

2014 Annual Report to the School Community
Patterson Lakes Primary School
School Number: 5190



Name of School Principal: Stan Szuty

Name of School Council President: Andrew Hornibrook

Date of Endorsement: 17 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 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 2014.

ABOUT PATTERSON LAKES PRIMARY SCHOOL

School Context

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 needs of students by providing a differentiated curriculum and 'point of learning' focus. This includes a variety of enrichment programs, both within and beyond regular classrooms.

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 748 students an attractive, safe and stimulating learning environment.

Achievement

Over 90% of students achieved at or above the expected AusVELS level in English and Mathematics.

Year 3 and 5 NAPLAN results indicate students performed well above the state mean in all areas tested, and above students in other primary schools based on intake adjusted performance data in both 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.

During 2014 the school continued to strengthen its focus on a whole school approach to English and Mathematics, with an emphasis on Reading and Number.

Engagement

Student non-attendance has trended down over the past 3 years and is currently at 12.0 days per student which is well below the traditional state mean. The school no longer considers this to be an area for improvement. However, student lateness will continue to remain a school focus.

Our Student Attitudes to School Survey indicates that student connectedness, classroom behaviour and safety is extremely positive, with well being and teaching and learning being in line with the state mean. The school will continue to have a strong focus on teaching and learning in the areas of learning confidence, stimulating learning, and student motivation.

Wellbeing

The school implemented KidsMatter as a whole-school approach to improving student's mental health and wellbeing. KidsMatter has promoted social and emotional learning, provided support for students who may be experiencing mental health difficulties, and has allowed the school to work more authentically with parents.

The school offers strong pastoral care, a rich student voice' program through junior leadership programs, and a vibrant House System which provides students with a stronger connectedness with their peers beyond the classroom.

Productivity

The school has effectively allocated its resources to meet the needs of the school. The school has strategically used its personnel, funding, facilities, professional learning, class structures, and timetables to ensure a balance between classroom structures, specialist programs, support programs and whole school teaching and learning initiatives. School learning data in association with staff, parent and student surveys, indicate the school has a positive combination to achieve its Strategic Plan's goals and targets.

Performance Summary

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.

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

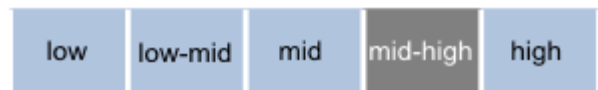
School Profile

School Enrolments

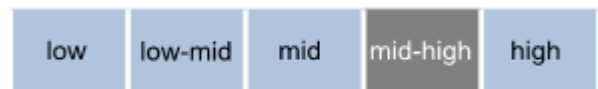
A total of 748 students were enrolled at this school in 2014, 373 female and 375 male.

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.



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 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> Similar</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> Higher</p> <p> Higher</p>


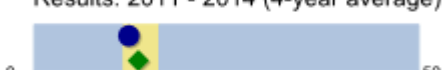


Performance Summary

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 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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>53%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>38%</td> <td>48%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>42%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>56%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	53%	28%	Numeracy	14%	38%	48%	Writing	22%	48%	30%	Spelling	28%	42%	30%	Grammar and Punctuation	24%	56%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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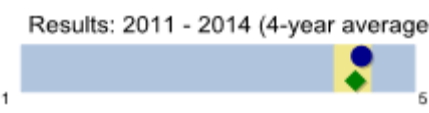


Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="560 862 1034 954"> <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>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	94 %	95 %	93 %	94 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	94 %	95 %	93 %	94 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

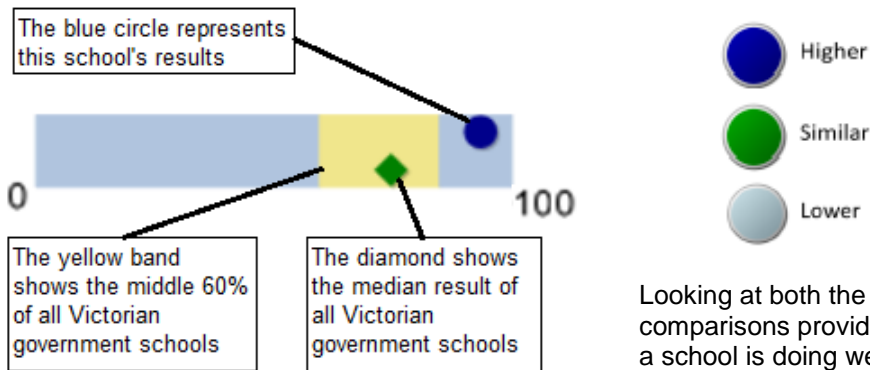
What are student outcomes?

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.

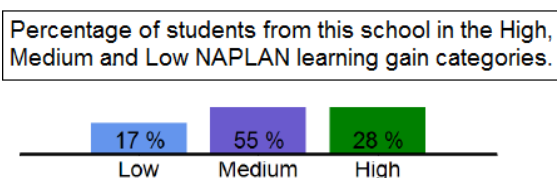
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



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.

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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$4,528,108
Government Provided DE&T Grants	\$619,447
Government Grants Commonwealth	\$15,075
Revenue Other	\$34,267
Locally Raised Funds	\$937,990
Total Operating Revenue	\$6,134,887

Funds Available	Actual
High Yield Investment Account	\$666,007
Official Account	\$54,978
Other Accounts	\$4,223
Total Funds Available	\$725,208

Expenditure	
Student Resource Package	\$4,512,488
Books & Publications	\$9,500
Communication Costs	\$37,135
Consumables	\$123,235
Miscellaneous Expense	\$329,155
Professional Development	\$31,687
Property and Equipment Services	\$699,539
Salaries & Allowances	\$317,784
Trading & Fundraising	\$136,791
Travel & Subsistence	\$4,302
Utilities	\$65,008
Total Operating Expenditure	\$6,266,624

Financial Commitments	
Operating Reserve	\$202,335
Revenue Received in Advance	\$31,226
School Based Programs	\$72,326
Region/Network/Cluster Funds	\$217,322
Capital - Buildings/Grounds incl SMS>12 months	\$201,999
Total Financial Commitments	\$725,208

Net Operating Surplus/-Deficit	(\$131,737)
Asset Acquisitions	\$67,016

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.

Financial performance and position commentary

The Finance Committee believes it has successfully managed school funds to meet the learning needs of students, whilst providing a range of enrichment programs. Strong financial management during 2014 allowed the school to upgrade and increase the number of staff toilets, build a Science room and relocate and expand Staffroom facilities. It is the intention of School Council to build a Performing Arts Centre in the near future.