

2016 Annual Report to the School Community



School Name: Patterson Lakes Primary School

School Number: 5190



Name of School Principal:	Carole Mayes
Name of School Council President:	Scott Dargan
Date of Endorsement:	March 15 th 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training

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, offering an attractive, safe and stimulating learning environment.

The school's enrolment was 728 students in 2016 and the school operates a Neighborhood Enrolment Zone to restrict student growth and this has seen a slightly declining enrolment over the past 4 years. 8% of students have a language background other than English where English is not spoken at home. The school has 46.7 equivalent full time staff - 2 Principal Class, 34.5 teachers and 10.2 Education Support Staff.

89% of students achieved at or above the expected Victorian Curriculum level in English and Mathematics and at 91% in Science. Year 3 and 5 NAPLAN results indicated that students performed above the state mean in most 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.

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. 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 'point of learning' focus. This includes a variety of enrichment programs, both within and beyond regular classrooms.

There was a strong partnership between parents and staff, with a high level of parent participation on School Council and committees including: the Family, Friends and Fundraising Association, classroom liaison parents, classroom helpers and in social activities.

The school committed to KidsMatter as a whole-school approach to improving student's mental health and wellbeing in 2016. 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 offered strong pastoral care, a rich student voice program through leadership programs, and a vibrant House System which provided students with a stronger connectedness with their peers beyond the classroom.

Framework for Improving Student Outcomes (FISO)

The school, through its Peer Review during 2015, identified a need to continue its progress of building teacher capacity to improve student learning outcomes, in particular to increase the percentage of students who achieve above the expected level in English, Mathematics and Science, and to increase the percentage of students in the High Growth area for NAPLAN.

The school also had a need to build leadership teams through leadership professional development for leaders and aspiring leaders to ensure successful succession planning.

The FISO Focus areas for 2016 were:

Building Practice Excellence

- Embed an agreed P-6 instructional model in Reading, Writing and Mathematics
- Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong internal accountability
- Use a range of assessment to inform planning for teaching practice that differentiates learning to ensure personalised learning growth for each student

Building Leadership Teams

- Provide opportunities for the school's Leadership team members and aspiring leaders to partake in leadership professional development

Achievement

The school identified two focus areas as academic achievement priorities for 2016.

- To improve student achievement in literacy and numeracy
- To improve student achievement in Science

As indicated within the report, the students at Patterson Lakes Primary School achieve higher than the median of all Victorian Primary Schools. Within our Strategic Review at the end of 2015, our targets for the next 5 years were to:

- Increase the percentage of students achieving **above the expected achievement** levels in all assessments of literacy and numeracy

The teacher judgement targets for students achieving an 'A' or a 'B' within the Vic Curriculum, demonstrated that at Patterson Lakes Primary School, students from Foundation to Year 6 consistently achieve above the expected

level of a 'C' grade. 62% of the students at the school achieve above the expected level in reading, 36% in writing and 57.5% in Number.

- Increase the percentage of students achieving **at and above the expected level** in Science
At Patterson Lakes Primary School, we implement the Science Enquiry Skills Assessment Tasks or SISATS. In 2016, 91% of students from Foundation to Year 6 achieved an 'A', 'B' or 'C' grade. Science/STEM and Digitech will continue to be focus areas for the students within the school.
- Increase the percentage of students **achieving high growth** on NAPLAN relative growth assessments
At Patterson Lakes Primary School, our focus will continue to be developing the skills of all students. An emphasis for 2016 as part of the Strategic Plan is to increase the percentages of students achieving High Growth in NAPLAN by 5% for each area tested. This was achieved in Grammar and Punctuation and in Spelling.

We are pleased with the Learning Gain of our Students from Year 3 to Year 5 within the NAPLAN assessment program:

Reading	80% medium to high growth
Numeracy	86% medium to high growth
Writing	61% medium to high growth
Spelling	79% medium to high growth
Grammar/Punctuation	83% medium to high growth

During 2017, our focus will continue to develop the writing element within the whole school curriculum.

Curriculum Framework implemented in 2016

☐ Victorian Early Years Learning and Development Framework
 ☐ AusVELS
 ☒ Victorian Curriculum
 ☐ A Combination of these

Engagement

Our student attendance figures were similar to the State median in 2016, with our performance similar to schools of a similar background. All year levels had an average attendance rate of 90% or above. This reflects our students' close connection to our school and their peers.

The school has maintained a strong focus on regular attendance, punctuality and the community awareness of the direct connection to the attainment of high student learning achievement data and student attendance.

Student attendance is highlighted at assemblies and within the school newsletter. Each term, certificates are presented to students that have had 100% attendance for the term as well as acknowledging children who have been punctual. On the final school day of the school year we also present certificates to students that have had 100% attendance for the year and have not had a late arrival.

Individual attendance figures are highlighted with parents through semester reports on student progress. Parents of those students with high absence rates are contacted via phone initially with follow up calls as needed. Individual plans are established with parents to support them in improving their child's attendance rate.

Wellbeing

In 2016, the staff began a journey in implementing the KidsMatter program. The program is founded on respectful relationships and a sense of belonging and inclusion, promoting:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties

Within the Staff Opinion Survey, there was strong progression within the area of Collective Responsibility, indicating that student learning and engagement continues to be a team focus for the staff at Patterson Lakes Primary School.

The Year 5 and 6 students, within their response to the Attitudes to School Survey, indicated that they feel safe at school. Parents clearly indicate that they feel that their child at Patterson Lakes Primary School is motivated and connected to the school.

Our school has initiated a whole school house program, to assist with increasing engagement, self-esteem and building connectedness to the school and local community.




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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 728 students were enrolled at this school in 2016, 370 female and 358 male.
There were 8% 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 and Education index which takes into account parents' occupations and Education.



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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>

Performance Summary

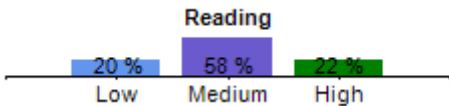
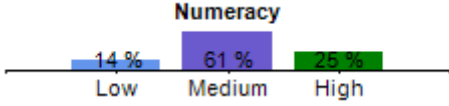
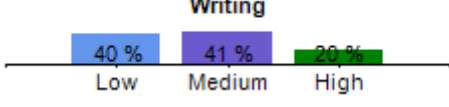
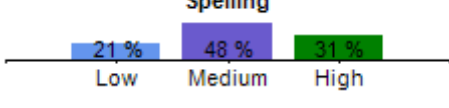
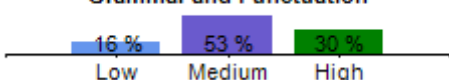
Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: ● Median of all Victorian government primary year levels: ◆




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>● Similar</p> <p>● Higher</p>
<p>NAPLAN Year 5</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>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>	<div><p>Reading</p><table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>20 %</td></tr><tr><td>Medium</td><td>58 %</td></tr><tr><td>High</td><td>22 %</td></tr></table></div> <div><p>Numeracy</p><table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>14 %</td></tr><tr><td>Medium</td><td>61 %</td></tr><tr><td>High</td><td>25 %</td></tr></table></div> <div><p>Writing</p><table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>40 %</td></tr><tr><td>Medium</td><td>41 %</td></tr><tr><td>High</td><td>20 %</td></tr></table></div> <div><p>Spelling</p><table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>21 %</td></tr><tr><td>Medium</td><td>48 %</td></tr><tr><td>High</td><td>31 %</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>16 %</td></tr><tr><td>Medium</td><td>53 %</td></tr><tr><td>High</td><td>30 %</td></tr></table></div>	Gain Level	Percentage	Low	20 %	Medium	58 %	High	22 %	Gain Level	Percentage	Low	14 %	Medium	61 %	High	25 %	Gain Level	Percentage	Low	40 %	Medium	41 %	High	20 %	Gain Level	Percentage	Low	21 %	Medium	48 %	High	31 %	Gain Level	Percentage	Low	16 %	Medium	53 %	High	30 %	<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 primary year levels: 
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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>93 %</td><td>93 %</td><td>93 %</td><td>92 %</td><td>92 %</td><td>93 %</td><td>93 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	92 %	92 %	93 %	93 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	92 %	92 %	93 %	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>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

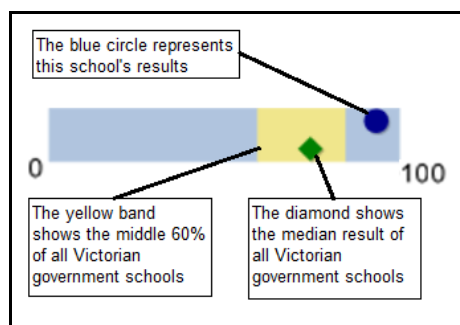
What are student outcomes?

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, P-12 and specialist schools, 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.

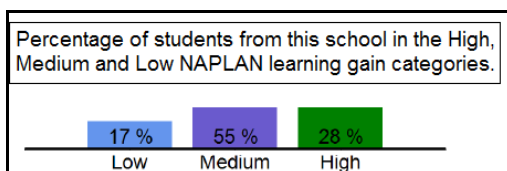
You can see these results for the latest year, as well as the average of the last four years (where available).

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 are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

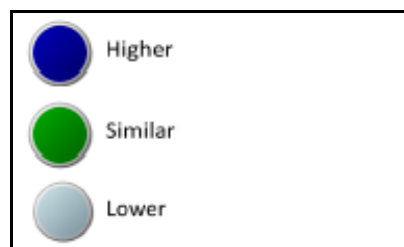
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

In 2016, the Patterson Lakes Primary School conducted a recruitment program to appoint a new Principal. The school also allocated funds to upgrade learning and teaching areas within the school, including Performing Arts and the Administration area.

Annually, the school hosts a community fete, which contributes to the fundraising component of the school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,674,213	High Yield Investment Account	\$1,161,063
Government Provided DET Grants	\$614,009	Official Account	\$22,122
Government Grants Commonwealth	\$185,884	Other Accounts	\$7,767
Revenue Other	\$26,702	Total Funds Available	\$1,190,952
Locally Raised Funds	\$850,268		
Total Operating Revenue	\$6,351,077		
Expenditure		Financial Commitments	
Student Resource Package	\$4,525,962	Operating Reserve	\$244,516
Books & Publications	\$11,545	Asset/Equipment Replacement < 12 months	\$85,800
Communication Costs	\$10,058	Capital - Buildings/Grounds incl SMS<12 months	\$194,000
Consumables	\$152,084	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,000
Miscellaneous Expense	\$521,963	Revenue Receipted in Advance	\$13,872
Professional Development	\$38,031	School Based Programs	\$48,201
Property and Equipment Services	\$345,249	Provision Accounts	\$25,000
Salaries & Allowances	\$347,696	Repayable to DET	\$59,414
Trading & Fundraising	\$143,248	Capital - Buildings/Grounds incl SMS>12 months	\$460,000
Utilities	\$54,493	Maintenance -Buildings/Grounds incl SMS>12 months	\$45,150
		Total Financial Commitments	\$1,190,953
Total Operating Expenditure	\$6,150,328		
Net Operating Surplus/-Deficit	\$200,748		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 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.