

# 2020 Annual Report to The School Community



School Name: Patterson Lakes Primary School (5190)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 17 March 2021 at 09:09 AM by Carole Mayes (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 05:46 PM by Shannon Cooper (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

#### Vision:

To provide a safe and challenging learning environment, empowering students to strive for personal excellence to become lifelong learners

#### Values:

Integrity in all that we do.

Respect for ourselves, each other and our environment.

Excellence in all our endeavours that lead to high quality performance.

#### Purpose:

Goal 1: To maximise the learning growth of all students with a focus on Literacy.

Goal 2: To empower students through an increased agency in their learning.

Goal 3: To empower students to be independent, confident, critical and creative learners.

#### Geographic Location:

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.

Our School Values are: Integrity in all that we do. Respect for ourselves, each other and our environment. Excellence in all our endeavours that lead to high quality performance

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. In 2018, the school was successful in gaining 2.2 million dollars for a Capital Works project - adding two additional General Purpose Classroom, a new Administration Centre, developing a Library and Resources Centre and new STEAM centre which we anticipate will be completed mid 2021. 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 602 students in 2020 and with the implementation of a Neighbourhood Enrolment Zone to restrict student numbers, this has seen a slightly declining enrolment over the past 4 years. 7% of students have a language background other than English where English is not spoken at home. The school has 47.55 equivalent full time staff - 2 Principal Class, 34.37 teachers and 10.19 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 at or 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 has committed to KidsMatter [Be You] as a whole-school approach to improving student's mental health and wellbeing. KidsMatter [Be You] 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. There has been a very strong focus in developing resilience within the community, and the school secured the services of the Resilience Project to assist in this area. The school offered a strong pastoral care, a rich student voice program through leadership programs, a vibrant House System, and an InSPIRE vertical grouping model which provided students with a stronger connectedness with their peers beyond the classroom. At the beginning of 2020, there was a change in the leadership structure of the school, with an adjustment in meeting schedules and focus areas of professional development. In 2019, the school completed the School Review process, with three identified focus areas going forward:

Goal 1: To maximise the learning growth of all students with a focus on Literacy.

Goal 2: To empower students through an increased agency in their learning.

Goal 3: To empower students to be independent, confident, critical and creative learners.

### Framework for Improving Student Outcomes (FISO)

The school, through its Peer Review during 2019, 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 area for 2019 was within the area of 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

### Achievement

Patterson Lakes Primary School is very proud of its strong student learning programs. Teacher assessments of the Victorian Curriculum in the areas of English and Mathematics show that across Year Prep-6 our school performs above the State average.

In English, 92.5% of our students are at or above the expected level of achievement. This is above our similar schools with 89.2% and above the State average of 86.3%.

In Mathematics, 92.8% of our students are at or above the expected level of achievement. This is above our similar schools with 88.4% and above the State average of 85.2%.

Unfortunately, in 2020, NAPLAN tests were not conducted due to COVID-19 and we are unable to make a comment on this area of achievement.

During the period of remote and flexible learning, the students and staff worked hard to maintain close connections via Google Classrooms, phone calls and emails. It was pleasing to see a higher level of parent engagement during this period with

very high rates of parent satisfaction in the Parent Opinion Survey. Staff were able to use online resources to support student learning during remote and flexible learning and to tailor programs to meet the needs of individual and small groups of students.

### Engagement

Our student attendance figures [7.1 days] were well below the State median of 13.8 days in 2020, with our performance exceeding to schools of a similar background [averaging 10.7 days].

All year levels had an average attendance rate of 96% 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 year we also present certificates to students who 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.

Student Engagement Results:  
 2020 Attitudes To School Survey [Years 4-6]:  
 School connectedness (sense of belonging) - Sense of connectedness - 84.5% (Above state mean of 79..2%)

**Wellbeing**

In 2020, we continued to implement the Resilience Project and Respectful Relationships Program. These programs are 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 4, 5 and 6 students, within their response to the Attitudes to School Survey, indicated that they feel more connected with the school and that there is better management of behavioural incidents. 81.3% of parents were satisfied with the school overall.

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

**Financial performance and position**

In 2020, the school allocated funds to upgrade learning and teaching areas within the school; painting, carpeting and an upgrade to the Senior playground.

Due to the impact of COVID 19, many of the school fundraising and community activities were not able to proceed. In 2018, the school was successful in gaining a Capital Works grant through the Victorian School Building Authority which began in mid 2020. Incorporated within the works, is a new Master Plan for the school; the provision of an additional 5 general purpose classrooms; a new Administration centre; new first aid facilities; new library and STEAM Centres. The works are anticipated to be completed in mid 2021.

Overall, the school remains in a sound financial position with a net operating surplus in 2020 while maintaining programs within the school with reduced enrolments. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2020 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2020 year. Our staffing costs will continue to increase in 2021.

**For more detailed information regarding our school please visit our website at <http://www.patterson-lakes-ps.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 601 students were enrolled at this school in 2020, 307 female and 294 male.

6 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

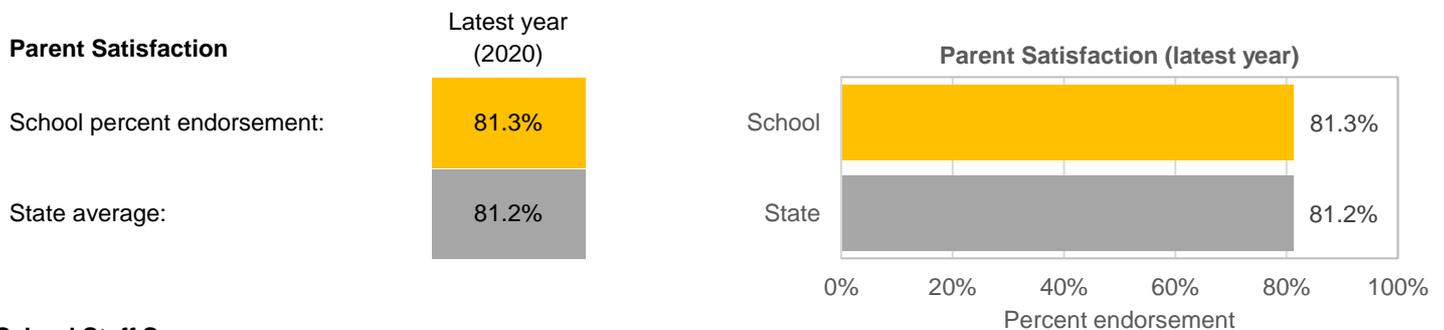
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

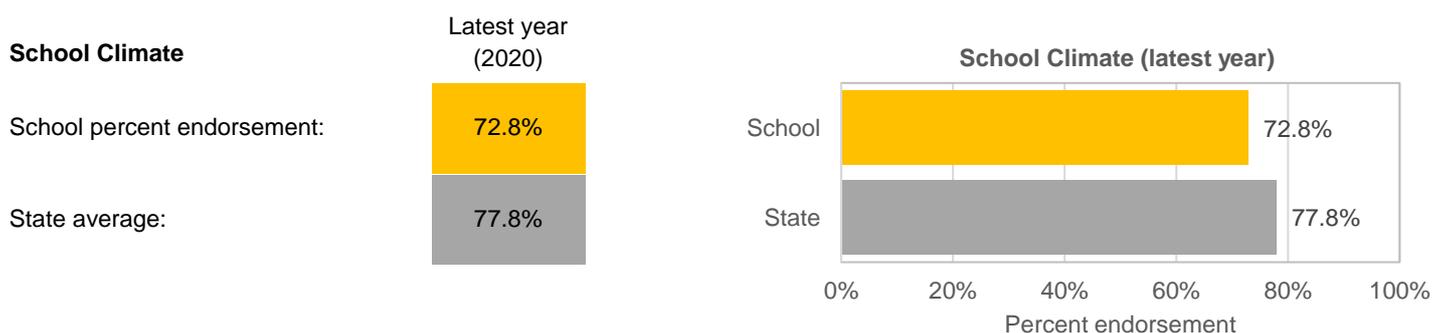


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

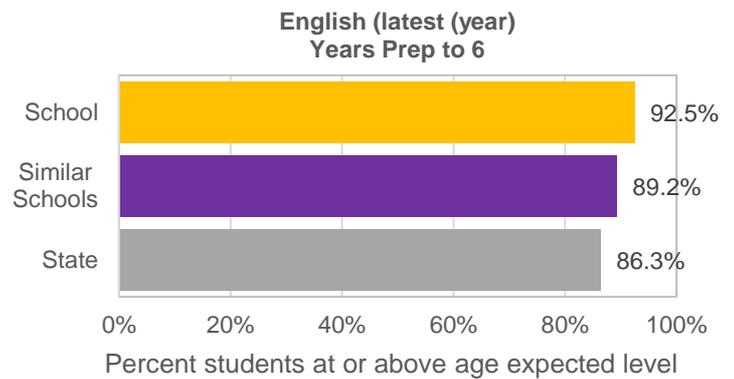
92.5%

Similar Schools average:

89.2%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

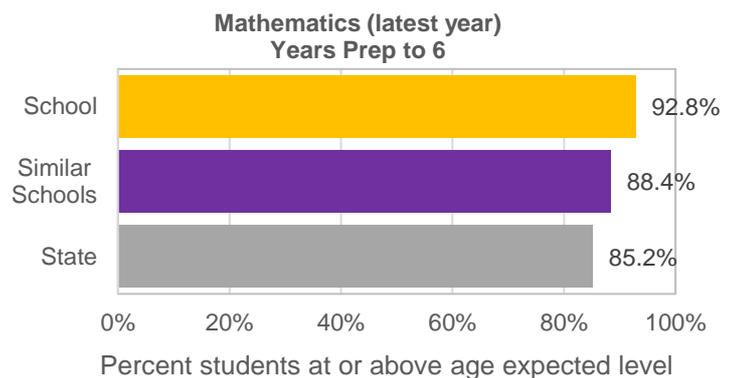
92.8%

Similar Schools average:

88.4%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

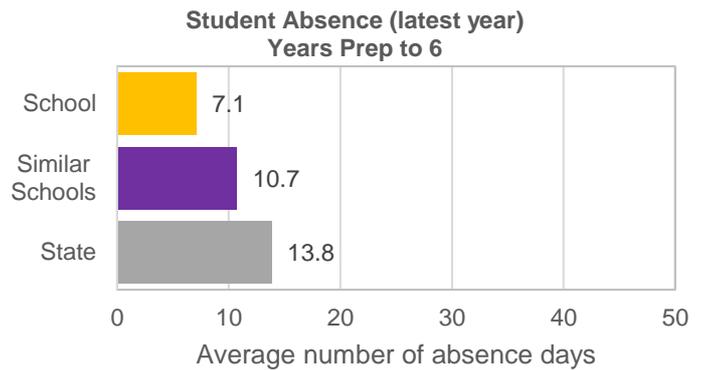
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.1	12.9
Similar Schools average:	10.7	13.7
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	96%	96%	96%	96%

## WELLBEING

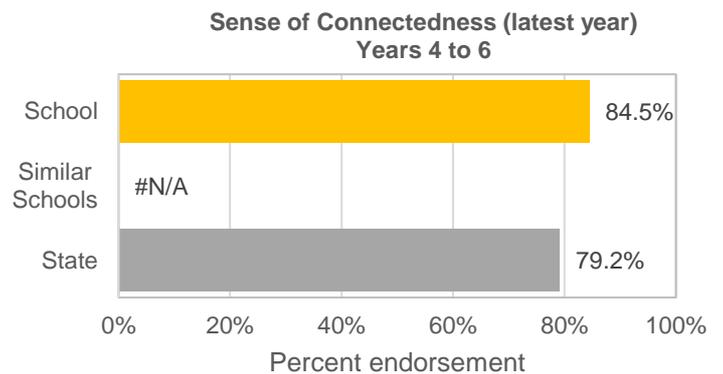
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	84.5%	86.0%
Similar Schools average:	NDP	82.0%
State average:	79.2%	81.0%



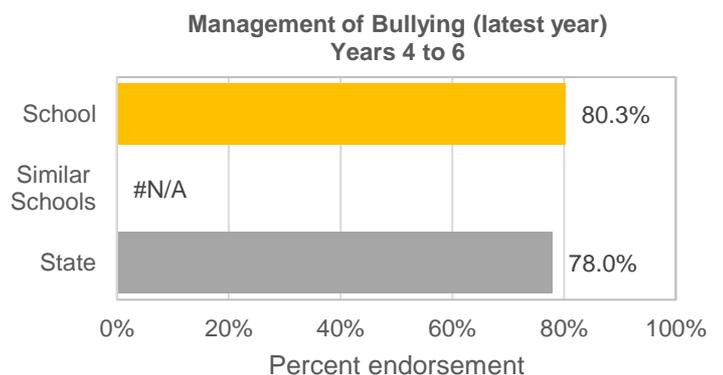
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.3%	83.9%
Similar Schools average:	NDP	82.2%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,618,508
Government Provided DET Grants	\$533,985
Government Grants Commonwealth	\$6,054
Government Grants State	NDA
Revenue Other	\$9,276
Locally Raised Funds	\$249,882
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,417,705</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$49,319
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$49,319</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,613,896
Adjustments	NDA
Books & Publications	\$6,177
Camps/Excursions/Activities	\$57,596
Communication Costs	\$13,125
Consumables	\$67,339
Miscellaneous Expense <sup>3</sup>	\$359,433
Professional Development	\$8,313
Equipment/Maintenance/Hire	\$45,736
Property Services	\$129,435
Salaries & Allowances <sup>4</sup>	\$198,970
Support Services	\$11,305
Trading & Fundraising	\$17,330
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$50,313
<b>Total Operating Expenditure</b>	<b>\$5,578,966</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$201,833</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,111,151
Official Account	\$117,967
Other Accounts	\$7,005
<b>Total Funds Available</b>	<b>\$1,236,123</b>

Financial Commitments	Actual
Operating Reserve	\$141,334
Other Recurrent Expenditure	\$5,853
Provision Accounts	NDA
Funds Received in Advance	\$72,146
School Based Programs	\$29,756
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$4,112
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$81,300
Capital - Buildings/Grounds < 12 months	\$363,000
Maintenance - Buildings/Grounds < 12 months	\$158,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$330,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,185,500</b>

*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.*