

**2015 Annual Report to  
the School Community**

**Patterson Lakes Primary School**

**School Number: 5190**



**Name of School Principal:**

**Paul Clohesy**

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**Name of School Council President:**

**Scott Dargan**

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**Date of Endorsement:**

**19<sup>th</sup> April, 2016**

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

Patterson Lakes Primary School opened in 1979 and is located in the residential corridor between the Mornington Peninsula Freeway and Port Phillip Bay, 33km SSE of the Melbourne CBD. The school is surrounded by a series of interconnected canals around the Patterson River waterway. The school has modern buildings, grounds and facilities that have the flexibility of both flexible learning spaces and traditional classrooms. Our buildings include 11 permanent classrooms, 12 relocatables, a visual arts room, library, learning technologies centre, administration block and a multipurpose facility. During 2010, the school completed a multipurpose facility through the Federal Government's BER program and in 2014 the Staff Room was relocated to accommodate the growth in staff numbers and a Science Room was developed. The grounds include a large oval, grassed playing areas, adventure playgrounds and basketball courts. Since 2006, the school has grown from 437 to 744 students offering an attractive, safe and stimulating learning environment. This growth was largely due to families enrolling from outside the Patterson Lakes area. The school currently operates a Neighbourhood Enrolment Zone to restrict student growth and this has seen a stable enrolment over the past 4 years. The increase also reflects the improved profile of the school in terms of student achievement, extra curricula programs and quality of teachers. The school has 47.6 equivalent full time staff - 2 Principal Class, 35.4 teachers and 10.2 Education Support Staff. The school's Family Occupation index has reduced from 0.52 to 0.46 since the previous review period, indicating that students are less likely to be disadvantaged. 6.5% of students have a language background other than English where English is not spoken at home.

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. 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.

The school has a strong culture of high expectations, 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 a '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.

### Achievement

Overall a high percentage of students achieved at and above the expected AusVELS level in English (89.1%) and Mathematics (88.7%). The school focused on improving the percentages of students achieving above the expected level. There was a 2.9% increase in students who achieved above the expected level in English and a 5.8% increase in Mathematics.

Year 3 and 5 NAPLAN results indicated that students performed well above the state median 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 through building practice excellence and the capabilities of our students has resulted in improved growth across all year levels. The school will continue this focus and also focus on building the leadership team to strengthen succession planning as well as develop the capabilities of the team in using evidence to promote continual school improvement.

During 2015 the school continued to strengthen its focus on a whole school approach to English and Mathematics, with an emphasis on using Instructional Models in Reading and Number.

### Engagement

Student non-attendance has trended down over the past 4 years and was at 12.3 days per student for 2015. This was again well below the state mean. The average 2015 attendance rates for all year levels was at 93% and above. The school no longer considers this to be an area for improvement but will continue to closely monitor this. Student lateness will continue to remain a school focus as this increased from an average of 2.4 days to 2.8 days per student over the past 12 months.

All Teaching and Learning variables of the Student Attitudes to School survey for Years 5 & 6 in 2015 were above the State and Regional means. Teacher Empathy was at the highest for the past 10 years. The school will continue to have a strong focus on teaching and learning in the areas of learning confidence, stimulating learning, student motivation, teacher empathy and teacher effectiveness.

## Wellbeing

The school continued with the implementation of Kids Matter as a whole-school approach to improving student's mental health and wellbeing. Kids Matter 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, rich student voice opportunities through leadership programs, and a vibrant House System which provides students with a stronger connectedness with their peers beyond the classroom. Our Student Attitudes to School Survey results indicated that Classroom Behaviour was at the highest level it has been for the past 10 years and above State and Regional levels. However, Student Safety was marginally below both the State and Regional levels. Strategies have already been put into place by the Kids Matter team to improve the perception of student safety in 2016 and beyond.

## Productivity

The school effectively allocated its resources to meet the needs of the school. The school 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 that the school has a positive combination to achieve its Strategic Plan's goals and targets.

For more detailed information regarding our school please visit our website at  
<http://www.patterson-lakes-ps.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 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 744 students were enrolled at this school in 2015, 382 female and 362 male. There were 5% of EAL (English as an Additional Language) students and 1% 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.






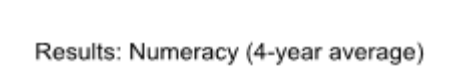






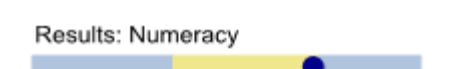





## Performance Summary

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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></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><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Similar</p> <p> Higher</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>29%</td> <td>49%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>52%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>48%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>60%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	49%	21%	Numeracy	20%	52%	28%	Writing	24%	48%	28%	Spelling	20%	60%	21%	Grammar and Punctuation	22%	53%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	49%	21%																							
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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><b>Average Number of Student Absence Days</b></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="563 824 1042 920"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	93 %	94 %	94 %	93 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	93 %	94 %	94 %	93 %										



## 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><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

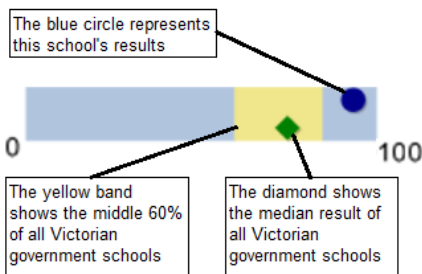
## What are student outcomes?

*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.

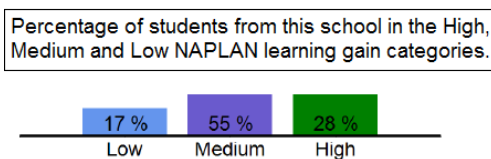
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

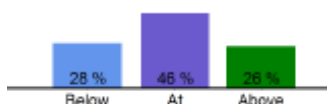


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



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.



## 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.

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	Funds Available	Actual
Student Resource Package	\$4,503,506	High Yield Investment Account	\$1,083,281
Government Provided DET Grants	\$827,688	Official Account	\$80,183
Government Grants Commonwealth	\$167,758	Other Accounts	\$7,767
Revenue Other	\$52,110	<b>Total Funds Available</b>	<b>\$1,171,231</b>
Locally Raised Funds	\$942,363		
<b>Total Operating Revenue</b>	<b>\$6,493,424</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$4,519,151	Operating Reserve	\$229,896
Books & Publications	\$2,492	Capital - Buildings/Grounds incl SMS<12 months	\$54,000
Communication Costs	\$22,965	Maintenance - Buildings/Grounds incl SMS<12 months	\$129,000
Consumables	\$150,887	Revenue Received in Advance	\$41,848
Miscellaneous Expense	\$331,940	School Based Programs	\$50,414
Professional Development	\$27,913	DET Central Coordination	\$223,674
Property and Equipment Services	\$420,979	Provision Accounts	\$25,000
Salaries & Allowances	\$373,029	Repayable to DET	\$17,000
Trading & Fundraising	\$199,105	Capital - Buildings/Grounds incl SMS>12 months	\$400,398
Travel & Subsistence	\$8,795	<b>Total Financial Commitments</b>	<b>\$1,171,231</b>
Utilities	\$38,810		
<b>Total Operating Expenditure</b>	<b>\$6,096,066</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$397,358</b>		
<b>Asset Acquisitions</b>	<b>\$18,318</b>		

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

School Council has successfully managed school funds to meet the learning needs of students, whilst providing a range of enrichment programs. The school community contributed significant funds through fundraising efforts to facilitate the construction of a Junior Basketball/Netball area and to upgrade some of the shade sails in adventure playground areas.