

2023 Annual Report to the School Community

School Name: Lara Lake Primary School (0769)



- 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 22 April 2024 at 02:21 PM by Zane Moylan (Principal)

- This 2023 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 26 April 2024 at 02:50 PM by Steph Brebner (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).

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').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Located 15 km north of Geelong and 60 km southwest of Melbourne, Lara Lake Primary School sits amidst a burgeoning community, currently nurturing 805 beautiful students. Our school's vision, encapsulated in the phrase 'Creating a world class education where every child is literate, numerate, curious and caring,' underscores our commitment to providing an exceptional educational journey for every student.

Embedded within our ethos are the core values of Respect, Responsibility, and Excellence, which serve as guiding principles for our students, staff, and wider community. These values form the bedrock of Lara Lake's identity, fostering an environment where collaboration, empathy, and academic achievement flourish.

Continuous improvement is the heartbeat of our school. We pride ourselves on employing evidence-based instructional practices, ensuring that every student is equipped with the tools they need to thrive.

Our bright and vibrant facilities offer a safe and stimulating environment conducive to learning. From our synthetic all-weather oval to our fully equipped gymnasium housing a music room, canteen, and basketball court, we have many facilities which inspire, and support student learning.

At Lara Lake, we uphold a culture of high expectations, fostering an atmosphere where classrooms remain safe, calm, and dignified. Through Professional Learning Communities, our dedicated teachers engage in a continuous cycle of learning and improvement, embodying the ethos that we are all lifelong learners.

Our staff profile, comprising 98 members, including leadership, teaching, administrative, and support staff, reflects our commitment to excellence in education. With a deep understanding of the Victorian Curriculum, our educators deliver quality curriculum programs complemented by a comprehensive specialist program encompassing Visual Arts, Performing Arts/Music, STEM, LOTE, and Physical Education.

Central to our holistic approach is the emphasis on social-emotional learning through initiatives such as 'Play is The Way' and the 'Respectful Relationships' program. These initiatives cultivate essential life skills, empowering students to navigate challenges, foster empathy, and develop a strong sense of self-awareness and understanding of others.

As we endeavor to nurture outstanding citizens, all employees at Lara Lake are committed to upholding the highest standards of child safety and professionalism. Through ongoing training and adherence to relevant policies, we ensure a safe and supportive environment for all members of our school community.

For more information about our vibrant learning community, we invite you to visit our website at www.laralake.vic.edu.au. Join us as we continue to inspire, challenge, and empower the next generation of leaders at Lara Lake Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

I am delighted to share with you the progress and achievements in student learning outcomes at our school, as evidenced by the latest data from 2023. Our commitment to fostering academic excellence and supporting the growth of every student continues to be reflected in our results.

Reading Achievement: In Year 3, our school achieved a remarkable percentage of 73.2% of students in the Strong or Exceeding category, surpassing both the Similar Schools average of 68.4% and the State average of 69.6%. Similarly, in Year 5, our students excelled with an impressive 79.3%, outperforming both the Similar Schools average (75.5%) and the State average (76.9%). These results demonstrate our dedication to cultivating strong literacy skills across all year levels.

Numeracy Achievement: In Numeracy, our efforts in Year 3 yielded a commendable outcome, with 71.2% of students achieving in the Strong or Exceeding range, surpassing both the Similar Schools average (66.8%) and the State average (67.4%). While in Year 5, despite a slight decrease compared to the previous year, our school maintained a competitive standing with 66.3% of students in the Strong or Exceeding category, aligning closely with the Similar Schools average (65.8%) and just below the State average (67.9%).

Highlights and Progress:

- Focused Instructional Practices P-6:** Our teachers have been learning about and implementing evidence-based instructional strategies across the school, leading to significant improvements in outcomes across all year levels.
- Targeted Intervention Programs:** We have continued to provide targeted intervention through the Tutor Learning Initiative aimed at providing additional support to students who require it, ensuring that no child is left behind in their learning journey.

Moving Forward: As we look to the future, we remain committed to our mission of providing a world-class education where every child can excel academically. We will continue to refine our instructional practices, implement targeted interventions, and foster a supportive learning environment to further enhance student learning outcomes.

Thank you to our dedicated staff, supportive parents, and hardworking students for their ongoing commitment to academic excellence.

Wellbeing

I am pleased to share with you an overview of the wellbeing of our students, as reflected in the latest data from 2023. At our school, fostering a positive and supportive environment where every student feels safe, connected, and valued is paramount to our mission.

Sense of Connectedness: In the area of Sense of Connectedness, our school has maintained a strong endorsement rate, with 73.4% of students in Years 4 to 6 reporting a positive sense of connectedness. While this aligns closely with the Similar Schools average (72.9%), it slightly trails behind the State average (77.0%). However, when examining the four-year average, our school's endorsement rate of 76.9% surpasses both the Similar Schools and State averages, indicating a consistent focus on nurturing a sense of belonging within our school community.

Management of Bullying: Regarding the Management of Bullying, our school has achieved an endorsement rate of 74.1% among students in Years 4 to 6. This places us above both the Similar Schools average (71.6%) and in close alignment with the State average (75.1%) for the latest year. Furthermore, our four-year average endorsement rate of 74.2% demonstrates a sustained commitment to effectively addressing and managing instances of bullying within our school environment. This is, however, an area in which we are seeking improvement, as per our AIP foci for 2024.

Highlights and Progress:

1. **Proactive Wellbeing Initiatives:** Our school has implemented many proactive wellbeing initiatives aimed at promoting a positive school culture and fostering strong relationships among students and staff. This includes:
 - *Hiring a dedicated Assistant Principal to oversee Wellbeing.*
 - *Hiring a dedicated leading teacher to oversee the implementation of the Disability Inclusion Scheme*
 - *Implementing a therapy dog program within the school. We have Watson and Sonny onsite daily to support all students.*
 - *Implementing the Play is the Way and Respectful Relationships initiatives to enhance social and emotional learning across the school.*

Moving Forward: As we continue our journey towards enhancing wellbeing for all, we remain committed to strengthening our sense of community, enhancing wellbeing support structures, and empowering students to thrive both academically and emotionally. By fostering a culture of respect, empathy, and inclusivity, we strive to create a school environment where every student feels safe, connected, and inspired to reach their full potential.

Engagement

I present an overview of student engagement at our school, focusing on the key indicator of school attendance.

Attendance Analysis: Attendance serves as a critical barometer of student engagement and is a direct contributor to learning outcomes.

In the latest year, our school has maintained a respectable attendance rate across all year levels, however we have flagged this as an area for growth within our annual strategic documents.

Notably, our Prep to Year 2 cohorts achieved attendance rates of 91% to 92%, reflecting a strong dedication to regular school attendance. While our Year 6 cohort exhibited a slightly lower attendance rate of 88%, we remain committed to implementing strategies to support and encourage consistent attendance among all students.

Average Number of Absence Days: Despite challenges such as illness and overseas family commitments, our school has made small progress in reducing the average number of absence days. In the latest year, our students recorded an average of 19.7 absence days, demonstrating a marginal improvement from the four-year average of 21.6 days. While our school's performance closely aligns with both the Similar Schools and State averages, we recognise there is much to do to improve overall attendance data in our community.

Highlights and Achievements:

1. **Initiatives which aimed to engagement in 2023:**
 - *School camps in Grades 4 & 6.*
 - *Termly excursions/incursions for all year levels.*
 - *Therapy dogs to support children with school refusal/anxiety.*
 - *Lunchtime clubs*

Passive play to support students with additional needs at recess and lunchtimes

Moving Forward: As we look to the future, our school remains committed to nurturing a culture of engagement and participation among our students. Through ongoing collaboration with students, parents, and staff, we will continue to identify and implement strategies to enhance attendance, involvement, and overall student engagement. By prioritising student voice, agency, and holistic development, we aim to create a supportive learning environment where every student can thrive.

Financial performance

Lara Lake Primary School maintained a sound financial position throughout 2023. After allocation of sufficient funds to provide a quality educational program and ensure amenities and utilities are maintained, the school ended the year with a significant surplus which will be carried forward and utilised to broaden the leadership profile, enhance learning programs and develop modern facilities and a positive learning environment in 2024 and beyond. Equity funding was used to provide physical, social and emotional support via employing a Student Engagement and Wellbeing Leader, a Disability Inclusion Support Officer and a School Nurse. 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.

For more detailed information regarding our school please visit our website at
www.laralake.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 765 students were enrolled at this school in 2023, 397 female and 368 male.

14 percent of students had English as an additional language and 3 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).

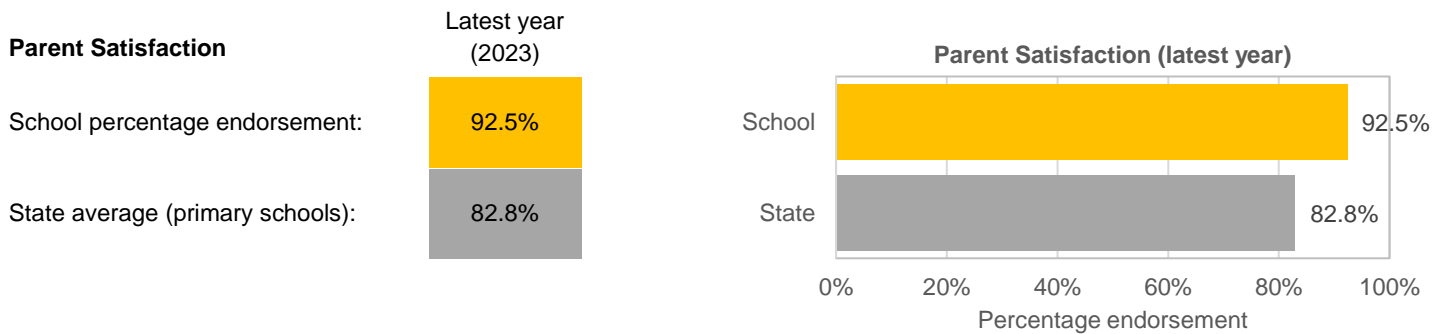
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The 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.

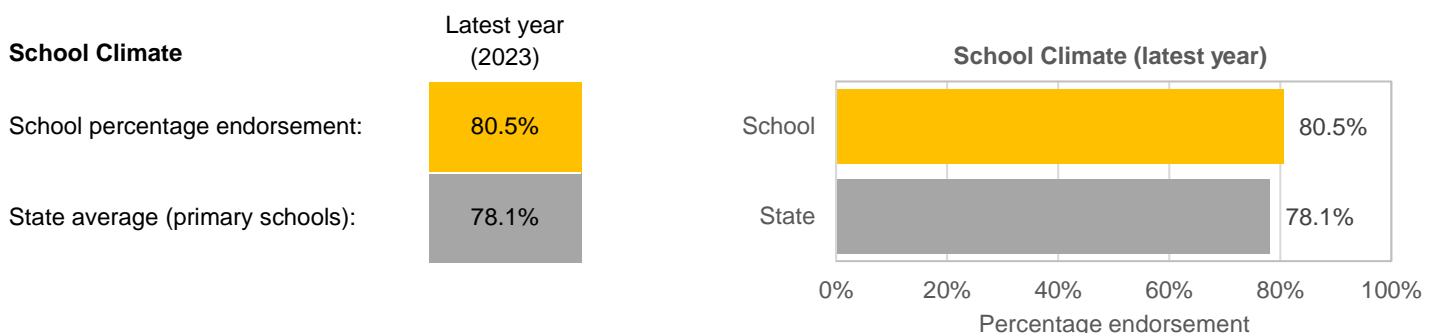


School Staff Survey

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.



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
(2023)

School percentage of students at or above age expected standards:

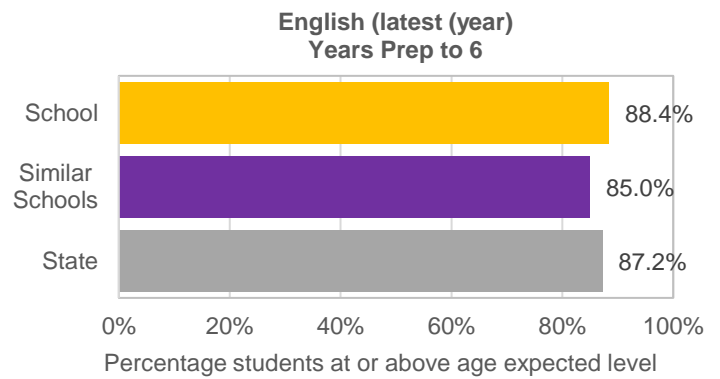
88.4%

Similar Schools average:

85.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

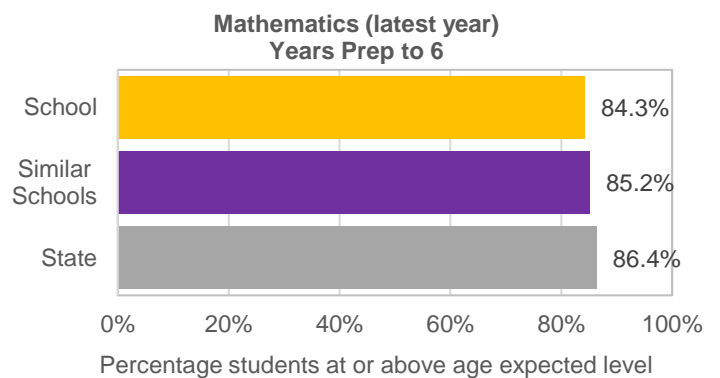
84.3%

Similar Schools average:

85.2%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.2%

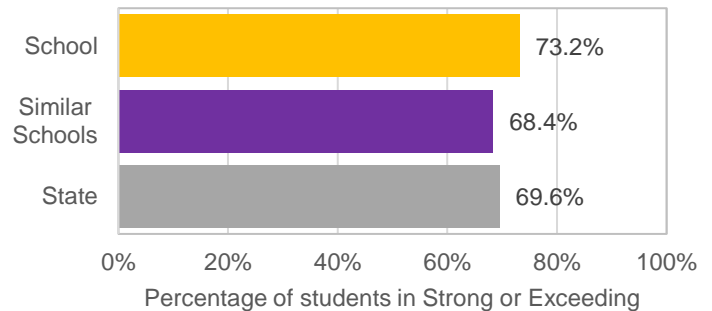
Similar Schools average:

68.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.3%

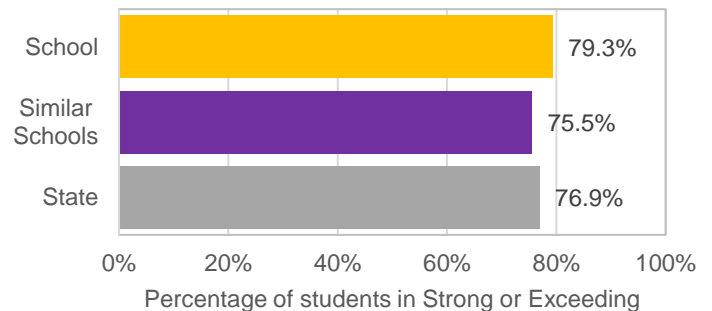
Similar Schools average:

75.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.2%

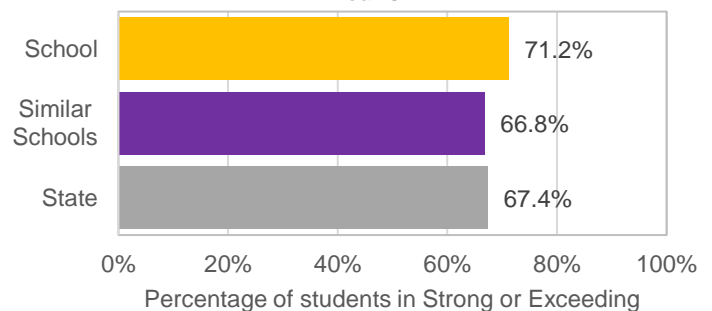
Similar Schools average:

66.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.3%

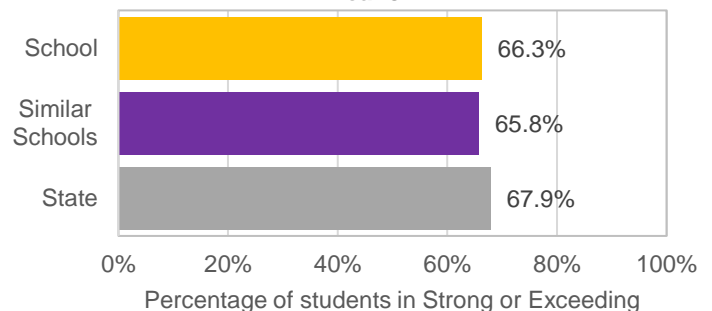
Similar Schools average:

65.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

87.1%

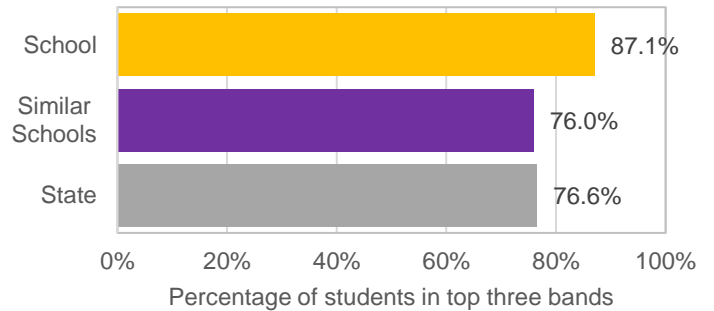
Similar Schools average:

76.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

76.5%

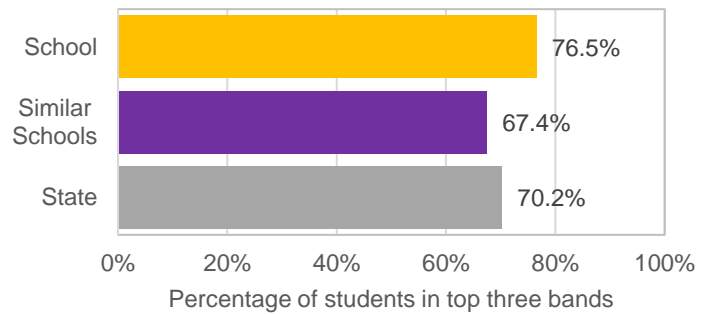
Similar Schools average:

67.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

65.9%

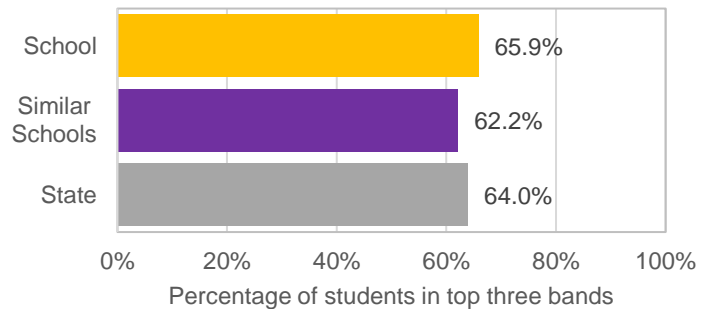
Similar Schools average:

62.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.0%

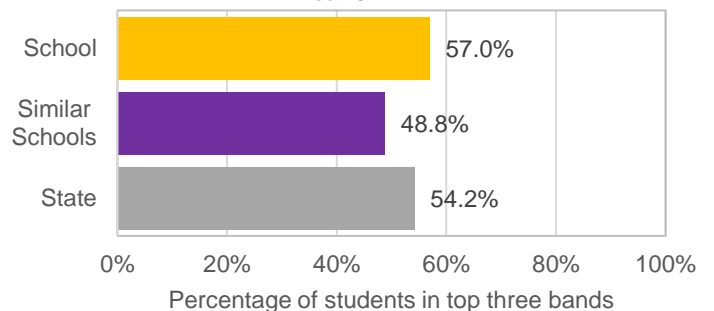
Similar Schools average:

48.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

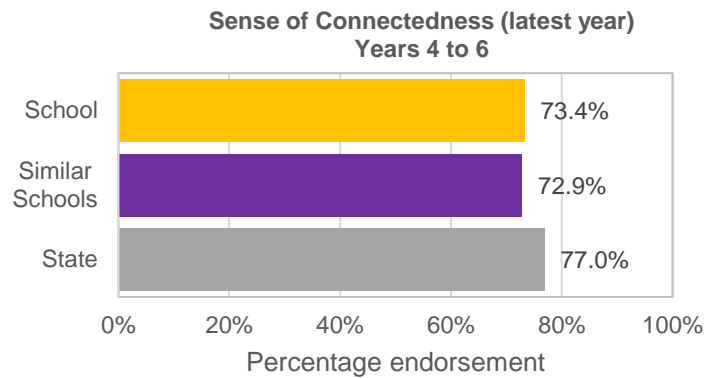
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	73.4%	76.9%
Similar Schools average:	72.9%	76.6%
State average:	77.0%	78.5%

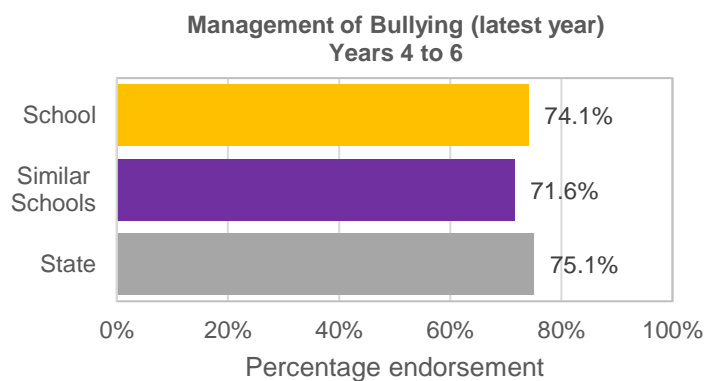


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	74.1%	74.2%
Similar Schools average:	71.6%	75.3%
State average:	75.1%	76.9%



ENGAGEMENT

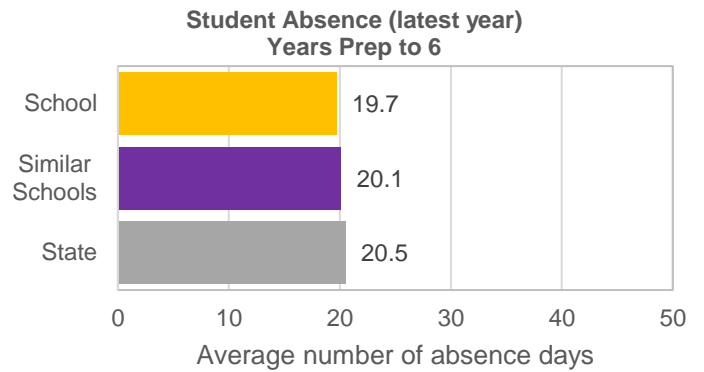
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	19.7	21.6
Similar Schools average:	20.1	18.2
State average:	20.5	18.1



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 (2023):	91%	90%	92%	90%	90%	90%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$7,823,101
Government Provided DET Grants	\$995,398
Government Grants Commonwealth	\$8,438
Government Grants State	\$0
Revenue Other	\$27,279
Locally Raised Funds	\$430,102
Capital Grants	\$0
Total Operating Revenue	\$9,284,319

Equity ¹	Actual
Equity (Social Disadvantage)	\$181,077
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$181,077

Expenditure	Actual
Student Resource Package ²	\$7,093,072
Adjustments	\$0
Books & Publications	\$2,188
Camps/Excursions/Activities	\$141,360
Communication Costs	\$4,648
Consumables	\$137,328
Miscellaneous Expense ³	\$44,796
Professional Development	\$45,032
Equipment/Maintenance/Hire	\$91,432
Property Services	\$276,905
Salaries & Allowances ⁴	\$229,312
Support Services	\$394,024
Trading & Fundraising	\$44,867
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,757
Total Operating Expenditure	\$8,544,721
Net Operating Surplus/-Deficit	\$739,598
Asset Acquisitions	\$59,323

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$304,453
Official Account	\$18,657
Other Accounts	\$0
Total Funds Available	\$323,110

Financial Commitments	Actual
Operating Reserve	\$228,994
Other Recurrent Expenditure	\$4,565
Provision Accounts	\$0
Funds Received in Advance	\$428
School Based Programs	\$5,668
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$77,540
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$109,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$426,196

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.