2018 Annual Report to The School Community

School Name: Lara Primary School (4885)

- 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 Regulation 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 2018 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 18 March 2019 at 01:40 PM by Joel Riddle (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 March 2019 at 11:34 AM by Rob Duthie (School Council President)

About Our School

School context

The vision and purpose of Lara Primary School is to create a community that values a love of learning, a sense of fun, unique talents and an inquiring mind. Students are challenged to achieve their personal best in a safe and caring learning environment.

Lara Primary School is located on Flinders Avenue, Lara, in the City of Greater Geelong. There were 371 students enrolled at the end of 2018 with a projected enrolment for 2019 of 376. The surrounding area continues to grow with new development particularly in the Lara West area (partly zoned to our school).

Our staffing profile at the end of 2018 consisted of 2 Principal Class Officers, the equivalent of 17 FT classroom teachers and 11 ES staff including a PSD/Wellbeing coordinator. The School Family Occupation (SFO) is identified as 0.4458 and the Family Occupation and Education (SFOE) is 0.4061.

The key components of the teaching programs at Lara Primary School are the effective teaching of Literacy and Numeracy skills. The school also provides quality programs in Visual Arts, Digital Technologies, Physical Education, LOTE (Indonesian) and Performing Arts. Our Serendip Program is unique and sets our school apart from others allowing our students to connect with nature and learn about our environment.

We have a strong focus on student leadership and support students to understand that great leaders bring out the best in others through involvement in Junior School Council, School and House Captain positions and Techsperts leaders. A range of additional opportunities for students include being part of the School Band, School Choir, Rotary Club Challenge, Lara's Got Talent and participation in local academic and sport carnivals.

Based on the school's Student Family Occupation and Education index, which takes into account parents' occupations and education, our overall socio-economic background fits within the mid-range. There was 3% ATSI (Aboriginal and Torres Strait Islander) students and the proportion of students with English as Another Language was also very low with only 3% of students identified as EAL learners. Ten students were supported as part of the PSD in 2018.

Students at Lara Primary School are well catered for by a caring staff with high expectations for student learning. The school's current strategic plan focuses on:
•	Maximising student learning growth and ensuring each student makes or exceeds expected progress with a focus on Literacy and Numeracy
•	Establishing a rich, relevant, challenging and stimulating learning environment with high levels of student and parent engagement
•	Developing students who are motivated, engaged, resilient and willing to contribute to the wellbeing of others
•	Clearly aligning available resources with school goals to maximise student learning outcomes

Framework for Improving Student Outcomes (FISO)

The two key improvement areas for Lara Primary School were:

Excellence in Teaching and Learning -   Curriculum Planning and Assessment
Key Improvement Strategies include:
- Implementing a School-Wide Reading Instructional Model (including High Impact Teaching Strategies and Guide to Literacy Teaching Toolkit: Foundation to Level 6)
- Effectively deliver Intervention (Prep-year 4)
- Enhancing Professional Learning Communities (Prep-year 6)
- Using Language Experience to improve literacy outcomes (Prep-year 2)

This 12 month target was partially met with the highlight being the success of Intervention program, especially around the Levelled Literacy program and Phonological Awareness groups. Further focus on the development of Instructional Frameworks, Language Experience programs and further unpacking of HITS/Literacy Toolkit will take place in 2019.

Positive Climate for Learning - Setting Expectations and Promoting Inclusion
Key Improvement Strategies include:
- Building Resilience & Social/Emotional Health and Wellbeing

This 12 month target was met with the highlight being the implementation of the CASEA program. The program had a strong wellbeing focus and a desire to increase student's social and emotional capacity across the school.

Achievement

At Lara Primary School the leaders and teaching staff work in Professional Learning Teams that focus on the learning needs of the students. The school's key focus is on maximising the Literacy and Numeracy skills of every student.
Leaders and teaching staff at Lara Primary School continue to undertake purposeful Professional Learning that is ongoing, experiential, collaborative and connected to working with students and understanding their needs.
Teacher judgement of student achievement linked to the Victorian Curriculum continuum indicates that our students are performing slightly 'below' the median of all Victorian Government Primary Schools in Literacy and Numeracy for students at or above expected level. The School Comparison shows that Lara Primary School is achieving results that are 'similar' to other schools with alike student backgrounds and characteristics.
'NAPLAN year 3' Reading and Numeracy data indicates that our students are performing at a 'lower' level than the median of all Victorian Government Schools.
'NAPLAN year 3' results in Reading indicates that we are performing 'lower' in the School Comparison category and 'similar' in Numeracy.
The 4 year average data in both Reading and Numeracy (year 3) is in the 'lower' category when comparing performance to similar schools in Victoria.
'NAPLAN year 5' Reading and Numeracy data indicates that our students are performing at a 'lower' level than the median of all Victorian Government Schools.
'NAPLAN year 5' results in Reading and Numeracy indicates that we are performing 'similar' in the School Comparison category.
The 4 year average data in both Reading and Numeracy (year 5) is in the 'similar' category when comparing performance to similar schools in Victoria.
The learning gain of students from years 3 to 5 in Reading, Numeracy, Writing, Spelling and Grammar/Punctuation ranged from 65% - 76% in regards to medium or high growth. The greatest level of success was in both Spelling and Grammar/Punctuation.
This data, combined with other assessments, will provide us with valuable information which will be used to inform future planning and ongoing improvement of student learning outcomes across P-6.
Newly devised instructional frameworks, the implementation of Student Centred Coaching and effective PLCs will be implemented to help guide improved instructional practice at Lara Primary School.

Engagement

Daily attendance is critical for academic success. Average attendance rates (at each year level) in 2018 ranged from 90% - 94%. A number of supports were implemented to encourage improved attendance in 2018 including: the Bluearth program, assembly awards for 100% attendance, information in the school newsletter promoting the importance of attendance, teacher-parent conversations when attendance concerns about the individual were raised, providing multiple options for parents to report attendance reasons, email communication to parents when no attendance reason had been received by the school 3 days after the absence and email notifications at 9:30am to parents when a child was absent.
A positive result is that we are 'similar' to all Victorian Government Schools in regards to absence rates.
In 2019, our work will address: continuing to prompt positive school attendance patterns, developing further processes to address unexplained absences and identifying individual students with high unexplained absences to work directly with the individual families.
The school will look to provide all students with the opportunity to take ownership of their learning through a developing focus on student agency and voice which will be closely linked to the inquiry based learning process.
There will be an increase in the numbers of families engaging in school based activities in particular where children

are engaged such as Student Learning Conferences, Education Week nights, performances and fundraisers.
Lara Primary School continues to develop close links with local secondary colleges. A strong transition program has been formed to ensure a smooth transition for our Grade 6 students as they move from primary school and into a secondary setting.
We provide a very supportive transition program for Prep Students. We have developed an intensive orientation program that provides many opportunities for visits prior to the commencement of the school year. We have established strong links with local Kindergartens. Regular school tours and information sessions for prospective students and their families ensure a smooth transition for all.

Wellbeing

Student Opinion Survey data shows that there is further development required to build and foster relationships between staff and students. We are performing slightly 'lower' than comparative schools and the state, however, the School Comparison shows that Lara Primary School is achieving results that are 'similar' to other schools with alike student backgrounds and characteristics.
In relation to the data surrounding the management of bullying, we are performing at a similar level to comparison schools and Victorian State School averages.
A future focus will be to lift the result of 'Student Connectedness' which currently states we have only 75% of our grade 4-6 cohort feeling connected to the school and the programs we run.
We will look to embed and apply the principles of School Wide Positive Behaviours Support program. This will ensure there is a positive and consistent approach to Student Management and the explicit teaching of the school rules, values and expectations will look to provide a safe and supportive environment for all. The students will become familiar with behaviour expectations and consequences for inappropriate behaviour. The school's curriculum plan will include explicit instruction on bullying prevention, conflict resolution and pro-social behaviours
The school's very explicit work with students around Cyber Safety continues to be critical. As students increasing engage in the online community, enabling them to consistently feel safe and know where to go for support is an important shared responsibility at home and at school.
The school's comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student-learning success and in reducing risk.

Financial performance and position

Throughout 2018, Lara Primary School continued to manage both the Student Resource Package Funding and Other Locally Raised funds in a fiscally responsible manner ensuring that all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed to. Resources were allocated to program budgets in line with the DET FISO mantra – Framework for Improving Student Learning Outcomes.
The resultant operating cash/credit surplus of approximately $320,000 as at 31st December 2018 was planned and will be carried forward to 2019 to further support the provision of quality programs at Lara Primary School.
2018 Revenue included:
- DET Quarterly Cash Grant (SRP Cash Component) – distributed across all curriculum budgets
- DET Swimming in Schools Grant – A new DET targeted initiative to assist in the delivery of our school's swimming and water safety program
- Camps, Sports and Excursion Funding – Funding applied for by eligible families to assist with the expenses related to camps, sport and excursions. All monies not expended by families in 2018 will be
  carried forward to 2019. All funds for exited students have been transferred to their new schools.
- Locally Raised funds in the form of parent payments for essential education items and other self- funded activities, donations, commission, canteen licence, hire of facilities, sale of second hand
  uniform, trading operations, coordinator school funds and fundraising – all funds were allocated to the program/activity they were intended for.
- Fundraising money was raised throughout the year from a variety of activities e.g.: Mothers' Day/Fathers' Day stalls, Walkathon, Dolly Bingo Disco, Art show and Year 6 Graduation. The money raised from these activities was

allocated towards the replacement cost of new take home reading books across all year levels.
- Revenue receipted in advance in 2018 for the 2019 school year for Essential Education Items. Balance Day Adjustments were processed to reflect this in the budgets.
2018 Expenditure included:
- New TVs.
- Landscaping.
- Gardening equipment.
- Curriculum and teacher resources.
In summation, 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. This was consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
https://www.laraps.vic.edu.au

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 365 students were enrolled at this school in 2018, 177 female and 188 male.

3 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 — 100 Results: Mathematics 0 — 100	🟢 Similar 🟢 Similar

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'. | **Reading**
Low 32% / Medium 51% / High 16%

Numeracy
Low 31% / Medium 62% / High 8%

Writing
Low 34% / Medium 51% / High 14%

Spelling
Low 24% / Medium 46% / High 30%

Grammar and Punctuation
Low 27% / Medium 43% / High 30% | NAPLAN Learning Gain does not require a School Comparison. |
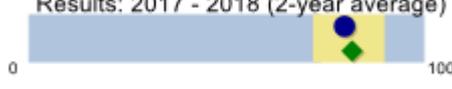
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
      Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 ──────── 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ──────── 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	94 %	90 %	93 %	93 %	93 %	92 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	⬤ Similar ⬤ Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	⬤ Similar ⬤ Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$2,709,312
Government Provided DET Grants	$410,788
Government Grants Commonwealth	$5,300
Revenue Other	$53,306
Locally Raised Funds	$242,304
Total Operating Revenue	**$3,421,010**

Equity[1]	
Equity (Social Disadvantage)	$55,902
Equity Total	**$55,902**

Expenditure	
Student Resource Package[2]	$2,615,944
Books & Publications	$23,239
Communication Costs	$6,032
Consumables	$50,658
Miscellaneous Expense[3]	$192,097
Professional Development	$15,155
Property and Equipment Services	$231,284
Salaries & Allowances[4]	$112,962
Trading & Fundraising	$17,420
Travel & Subsistence	$371
Utilities	$41,150

Total Operating Expenditure	**$3,306,312**
Net Operating Surplus/-Deficit	**$114,698**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$175,846
Official Account	$17,094
Other Accounts	$128,678
Total Funds Available	**$321,617**

Financial Commitments	
Operating Reserve	$99,567
Other Recurrent Expenditure	$13,457
Provision Accounts	$7,922
Funds Received in Advance	$47,542
School Based Programs	$128,000
Asset/Equipment Replacement < 12 months	$22,000
Maintenance - Buildings/Grounds < 12 months	$2,640
Total Financial Commitments	**$321,129**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for teacher judgements against the curriculum
    - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
    - Sense of connectedness
    - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
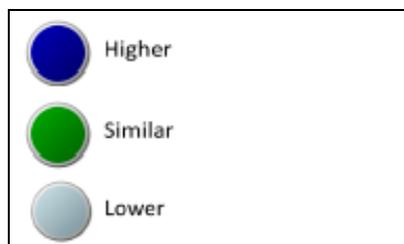

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').