

**2013 Annual Report to
the School Community**

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.

About Our School

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.

Achievement	Engagement	Wellbeing
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>In 2014, the school will continue to promote student attendance and their connectedness to each other.</p>	<p>Patterson Lakes believes that students are better prepared for learning when they are healthy, safe and happy.</p> <p>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.</p> <p>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.</p> <p>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.</p>

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




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> Higher</p> <p> Higher</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Higher</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</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>34%</td> <td>49%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>51%</td> <td>41%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>60%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	49%	16%	Numeracy	23%	58%	19%	Writing	9%	51%	41%	Spelling	23%	50%	27%	Grammar and Punctuation	19%	60%	21%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="560 792 1035 891"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	95 %	93 %	94 %	93 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	95 %	93 %	94 %	93 %										

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

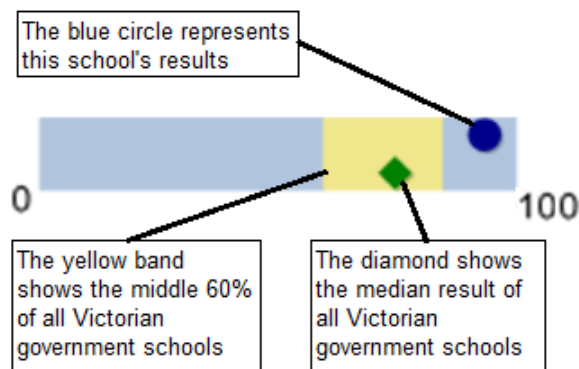
What are student outcomes?

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.

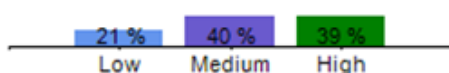
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$662,007
Government Grants Commonwealth	\$15,487
Revenue Other	\$48,634
Locally Raised Funds	\$883,400
Total Operating Revenue	\$1,609,528

Funds Available	Actual
High Yield Investment Account	\$267,393
Official Account	\$58,795
Other Accounts	\$600,000
Total Funds Available	\$926,188

Expenditure	
Books & Publications	\$4,863
Communication Costs	\$19,305
Consumables	\$89,193
Miscellaneous Expense	\$243,641
Professional Development	\$35,773
Property Maintenance	\$444,073
Salaries & Allowances	\$243,868
Trading & Fundraising	\$164,006
Travel & Subsistence	\$901
Utilities	\$50,977
Total Operating Expenditure	\$1,296,600

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

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