

2018 Annual Report to The School Community



School Name: Lake Charm Primary School (2122)

Lake Charm



Primary School

- 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 Registration 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 2018 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 08 April 2019 at 01:40 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 Registration 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 2018 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 2019 at 11:00 AM by Katrina McFarlane
(School Council President)

About Our School

School context

Lake Charm Primary promotes and develops the values of respect, responsibility, tolerance, honesty and co-operation in a school environment where excellence is the expectation of all teachers, students and parents. We believe in the importance of building positive relationships between teachers, students, families and community, and a sense of being part of the Lake Charm Primary School family.

Lake Charm Primary School is a remote, rural school. In 2018 the school enrolment was 8. Enrolments have slowly declined for a number of years, which is a reflection of the local demographics. The staff were the same as in 2017. 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. The principal worked in the senior room and taught all classes on two days. For three mornings (Literacy and Numeracy blocks) the school ran a junior room and a senior room. All students were combined for afternoon activities. 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)

In 2018 the major focus was around Excellence in Teaching and Learning and Community Engagement in Learning Building Practice Excellence and Building Communities. The major specific FISO initiatives were on Building Practice Excellence and Building Communities.

The Key Improvement Strategies were:

1. Maintain and further develop effective planning and build teacher collective efficacy in using high impact, evidence based strategies.
2. Consolidate and embed the consistent approach to Teaching and Learning, with effective development of all staff.
3. Build teacher capacity to explicitly teach, assess and moderate writing and spelling.
4. Improve teacher moderation to inform teacher judgements.
5. Improve the capacity of teachers to contribute to student wellbeing.

Our work within the Top Paddock (small rural schools) has had a positive impact on each of the KIS. Teachers undertook PLC training and worked together through the year to improve student and teacher welfare, consistency and quality of teaching and learning and student engagement.

I believe that Lake Charm made significant progress in all of our selected KIS and that 2018 was a year that students, teachers and parents should be very proud of.

Achievement

A big focus was on improving students' motivation and outcomes in Writing. Efforts included T.P. writing moderation sessions, T.P. shared writing professional development and activities, setting up of data walls in Writing, activities to increase teacher and student understanding of the components of quality writing Eg using

NAPLAN marking guide, and regular quick write opportunities. By the end of the year there was both a noticeable improvement in the quality of student writing, but also in their ability to identify their own and others learning needs in Writing, and importantly the students had become enthusiastic writers.

In Reading, although our published data is limited due to our low enrolments it is worth noting that between 2016 and 2018 100% of our students (Grade 3 and 5) scored in the top 2 bands in Reading. In Numeracy in 2018 100% of students were in the top 2 bands. In Reading and Numeracy no student has scored at the Bottom 2 bands in Reading or Numeracy in the last five years. These results are worth celebrating!

A differentiated curriculum is provided which caters for each individual student's specific learning needs. During 2018 for three mornings a week (Literacy and Numeracy blocks) the school was divided into a P-2 class and a 3-6 class. There were five students in the senior class and three students in the junior class, so they received a lot of individual attention. For two mornings 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.

Writing (including Spelling) will continue to be the major focus for improvement. Although our results have been very strong in Reading and Numeracy we are not complacent and are very determined to work with other schools and support services to ascertain how we can continue to improve in these areas as well.

During 2018 the Top Paddock (small rurals) developed into a very effective professional team. We met several times a month, shared resources, shared professional development on focus areas, completed the Professional Learning Communities training together and undertook Inquiry challenges and professional development in literacy and numeracy, and it provided opportunities for teacher moderation eg. moderating students' writing, and shared Pivot surveys were used to provide our cluster with focuses for improving the quality of instruction in our schools.

In 2018 further refinements were made to the Assessment schedule to improve our access to quality individual data to drive individual instruction. Tests such as On Demand, SWST-Single Word Spelling Test, PM Benchmarks and assessed Writing samples, are used to help students and teachers identify strengths and areas for future learning. The Data wall has also provided students and teachers with opportunity for lots of quality discussions about individual's learning and their future needs. In 2018 we commenced the Essential Assessment program in Numeracy.

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.

Lake Charm teachers and students set high behavioural and academic expectations. LCPS promotes inclusiveness and encourages the positive contributions of students to create a sense of belonging and connectedness. Positive behaviours and academic achievements are recognised and celebrated through student acknowledgements eg. Pupil of the week, school assemblies, 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 similar to the state average. Absences ranged from 91-97%. Our major reason for absence was extended family overseas holidays, and medical appointments was another major contributor. Absences are always followed up.

The students enjoy using Information Technologies, so IT continued to be an integral part of our everyday learning.

Parents and families are encouraged to participate in school 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 and organise eg the

fishing afternoon, lunch time dancing sessions, sport, art and cooking activities.

Our close liaison with other schools, have enabled us to run a range of enjoyable and stimulating programs. We combined for academic, sport and art related activities with numerous schools eg. Top Paddock schools-Tempy, Nullawil, Ultima, Woomelang and Leitchville, we also worked with Kerang P.S. eg. Arts performances, Athletics LOTE, Murrabit for swimming, Science, sport and Commonwealth games events. We regularly linked up with Mt.Waverley Primary (Gr.5) for shared video conferences, and communicated via email with students from Indonesia.

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), Athletic coaching, footy clinic, Lightning Premiership etc.

It is planned to use technology to further expand our students' opportunities to interact with other students eg. virtually sharing their learning using the Webex and emailing to overseas students. The Pivot surveys will help us identify our students opinions about their learning and engagement.

Wellbeing

A major priority for L.C.P.S. was to increase the opportunity for our students to interact with other students. We conducted numerous joint school activities during the year (as mentioned above).

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

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.

Students have numerous opportunities to develop leadership within the school.

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 ipad, and access to other technologies.

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 Healesville Trip cost families only \$50 a student. Families do not pay school fees.

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 91%. Family holidays and unavoidable medical appointments accounted for the vast majority of absences.

Students are regularly surveyed to ascertain their opinions about their learning.

Financial performance and position

Due to our school having teachers at the top pay scale we continue to incur difficulties with our staffing budget. In 2018 our net operating deficit was about \$44000. A decision was made to try to provide the maximum teaching to student ratio as was possible. We were able to somewhat manage this deficit through very frugal financial management. A lot of the work completed around the school was done on a voluntary basis and expenses were kept to a minimum. Our bank balance declined around \$12000 over the 12 months. Despite this we were able to manage without setting school fees. We will need to continue this approach in 2019. Equity funding was \$9822

and was predominantly expended to enable maximum teacher instruction and opportunity for student participation.

For more detailed information regarding our school please visit our website at
www.lakecharmpps.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

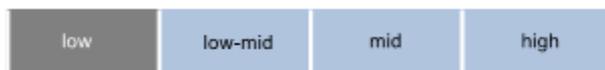
Enrolment Profile

A total of 8 students were enrolled at this school in 2018, 5 female and 3 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

No Data Available

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



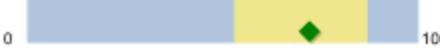
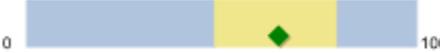
Performance Summary

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>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 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>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>NA</td> <td>97 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	97 %	93 %	93 %	91 %	91 %	NA	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	97 %	93 %	93 %	91 %	91 %	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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p>No Data Available</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p>No Data Available</p> <p>No Data Available</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$440,677	High Yield Investment Account	\$87,603
Government Provided DET Grants	\$24,222	Official Account	\$5,277
Revenue Other	\$1,757	Total Funds Available	\$92,880
Locally Raised Funds	\$3,281		
Total Operating Revenue	\$469,937		
Equity¹			
Equity (Social Disadvantage)	\$9,822		
Equity Total	\$9,822		
Expenditure		Financial Commitments	
Student Resource Package ²	\$473,373	Operating Reserve	\$10,000
Books & Publications	\$91	Other Recurrent Expenditure	\$53
Communication Costs	\$838	School Based Programs	\$19,000
Consumables	\$4,633	Repayable to the Department	\$32,698
Miscellaneous Expense ³	\$8,028	Maintenance - Buildings/Grounds > 12 months	\$10,000
Professional Development	\$363	Total Financial Commitments	\$71,751
Property and Equipment Services	\$14,352		
Salaries & Allowances ⁴	\$7,453		
Trading & Fundraising	\$800		
Travel & Subsistence	\$516		
Utilities	\$3,607		
Total Operating Expenditure	\$514,054		
Net Operating Surplus/-Deficit	(\$44,117)		
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 15 March 2019 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.

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).

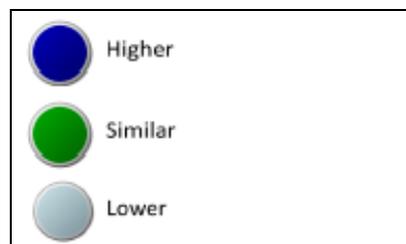


What does *School Comparison* refer to?

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*' or '*ND*' 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').