

**2015 Annual Report to
the School Community**

Lakes Entrance Primary School

School Number: 2672



Name of School Principal: Simon Prior

Name of School Council President: Atina Baker

Date of Endorsement: 15 / 03 / 2016

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

At Lakes Entrance Primary School our mission is to meet the varied and individual needs of all students within a vibrant community of lifelong learners. Our core business is teaching and learning, we take pride in knowing student's learning needs, capabilities and backgrounds to ensure we cater for their specific needs. We value the development of constructive relationships between students, parents and staff. The school has undertaken major renovations in recent years, including a new open 21st century learning environment for all classes and is continuing the development of a new library learning centre.

Lakes Entrance Primary has continued its focus on quality learning, effective teaching and strong educational leadership. Significant additional resource has enabled small class sizes and additional teaching and support staff to enhance learning. Our school vision 'All Children Can and Will Achieve' is underpinned by our core values: 'Mutual Respect, Success, Persistence and Belonging'. Our new Strategic Plan will reshape the school over the next 3 to 5 years with an ongoing focus on Literacy and Numeracy as well as building a greater presence within the community. Lake Entrances Primary School works closely within the local school cluster and is very much part of the East Gippsland Schools Network.

Achievement

Our student achievement data again showed growth across all five curriculum areas over the three year period based on Naplan (2012-2015). This growth showed excellent medium to high growth in Reading. Significant medium growth was shown in Spelling, Grammar and Punctuation, Numeracy, Reading and Writing. Significant growth was shown in Grade 5 with high growth against school comparisons over a 4 year average. Our Parent Satisfaction Summary data from 2015 was significantly higher for all government school showing an overall satisfaction well above state averages.

Engagement

Student Attendance data is lower than State schools and continues to be a focus area. All year level averages are in the mid to high 80% range with Grade 5 and 6 averaging 85 and 89% attendance. This continues to be a focus area for all staff and an obvious improvement area. Our 2012 - 2015 year average has improved from the previous years, currently the school has a 86% average attendance rate.

Outstanding attendance awards are presented each semester to acknowledge high attendance personal follow ups, home visits and raising the awareness that "it is not ok to be away" are strategies used. Our student welfare officer and KESO officer play a vital role in engaging the students in school and monitoring absenteeism.

Wellbeing

The data collected from the Year 5/6 Attitude to School survey shows our students are similar to State schools in 2015 and slightly below for the four year period. Individual results show a consistent improvement in Classroom Behaviour, Student Safety, Connectedness to School, Student Motivation and Teacher Effectiveness. The focus on explicit classroom teaching of literacy and numeracy, the creation of a more active and varied playtime environment, forging positive relationships and interactions with all families and building a stronger presence within the community will continue to support a positive data trend.

Productivity

Significant resources are allocated to staffing to provide small class sizes and additional assistance for individual students. Five full time support staff provided additional learning opportunities for our eight classes. Additional resources were also provided to students to enhance our learning environment and support student learning. Our 'Positive Play' program engages students at recess and lunchtime in a wide range of activities. Students also experience a comprehensive outdoor education program utilising several school resources such as canoeing and sailing in the local waterways.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 184 students were enrolled at this school in 2015, 89 female and 95 male. There were 0% of EAL (English as an Additional Language) students and 22% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



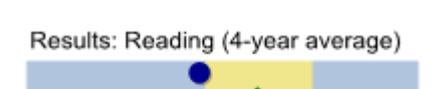
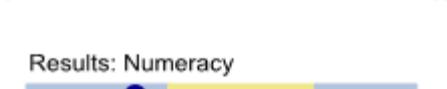
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>

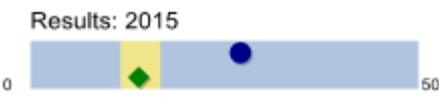
Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>45%</td> <td>45%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>52%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>65%</td> <td>4%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>43%</td> <td>43%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	28%	28%	Numeracy	45%	45%	9%	Writing	30%	52%	17%	Spelling	30%	65%	4%	Grammar and Punctuation	43%	43%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>83 %</td> <td>86 %</td> <td>87 %</td> <td>86 %</td> <td>87 %</td> <td>85 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	83 %	86 %	87 %	86 %	87 %	85 %	89 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
83 %	86 %	87 %	86 %	87 %	85 %	89 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

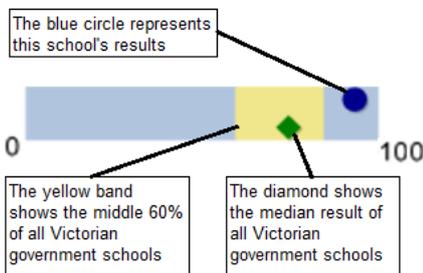
What are student outcomes?

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

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

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

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



What is a School Comparison?

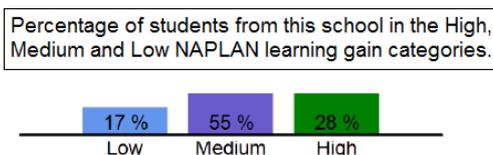
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

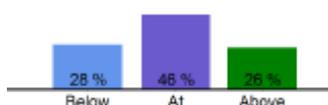
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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

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



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$1,428,290
Government Provided DET Grants	\$174,172
Government Grants Commonwealth	\$9,550
Revenue Other	\$77,770
Locally Raised Funds	\$69,769
Total Operating Revenue	\$1,759,551

Funds Available	Actual
High Yield Investment Account	\$286,102
Official Account	\$14,890
Total Funds Available	\$300,992

Expenditure	
Student Resource Package	\$1,452,087
Books & Publications	\$3,564
Communication Costs	\$4,787
Consumables	\$24,245
Miscellaneous Expense	\$188,972
Professional Development	\$4,513
Property and Equipment Services	\$99,190
Salaries & Allowances	\$43,899
Trading & Fundraising	\$16,212
Utilities	\$35,442

Financial Commitments	
Operating Reserve	\$62,938
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds incl SMS<12 months	\$40,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$25,000
Revenue Received in Advance	\$29,000
Provision Accounts	\$1,000
Repayable to DET	\$33,000
Other recurrent expenditure	\$80,053
Total Financial Commitments	\$300,992

Total Operating Expenditure **\$1,872,911**

Net Operating Surplus/-Deficit **(\$113,360)**

Asset Acquisitions **\$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Over 2015 the school ran at a significant deficit, however an individual grant in 2013 had been received to cover this expense. The school used this grant to employ additional support staff which provided the majority of classrooms with 2 full time staff members to cater for our student's needs. The school has opted to maintain this support structure for student's learning in 2016. Additional resources were also used in establishing and developing an effective learning environment as part of our new buildings.