

2024 Annual Report to the School Community

School Name: Lakes Entrance Primary School (2672)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2025 at 02:44 PM by Simon Prior (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 31 March 2025 at 10:42 AM by Simon Prior (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

At Lakes Entrance Primary School, our mission is to meet the varied and individual needs of all students, within a vibrant community of lifelong learners. Our core business is teaching and learning, and we take pride in knowing student's learning needs, capabilities and backgrounds to ensure we cater for their specific needs. We value the development of constructive relationships between students, parents and staff. The school has an open, 21st century learning environment for all classes, with plans being designed to replacing older parts of the school with new learning spaces. Lakes Entrance Primary has continued its focus on quality learning, effective teaching and strong educational leadership. Significant additional resource has enabled small class sizes and additional teaching and support staff to enhance learning. In 2023, Lakes Entrance Primary School initially increased enrolment profile from previous years, before seeing a larger movement from families out of the local area. Our projections show a fairly stable enrolment over the coming years. Lakes Entrance Primary School has a current SFOE classified in the 'High' band and we have approximately 25% Koorie students. Our school vision; 'All Children Can and Will Achieve', is underpinned by our core values; Mutual Respect, Success, Persistence and Belonging. Our Strategic Plan continues to define the school with ongoing focus on Literacy and Numeracy as well as creating a positive presence within the community and continuing to build on the work around implementing the 'Berry Street' model. 2024 presented many challenges for staff, parents and the community, staff and student wellbeing played a critical role throughout the year to ensure all members of our community felt a strong level of support from the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers continued to use a range of assessments to ensure every student was assessed accurately, and a curriculum could be delivered to their individual point of need. The focus on Literacy and Numeracy, by implementing a whole school approach to Reading, Writing and Maths, has seen significant learning growth for all students across the school. In particular, students in Year 3 have significantly higher results than our 2 year average. Given the success shown in Reading and Numeracy, we are now seeing our 2 year average steadily show improvement. After several years of building a strong instructional model we are now seeing consistent growth across all areas. These programs sees every student on their own individual learning level and dedicated individual learning program. Both student engagement and staff understanding have improved significantly during maths. In 2023 and 2024, our Naplan results were the best the school has ever seen, well surpassing 'like schools' as well as State benchmarks.

Wellbeing

The Attitude to School Survey (AtoSS), student endorsement for Sense of connectedness was only slightly below our 4 year average. The Management of Bullying was also showing similar results in 2024 as our 4 year average, showing a consistent approach to wellbeing is ensuring a safe learning environment. Strategies in place to support student wellbeing include, a focus on explicit classroom teaching of Literacy and Numeracy, the creation of a more active and varied playtime environment, forging positive relationships and interactions with all families, and building a stronger presence within the community. These will continue to support our school and should result in improved endorsement on the AtoSS. Further collection of various sources of data has continued to inform the school about Student Wellbeing.

Engagement

Student attendance continues to be a focus area for our school. All year level averages are in the 80% range, with the exception of Year 1, a big improvement on the previous year. Our ongoing target is 90% with our Grade 3 and 4 cohort coming closest followed by Prep, Year 5 and 6. This is a priority for all staff and students and an obvious improvement area. Outstanding attendance awards are presented each semester to acknowledge high attendance, personal follow ups, home visits and raising the awareness that “it is not ok to be away” are strategies used. Our Student Welfare Officer and Koorie Education Support Officer (KESO) both play vital roles in engaging the students in school and monitoring absenteeism. 2024 attendance was affected by students who had ongoing illness (and needing to isolate), as well as extended holidays, among other factors including school refusal, challenging behaviours and family issues. Staff are in constant contact with every student to better understand their learning needs. Phone calls are made to every family to ensure we maintain a positive relationship with all students.

Financial performance

In 2024 Lakes Entrance Primary's annual result was a deficit of \$116,046, using the previous years surplus to cover this shortfall as part of our 4 year plan. This is a result of forward planning for projected spending, following a four year plan and various support put in place, including smaller class sizes. A surplus will again be recorded in 2025 as we continue to work towards recruiting a sustainable workforce. Lakes Entrance Primary School used equity funding as a source to employ additional education support staff to ensure all students are provided with the learning support they require. Funding additional to the Student Resource Package was also used to provide students with opportunities to attend camps and excursions they may not otherwise be able to attend. Various grants received, as well as funds raised by parent committees have been successful in providing students with new equipment, and various resources for the classrooms.

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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 195 students were enrolled at this school in 2024, 91 female and 104 male.

3 percent of students had English as an additional language and 23 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

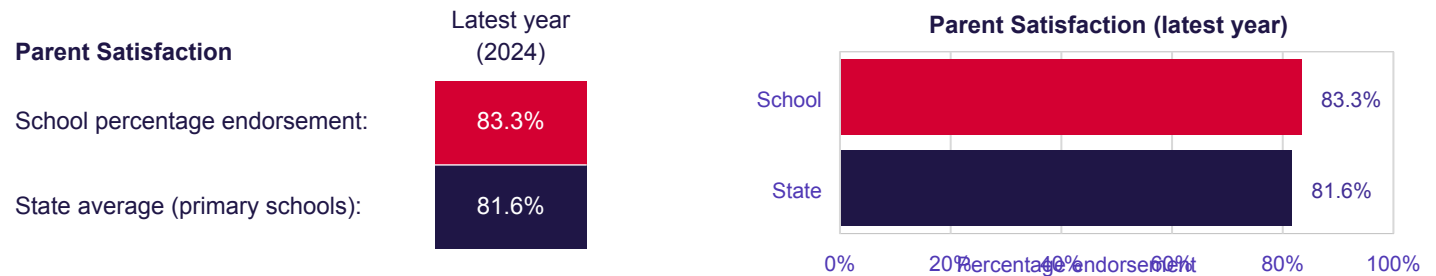
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

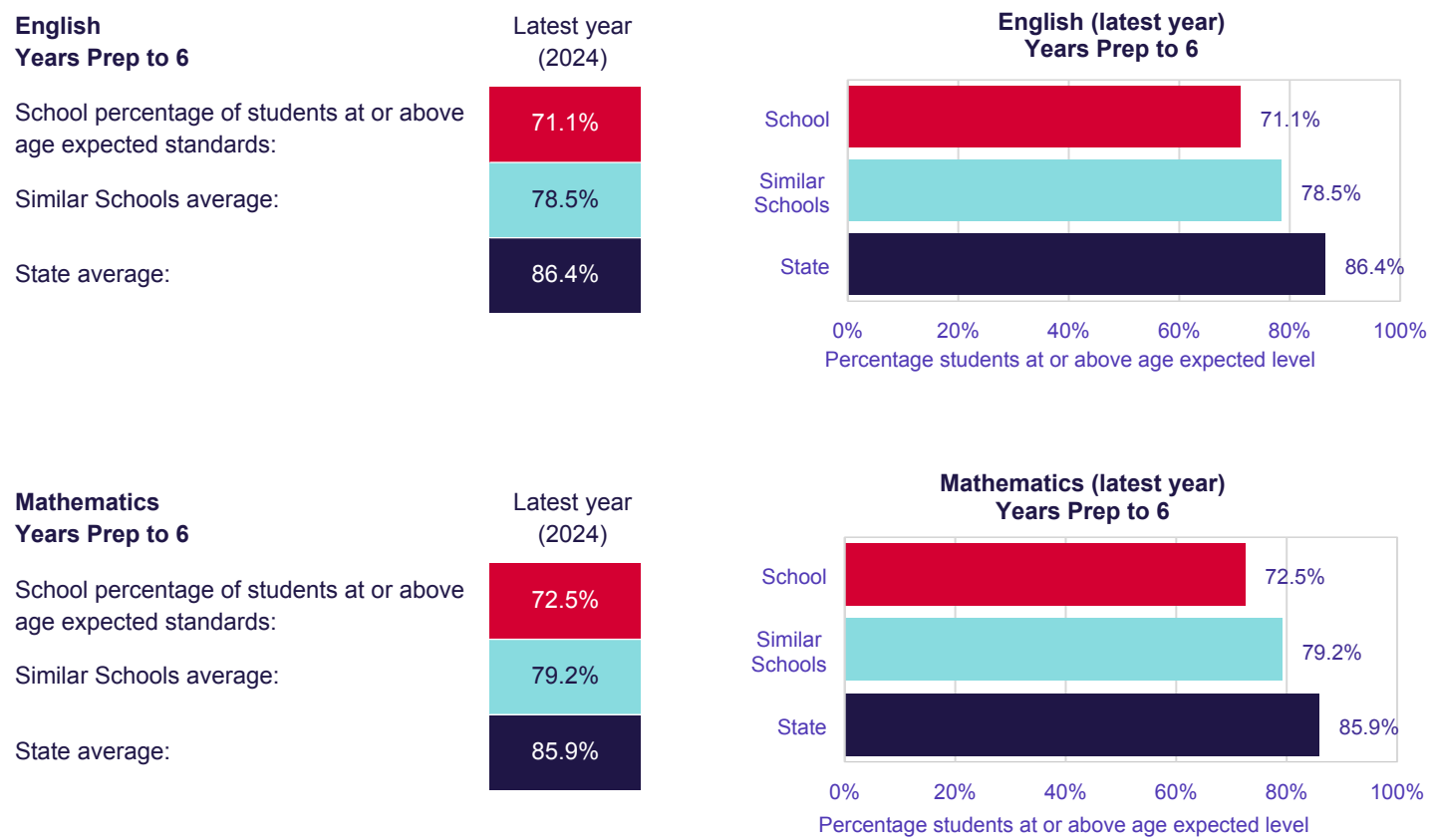


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



LEARNING (continued)

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

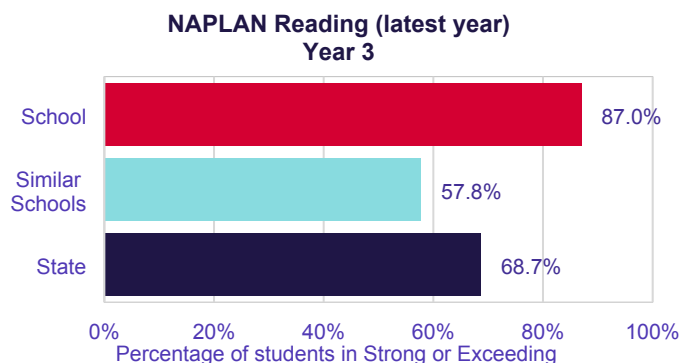
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

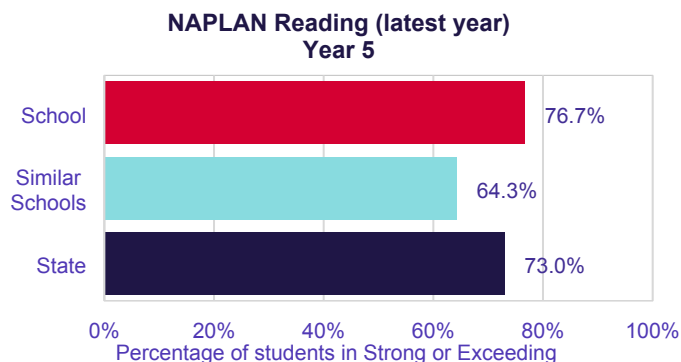
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.0%	83.3%
Similar Schools average:	57.8%	59.1%
State average:	68.7%	69.2%



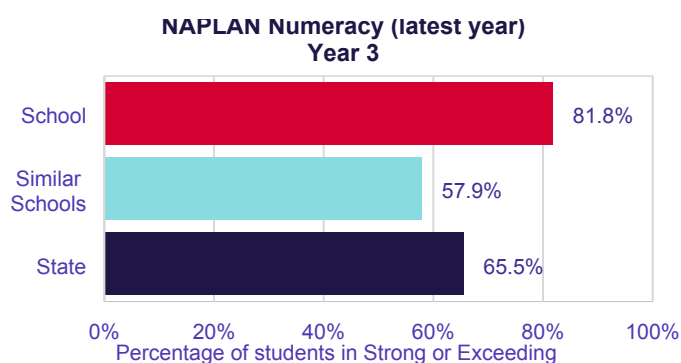
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.7%	84.1%
Similar Schools average:	64.3%	66.1%
State average:	73.0%	75.0%



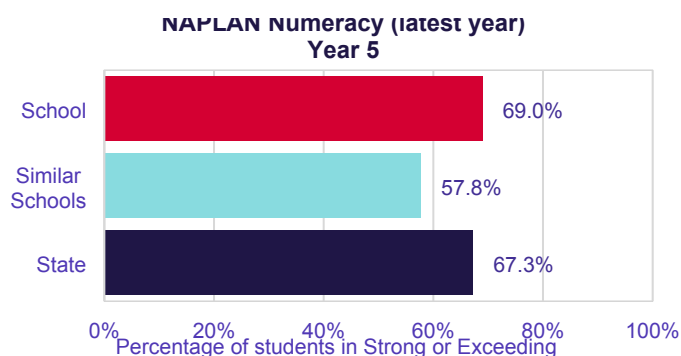
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.8%	83.3%
Similar Schools average:	57.9%	59.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.0%	77.4%
Similar Schools average:	57.8%	58.7%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

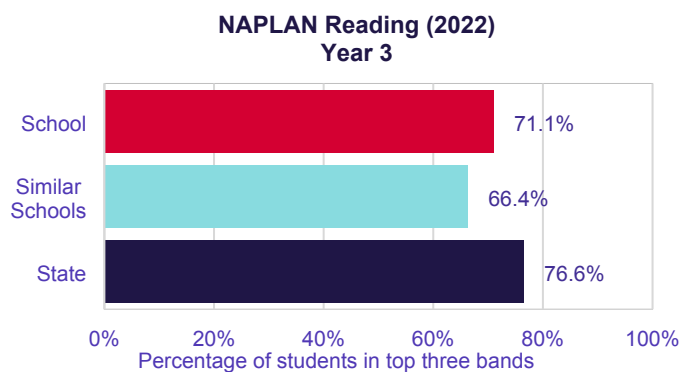
71.1%

Similar Schools average:

66.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

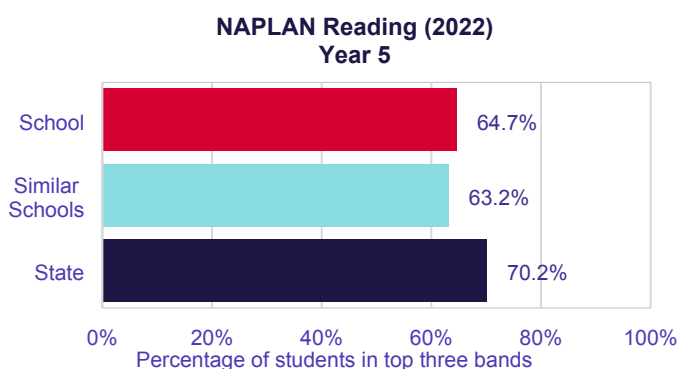
64.7%

Similar Schools average:

63.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

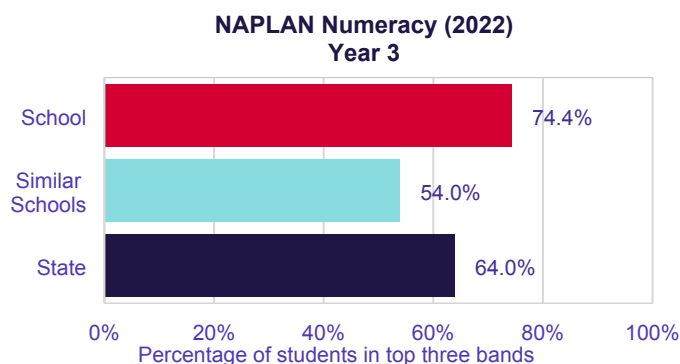
74.4%

Similar Schools average:

54.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

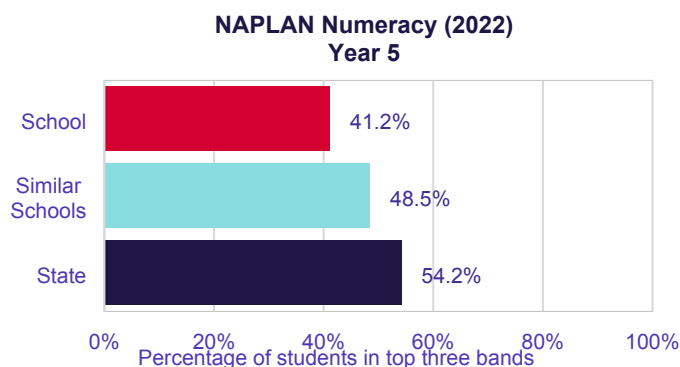
41.2%

Similar Schools average:

48.5%

State average:

54.2%



WELLBEING

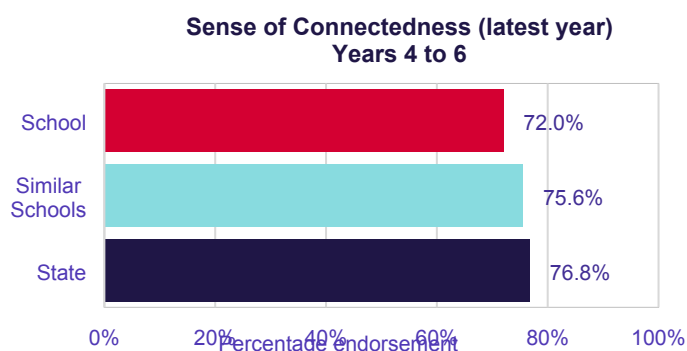
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	72.0%	75.1%
Similar Schools average:	75.6%	77.4%
State average:	76.8%	77.9%

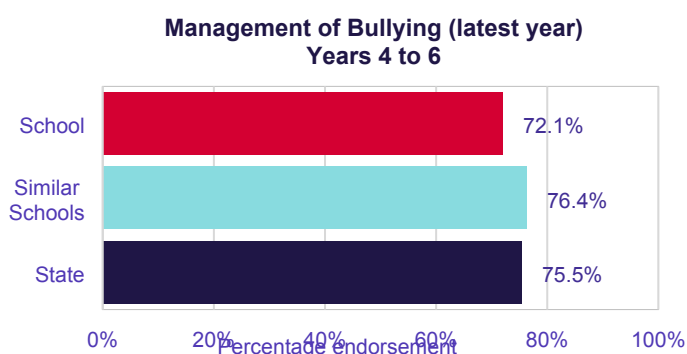


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	72.1%	73.2%
Similar Schools average:	76.4%	78.9%
State average:	75.5%	76.3%

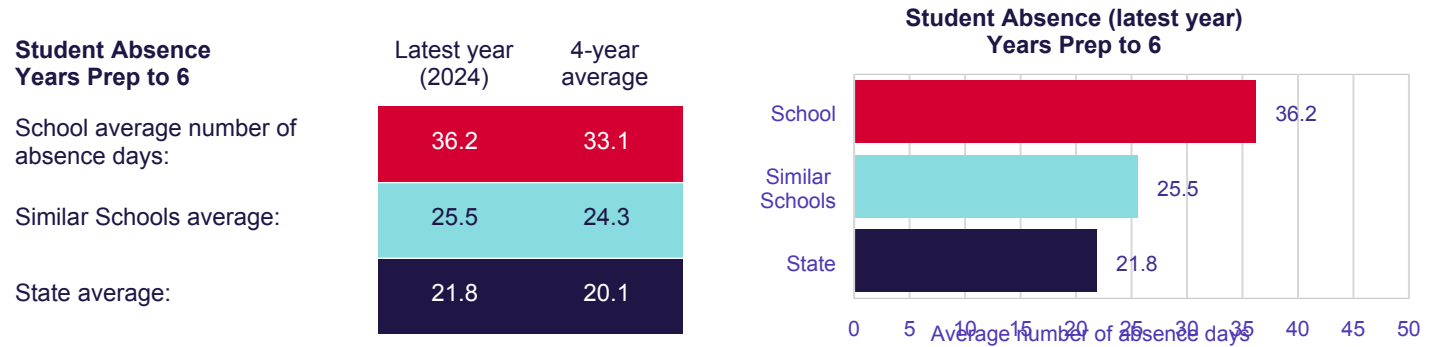


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	83%	77%	81%	85%	84%	82%	82%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,605,812
Government Provided DET Grants	\$629,231
Government Grants Commonwealth	\$7,805
Government Grants State	\$3,000
Revenue Other	\$35,477
Locally Raised Funds	\$33,150
Capital Grants	\$0
Total Operating Revenue	\$3,314,475

Equity ¹	Actual
Equity (Social Disadvantage)	\$355,533
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$355,533

Expenditure	Actual
Student Resource Package ²	\$2,611,795
Adjustments	\$0
Books & Publications	\$949
Camps/Excursions/Activities	\$129,444
Communication Costs	\$3,624
Consumables	\$73,663
Miscellaneous Expense ³	\$18,353
Professional Development	\$14,172
Equipment/Maintenance/Hire	\$42,815
Property Services	\$122,642
Salaries & Allowances ⁴	\$90,854
Support Services	\$154,463
Trading & Fundraising	\$133,362
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,384
Total Operating Expenditure	\$3,430,521
Net Operating Surplus/-Deficit	(\$116,046)
Asset Acquisitions	\$99,552

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$443,016
Official Account	\$107,651
Other Accounts	\$0
Total Funds Available	\$550,666

Financial Commitments	Actual
Operating Reserve	\$136,454
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$90,800
School Based Programs	\$67,165
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$5,027
Asset/Equipment Replacement < 12 months	\$62,100
Capital - Buildings/Grounds < 12 months	\$54,845
Maintenance - Buildings/Grounds < 12 months	\$115,480
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$531,872

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