

# 2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 March 2025 at 12:31 PM by Carole Mayes (Principal)

- As executive officer of the school council, I attest that this 2024 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 28 March 2025 at 12:32 PM by Carole Mayes (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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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

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## 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.

#### 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. Patterson Lakes Primary 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, STEAM 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 a STEAM centre. These works were 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 is 528 students in 2025 and the numbers have been stable over the past 3 years.

4.7% 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, 1 Leading Teacher, 2 Learning Specialists, 30 teachers and 14 Education Support Staff.

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 social activities. The school has committed to the Respectful Relationships Program as a whole-school approach to improving student's mental health and wellbeing. Respectful Relationships 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 strong pastoral care, a rich student voice program through leadership programs, a vibrant House System, and an InSPIRE vertical grouping model which provide students with a stronger connectedness with their peers beyond the classroom.

In Term 4 of 2023, the school completed the School Review process, and identified two areas of focus going forward:

Goal 1: Maximise the learning achievement for every student.

Goal 2: Maximise the wellbeing outcomes for every student.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2024, Patterson Lakes Primary School aimed to improve their average growth in literacy and numeracy. This included setting goals related to student overall growth between PAT tests, and focused improvements aimed to improve student outcomes.

In Literacy, targeting these outcomes began with a whole school focus on investigating the 'Science of Reading' with a particular focus on reading fluency. The school moved to using an assessment that measured students' overall fluency (using words decoded correctly within a set time) which allowed teachers to make evidence based teaching and planning decisions. Teachers adjusted their practice to include modelled reading from texts, focusing on inferencing and monitoring comprehension while reading. This evolution of teaching practice has supported students' improvement thus far, having a positive impact on our between year PAT targets.

In Foundation and Year 1 we have implemented an explicit Structured Synthetic Phonics literacy block, building on the principles of Multisensory Structured Learning-Orton Gillingham (MSL-OG), which supports all learners to begin to read. This explicitly sequenced program has seen a significant reduction in Foundation students requiring early intervention, which has allowed us to focus intervention resources (such as the MultiLit Program) elsewhere in the school.

Highlights in Literacy have included:

- Cementing our Explicit Reading approach in the early years (MSL-OG and synthetic phonics).
- Teachers trialling using a novel as a centre point for their integrated studies when identifying learning goals.

Our 2024 Numeracy focus included implementing and increasing the presence of the 'Concrete, Pictorial, Abstract' approach in all classrooms. Manipulatives, such as MAB and Numicon, and their pictorial representations, were to be included alongside numbers, digits, and place value, to support the developing number sense of our students. This approach, coupled with our 2023/2024 focus on implementing review and retrieval tasks, has strengthened our between year PAT results, exceeding the targeted and expected growth in all year levels. Similarly, our Year 3 NAPLAN results maintained their strength when compared to like-schools.

Highlights in Numeracy have included:

- Teachers understanding of the CPA approach improving.

- Sequencing the Maths 2.0 Curriculum into a spaced, interleaved program to support teachers planning.

## Wellbeing

Our KIS goal was to maximise the wellbeing outcomes for every student.

This was achieved through many Tier 1 Whole School approaches including the Huff and Puff Program, Breakfast Club, Social Club, Kitchen/Garden Program, Lunchtime clubs and the InsPIRE program.

In addition we increased the focus on supporting students via a range of intervention programs through the Mental Health Menu including Art Therapy, I Can Mentoring Program, Lego Therapy, and Cool Kids Anxiety Program. Targeted students also had access to the Choices Program, Social & Emotional Wellbeing Program and Brief Support Program.

Some of the key highlights in 2024 included the School Colour Run held in Term 4. This day provided all students with the opportunity to participate in an interactive colour run course whilst raising approximately \$20 000 towards the construction of our new junior playground. The event promoted community participation, involving parent helpers and school council to help develop the fundraising initiative. The lead up to the event fostered student voice with the school captains inviting local businesses and sponsorship, House Captains and Junior School Councillors designing and manning the stations. In 2024, there was a strong focus on promoting School Wide Positive Behaviours (SWPB). A whole school reward system was embedded with staff across the school handing out SWPB cards to students. The cards are drawn at assembly and students who receive the cards are rewarded in the form of a free lunch sports program with friends for those exhibiting the school values. The Wellbeing Leaders and JSC encourage student voice and agency when unpacking the SWPB across the school. This led to the creation of multiple videos featuring the school leaders. The videos were shared with the entire school and unpacked how each school value is linked to behavioural expectations within the school.

We are maintaining above the state average in the 2024 Attitudes to School Data in a multitude of areas including:

In 2024, our goals for Wellbeing included to increase:

- In 2024, according to the ATSO data, the Year 4-6 score for students, was 79% according to their sense of connectedness.
- In 2024, according to the ATSO data, the Year 4-6 score for students was 71% student voice and agency.

## Engagement

Our student attendance for 2024 was 9385 days absent combined. This was 741 fewer days of absenteeism than 2023.

Student Support Group meetings have continued to be held termly for all students who required substantial supports. This is a targeted way through the Individual Education Plans (IEPs) to

ensure the Response to Intervention Model is occurring and students are receiving adequate support they need.

This year for assessment and reporting, Parent Teacher 'Meet and Greet' interviews were held in Term 1 which provided an opportunity for parents and teachers to share relevant information and build trusting relationships. In addition, three way conferences were facilitated the last week of Term 2 for students to inform their parents of their current progress and future goal setting.

Educational Reports and Newsletters were published on a fortnightly basis. They include an update on curriculum, reminders whole school celebrations/events along with pertinent information that families can access outside of school.

Highlights that have encouraged engagement as an enabler of both student learning and wellbeing have included the Huff'n' Puff Program which involves all students participating in a weekly physical education and health activity for an extra 20-30 mins per week alongside different year levels. The morning activities are led by a variety of our staff and the Year 6 House Captains and promote fun, fitness and participation in activities that engage them to their own health and learning for the remainder of the school day.

The InsPIRE Program runs 2-3 times a term in groups composed of a variety of students in F-6 led by a teacher other than their class teacher. The themes of each session varied e.g. Harmony Day, Understanding Neurodivergence etc. and students were increasingly engaged by the capacity to learn along side different students from different levels and another teacher to build and strengthen student/teacher links and relationships.

Other activities related to attendance and retention, student voice and agency, or extracurricular activities and events that supported engagement included.

In Term 4, a group of 30 Year 5 students participated in the Play Leaders Program training. The Year 5 leaders now facilitate daily safe and fun activities for any students in Foundation-2 at lunchtime. The program is designed to promote confidence, build relationship skills and promote inclusion. The junior students have enjoyed playing a range of games and socially building their relationships amongst the year levels.

## 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 2024, Patterson Lakes Primary School as part of the Bayside Peninsula Schools Network, were participants in the Disabilities and Inclusion Tier 2 funding model. All fundraising efforts in 2024 have gone towards the further development of our kitchen garden facility and the replacement of half of our junior playground equipment.

**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 518 students were enrolled at this school in 2024, 260 female and 258 male.

4 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).

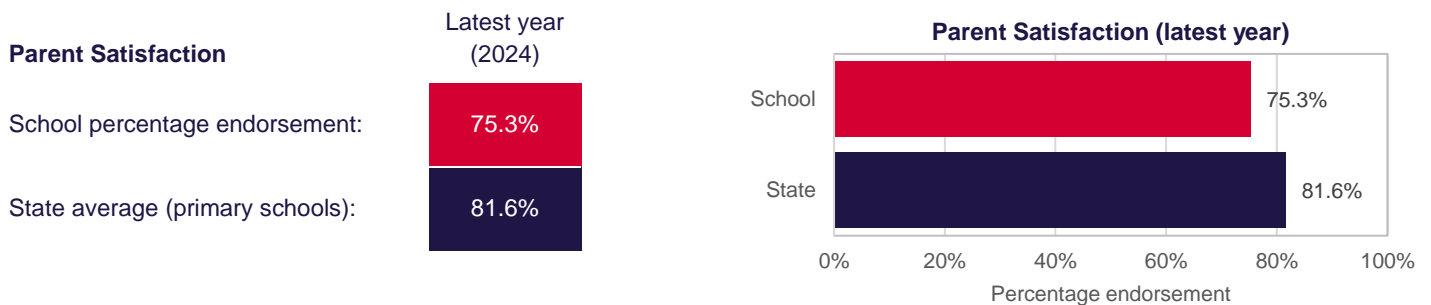
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

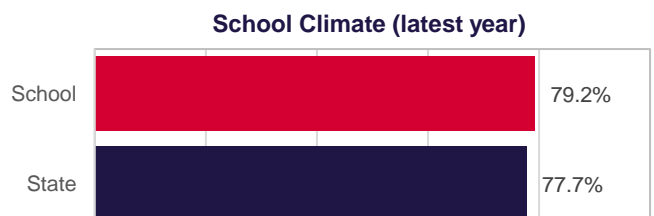


### School Staff Survey

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.





School Climate	Latest year (2024)
School percentage endorsement:	79.2%
State average (primary schools):	77.7%

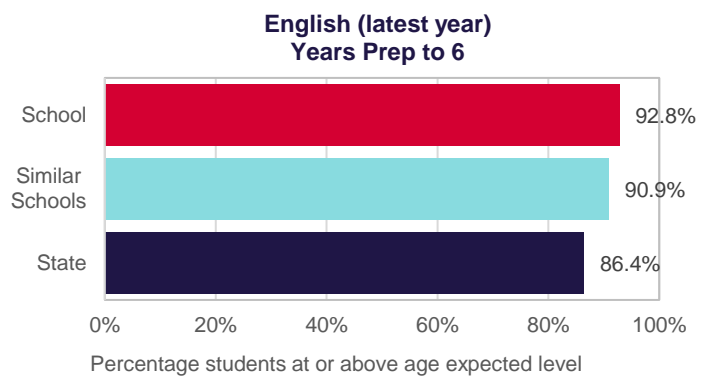
## LEARNING

**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.

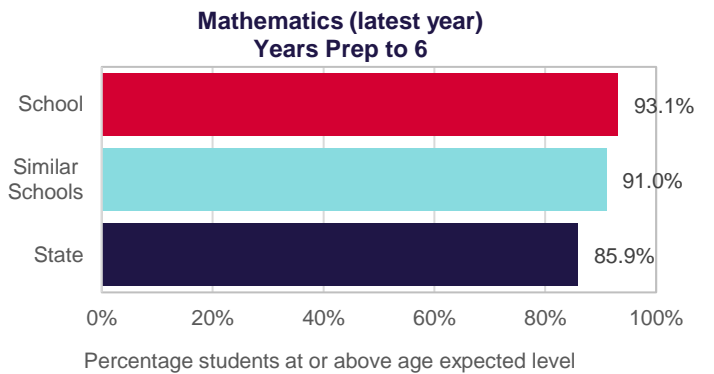
### Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	92.8%
Similar Schools average:	90.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	93.1%
Similar Schools average:	91.0%
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.

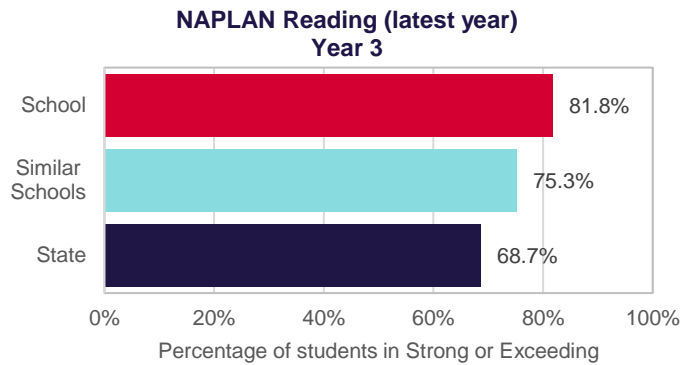
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

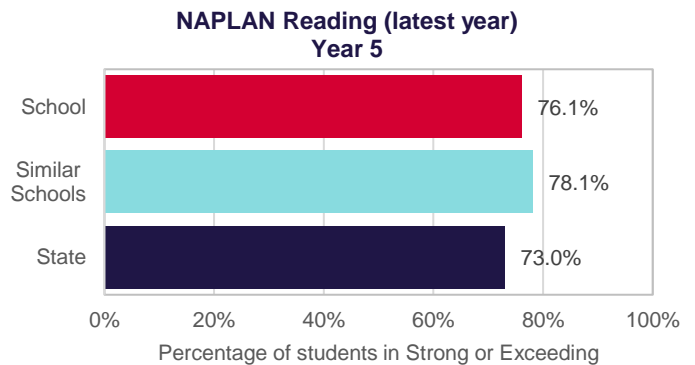
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.8%	78.6%
Similar Schools average:	75.3%	76.1%
State average:	68.7%	69.2%



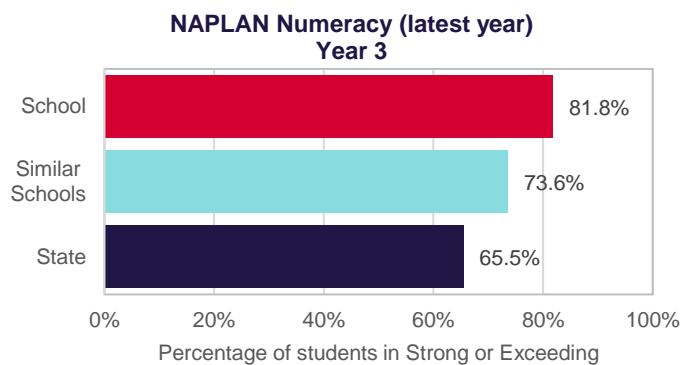
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.1%	78.6%
Similar Schools average:	78.1%	80.7%
State average:	73.0%	75.0%



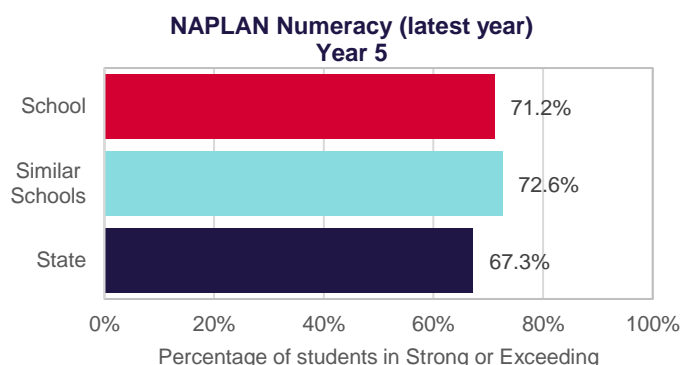
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.8%	81.6%
Similar Schools average:	73.6%	74.2%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.2%	73.4%
Similar Schools average:	72.6%	73.8%
State average:	67.3%	67.6%



## 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 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

87.1%

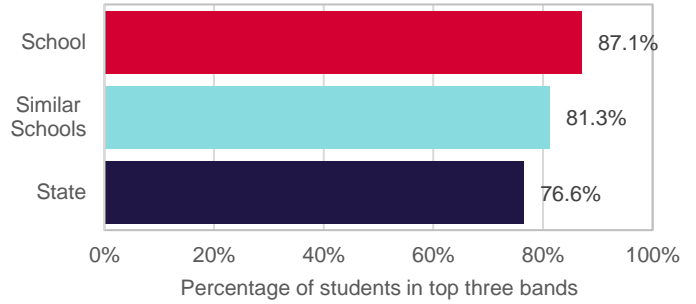
Similar Schools average:

81.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

71.8%

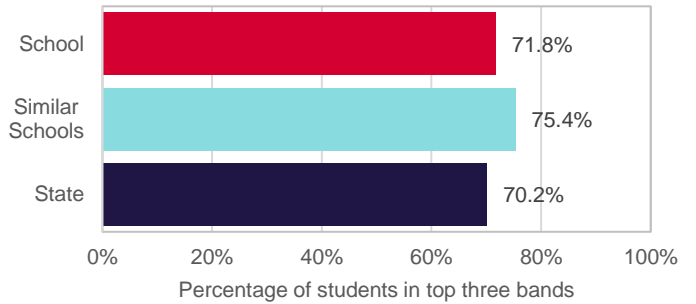
Similar Schools average:

75.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

77.8%

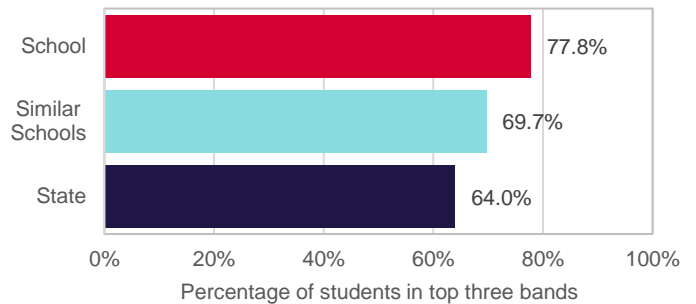
Similar Schools average:

69.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

57.4%

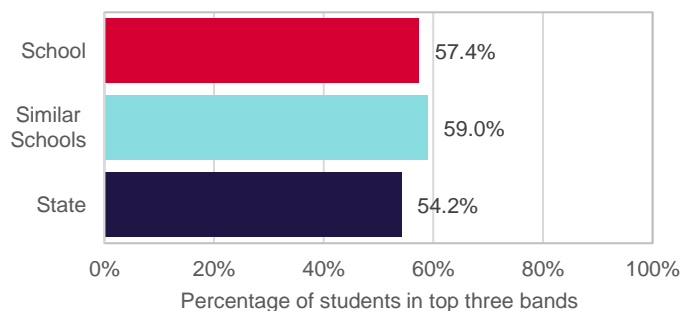
Similar Schools average:

59.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



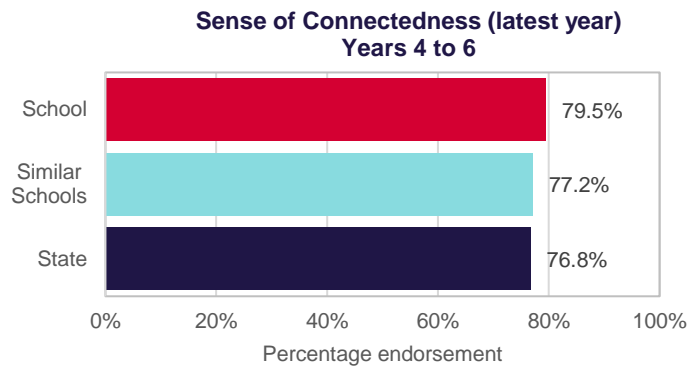
## WELLBEING

**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 percentage 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).

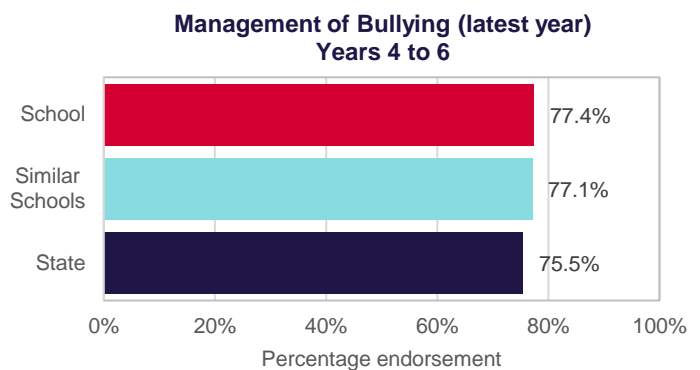
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	79.5%	81.8%
Similar Schools average:	77.2%	78.0%
State average:	76.8%	77.9%



### Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	77.4%	78.9%
Similar Schools average:	77.1%	77.9%
State average:	75.5%	76.3%



## ENGAGEMENT

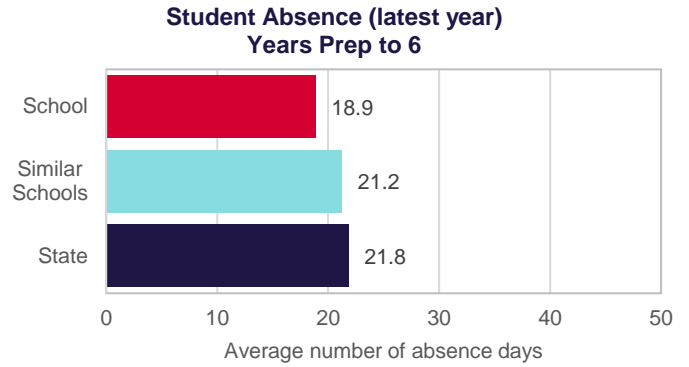
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School average number of absence days:	18.9	16.3
Similar Schools average:	21.2	18.7
State average:	21.8	20.1



### 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 (2024):	91%	91%	91%	91%	91%	91%	87%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,117,450
Government Provided DET Grants	\$657,612
Government Grants Commonwealth	\$1,828
Government Grants State	\$0
Revenue Other	\$58,908
Locally Raised Funds	\$458,793
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,294,590</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$30,926
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$30,926</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,095,972
Adjustments	\$0
Books & Publications	\$6,456
Camps/Excursions/Activities	\$187,922
Communication Costs	\$4,961
Consumables	\$88,439
Miscellaneous Expense <sup>3</sup>	\$49,948
Professional Development	\$47,962
Equipment/Maintenance/Hire	\$61,555
Property Services	\$204,564
Salaries & Allowances <sup>4</sup>	\$304,648
Support Services	\$37,165
Trading & Fundraising	\$15,549
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,447
<b>Total Operating Expenditure</b>	<b>\$6,151,589</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$143,001</b>
<b>Asset Acquisitions</b>	<b>\$127,987</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 17 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,001,291
Official Account	\$75,662
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,076,953</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$177,007
Other Recurrent Expenditure	\$6,396
Provision Accounts	\$0
Funds Received in Advance	\$240,547
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,353
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,000
Capital - Buildings/Grounds < 12 months	\$327,500
Maintenance - Buildings/Grounds < 12 months	\$63,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,045,803</b>

*All funds received from the Department of Education, 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.*

