

2017 Annual Report to the School Community



School Name: Lake Charm Primary School

School Number: 2122



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 19 April 2018 at 02:46 PM by Jeffrey Millard (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2018 at 12:03 PM by Katrina McFarlane (School Council President)



About Our School

School Context

Lake Charm Primary School is a remote, rural school. In 2017 the school enrolment was 10. Enrolments have slowly declined for a number of years, which is a reflection of the local demographics. The staff were the same as in 2016. The students were taught by two teachers, one 0.6 teacher and the acting principal. The part time teacher worked for four mornings and two afternoons a week, focusing on the Infant Room in the mornings. The principal worked in the senior room and taught all classes on one day, the senior students on each morning and on three afternoons. A school bus service transported all 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 differentiated 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 with other district schools in combined sports, swimming, cultural activities, camps etc and our active participation in the Top Paddock small rural schools group, which regularly meets for professional learning/sharing, as well as providing welfare value for teaching staff. The school has continued to focus on creating and maintaining 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)

- To develop a whole school differentiated teaching and learning strategy.
- To develop a more effective approach to teacher professional learning.
- To develop a comprehensive whole school assessment schedule.

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 2017, we continued our efforts to create links between teachers and students from the small schools. The Top Paddock small rural schools had a productive year, with principals meeting on a monthly basis either physically or through video conference. Lake Charm Primary lead the Top Paddock Group during 2017. The Top Paddock focus for 2017 were Writing, Spelling and Assessment. As most schools were undergoing reviews in 2017, preparation for reviews also became a major focus. It was pleasing to see the positive manner in which all schools worked together supporting each other. During the year Lake Charm students with Ultima Primary participated in a Melbourne three day camp, a sleepover, and a Cottage By The Sea 4 days camp. We also linked up with Thomastown Meadows Primary in Melbourne through the Polycom. Other activities included swimming and sport with Murrabit Primary, art and welfare activities with Kerang Primary, and Athletics with the Rurals.

During the year all Curriculum documents were reviewed and updated, as were Assessment schedules. Emphasis was placed on obtaining quality assessment data, which was then used to drive differentiated instruction in the classroom. Regular professional conversations with other small schools and in the Southern Mallee Principal meetings were useful in developing an awareness of what assessments are available and how to use this assessment in Teaching and Learning. For example, the Top Paddock schools conducted a video conference session where we heard from a NAPLAN writing assessor aspects of how Writing is assessed, and identified the various components we need to develop in Writing. This work is continuing in 2018, with Writing moderation activities. All teachers attended the Deb Sukarno Writing PD. This PD had positive results in helping to identify ways to improve the quality of Teaching and Learning in Writing. Spelling was identified as a common concern for all schools, so we spent some time examining what each school is doing in Spelling, and what is having a positive impact in their Teaching and Learning in Spelling.

Achievement

During 2017, Lake Charm Primary undertook a School Review. I believe that Lake Charm should be very proud of its performance as identified through the 2017 Review.

Our data eg. NAPLAN, On Demand, Parent Opinion Surveys, Attendance Data etc. indicate that Lake Charm Primary continues to perform at a higher level against both the state average and similar schools. Due to low cohorts most of our Naplan data is unfortunately not published in the Annual Report. In the last four years, all year three students have



scored in the top two bands in Reading. Over the last four years, 75% of grade 5 students have achieved a result in the top two bands in Reading, and 100% have been in the top four bands. Over the same four year period 100% of grade 3 students performed in the top three bands in Numeracy, and 57 % scored in the top 2 bands. 50% of grade 5 students have been in the top two bands in Numeracy, and 75% in the top three bands. All year 3 and 5 students scored in the top four bands in Numeracy over the last four years.

A differentiated curriculum is provided which caters for each individual student's specific learning needs. During 2017 for four mornings (Literacy and Numeracy blocks) a week the school was divided into a P-2 class and a 3-5 class. There were five students in each class so they received a lot of individual attention. For one morning the students combined for the whole day. This day usually centred around a particular theme, and lots of opportunity was provided for buddying. A number of the senior students became quite proficient at completing running records, analysing the younger student's reading, and working with them to overcome reading problems.

Our Parent Opinion Survey indicates that we are above the state average in Satisfaction with the school.

Our student absences are below the state average. Another priority has been to increase our involvement with the community. Our involvement with our community was very evident through a range of activities such as:- *Mystic Melodies, a fortnightly community music group that uses our multi-purpose room and includes our students and parents. Our end of year Community Concert at the Lake Charm hall was well attended and very successful. Our senior students did a radio promotion for Walk To School/Healthy October month, which was broadcast over the local radio stations for the month. Other community activities included Lions Club Public Speaking, ANZAC Day attendance and a Lake Charm Book Parade day attended by community members and including a parade down to the Lake Charm store.*

A local identity talked about his Lake Charm school days (1930s), and the school participated in a bus tour around the local district looking at historical places and sites. In 2017 Lake Charm hosted six Indonesian teachers (over three incursions). This was an excellent opportunity for our students to interact with the wider world, as they learned about various aspects of our visiting Indonesian teacher's lives eg culture, education, geography.

A major academic focus in 2017 has been on improving the Teaching and Learning of our students in Writing. Staff undertook professional development specifically targeted at improving our Teaching and Learning in Writing. This was a major focus for all our small rural schools, so schools worked closely together sharing ideas and learning together. I believe that we are now seeing an improvement in our students' Writing and Spelling, and an improvement in their attitude to Writing, as a result of all this work.

The use of IT has enhanced the quality of Teaching and Learning across the school. We now have five i-pads, to supplement our netbooks.

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. Students are aware of their own performance in Reading, Spelling and the various components of Mathematics, and set their own aspirational goals for each term.

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 special activities.

Attendance data was above the state average. The school attendance ranged from 97% to 92%, and averaged 95% attendance.

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

The students enjoy using Information Technologies, so IT continued to be 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 numerous joint activities are undertaken with other 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 families are represented on School Council.

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. Students often have input into areas they wish to research or activities they would like to do eg the fishing afternoon organized by one of our keen grade 3 anglers, lunch time dancing sessions organized by the students, and cooking activities lead by particular students.

Our close liaison with other schools, especially Ultima have enabled us to run a range of enjoyable and stimulating programs. We combined for activities with numerous schools eg. Ultima, Quambatook, Kerang P.S., Murrabit and the K.C.S. Unfortunately, our other closely linked school, Quambatook, was destaffed in early 2017.

One of our priorities was to provide increased social interaction for our students. Our schools have regular group days where we focus on various areas of the curriculum. We also combined for various activities, such as excursions and camps, swimming programs, Dance(Stomp) and Welfare(NED)days, Athletic coaching, footy clinic, Lightning Premiership Robotics Day, World War 1, Swan Hill Pioneer Settlement etc.

Lake Charm teachers and students set high behavioural and academic expectations, and we provide lots of opportunities to recognize and celebrate achievements eg. Newsletter, Pupil of the week awards, assemblies.

Wellbeing

One of our priorities was to increase the opportunity for our students to interact with other students. We conducted numerous joint school activities eg. Melbourne camp, Cottage By The sea, sleepovers, Kerang Show and Gunbower Creek special days, group days, Lightning Premiership, footy clinic, athletics training, arts/dance days, and a comprehensive swimming program. Students interacted with Thomastown Meadows students through a video conference link and via email.

Lake Charm was also a very active participant in our Top Paddock small rural school group.

In 2017 all students participated in a Building Relationships Program lead by a School Support officer.

Our students have many opportunities to pursue their own interests, such as lunchtime dance activities and individual projects. 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 provided a range of food that the children can access at recess or lunchtimes. Free school cooked lunches are provided regularly.

The vast school ground, school vegetable garden and school hens 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, and subsidised to ensure that families are not overburdened with school costs, and that all students can participate. Our Melbourne three days trip and our week at Cottage By The Sea cost families only \$50 a student for each trip. Families do not pay school fees.

A weekly program of Tennis coaching and a three weeks swimming program were provided free of charge for the students.

Student absences are recorded twice daily as per DET guidelines. If required Cases generated notes are sent home requesting details regarding unexplained absences. Regular attendance is recognized and celebrated each term. Parents are reminded regularly, via the Newsletter and through direct contact, of the importance of regular attendance. Attendance data was above the state average. The school attendance ranged from 97% to 92%, and averaged 95% attendance.

For more detailed information regarding our school please visit our website at www.lakecharmps.vic.edu.au





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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 10 students were enrolled at this school in 2017, 6 female and 4 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>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> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>96 %</td> <td>97 %</td> <td>96 %</td> <td>92 %</td> <td>94 %</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	96 %	97 %	96 %	92 %	94 %	NA	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	96 %	97 %	96 %	92 %	94 %	NA										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>No Data Available</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

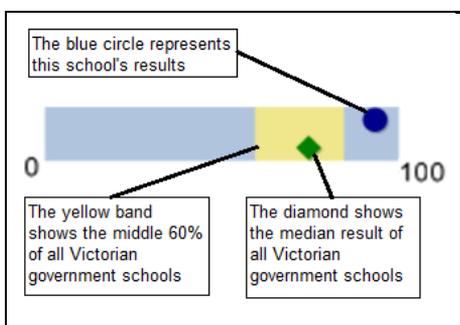
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

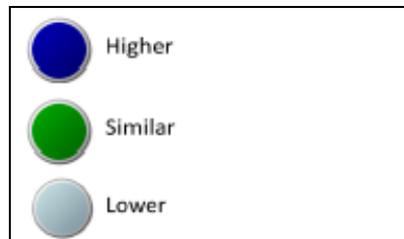


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Due to our small enrolments, the Lake Charm Primary School Council has budgeted to keep funds in reserve to assist with paying our staffing deficit. It has been deemed important that we attempt to maintain two classrooms for as much of the week as possible. Due to our 0.6 teacher, being on the top of the pay scale this has been difficult. Equity funding has assisted Lake Charm to maintain two classrooms, to maximise differentiated quality instruction.

Due to the age of the school, we have unexpected costs from time to time, such as the septic lines needing replacing in 2017. It is therefore imperative that Lake Charm Primary keeps a reserve of funds to accommodate any unexpected maintenance.

A lot of voluntary work around the school, and the doubling up of classes when staff are away, has assisted us in managing the budget

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$341,785	High Yield Investment Account	\$100,578
Government Provided DET Grants	\$27,841	Official Account	\$4,451
Government Grants Commonwealth	\$1,800	Total Funds Available	\$105,029
Revenue Other	\$5,213		
Locally Raised Funds	\$5,076		
Total Operating Revenue	\$381,715		
Equity¹			
Equity (Social Disadvantage)	\$11,414		
Equity Total	\$11,414		
Expenditure		Financial Commitments	
Student Resource Package ²	\$376,245	Operating Reserve	\$10,000
Books & Publications	\$199	School Based Programs	\$806
Communication Costs	\$672	Repayable to DET	\$67,223
Consumables	\$5,680	Other recurrent expenditure	\$4,000
Miscellaneous Expense ³	\$13,462	Asset/Equipment Replacement > 12 months	\$15,000
Professional Development	\$914	Maintenance -Buildings/Grounds incl SMS>12 months	\$8,000
Property and Equipment Services	\$10,974	Total Financial Commitments	\$105,029
Salaries & Allowances ⁴	\$7,295		
Trading & Fundraising	\$2,072		
Utilities	\$3,682		
Total Operating Expenditure	\$421,194		
Net Operating Surplus/-Deficit	(\$39,479)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.