

2022 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).
- 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 of the previous calendar year 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 31 March 2023 at 08:45 AM by Carole Mayes (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 31 March 2023 at 09:20 PM by Mandy O'Toole (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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. 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 13 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 Classrooms, a new Administration Centre, developing a Library and Resources Centre and new STEAM centre which was completed in mid-2021 and formally opened in 2022. The grounds include a large oval, grassed playing areas, adventure playgrounds with shade sails and basketball courts, offering an attractive, safe and stimulating learning environment.

The school's enrolment was 538 students in 2022 and with the implementation of a Neighbourhood Enrolment Zone to restrict student numbers, this has seen a slightly declining enrolment over the past 5 years. 8% of students have a language background other than English where English is not spoken at home. The school has 45.55 equivalent full-time staff - 2 Principal Class, 31 teachers and 12.5 Education Support Staff.

Year 3 NAPLAN results indicated that students performed at or above the state mean in all areas tested, and in spelling for Year 5. The school will have a continual focus on developing the capacity of our staff and the capabilities of our students.

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 is 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, particularly after the impact of COVID 19. The school offers 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.

In 2019, the school completed the School Review process, and identified three areas of focus 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.

The school will participate in the next review cycle in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the whole school professional development module was designed to develop a deep understanding of identified literacy teaching strategies. The School Improvement Team was formed to co-lead professional learning around the identified literacy teaching strategies and to undertake the Professional Learning Communities [PLC] intensive training program. Key staff in the school modelled the identified literacy teaching strategies, which were resoundingly endorsed by the teaching staff in the school. Curriculum audits were undertaken to ensure the consistency of the implementation across the cohorts and across the school. The weekly professional development focus for Semester One, was focussed on further developing the Scaffolding Literacy model to support the goals set in the School Strategic Plan. The second semester focussed on supporting staff and students in their mental wellbeing and academia upon returning to onsite learning.

In 2022, the Professional Learning Communities teams had Measurement and Geometry. Time had been allocated for this team to conduct Learning Walks to review the classroom implementation.

Data from the Semester Two student achievement reports indicated that:

In Reading and Viewing - across the school 78.7% of students are working at or above the expected level.

In Writing - across the school, 66.9% of students were marked at being at or above the expected level. This is similar to the results in Semester 2, 2021.

In Speaking and Listening, 82.3% of students were working at or above the expected level.

In Number and Algebra, 79.8% of students were marked at working at or above the expected level.

In Measurement and Geometry, 79.1% of students across the school were marked at working at or above the expected level.

In Statistics and Probability, 82.7% of students were marked at or above the expected level.

Students at Patterson Lakes Primary School in Years 5 and 6 were once again selected to participate in the Victorian High Abilities Program. A supplementary extension program from Years 3-6 was also offered to students. In 2022, it was anticipated by the Education Department and Training that approximately 90 students would access the Tutoring in Schools program in 2022. At Patterson Lakes Primary School, the tutoring program was conducted by two expert teachers in English and Mathematics and an experienced Education Support Officer. We are proud that 152 students had access to this program in 2022.

Wellbeing

In 2022, we continued to implement the Respectful Relationships Program. This program is founded on developing 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.

Within the Parent Opinion Survey, 94% of parents were satisfied with the education that their child is receiving; 98% with the physical environment of the school and 91% confident that Patterson Lakes Primary School provides a good standard of education for their child.

Engagement

Towards the end of Term 1, parents were once again invited to return onsite to participate in assemblies, student conferences, sporting events and open nights. Since working through the impact of the COVID experience, flexible models of communication such as Webex, video streaming and telephone conference calls have allowed families the opportunity to participate onsite and online if work commitments offer this constraint. It should be noted however, that only 47 families participated in the annual Parent Opinion Survey option, still, this is an improvement from the 12 responses received in 2021.

The Student Wellbeing team meet each term to determine progress in each of the focus areas. The training of Sunny, a positive member of our school through the Therapy Dog Program, was made possible through the kind support of a local youth focussed services organisation. This program has been of great value, particularly for the younger students, returning to onsite learning after the lock downs. The Respectful Relationships modules continued to be delivered at Patterson Lakes Primary School. Our school also has a whole school house program, to assist with increasing engagement, self-esteem and building connectedness to the school and local community.

Recent research demonstrates that there is a strong correlation demonstrating that student absence as a lead indicator for achievement and engagement outcomes. In 2022, Patterson Lakes Primary School had a lower percentage of students who had more than 20 days absence when compared with similar schools. Our school has very precise processes in place to support families, ensuring that there was a significantly lower number of unapproved absences when compared with similar schools.

Within the two areas of the Students Attitudes to School Survey being measured by DET in 2022, Patterson Lakes Primary School measures above both State and similar schools in both areas - Sense of Connectedness and Management of Bullying.

Other highlights from the school year

Patterson Lakes Primary School is a proud Curiosity and Powerful Learning School – students, teachers and their families working together to have a shared language and beliefs, mutually reinforced values and expectations, with jointly recognised accountability and responsibility.

The main highlight for 2022 was having students back on site after the past years of Remote and Flexible Learning. At the beginning of each school year, the Year 6 students participate in a Leadership Day. This day is a highlight for the students in developing their emerging leadership skills. Patterson Lakes Primary School is well supported by the Family, Friends and Fundraising Association in providing opportunities for the school and broader community to be involved in whole school events.

The focus of all fundraising in 2022 has been towards further developing our Kitchen garden concept. Our Colour Run was an opportunity for the broader community to be involved, with local businesses, Police and fire brigade in attendance. Students in Years 5 and 6 organised and managed the event.

The Junior School Council created fortnightly video clips entitled 'The Schools Days' providing the broader community with an insight into the programs that they wanted to highlight in our school. Our school operates an outstanding excursions and overnight camping program – linked to the curriculum and learning needs of the students.

Financial performance

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 and the Patterson Lakes Primary School Council approvals and the intent/purposes for which funding was provided or raised. In 2022, Patterson Lakes Primary School as part of the Bayside Peninsula Schools Network, are participants in a new Disabilities and Inclusion Tier 2 funding model. With the advent of the Capital Works program coming to completion, additional funds have been expended to ensure that state of the art equipment was purchased in these learning spaces and made available to students and staff to support the delivery of curriculum programs. All fundraising efforts in 2022 have gone towards the further development of our kitchen garden program.

For more detailed information regarding our school please visit our website at
<https://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 2.0 (FISO 2.0).

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 538 students were enrolled at this school in 2022, 269 female and 269 male.

5 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).

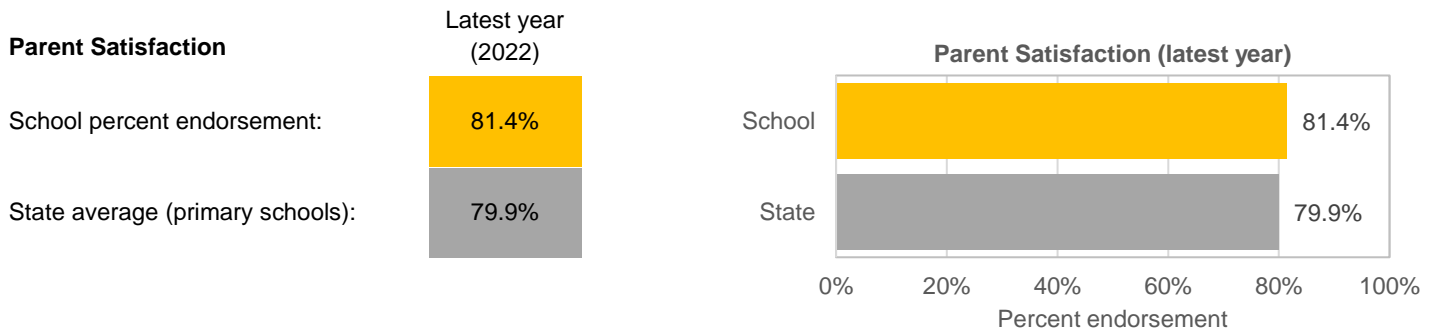
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

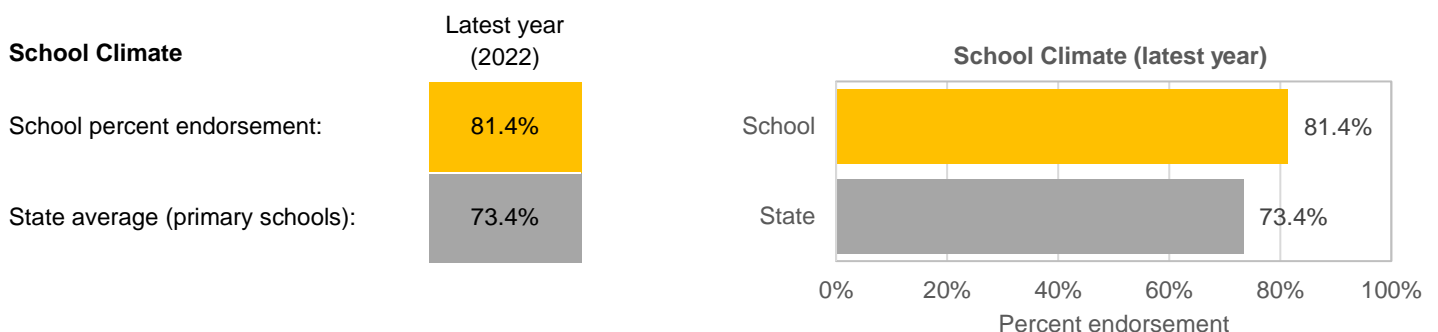


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

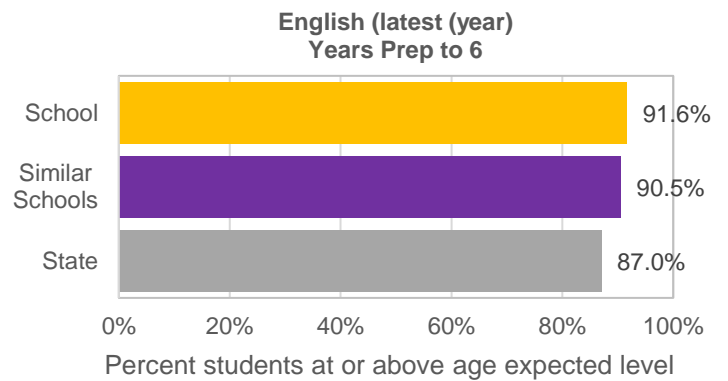
91.6%

Similar Schools average:

90.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

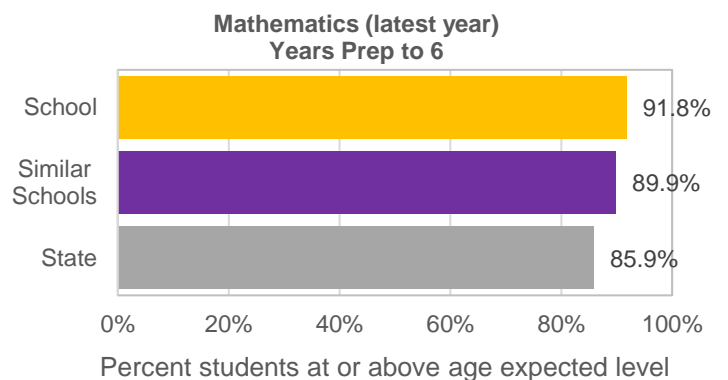
91.8%

Similar Schools average:

89.9%

State average:

85.9%



LEARNING (continued)

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.

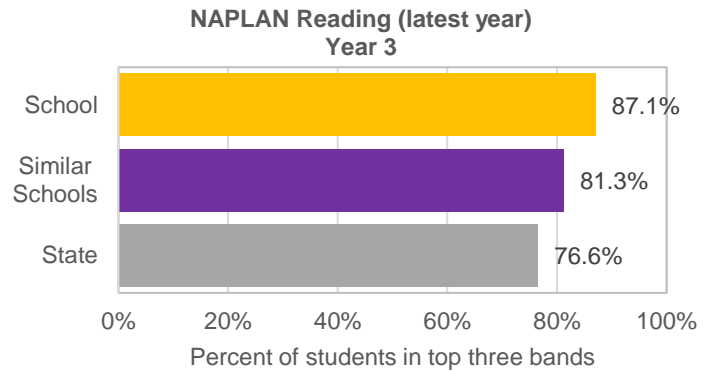
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

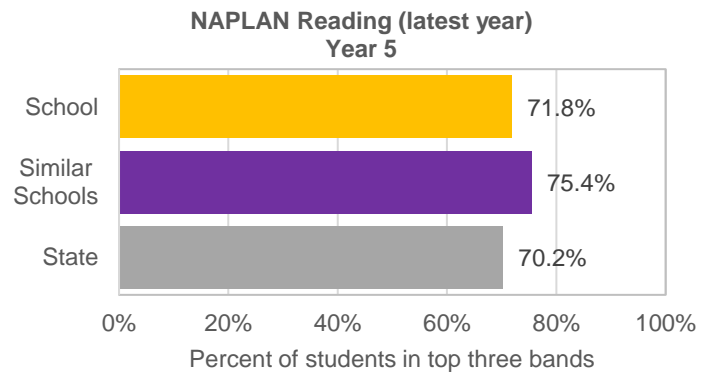
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.1%	82.4%
Similar Schools average:	81.3%	81.4%
State average:	76.6%	76.6%



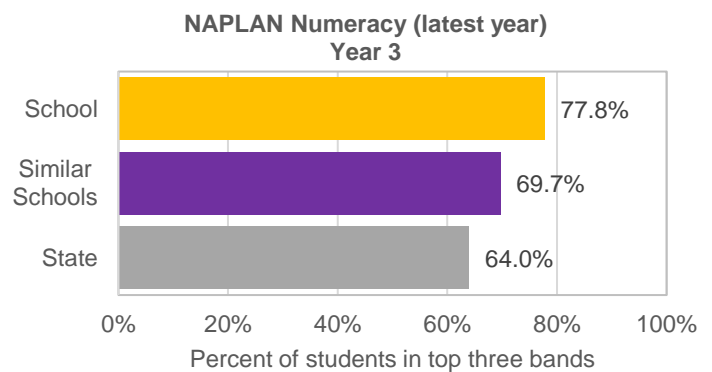
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.8%	71.6%
Similar Schools average:	75.4%	74.9%
State average:	70.2%	69.5%



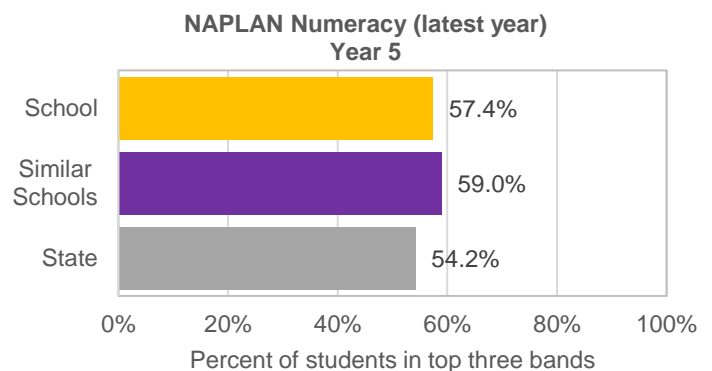
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	77.0%
Similar Schools average:	69.7%	72.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.4%	65.4%
Similar Schools average:	59.0%	63.0%
State average:	54.2%	58.8%



WELLBEING

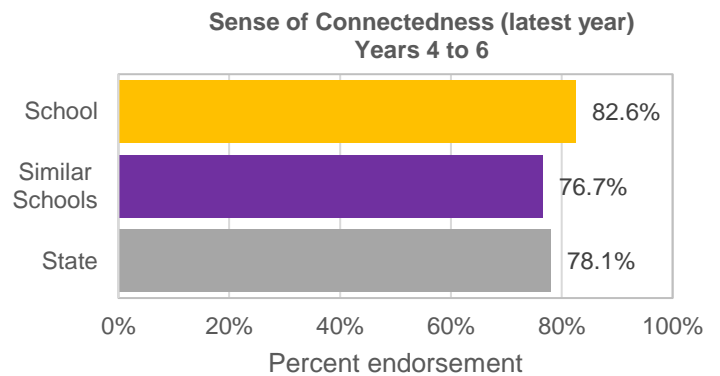
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.6%	84.7%
Similar Schools average:	76.7%	79.7%
State average:	78.1%	79.5%

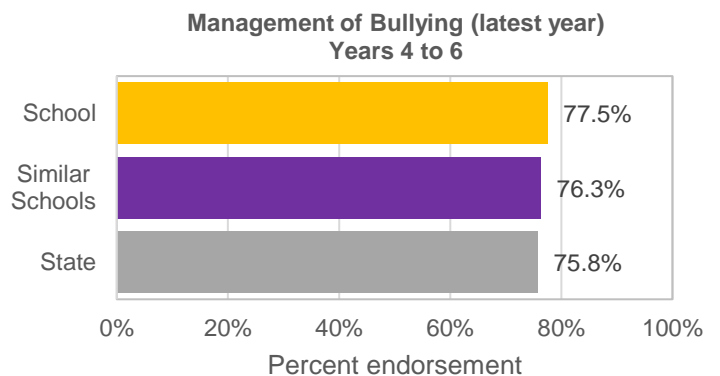


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.5%	81.4%
Similar Schools average:	76.3%	79.8%
State average:	75.8%	78.3%



ENGAGEMENT

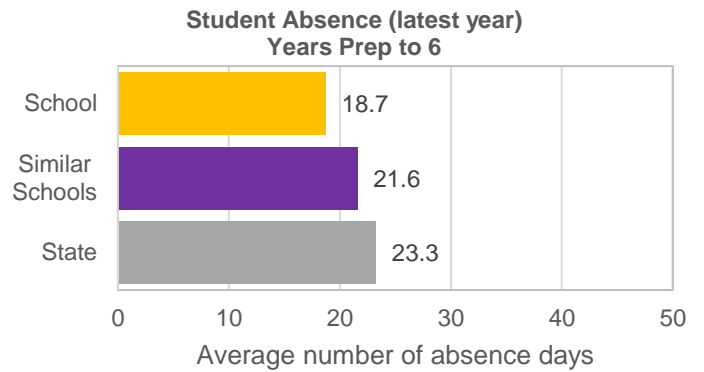
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.7	12.3
Similar Schools average:	21.6	15.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	91%	91%	90%	91%	89%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,994,564
Government Provided DET Grants	\$533,579
Government Grants Commonwealth	\$6,905
Government Grants State	\$0
Revenue Other	\$51,675
Locally Raised Funds	\$402,989
Capital Grants	\$0
Total Operating Revenue	\$5,989,712

Equity ¹	Actual
Equity (Social Disadvantage)	\$38,132
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$38,132

Expenditure	Actual
Student Resource Package ²	\$4,875,498
Adjustments	\$0
Books & Publications	\$11,499
Camps/Excursions/Activities	\$159,406
Communication Costs	\$5,162
Consumables	\$66,649
Miscellaneous Expense ³	\$30,751
Professional Development	\$19,481
Equipment/Maintenance/Hire	\$92,005
Property Services	\$141,566
Salaries & Allowances ⁴	\$258,933
Support Services	\$33,520
Trading & Fundraising	\$30,736
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,813
Total Operating Expenditure	\$5,780,019
Net Operating Surplus/-Deficit	\$209,693
Asset Acquisitions	\$109,256

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$911,324
Official Account	\$49,047
Other Accounts	\$15,799
Total Funds Available	\$976,170

Financial Commitments	Actual
Operating Reserve	\$130,676
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$32,426
School Based Programs	\$41,960
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$27,324
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$232,386

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.