

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 May 2024 at 12:26 PM by Bernadette Warburton (Principal)

- This 2023 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 05 June 2024 at 11:30 AM by Rick Burley (School Council President)

How to read the Annual Report

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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 engaging, safe and personalised learning environment for the 302 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's priority of 'Every Student Matters, Every Moment Counts' continues to highlight the focus of Students First at The Lake Primary School.

Our school had 17 equivalent full-time teaching staff: 2.0 principal class, 4.8 Education Support staff, 0.8 equivalent Mental Health in Primary Schools Co-ordinator 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 & Numeracy Intervention programs. Internal Literacy & Numeracy professional learning also provide valuable support and upskilling for teachers. The Lake Primary School has four International students. The Primary Welfare position is currently four days per week, which has been a tremendous support for students and their families. In addition, our school has a full-time Mental Health Co-ordinator funded by the Mental Health in Primary School's Pilot Program.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, 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 some lingering impacts from COVID interruptions. Resources were implemented to support teachers to analyse classroom data that ensured point of need learning for all students upon gaining confidence and momentum to fully engage in the classroom. The Literacy and Numeracy Coaching was once again a priority for providing 1-1, face to face opportunities for teachers to discuss student's individual progress every week. This substantial investment continued to build teacher capacity to analyse, interpret and use data to inform their teaching, especially with new teachers and graduate teachers joining our team. The Intervention Program continued from Term 1 and continually evolved throughout the 2023 school year to provide support for students in Literacy (years 1-6) and Numeracy (years 3-6). 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 2023 was 'To improve the consistency of teacher judgements for the moderation of writing' and 'To implement the Scribbi program to build teacher capacity and knowledge of the 6+ 1 Writing Traits'. The coaching model empowered teachers to 'drill deeper' into data to identify, assess and differentiate writing tasks to teach to point of need for all students. The scope and sequence for the teaching of punctuation and grammar was implemented to support this goal. The continuation of PLCs school-wide enhanced teacher knowledge and skills to improve grammar and punctuation and ensure an improvement in teacher judgement.

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 social skills groups (tailored to specific student needs), wellbeing week, diabetes awareness and 1-1 short term counselling. Students enjoyed 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 to support the mental health and wellbeing of students as they transitioned into their new classroom.

Students continue to participate in the daily 'check-in' process in their classrooms at the commencement of the school day. This process is classroom based and ensures that all students are ready to learn for the day. Student Case Management Meetings are held each week with the focus on engagement, mental health and wellbeing, support with academics and student attendance. Our newly appointed KESO provided support for our Koorie students and further developed the skills and knowledge in the areas of Indigenous culture and history for all students and staff at The Lake PS. The introduction of the Koorie Kids Club was a fantastic addition to our school! Some staff had the opportunity to participate in the MESH training, Safe Minds PLD, Safe Schools PLD, Social Stencil PLD and attendance at the Resilient Kids Conference.

The Mental Health Boost Funding provided many opportunities for students to participate in external excursions such as performances at MAC, Sunray Warriors and Weir to Wharf. The introduction of our wellbeing dog "Daisy" has been a huge success which has been evident in the role she plays to support our students. Additionally, the introduction of our Breakfast Program has been very well received and supports our priority of students being 'ready to learn'. Students also had the opportunity to visit the Dental Van.

Engagement

The attendance data in 2023 showed relatively high attendance rates across all year levels with attendance rates above 90%. The number of absence days was below the 'Similar Schools' and well below the 'State' percentage. Programs such as SMART Start, student leadership programs, school camps and the annual wellbeing week continue to promote strong relationships between students and staff. Our STOMP performance this year was well attended by our school community and thoroughly enjoyed by our students. Student absence is closely monitored and followed up by the classroom teacher and Wellbeing Co-ordinator. In addition, attendance reports were sent home again this year to continue to raise awareness of the impact of absenteeism, both short term and long term. The Mental Health Co-ordinator supported students and families by utilising the MHIPS 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 enjoyed preparing and attending the Glow Disco, participated in numerous lunchtime activities and were encouraged to facilitate 'student voice and agency' activities such as raising awareness for community charities, topical news issues and feedback on the ATSS data. Students also had various opportunities for leadership roles such as School Captains, House Captains, JSC, the Student Wellbeing Team, attendance at the GRIP Conference, student led ideas for school improvement and reports written for School Council.

Financial performance

At the conclusion of the 2023 school year, our surplus was \$412,766 which included fundraising moneys of \$14,271 carried over from our School Council General Fundraising and Junior School Council. The Equity funding of \$70,498 was received and funded the 0.8 position for the Primary Welfare Officer. We employed 4 part-time Education Support through Tier 2 funding to support the Intervention Program. The school received additional funds to continue the High Abilities Program for Year 5 and 6 students and the Tutor Initiative Program of \$71,131.36 which provided targeted teaching and learning to specific cohorts of students across years 1-6. The school was fortunate to secure funding of \$103,913.63 to employ a full-time Mental Health Co-ordinator through the Mental Health in Primary Schools Pilot Program.

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 305 students were enrolled at this school in 2023, 147 female and 158 male.

2 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).

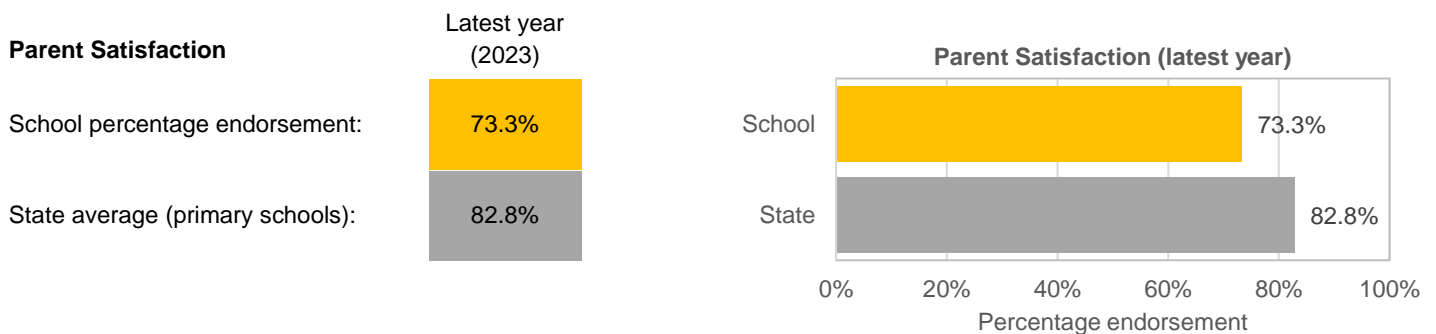
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

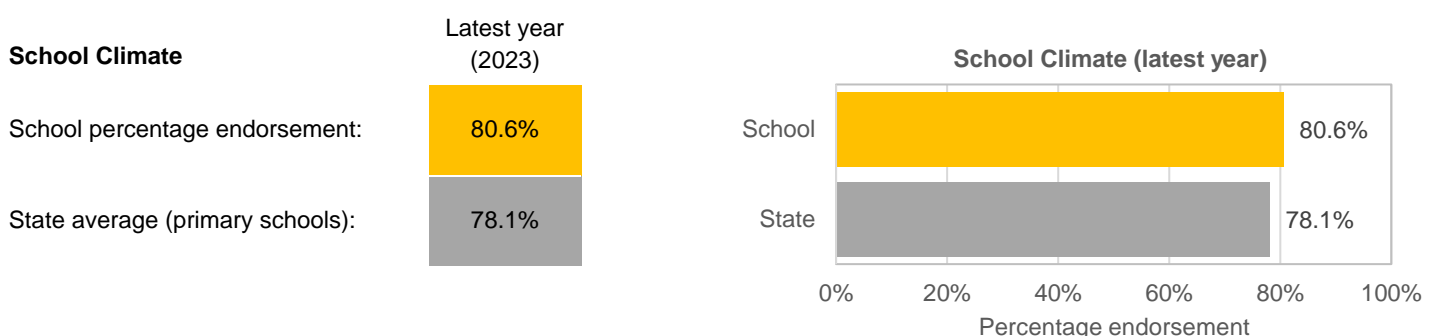


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

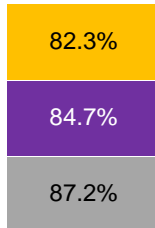
English Years Prep to 6

School percentage of students at or above age expected standards:

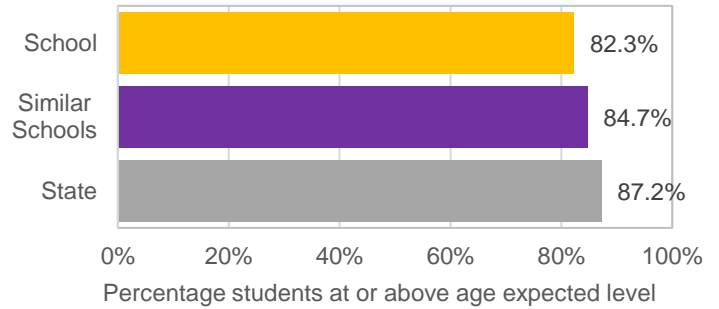
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



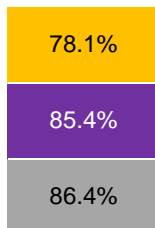
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

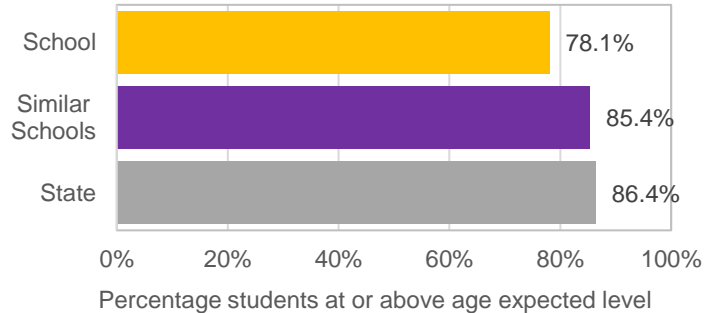
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.6%

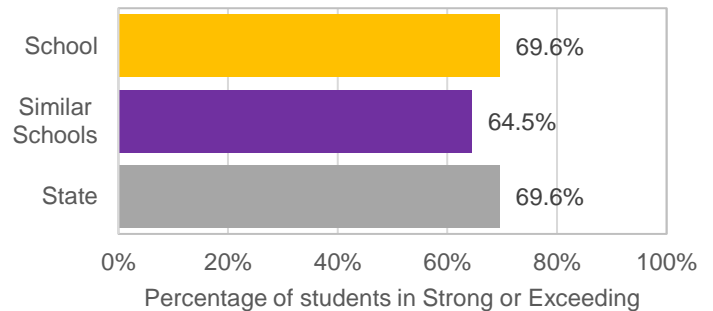
Similar Schools average:

64.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.7%

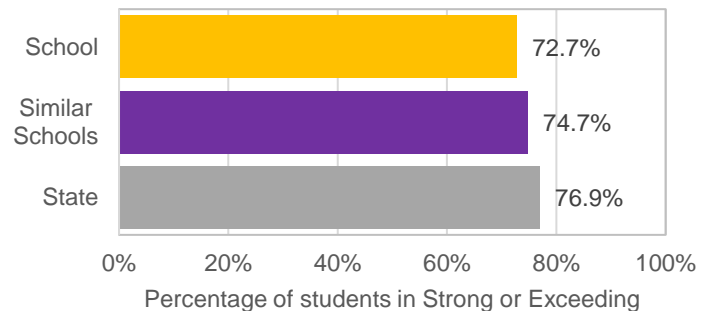
Similar Schools average:

74.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.6%

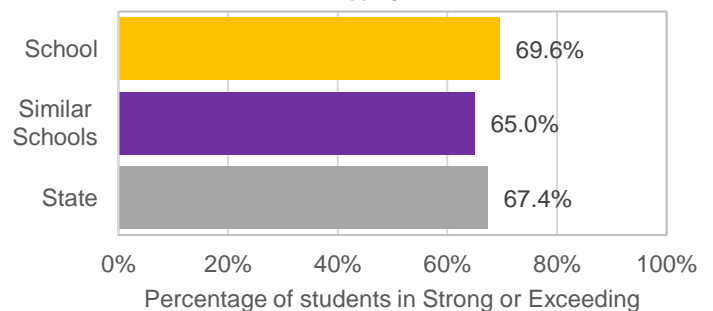
Similar Schools average:

65.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

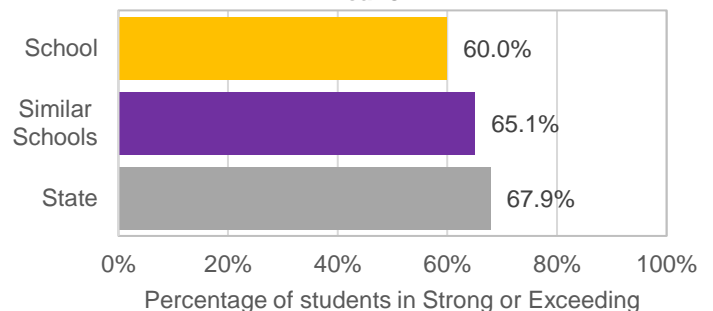
Similar Schools average:

65.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

64.3%

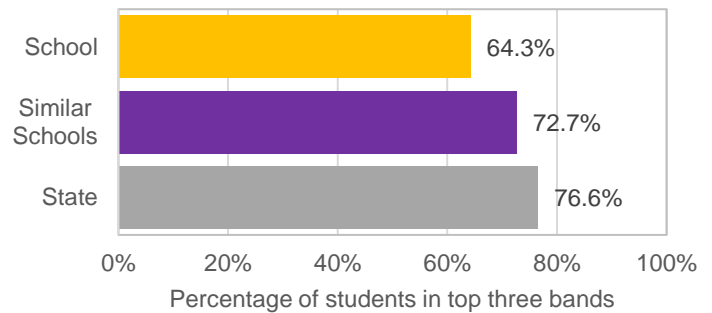
Similar Schools average:

72.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.0%

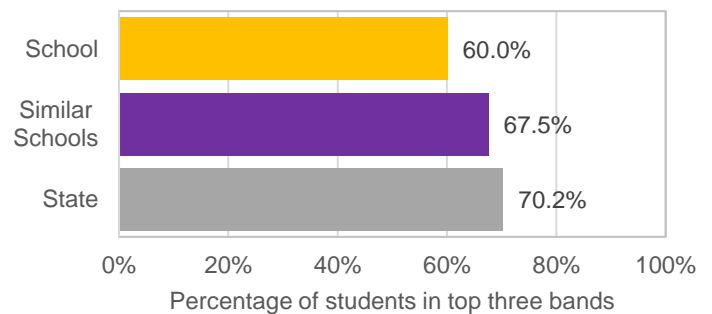
Similar Schools average:

67.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

54.8%

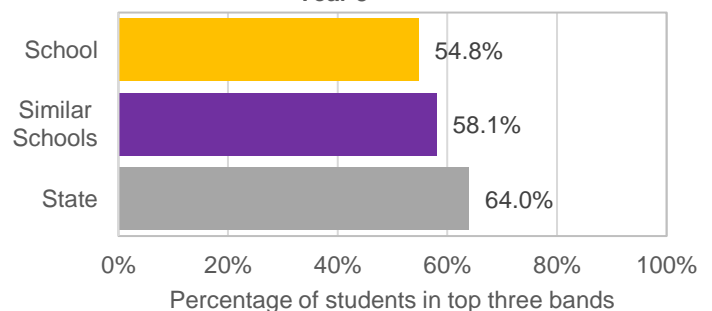
Similar Schools average:

58.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

47.7%

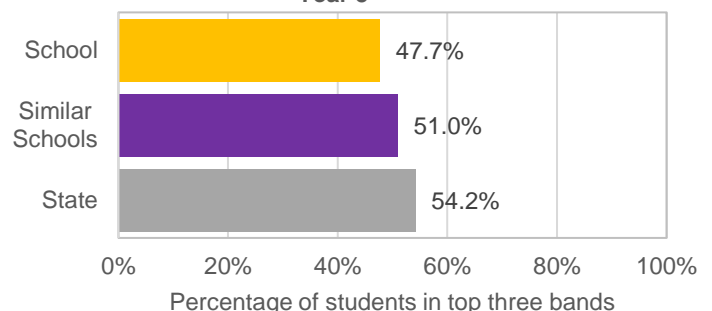
Similar Schools average:

51.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



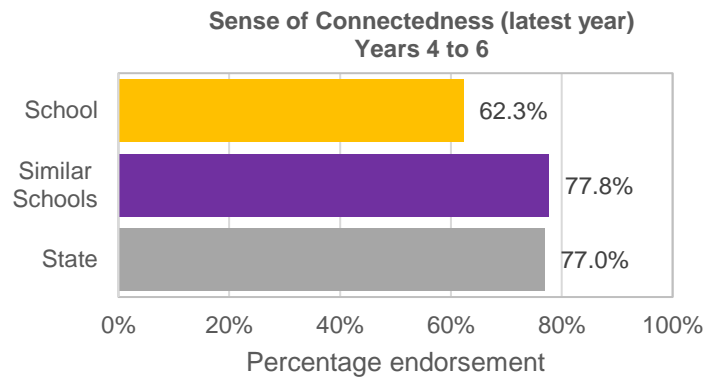
WELLBEING

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 percentage 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).

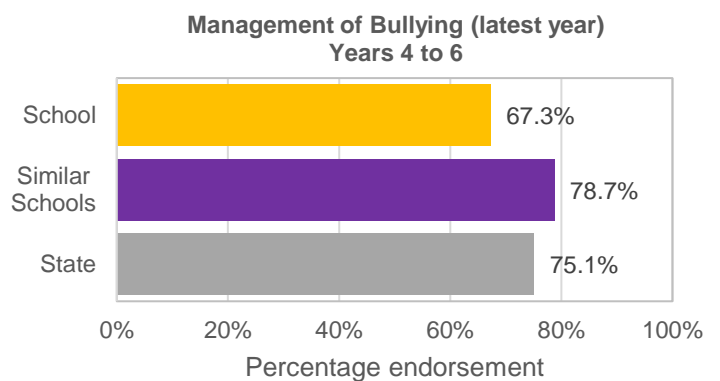
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	62.3%	72.1%
Similar Schools average:	77.8%	79.3%
State average:	77.0%	78.5%



Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	67.3%	75.7%
Similar Schools average:	78.7%	80.7%
State average:	75.1%	76.9%



ENGAGEMENT

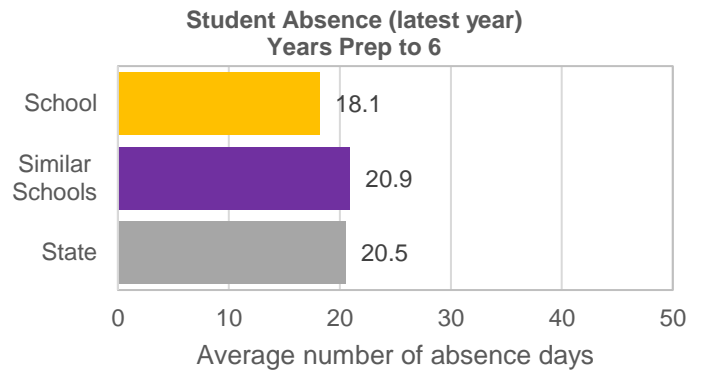
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	18.1	16.0
Similar Schools average:	20.9	18.8
State average:	20.5	18.1



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 (2023):	93%	92%	92%	91%	89%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,017,907
Government Provided DET Grants	\$464,359
Government Grants Commonwealth	\$7,673
Government Grants State	\$0
Revenue Other	\$93,897
Locally Raised Funds	\$263,406
Capital Grants	\$6,246
Total Operating Revenue	\$3,853,488

Equity ¹	Actual
Equity (Social Disadvantage)	\$70,499
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$70,499

Expenditure	Actual
Student Resource Package ²	\$2,954,287
Adjustments	\$0
Books & Publications	\$9,820
Camps/Excursions/Activities	\$64,754
Communication Costs	\$4,418
Consumables	\$108,412
Miscellaneous Expense ³	\$12,695
Professional Development	\$3,890
Equipment/Maintenance/Hire	\$39,491
Property Services	\$135,295
Salaries & Allowances ⁴	\$204,028
Support Services	\$200,630
Trading & Fundraising	\$70,454
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,193
Utilities	\$26,317
Total Operating Expenditure	\$3,835,684
Net Operating Surplus/-Deficit	\$11,557
Asset Acquisitions	\$24,290

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$400,588
Official Account	\$11,643
Other Accounts	\$0
Total Funds Available	\$412,232

Financial Commitments	Actual
Operating Reserve	\$134,945
Other Recurrent Expenditure	\$2,072
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$42,220
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,962
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	\$0
Total Financial Commitments	\$194,199

All funds received from the Department of Education, 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.