

# 2022 Annual Report to the School Community

School Name: The Lake Primary School (3581)



- 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 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 05 May 2023 at 02:01 PM by Bernadette Warburton (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 29 May 2023 at 10:21 AM by Rick Burley (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 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.

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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

#### 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)

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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

The Lake Primary School is situated adjacent to Lake Hawthorn, 8 kilometres west of Mildura on the Calder Highway. The majority of students are from the school's catchment area of Cabarita, Birdwoodton and parts of Mildura South. The Lake Primary School provided an attractive, safe and personalised learning environment for the 309 student enrolments this year with a total of 13 classrooms. The Lake Primary School strives to ensure that each student realises their full potential in a safe, stimulating and caring learning environment. We provide our students with the skills to become lifelong learners who are responsible, independent and productive citizens of our local and global community. Students are very articulate in talking about and demonstrating our school values of-

Respect- Each child must learn to work in a group – respecting the rights, feelings and property of others.

Learning- Everyone has the right to learn in a happy and safe environment. We have high expectations for learning.

Success- Do your best. Set achievable goals. Celebrate success.

Resilience- Try to control your emotions; remain calm and bounce back if something goes wrong.

Tolerance- Understand and accept individual differences in all of us.

The school mantra of 'Every Student Matters, Every Moment Counts' continues to highlight the focus of Students First at The Lake Primary School.

Our school has 14 equivalent full-time teaching staff: 2.0 principal class, 2.2 equivalent part-time teaching staff, 3.8 Education Support staff and 1.4 equivalent part-time business and office administration staff. Specialist programs are conducted in STEAM (Science, Technology, Engineering, Art, Math), LOTE, (Auslan) Physical Education and Literacy Intervention programs. Internal Literacy programs also provide valued support and guidance for teachers. The Lake Primary School has one International students. The Primary Welfare position is currently four days per week, which has been a tremendous support for students and their families particularly during such another challenging and unpredictable year. In addition, our school has a full-time Mental Health Co-ordinator funded by the Mental Health in Primary School's Pilot Program.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2022, dedicated time and specific programs were utilised to ensure all students were positively engaged in their learning and enabled students to settle back into normal school routines after the COVID-19 challenges and significant remote learning time. Resources were implemented to support teachers to analyse classroom data that ensured point of need learning for all students upon returning to the classroom fulltime. The most significant implementation was that of the Literacy and Numeracy Coaching that provided a 1-1 face to face opportunity for teachers to discuss student's individual progress every week. This substantial investment significantly built teacher capacity to analyse, interpret and use data to inform their teaching. The Intervention Program in Term 1 continually evolved throughout the 2022 school year to provide support for students predominantly in years 1 and 2 in the areas of literacy and numeracy. The assessment schedule was revised to reflect the needs of the students which included the implementation of Fountas and Pinnell, PAT Reading, PAT Math, Essential Assessment, TORCH, SWST, MOI, EOI, Writing Moderation and Running Records.

Our Literacy focus for 2022 was to 'Improve the consistent use of writing language conventions in years 3 and 5 students in all of their writing'. The coaching model allowed teachers to 'drill deeper' into data to identify, assess and differentiate writing tasks to teach to point of need for all students. A scope and sequence for the teaching of punctuation and grammar was developed to support this goal. The continuation of PLCs school-wide enhanced teacher knowledge and skills to improve grammar and punctuation and resulted in an improvement in teacher judgement. SPA data and writing moderation also showed improvement in Reading for our Intervention Groups.

#### Wellbeing

The Primary Welfare Officer has once again been a significant support for students and their families. This continues to be a 0.8 position at The Lake Primary School which has included the facilitation of wellbeing programs such as the RAGE program, the student wellbeing team, anti-bullying surveys and activities & fundraisers to raise awareness of childhood cancer. A wellbeing week was once again facilitated by the Welfare Officer, which is now an annual event on the school calendar. Students also had the

opportunity to participate in the 'Ride to School' and 'Walk to School' activities along with numerous 'buddy' activities. The 'Smart Start Program' was implemented at the beginning of the school year and again at the commencement of Term 2 in a response to student's wellbeing and mental health needs.

Every day in every classroom, students continue to participate in the 'check-in' process. This process is classroom based and ensures that all students are ready to learn for the day. Younger students may use pictures and words with older classes using dairy writing and online platforms to check in how they are feeling each morning. Any complex issues are attended to immediately with the support of the Well-being Co-ordinator. Students in years 4-6 participated in the Attitudes to School Survey with 73.1% responding positively to a 'Sense of School Connectedness' with similar schools being 79.5% and the state average being 78.1%.

The addition of a full-time Mental Health in Primary School's Co-ordinator commenced in Term 2 and further supported The Lake Primary School's mental health and wellbeing model. As a result of this additional role, the school was able to identify any additional needs and resources for students, their families and to build the capacity of staff to respond to these needs through enhanced knowledge and skills. The school also completed an audit of programs, resources and activities that were currently available and implemented and then identified 'gaps' to ensure optimal targeted support for the school community. There was also a whole school development of identity and what it means to belong to The Lake PS with further development of the school values for student, staff and community dispositions.

## Engagement

The attendance data in 2022 showed relatively high attendance rates across all year levels with attendance rates above 90% or just below. The number of absence days was slightly below the 'Similar Schools' and slightly above the 'State'. Absence days are lower for the four year average. Programs such as SMART start, Leadership programs and the RAGE program promote strong relationships between students and staff. Student absence is closely monitored and followed up by the Welfare Officer. In addition, attendance reports were sent home with every student to raise awareness of the impact of absenteeism, both short term and long term. In particular, students were asked to reflect on their school attendance rate and discuss barriers (if needed) and ways to improve their personal attendance rate. The Mental Health Co-ordinator supported students and families by utilising resources such as the 'Strengths and Difficulties Questionnaire', individual student goal setting for positive school engagement and the 'Mental Health Continuum Checklist' for both individual students and classes.

Students were encouraged to facilitate 'student voice and agency' activities such as raising awareness for special events, community charities and topical news issues. Students also had various opportunities for leadership roles such as School Captains, House Captains, JSC, the Wellbeing Team and the P.L.A.Y program.

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## Other highlights from the school year

The 2022 school year enable our community to once again enjoy the many events and activities that were unfortunately missed due to COVID restrictions. This year our community once again celebrated and enjoyed-

- School camps to Rose's Gap, Camp Kookaburra & Cave Hill
- School Cross Country and School Athletics' Day
- End of year community celebration
- 'Parents as Partners' Community Evening
- Year 6 Graduation
- Year 2 Sleepover
- Father's Day Breakfast
- Mother's Day Pamper afternoon
- Weekly school assemblies with families
- ANZAC Day Services
- 'Do It for Dolly Day'
- Year 5 and 6 Leadership Programs
- Somer's Camp
- Colour Fun Run
- High Abilities Program
- Book Day Parade
- Footy Colours Day
- Visiting Ballet Performance
- School Fete

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## Financial performance

We carried forward a surplus of \$399,741 to begin the 2022 school year. These funds included Parents Club fundraising money, Junior School Council Fundraising money and funds saved for Major project (tennis court cover). The Equity funding of \$91,322 was received and funded the 0.8 position for the Primary Welfare Officer and to employ an additional education support person to support the intervention programs. An additional 3 part-time Education Support staff were employed through Tier 2 funds to support the Intervention Program also. The school received additional funds to continue the High Abilities Program for Year 5 and 6 students and the Tutor Initiative Program of \$88,455 which provided targeted teaching and learning to specific cohorts of students across years 2-4 also. The school was fortunate to secure funding of \$103,913 to employ a full-time Mental Health Co-ordinator through the Mental Health in Primary Schools Pilot Program.

**For more detailed information regarding our school please visit our website at [the.lake.ps@education.vic.gov.au](mailto:the.lake.ps@education.vic.gov.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 301 students were enrolled at this school in 2022, 139 female and 162 male.

NDP percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

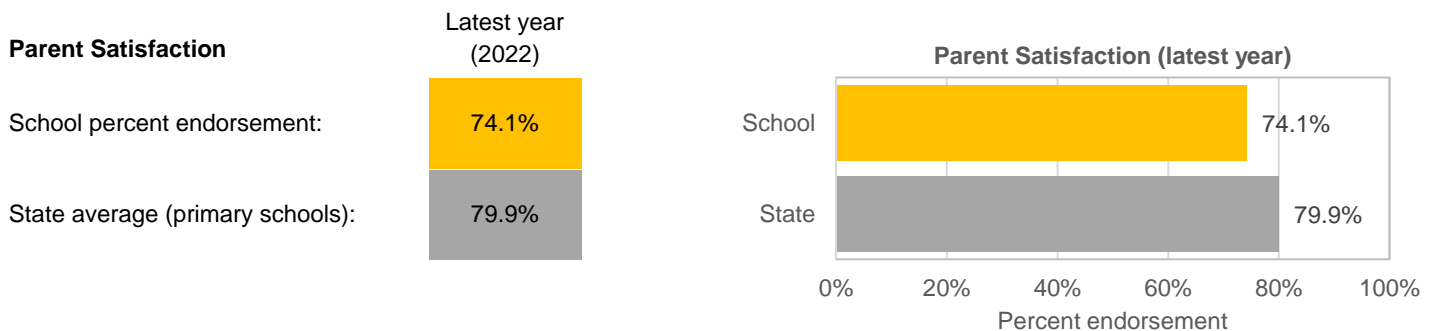
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

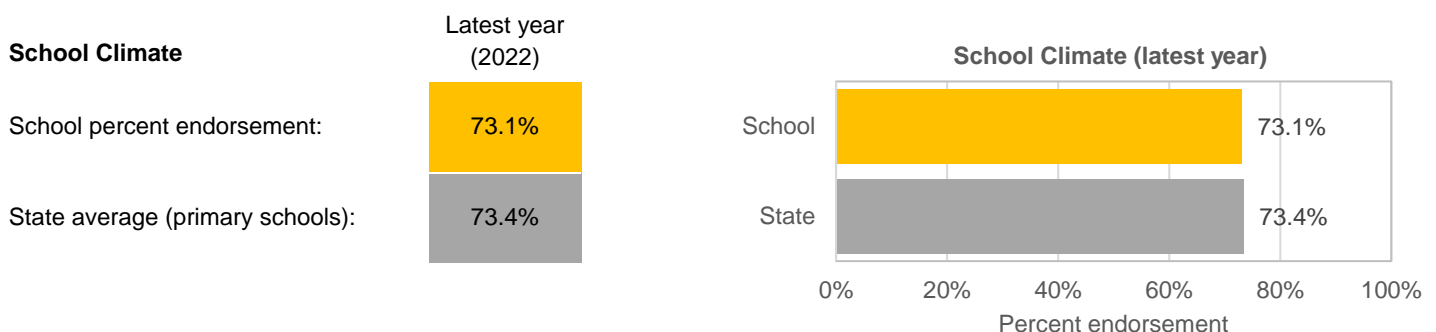


### School Staff Survey

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:

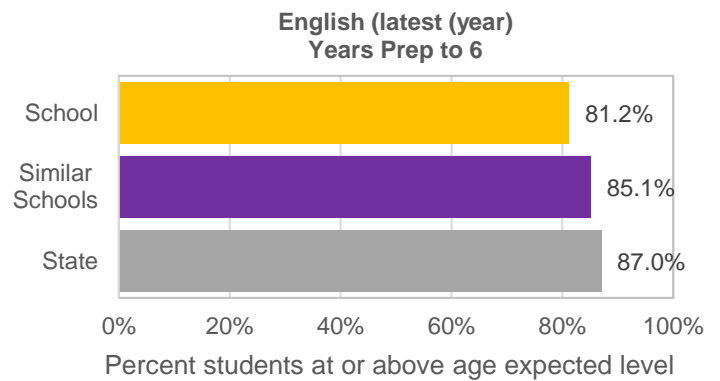
81.2%

Similar Schools average:

85.1%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

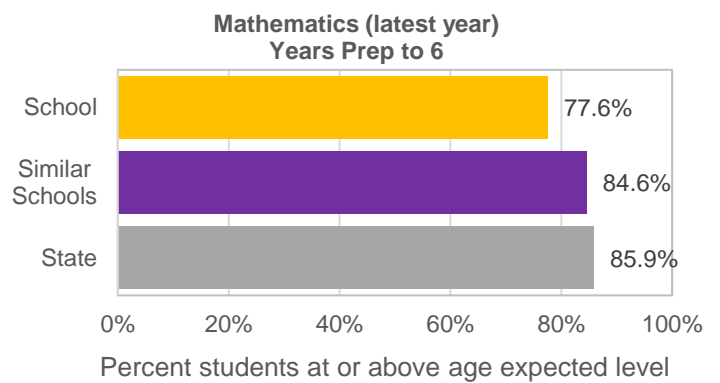
77.6%

Similar Schools average:

84.6%

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.

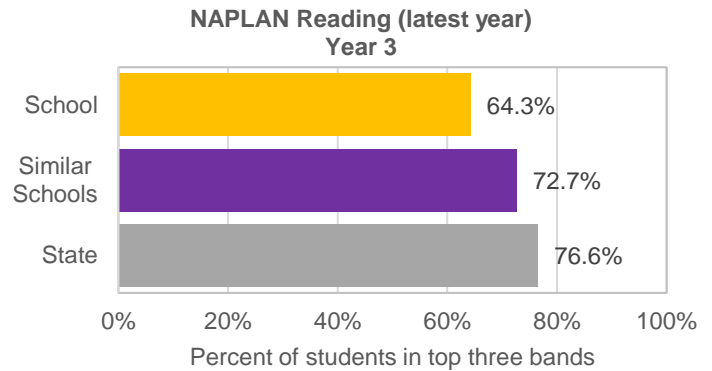
### NAPLAN

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.

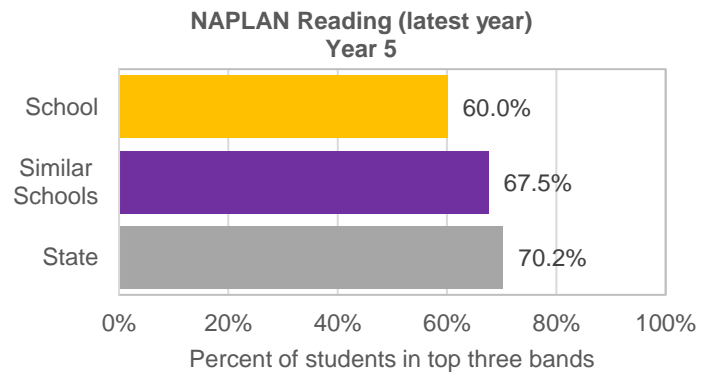
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.3%	63.8%
Similar Schools average:	72.7%	73.2%
State average:	76.6%	76.6%



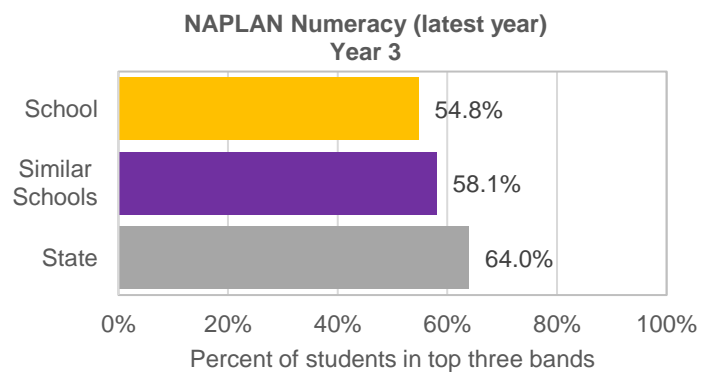
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	62.8%
Similar Schools average:	67.5%	67.9%
State average:	70.2%	69.5%



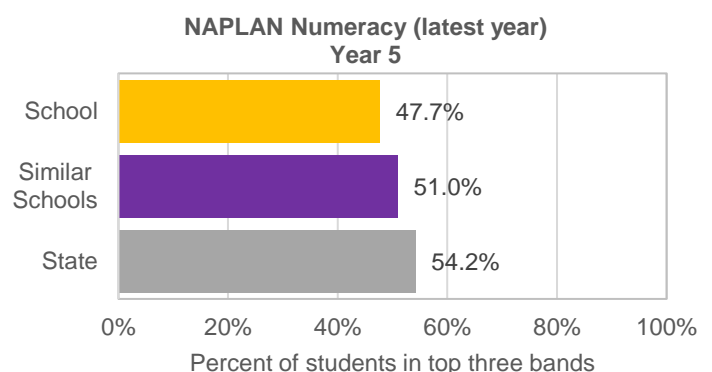
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.8%	61.1%
Similar Schools average:	58.1%	63.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.7%	55.4%
Similar Schools average:	51.0%	56.7%
State average:	54.2%	58.8%



## WELLBEING

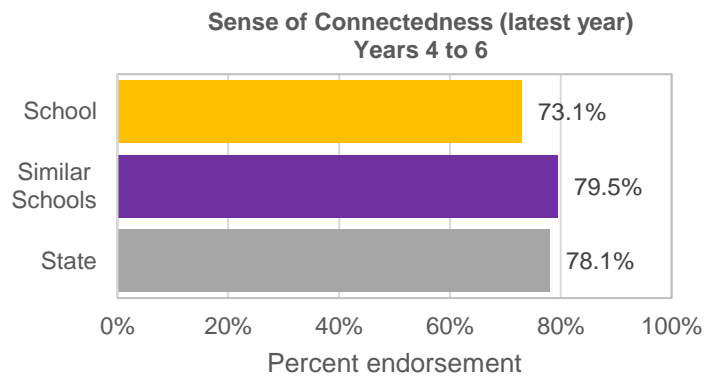
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	73.1%	77.0%
Similar Schools average:	79.5%	79.6%
State average:	78.1%	79.5%

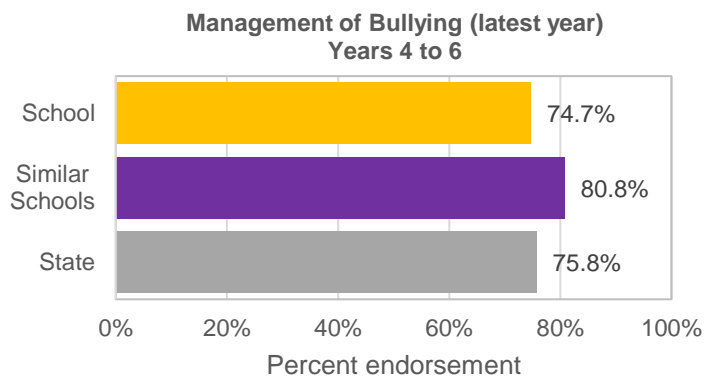


### Student Attitudes to School – Management of Bullying

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:	74.7%	78.0%
Similar Schools average:	80.8%	81.0%
State average:	75.8%	78.3%



## ENGAGEMENT

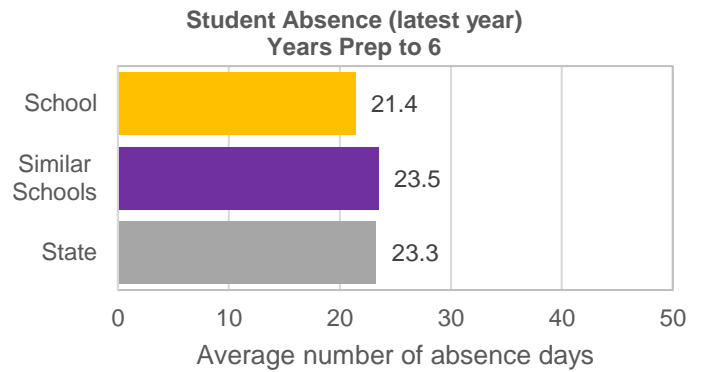
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	21.4	15.4
Similar Schools average:	23.5	17.6
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%	90%	90%	88%	89%	90%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,813,360
Government Provided DET Grants	\$447,745
Government Grants Commonwealth	\$12,550
Government Grants State	\$2,000
Revenue Other	\$68,361
Locally Raised Funds	\$277,120
Capital Grants	\$18,754
<b>Total Operating Revenue</b>	<b>\$3,639,889</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$91,323
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$91,323</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,820,742
Adjustments	\$0
Books & Publications	\$10,968
Camps/Excursions/Activities	\$51,294
Communication Costs	\$4,866
Consumables	\$78,057
Miscellaneous Expense <sup>3</sup>	\$11,593
Professional Development	\$19,068
Equipment/Maintenance/Hire	\$36,239
Property Services	\$129,608
Salaries & Allowances <sup>4</sup>	\$209,574
Support Services	\$23,327
Trading & Fundraising	\$83,477
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,439
<b>Total Operating Expenditure</b>	<b>\$3,503,253</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$117,882</b>
<b>Asset Acquisitions</b>	<b>\$34,587</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$496,877
Official Account	\$3,789
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$500,666</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$101,753
Other Recurrent Expenditure	\$12,915
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,273
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,523
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$162,050
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$303,513</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.*