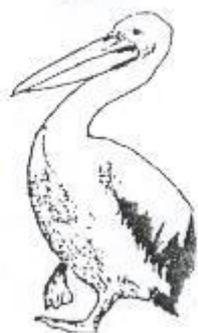


2016 Annual Report to the School Community

School Name: Lake Charm Primary School

School Number: 2122

Lake Charm



Primary School



Name of School Principal:

Jeffrey Millard

Name of School Council President:

Vanessa Burrows

Date of Endorsement:

[Enter date here]

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.



This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Lake Charm Primary School is a remote, rural school. In 2016 the school enrolment was 11 for most of the year, but increased to 13 students by term 4. The students were taught by two teachers, one 0.6 teacher and the acting principal. The part time teacher worked for three days a week, focusing on the Infant Room in the mornings. The principal worked in the senior room and taught all classes on two days. In the afternoons, the students combined for tuition.

A school bus service transported all but one of the students. We provide an enjoyable, safe and caring environment and aim to develop values that assist children to understand and participate effectively in society. We provide a comprehensive curriculum incorporating all areas of the Victorian Curriculum, 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 other 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 2016 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 enjoy.

Framework for Improving Student Outcomes (FISO)

A major area of disadvantage identified by Lake Charm Primary and other small rural schools in the district is the social and professional isolation that can be experienced due to our low numbers of students and teachers. In 2016 a major focus was to increase the link between teachers and students from the small schools.

By the use of technology and a regular program of shared professional development and cluster days around the schools it was aimed to reduce the impact of social and professional isolation. Programs were to be implemented that focus on developing student leadership across the cluster. Planning of some common themes would enable students and teachers to share their expertise and to celebrate their Teaching and Learning with a wider community.

Another major focus was to continue the work to strengthen the relationship between Lake Charm Primary and the wider Lake Charm community.

As a result of the high turnover of teaching staff there needs to be constant reviewing of the teaching and learning needs of the school.

The initiatives for 2016 were:

- Building practice excellence**
- Curriculum planning and assessment**
- Empowering students and building school pride**
- Building communities**



Achievement Goals

To improve students learning outcomes

Engagement Goals

To build student motivation and connectedness to school.

Plan to differentiate the curriculum to engage, support and challenge students.

Wellbeing Goals

To develop and nurture an inclusive, safe and supportive environment.

Productivity Goals

To effectively align and enhance resources to maximise student learning and wellbeing outcomes.

To develop an explicit and comprehensive whole school education program.

Achievement

A major area of disadvantage identified by Lake Charm Primary and other small rural schools in the district is the social and professional isolation that can be experienced due to our low numbers of students and teachers. In 2016 the small rural schools in the Swan Hill Network (Quambatook, Nullawil, Ultima, Tempy, Woomelang and Lake Charm) worked together to improve the quality of Teaching and Learning across the schools. The 'Top Paddock' group worked effectively to identify priorities in Teaching and Learning and to work with each other to improve student outcomes in all of our schools. By the use of technology and a regular program of shared professional development and cluster days around the schools we were able to minimise the impact of social and professional isolation.

Our Assessment Schedule was reviewed during the year, and all teachers completed professional development to assist them with preparing for the full implementation of the Victorian Curriculum.

Extremely small cohorts of children in some grade levels can dramatically effect outcome 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 areas of English and Mathematics, demonstrate that Gr.3-6 students are achieving at or above their expected standard.

In 2016 there were only two grade 3 students and no grade 5s. NAPLAN data indicates 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, with 100% of students in the highest three bands in Reading and grade 3 Numeracy was similar to the state average.

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

Lake Charm Primary were the winners of the Rural Schools Athletic Sports and our senior girls were in the victorious Lightning Premiership Netball team. Four of our students qualified for the District Athletics and two made it through to the Regional Athletics.

As a recognition of our work to promote Healthy Eating and Exercise, Lake Charm was selected to officially open the Gannawarra Shire Walk To School/Healthy October Program.

Lake Charm Primary was successful in receiving an Indonesian Cultural and Language Grant. As a result, we organized and conducted eight Indonesian Cultural Language Days across the district, involving eight schools in the combined programs.

Students competed in the Lions Club Public speaking awards. With two students representing our district in the regional competition.

The use of IT has enhanced the quality of Teaching and Learning across the school.

Student data is used to drive our instruction and professional development. Lake Charm has worked effectively with our cluster schools to identify our students' learning needs and to share our expertise and conduct shared professional development.



Curriculum Framework implemented in 2016

In 2016 Lake Charm Primary transitioned into the New Victorian Curriculum.

AusVELS
 Victorian Curriculum
 A Combination of these

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 teachers and School Council, and are encouraged to organise and undertake fundraising, special activities eg. Melbourne Cup Day, and activities for school improvement.

Students conducted evenings/sessions for the parents and community where they demonstrated various school programs eg. IT presentations. The students also organized, cooked and served up a community dinner for community members who had made a contribution to the school.

The students enjoy using Information Technologies, so IT has become an integral part of our everyday learning.

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.

Our close liaison with other schools, especially Quambatook and Ultima have enabled us to run a range of enjoyable and stimulating programs. The students really enjoyed our Cluster trips and days. One of our priorities was to provide increased social interaction for our students. We have developed a very close link with Quambatook Group School and Ultima Primary. Our schools have regular group days where we focus on various areas of the curriculum. We also combine for excursions and camps. One of the highlights was the Melbourne camp where the students saw Matilda and visited interesting places such as the Victoria Market and Museum. The Group also visited Twisted Science in Echuca and watched The BFG movie (which had been a book study at school). The Leadership Day, Swimming and Colours Days were also very successful. We also join with Murrabit Primary for our swimming program, and combine with Murrabit and the Kerang Christian School for the Lightning Premiership sport. We visit Kerang Central Primary for cultural events and Kerang Central, Murrabit and Kerang Christian School for athletics.

The students participated in a Music Program called Mystic Melodies. The program ran over several months and provided our students with an opportunity to sing and play music together. A community evening Mystic Melodies program was also conducted at the school and many of the students participated in this as well.

Our Indonesian Cultural Days and Indonesian teacher visits were stimulating and enjoyable for our students. We hosted three days at Lake Charm, with students from Nullawil, Kerang Central, Quambatook and Ultima attending.



Wellbeing

The data from the 2016 Student Attitude To School showed that Connectedness to School and Student Perceptions of Safety were both above the state average.

Students develop the school's code of conduct each year. The principles of Restorative Practice are used in day to day dealing with issues as they may arise.

Students are provided with strategies to assist them deal with social issues, which includes a sequence of actions. Bullying is not tolerated!

Our close liaison with Quambatook Group School and Ultima Primary provided the opportunity for students and teachers to interact together professionally and socially. Regular combined activities eg. Melbourne Trip to see Matilda, Museum etc, Echuca Trip to Twisted Science and the movie B.F.G. (our theme book), Sleepover, Indonesian Cultural Days, Leadership day, Colours and Swimming day were just some of our combined activities.

Individual student interests are recognized and celebrated, and where possible incorporated into the curriculum. Student achievement is celebrated whenever possible. Official recognition of achievement is facilitated through the weekly newsletter and assemblies, and via the weekly Pupil Of The Week.

The breakfast/lunch program provides a range of food that the children can access at recess or lunchtimes. Free school cooked lunches are provided regularly.

The school vegetable garden, school hens and guinea pigs are just some of the things that can entertain the students in their own time. Each student has their own netbook and access to ipads and other technology.

The classroom structure provides for a buddy system where older students regularly assist younger students with their learning.

Costs for school equipment, excursions and activities are kept to a minimum to ensure that families are not overburdened with school costs, and that all students can participate.

For more detailed information regarding our school please visit our website at
[enter web address here]



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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 11 students were enrolled at this school in 2016, 7 female and 4 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</p>



Performance Summary

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:

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



Performance Summary

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: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



Performance Summary

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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

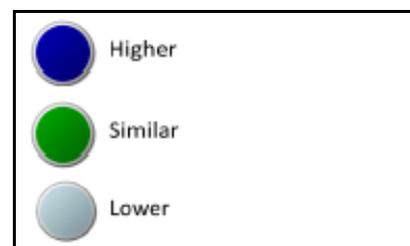
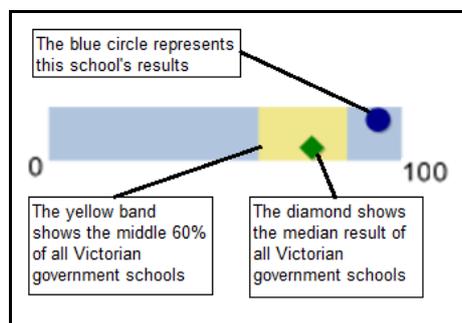
What are student outcomes?

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, P-12 and specialist schools, 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.

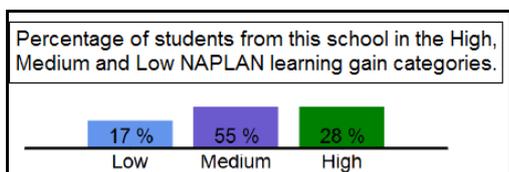
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$200,373
Government Provided DET Grants	\$30,384
Revenue Other	\$3,821
Locally Raised Funds	\$8,030
Total Operating Revenue	\$242,608

Expenditure	
Student Resource Package	\$226,533
Books & Publications	\$175
Communication Costs	\$943
Consumables	\$9,511
Miscellaneous Expense	\$25,770
Professional Development	\$110
Property and Equipment Services	\$13,293
Salaries & Allowances	\$4,000
Trading & Fundraising	\$1,811
Utilities	\$4,320

Total Operating Expenditure **\$286,468**

Net Operating Surplus/-Deficit **(\$43,860)**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$104,804
Official Account	\$6,475
Other Accounts	\$0
Total Funds Available	\$111,279

Financial Commitments	
Operating Reserve	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$6,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$6,000
School Based Programs	\$7,546
Repayable to DET	\$53,733
Asset/Equipment Replacement > 12 months	\$21,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$7,000
Total Financial Commitments	\$111,279

Student Resource Package Expenditure figures are as of 06 March 2017 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.