

2020 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).
- 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 2020 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 31 March 2021 at 11:06 AM by Bernadette Warburton (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 02:15 PM by Rick Burley (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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 300 student enrolments this year with a total of 14 classrooms. The school is supported by strong parent involvement which was highlighted by the positive parent response and involvement during the remote learning periods of the 2020 school year.

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 17 equivalent full-time teaching staff: 2.0 principal class, 1.8 equivalent part-time teaching staff and 2.8 Education Support staff. Specialist programs are conducted in Art, Science, LOTE, (Italian) Physical Education and Literacy Intervention programs. Internal Literacy programs also provide valued support and guidance for teachers. The Lake Primary School has one International student who is supported by the Mildura English Language Centre. We have continued the Primary Welfare position of three days per week, which has been a tremendous support for students and their families particularly during such a challenging and unpredictable year. The Lake Primary School's After School Care program is well attended by our school community, providing opportunities to nurture, encourage and enhance learning in a safe and engaging environment.

Framework for Improving Student Outcomes (FISO)

In 2020, dedicated time and specific skills were utilised to ensure all students were positively engaged in their learning during the disruptive year of COVID-19 challenges and significant remote learning time. Staff continued to engage in routine and regular meetings where possible to keep consistency with student's learning and wellbeing as a priority. Staff meetings, SIT meetings, Leadership meetings and Unit meetings continued as normal whether it be Terms 1 and 4 face-to-face and Terms 2 and 4 via the Webex platform. Unfortunately the Peer Observations and Learning Walks process and progress was interrupted and this will be a priority for the 2021 school year. During Term 1, the coaching program provided individual support for teachers in the math and literacy curriculum areas, however coaching in Terms 2 and 3 became a model of individual support via online methods and professional learning needs and staff meetings were conducted via online methods also. Due to the inconsistency of classroom instruction due to the interruptions, the coaching in Term 4 was prioritised to identify and work with students (both individually and in small groups) for 'catch up' support to establish accurate levels of student achievement.

Some new assessment tools were implemented to cater for online learning such as the NESSY Program, ePM, Scholastic, Seesaw, Khan Academy and Study Ladder. These assessment tools were used in conjunction (or if required, in place of) the usual assessment tools such as Google Classrooms, Essential Assessment, On Demand, PAT Math, Torch and Smart Spelling. Unfortunately, the networking with Ranfurly PS and Red Cliffs East PS under the SIP initiative was unable to proceed. However, funds from this initiative were used to support learning at home for students and families by providing concrete math equipment to complement their learning tasks and providing CRTs to relieve our specialists to provide intensive learning support for our students.

Achievement

The Respectful Relationships program was introduced to staff with an initial professional learning session by DET regional staff. Each unit level worked on a scope and sequence to ensure regular sessions were being taught school-wide. Although sessions were interrupted by remote learning, the program was well received by students in Term 1 and Term 4. This program is well placed to be delivered regularly in the 2021 school year. The NESLI Wellbeing Training for staff was to be implemented throughout the 2020 school year, however only an overview was achieved in 2020. Our facilitators will continue with the five modules early in 2021. Staff were very proactive in participating in DET online professional learning and workshops for students, staff and family wellbeing initiatives throughout 2020. Our Primary Welfare Officer had regular contact with our identified at-risk and vulnerable cohort who were always a priority to attend onsite learning. Increasing the time fraction of our PWO from 0.4 to 0.6 provided additional support and assistance to our staff, families and students during such an unpredictable year.

Additional student, staff and parent surveys were conducted during the remote learning periods in Terms 2 and 3 which provided great insight into what families needs were, how staff and students were coping with the demands of remote learning and ascertaining levels of mental health and wellbeing. Results of the Remote Learning Parent Survey from Term 2-

How would you rate the support from The Lake PS for your child’s transition to remote learning?

Completely/Mostly Satisfied 85%

How satisfied are you with your child’s learning progress throughout remote learning?

Completely/Mostly Satisfied 85%

Did you have an opportunity to connect daily with a teacher?

Agree/Somewhat Agree 87%

Did your teacher include enough work daily?

Strongly Agree/ Agree 97%

Did you have enough access to the internet or online technology?

Strongly Agree/ Agree 100%

In your opinion do you think your child became a more independent learner?

Agree 52%

How satisfied are you with The Lake Primary School’s support and communication throughout remote learning?

Completely/Somewhat Satisfied 92%

How satisfied are you with the wellbeing support and communication offered to your child and family throughout remote learning? Completely/Somewhat Satisfied 92%

Daily student and staff check-ins were implemented from the commencement of Term 1 and have proven to be beneficial to monitor mental health and wellbeing. Students actively engage in these morning check-ins which helps to support self-regulation and a ‘ready to learn’ attitude. Our classroom teachers work very closely with our PWO to ensure student’s needs are being met in terms of wellbeing support. It is hoped that our PWO’s time fraction can be further increased to 0.8 in 2021.

Engagement

Our NAPLAN targets for the 2020 year were not achieved due to the NAPLAN testing not going ahead for this year. However, effective teaching and learning were demonstrated by our teacher’s flexibility and collaboration to ensure student learning, particularly in the key areas of literacy and math were continued and regularly monitored and assessed. All staff participated in relevant and timely professional learning due the remote learning periods via online platforms, including but not limited to, math, writing and wellbeing. Both the Math Specialists and Literacy Specialists were available to all staff who required assistance during remote learning. Professional Learning Teams were not established over the 2020 school year, however the School Improvement Team is registered to participate in the Professional Learning Community modules in Term 1, 2021.

Students were exposed to a different way of learning throughout 2020 with varied academic results. Survey results indicated that a majority of students transitioned to remote learning quite well and were confident to engage in the online learning platforms. To provide every student with the opportunity to access and continue their learning,

individual teaching units collaborated to determine what platform and learning was going to suit the student's learning needs. Survey data demonstrates feedback from parents and students-

Data from Parent Survey

Did you have enough access to the internet or online technology?

100% of respondents strongly agreed/agreed

All staff provided with a phone number to open lines of communication with parents and students.

Data from Parent Survey

Did you have an opportunity to connect daily with a teacher?

87% of respondents agreed/somewhat agreed

Data from Parent Survey

How would you rate the support from The Lake PS for your child's transition to remote learning?

85% of parents responded as completely/mostly satisfied

Data from Year 1/2 Survey

Did you complete lots of learning at home?

69.4% of students indicated that they completed lots of learning at home

26% of students indicated that they were unsure

4.6% of students indicated that they did not complete lots of learning at home

Data from Year 5/6 Survey

What percentage of the work you completed was turned in to your teachers?

16 students rated this question 10/10

14 students rated this question 9/10

11 students rated this questions 8/10

1 student rated this question 1/10

In preparation for any further periods of remote learning, consideration of how students learnt best and engaged with the school will be noted and utilised. For example, using the same online platforms for learning across the school and those in which the students and parents can confidently navigate. Effective communication processes and strategies proved vital to ensure every student had the opportunity to access and understanding to their learning.

Wellbeing

Mental health and wellbeing became an increasing priority throughout the 2020 school year. In addition to the periods of remote learning, effective transition strategies ensured that students were well prepared for the return to school and significant monitoring of their needs were regularly assessed. This included the implementation of a 'Smart Start Week' after students returned from the long periods of remote learning by the participation in team building activities, open dialogue regarding the COVID-19 pandemic, timely assessment to ascertain student academic levels and more opportunities for students to connect with their peers and teachers. During remote learning, mobile phone usage was provided to all teaching staff and the PWO to maintain regular communication and feedback to parents and their children. Our school values were further highlighted with the introduction of awards and wristbands for students demonstrating the values which continued during the remote learning periods also. In addition, a bullying program was implemented for the year 5/6 cohort along with the opportunity for students in years 3/4 to participate in the RAGE (Renavigating Angry and Guilty Emotions) program during Term 1. Our PWO has an in-depth knowledge of local agencies and organisations that enabled families and students to be linked in to the services in a timely manner. Throughout the year, staff were involved in a variety of strategies and activities that provided information to assist with good mental health and wellbeing, such as daily staff check-ins, individual weekly phone calls during remote learning, delineation of DET resources and professional learning/ workshops that were available.

Financial performance and position

At the conclusion of the 2020 school year, our surplus was a very healthy \$282,516.00 which included fundraising moneys of \$28,000.00 carried over from our Parents Club, Junior School Council and the Colour Fun Run. Due to COVID-19 restrictions, these funds were unable to be spent as planned. The Equity funding of \$102, 922.00 was received and allowed for a time increase for the Primary Welfare Officer from 0.2 to 0.4 and also supported the Literacy

Intervention Program. The school received additional funds to implement the High Abilities Program for Year 6 students. The Blitz money was utilised to upgrade the maintenance of classrooms and the school grounds with the remaining \$32,500.00 to be spent on maintenance in the school's main building the following school year.

For more detailed information regarding our school please visit our website at
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.

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 313 students were enrolled at this school in 2020, 146 female and 167 male.

NDP percent of students had English as an additional language and 6 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) which takes into account parents' occupations and education.

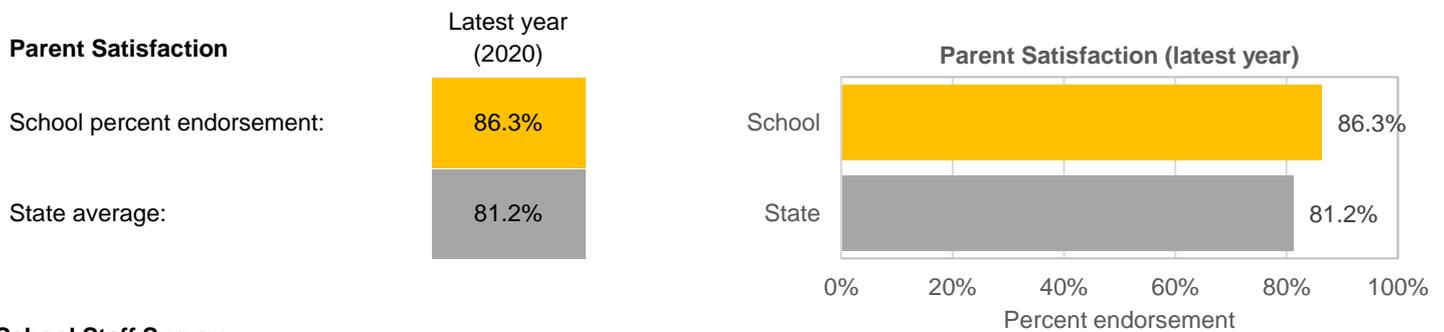
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

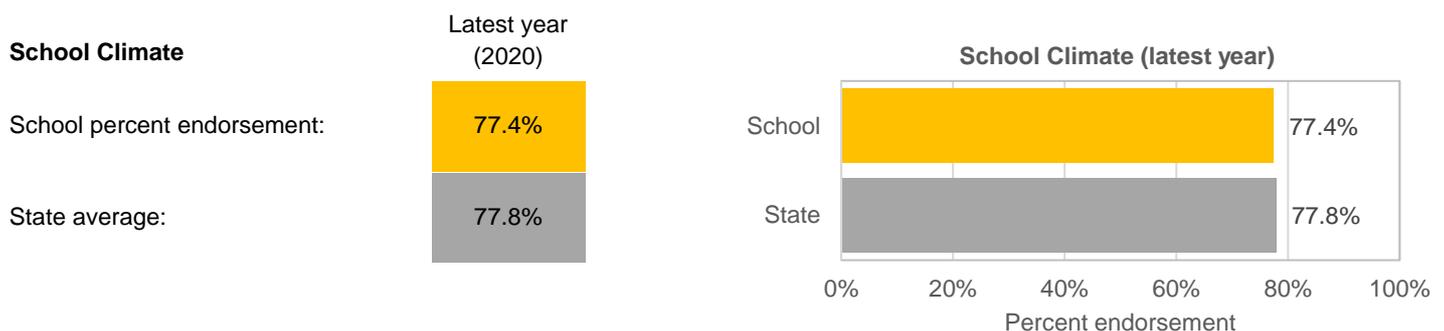


School Staff Survey

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.



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
(2020)

School percent of students at or above age expected standards:

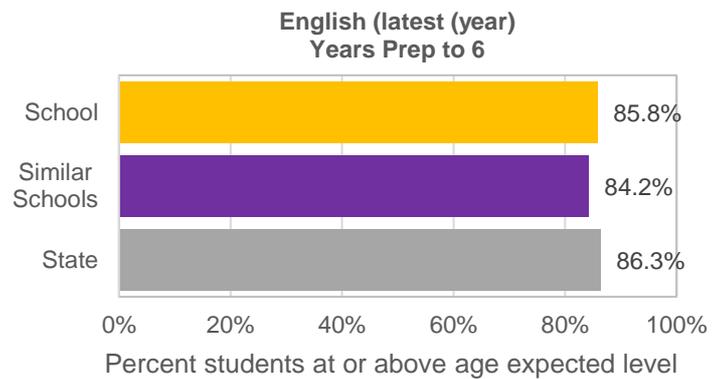
85.8%

Similar Schools average:

84.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

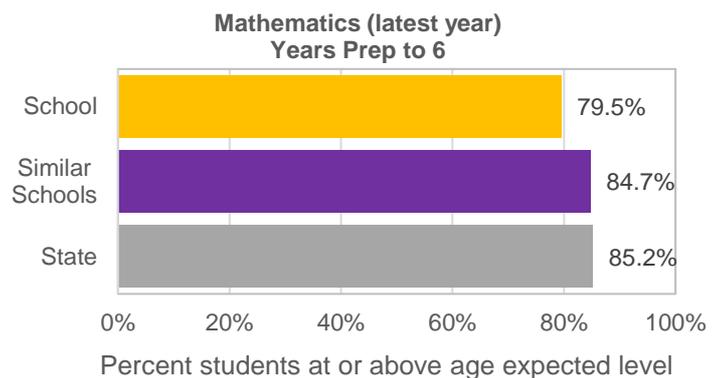
79.5%

Similar Schools average:

84.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

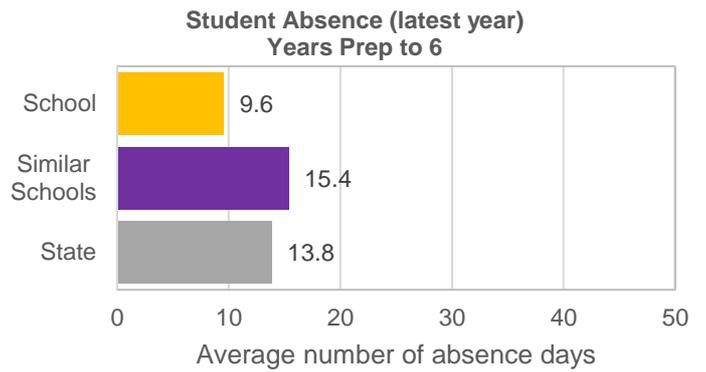
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.6	13.4
Similar Schools average:	15.4	15.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	94%	95%	95%	96%	95%	95%

WELLBEING

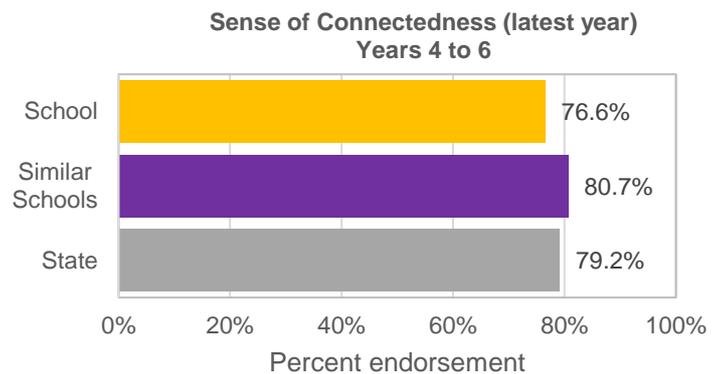
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.6%	83.5%
Similar Schools average:	80.7%	80.1%
State average:	79.2%	81.0%



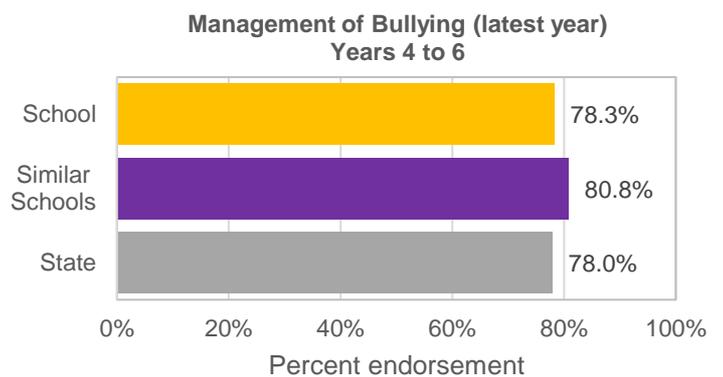
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	78.3%	78.7%
Similar Schools average:	80.8%	80.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$2,621,040
Government Provided DET Grants	\$480,786
Government Grants Commonwealth	\$127,094
Government Grants State	NDA
Revenue Other	\$40,622
Locally Raised Funds	\$214,019
Capital Grants	NDA
Total Operating Revenue	\$3,483,561

Equity ¹	Actual
Equity (Social Disadvantage)	\$102,922
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$102,922

Expenditure	Actual
Student Resource Package ²	\$2,633,727
Adjustments	NDA
Books & Publications	\$6,695
Camps/Excursions/Activities	\$12,117
Communication Costs	\$4,780
Consumables	\$79,165
Miscellaneous Expense ³	\$80,637
Professional Development	\$9,565
Equipment/Maintenance/Hire	\$111,295
Property Services	\$155,159
Salaries & Allowances ⁴	\$219,151
Support Services	\$10,187
Trading & Fundraising	\$70,179
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$3,858
Utilities	\$26,989
Total Operating Expenditure	\$3,423,504
Net Operating Surplus/-Deficit	\$60,057
Asset Acquisitions	\$29,437

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$277,105
Official Account	\$5,412
Other Accounts	NDA
Total Funds Available	\$282,517

Financial Commitments	Actual
Operating Reserve	\$118,072
Other Recurrent Expenditure	\$1,931
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$20,907
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$22,240
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$74,253
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$237,403

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.