Patterson Lakes Primary School

School Number: 5190

School Principal: Stan Szuty

School Council President: Andrew Hornibrook

Date of Endorsement: 18 March 2014
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 set down 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 minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
Patterson Lakes Primary is a progressive school that is committed to the development of its staff and to the improvement of student learning. The school's values of Integrity, Respect and Excellence form the moral purpose of the school and the foundation for ensuring the best environment for all members of our community.

This school has 54.4 equivalent full time staff - 2 Principal Class, 39.7 teachers and 12.7 Education Support Staff.

The school has a strong culture of expectation, relationship building, curriculum delivery and extra curricular programs. Our programs are designed to cater for the individual needs of students by providing a differentiated curriculum. This includes a variety of enrichment programs, both within and beyond regular classrooms.

A commitment to the development of Information and Communication Technologies and emphasis upon thinking strategies across the curriculum, provide a flexible learning program designed to meet students’ individual needs.

There is a strong partnership between parents and staff, with a high level of parent participation on school council and committees, Parents and Friends Association, Classroom Liaison Parents, classroom helpers, and in fundraising and social activities.

Patterson Lakes Primary School offers its 750 students an attractive, safe and stimulating learning environment.

<table>
<thead>
<tr>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterson Lakes is proud of the academic achievements of its students. Year 3 and 5 NAPLAN results indicate students performed well above the state mean, and above students in other primary schools based on intake adjusted performance data in both Literacy and Numeracy. All PSD students showed progress of 6 to 12 months growth and were able to satisfactorily achieve their individual goals. Forty percent achieved at or above the expected VELS levels in English and Mathematics. A continual focus on developing the capacity of our staff and the capabilities of our students has resulted in improved growth across all year levels. In this past two years the school has trialled a range of whole school assessment and diagnostic tools to help identify the stage of learning of each student in order to support their individual learning needs. In 2014 the school will continue to strengthen the focus on a whole school approach to English and Maths, with an emphasis on Reading and Number.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance was better than the state mean and similar to other schools given our student cohort. Our attendance data reveals substantial absence by a small number of students. The school is also focussed on improving student punctuality. Our Student Attitudes to School Survey indicates that our Years 5 and 6 students’ sense of belonging and connectedness to school is also similar to other schools given student backgrounds. Our school offers strong pastoral care, a rich ‘student voice’ program, and a vibrant House System which provides students with rich learning experiences beyond the classroom. Our code of behaviour and whole school behaviour management strategy are documented in a Student Engagement Policy. There is a strong focus on Restorative Practices and encouraging students to have a high level of respect for oneself and others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterson Lakes believes that students are better prepared for learning when they are healthy, safe and happy. The school has a 0.7 Welfare Officer who supports the development of a positive school culture, and students who are at risk of disengagement and not achieving their educational potential. Our code of behaviour and whole school behaviour management strategy has focused on Restorative Practices, Circle Time, You Can Do It and the Act of Kindness. In 2014 the school will introduce the ‘Kids Matter’ program which will focus on developing emotional intelligence and mental health. The school will also continue to embed Restorative Practices, the Act of Kindness and Circle Time throughout the school.</td>
</tr>
</tbody>
</table>
For more detailed information regarding our school please visit our website at http://www
The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

School Profile

School Enrolments

A total of 744 students were enrolled at this school in 2013, 362 female and 382 male.

Overall socio-economic profile

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

Proportion of students with English as a second language.

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.

Please note: The Staff Opinion Survey was not conducted in 2013.
### Performance Summary

#### Achievement

**Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)**

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

#### Student Outcomes

<table>
<thead>
<tr>
<th>Results: English</th>
<th>Results: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Graph" /></td>
<td><img src="image2" alt="Graph" /></td>
</tr>
</tbody>
</table>

#### School Comparison

- **Higher**
- **Similar**

#### NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

<table>
<thead>
<tr>
<th>Results: Reading</th>
<th>Results: Reading (4-year average)</th>
<th>Results: Numeracy</th>
<th>Results: Numeracy (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Graph" /></td>
<td><img src="image4" alt="Graph" /></td>
<td><img src="image5" alt="Graph" /></td>
<td><img src="image6" alt="Graph" /></td>
</tr>
</tbody>
</table>

#### NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

<table>
<thead>
<tr>
<th>Results: Reading</th>
<th>Results: Reading (4-year average)</th>
<th>Results: Numeracy</th>
<th>Results: Numeracy (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="Graph" /></td>
<td><img src="image8" alt="Graph" /></td>
<td><img src="image9" alt="Graph" /></td>
<td><img src="image10" alt="Graph" /></td>
</tr>
</tbody>
</table>
### Performance Summary

#### Achievement

**NAPLAN Relative Growth**

Year 3 - Year 5

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

NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Reading</th>
<th>Numeracy</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relative growth</strong></td>
<td>34%</td>
<td>23%</td>
<td>9%</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td><strong>Medium</strong></td>
<td><strong>High</strong></td>
<td><strong>Low</strong></td>
<td><strong>Medium</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

NAPLAN Relative Growth does not require a School Comparison.
Performance Summary

Engagement

Student Attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Student Outcomes

Results: 2013

Results: 2010 - 2013 (4-year average)

Prep  Yr1  Yr2  Yr3  Yr4  Yr5  Yr6
94 %  93 %  93 %  95 %  93 %  94 %  93 %

School Comparison

Similar

Similar

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school: Median of all Victorian government schools:
### Patterson Lakes Primary School

**Performance Summary**

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School</strong>&lt;br&gt;Derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td><strong>Results: 2013</strong>&lt;br&gt;5</td>
<td><strong>Similar</strong>&lt;br&gt;Similar</td>
</tr>
<tr>
<td><strong>Results: 2010 - 2013 (4-year average)</strong>&lt;br&gt;4</td>
<td><strong>Similar</strong>&lt;br&gt;Similar</td>
<td></td>
</tr>
</tbody>
</table>
How to read the Performance Summary 2013

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 Indigenous 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.

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.

Additionally, NAPLAN relative growth 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 growth level is categorised as ‘High’, the middle 50% is categorised as ‘Medium’ and the bottom 25% is categorised as ‘Low’.

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 31st December, 2013**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$662,007</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$15,487</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$48,634</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$883,400</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,609,528</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$4,863</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$19,305</td>
</tr>
<tr>
<td>Consumables</td>
<td>$89,193</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$243,641</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$35,773</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>$444,073</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$243,868</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$164,006</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$901</td>
</tr>
<tr>
<td>Utilities</td>
<td>$50,977</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,296,600</strong></td>
</tr>
</tbody>
</table>

## Financial Position as at 31st December, 2013

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$267,393</td>
</tr>
<tr>
<td>Official Account</td>
<td>$58,795</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$600,000</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$926,188</strong></td>
</tr>
</tbody>
</table>

### Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$192,883</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$45,000</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$250,000</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$2,200</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$83,074</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$226,067</td>
</tr>
<tr>
<td>Provision Accounts</td>
<td>$10,000</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$116,964</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$926,188</strong></td>
</tr>
</tbody>
</table>

## Net Operating Surplus/-Deficit

- **$312,927**

## Asset Acquisitions

- **$30,883**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

**Financial performance and position commentary**