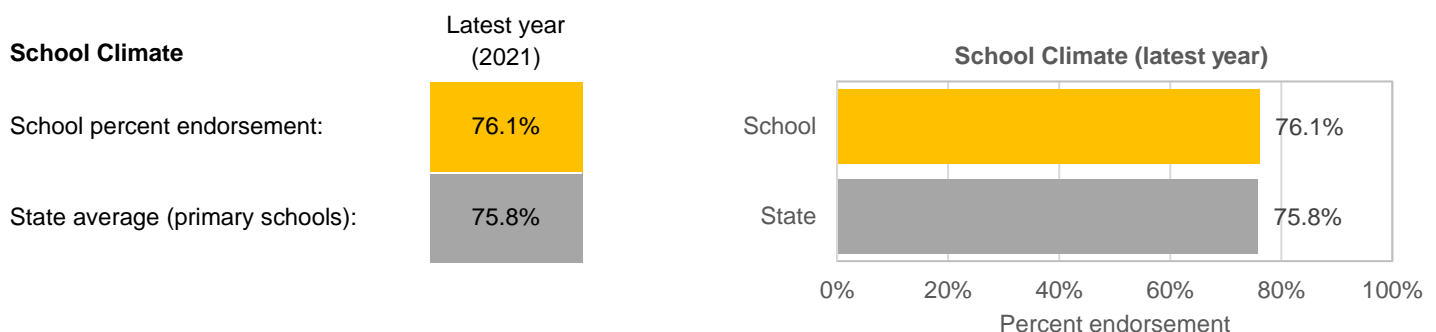


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

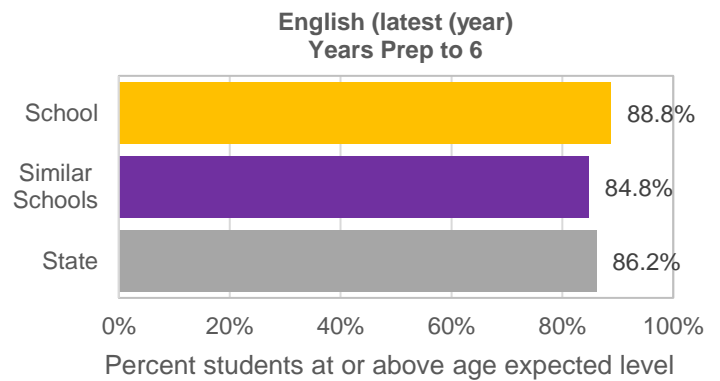
88.8%

Similar Schools average:

84.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

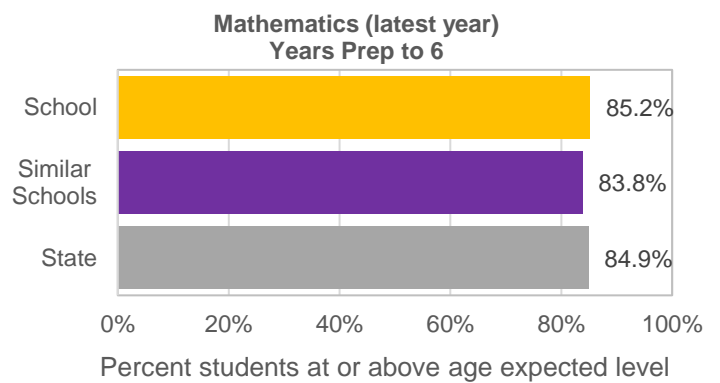
85.2%

Similar Schools average:

83.8%

State average:

84.9%





**ACHIEVEMENT (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.

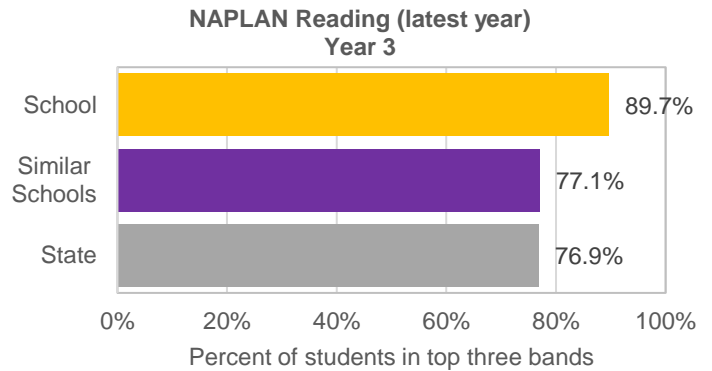
**NAPLAN**

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 2018, 2019 and 2021 data.

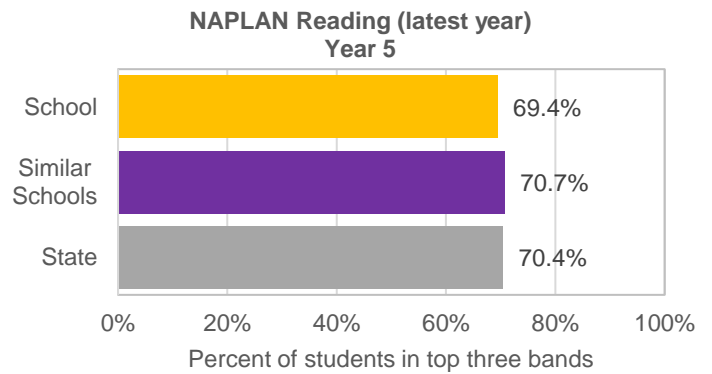
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.7%	85.2%
Similar Schools average:	77.1%	77.1%
State average:	76.9%	76.5%



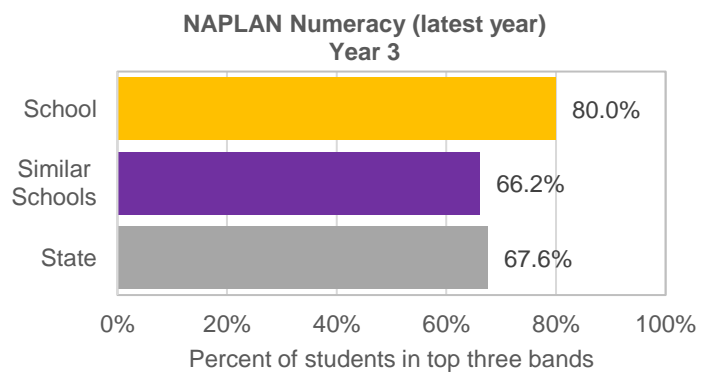
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.4%	72.5%
Similar Schools average:	70.7%	68.6%
State average:	70.4%	67.7%



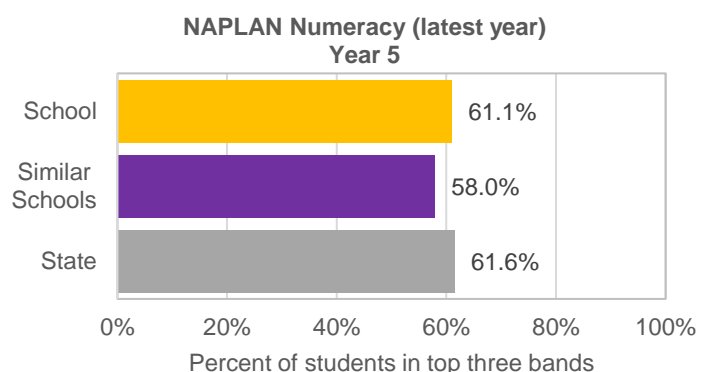
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	76.3%
Similar Schools average:	66.2%	68.4%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.1%	62.2%
Similar Schools average:	58.0%	58.8%
State average:	61.6%	60.0%



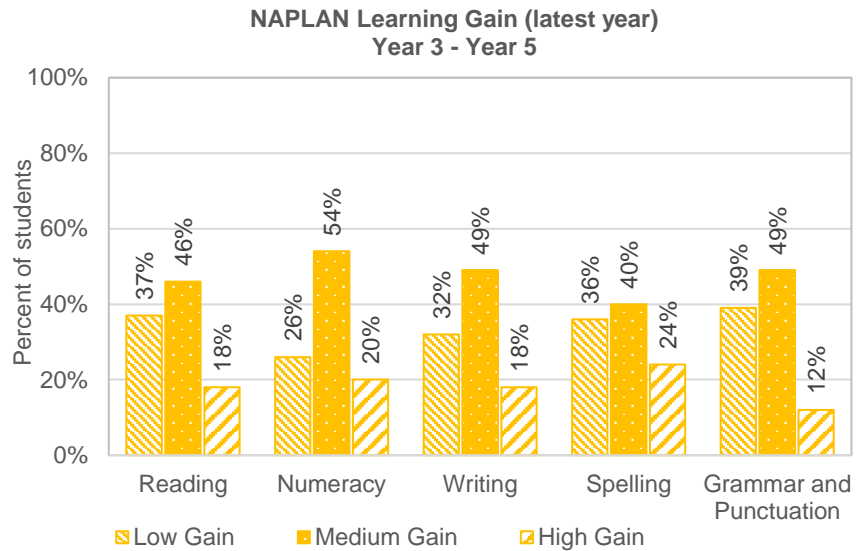
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	37%	46%	18%	22%
Numeracy:	26%	54%	20%	21%
Writing:	32%	49%	18%	19%
Spelling:	36%	40%	24%	21%
Grammar and Punctuation:	39%	49%	12%	20%



## ENGAGEMENT

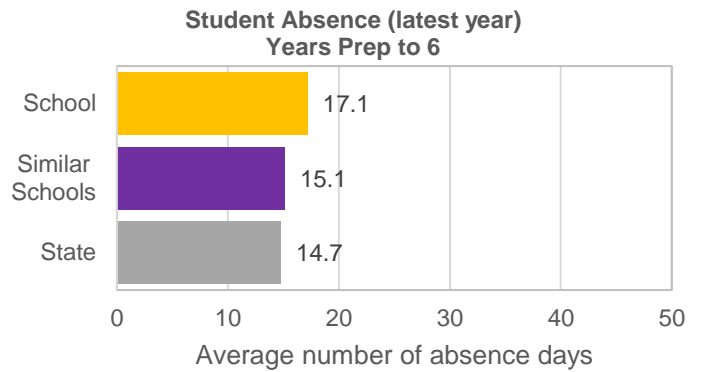
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.1	15.3
Similar Schools average:	15.1	14.9
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	93%	90%	93%	90%	93%	89%

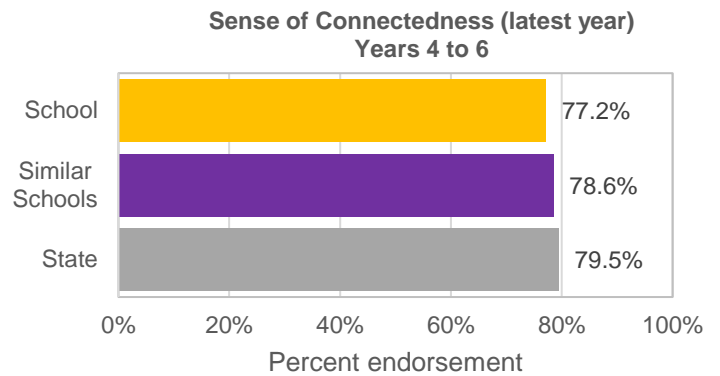
**WELLBEING**

**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 (2021)	4-year average
School percent endorsement:	77.2%	82.4%
Similar Schools average:	78.6%	80.8%
State average:	79.5%	80.4%

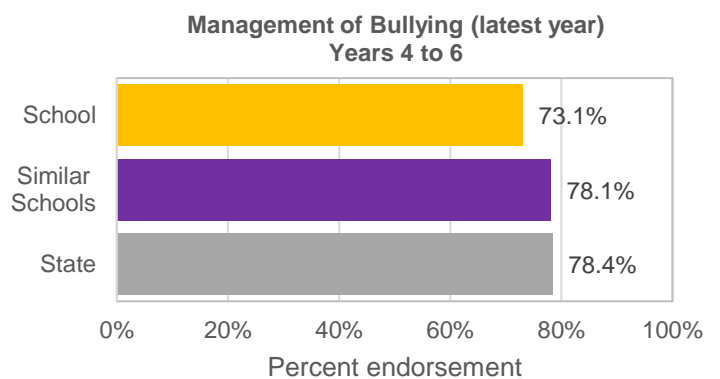


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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 (2021)	4-year average
School percent endorsement:	73.1%	81.4%
Similar Schools average:	78.1%	80.5%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$5,991,941
Government Provided DET Grants	\$736,171
Government Grants Commonwealth	\$8,502
Government Grants State	\$0
Revenue Other	\$8,875
Locally Raised Funds	\$194,672
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,940,162</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$186,501
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$186,501</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,852,399
Adjustments	\$0
Books & Publications	\$5,771
Camps/Excursions/Activities	\$54,052
Communication Costs	\$12,351
Consumables	\$100,186
Miscellaneous Expense <sup>3</sup>	\$53,031
Professional Development	\$10,745
Equipment/Maintenance/Hire	\$77,316
Property Services	\$203,458
Salaries & Allowances <sup>4</sup>	\$14,571
Support Services	\$283,555
Trading & Fundraising	\$13,162
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,981
<b>Total Operating Expenditure</b>	<b>\$6,727,579</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$212,583</b>
<b>Asset Acquisitions</b>	<b>\$9,520</b>

- (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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$581,204
Official Account	\$9,984
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$591,187</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$136,718
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$4,453
School Based Programs	\$16,084
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,458
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$50,000
<b>Total Financial Commitments</b>	<b>\$223,713</b>

*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.*