2015 Annual Report to the School Community

Lake Charm Primary School

School Number: 2122

Name of School Principal: Jeffrey Millard

Name of School Council President: Leanne Cordina

Date of Endorsement:
17/03/16

About Our School

School Context

Lake Charm Primary School is a remote, rural school. In 2015 for the majority of the year the school had an enrolment of 13 students (varied from 12-17), and was serviced by two fulltime teachers, including the acting principal. An acting principal worked at Lake Charm until early in term 2, and on his departure another acting principal was appointed who continued through the year. A school bus service transports nine of the students from surrounding areas. We provide an enjoyable, safe and caring environment and aim to develop values which assist children to understand and participate effectively in society. We provide a comprehensive curriculum incorporating all areas of the AusVels, including a quality Indonesian LOTE program.

All children are catered for and encouraged to do their best. Success in their efforts is a prime motivator. Physical activities are part of our daily routine. Additional activities include camps, performances, excursions, clubs, book parade, cultural events and visiting specialists. Our program is enhanced through the participation in group days with othe district schools.

Our school has active parent support who conducted numerous community fundraising and fun events such as the Pop Up Market. The school has worked hard in 2015 to increase our links with community bodies. We continue to improve student learning by extending the application of Learning Technologies across the curriculum. The school has large, well-maintained facilities that we encourage the whole school community to take pride in.

Achievement

Extremely small cohorts of children in some grade levels can dramatically effect outcomes data however, this has remained within or above the state average over the previous 4 year period. Teacher judgments against AusVELS at LCPS and On Demand results, in the area of English and Mathematics demonstrate that Gr.3-6 students are achieving at or above their expected standard. NAPLAN results for 2015 were quite positive. Due to the small numbers data is limited, but it does indicate that the 4 year average for students achieving in the top three bands of testing in Naplan in grade 3 Reading and Gr. 5 Reading and Numeracy were higher than the State average, and grade 3 Numeracy was similar to the state average.

Small numbers of students allow teachers to cultivate Individual Learning Plans to address individual student needs.

A considerable effort was made in 2015 to improve the provision and use of IT to enhance learning. LCPS embraces the use of technology in all learning areas. We have a 1:1 computer ratio in the school. The students presented a number of IT presentations to the parents and community. The grade 3-6 student's participated confidently in the Lion's Public Speaking competition. The students positively assisted with the Back To and Pop Up Markets.

The Victorian Garden Award for Best edible garden in Victoria was a wonderful achievement for the school. During the year the students with parent help also erected a chook house. The school parents did a wonderful job promoting the school and fundraising through events such as the Pop Up market.

Engagement

All staff at LCPS promote a culture of respect, fairness and equality, and foster respectful relationships and include student engagement and wellbeing as part of their school improvement planning.

LCPS promotes inclusiveness and encourages the positive contributions of students to create a sense of belonging and connectedness. Positive behaviours are recognised and encouraged through student acknowledgements eg. Pupil of the week, and programs such as Restorative Practises.

Students are provided with opportunities to take responsibility and be involved in decision-making through presenting their ideas to School Council and organising and arranging fundraising and activities for school improvement.

Students conducted evenings/sessions for the parents and community where they demonstrated various school programs eg. IT presentations.

The school is supported by School Support Staff including a Guidance Officer and Social Worker.

Parents and families are encouraged to participate in school run events and many activities are planned for the children to work with students from other district schools.

Student work is regularly published in the school Newsletter and open communication between school and families is encouraged through the use of communication diaries and regular personal interaction.

All classes at LCPS are Multi Age and the school utilizes the learning spaces for different groupings and subject areas, including the use of the local environment. Student interests often drive the Teaching and learning.

Wellbeing

At LCPS student wellbeing and engagement are very strongly correlated.

Kids Matter and Restorative Practises are used as measures to improve children's social and emotional literacy and minimise bullying and harassment. LCPS are proud of the school's values program & pro-active approach to discipline when dealing with students.

Multi-age classes allow all children at LCPS opportunities to work and socialise with children in productive groups encompassing all age groups and interests. This allows students to embrace their individual interests & learning strengths & promotes relationship building. .

During 2015 the average attendance rate was about 95%, ranging from one grade with 91% to two grades with 97%. Extended family holidays contribute significantly to the absences. Parents are provided with student attendance rates as part of each semester's reports.

Student Attitude To School Data indicated a slightly lower than average Connectedness to School and a higher than average perception of School Safety. I would imagine that the rapid turnover of staff and subsequent feeling of instability would have negatively impacted on both the student and parent opinion surveys for 2015.

Productivity

Lake Charm Primary has planned resource allocation in order to achieve the schools priorities and vision. During 2015, declining student numbers and a decision to employ a second full time teacher to enhance student outcomes has contributed to an operating deficit. Tight budget management and fundraising enabled the school to minimise the problems of a staffing financial deficit. LCPS has a tremendously dedicated School Council who actively fundraised to provide further opportunities for our students. During the year their work enabled the school to update the IT equipment eg. four new ipads.

For more detailed information regarding our school please visit our website at
http://www

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 12 students were enrolled at this school in 2015, 7 female and 5 male.
There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

| low | low-mid | mid | mid-high | high |

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
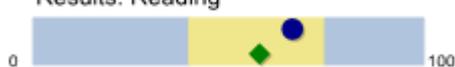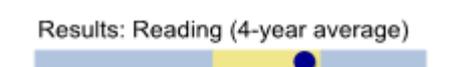
Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 — 100 Results: Mathematics 0 — 100	● Higher ● Higher
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** No Data Available **Mathematics** No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	No Data Available ● Higher No Data Available ● Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Higher ● Higher ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Results: 2015

0 ———————————————— 50

Results: 2012 - 2015 (4-year average)

0 ———————————————— 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	95 %	91 %	95 %	97 %	93 %	97 %

Similar

Similar

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	○ Lower ● Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	● Higher ● Higher

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
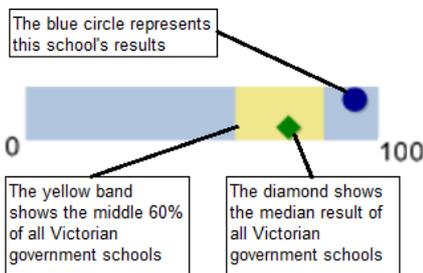

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
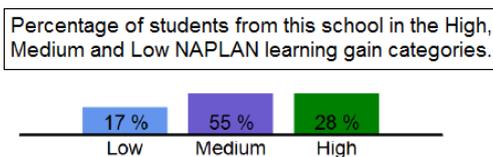
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.
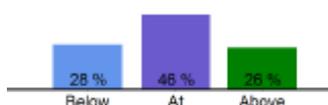
What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available'?*

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Revenue	Actual
Student Resource Package	$191,826
Government Provided DET Grants	$27,590
Revenue Other	$9,503
Locally Raised Funds	$20,213
Total Operating Revenue	**$249,133**

Funds Available	Actual
High Yield Investment Account	$48,117
Official Account	$3,312
Other Accounts	$76,623
Total Funds Available	**$128,051**

Expenditure	
Student Resource Package	$231,511
Books & Publications	$265
Communication Costs	$901
Consumables	$7,836
Miscellaneous Expense	$33,527
Professional Development	$368
Property and Equipment Services	$15,080
Salaries & Allowances	$3,870
Trading & Fundraising	$3,761
Utilities	$5,426

Financial Commitments	
Operating Reserve	$11,304
Asset/Equipment Replacement < 12 months	$13,000
Capital - Buildings/Grounds incl SMS<12 months	$6,000
Maintenance - Buildings/Grounds incl SMS<12 months	$6,000
School Based Programs	$26,748
Repayable to DET	$40,000
Asset/Equipment Replacement > 12 months	$8,000
Capital - Buildings/Grounds incl SMS>12 months	$10,000
Maintenance -Buildings/Grounds incl SMS>12 months	$7,000
Total Financial Commitments	**$128,051**

Total Operating Expenditure	**$302,545**
Net Operating Surplus/-Deficit	**($53,412)**
Asset Acquisitions	**$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Net Operating deficit was due to SRP funding for declining student numbers and a decision to employ a second teacher for the 2015 school year. Increases in locally raised revenue were due to increased fundraising efforts, with a focus on the provision of more IT equipment and management of the deficit.