

2024 Annual Report to the School Community

School Name: Lara Lake Primary School (0769)



- 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 19 March 2025 at 09:37 PM by Zane Moylan (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 08 May 2025 at 09:39 AM by Zane Moylan (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

Located 15 km north of Geelong and 60 km southwest of Melbourne, Lara Lake Primary School sits amidst a burgeoning community, currently nurturing 805 beautiful students. Our school's vision, encapsulated in the phrase 'Creating a world class education where every child is literate, numerate, curious and caring,' underscores our commitment to providing an exceptional educational experience for every student.

Embedded within our ethos are the core values of Respect, Responsibility, and Excellence, which serve as guiding principles for our students, staff, and community. These values form the foundations of Lara Lake's identity, fostering an environment where collaboration, empathy, and academic achievement flourish.

Continuous improvement is the heartbeat of our school. We pride ourselves on employing evidence-based instructional practices, ensuring that every student is equipped with the tools they need to thrive.

Our bright and vibrant facilities offer a safe and stimulating environment conducive to learning. From our synthetic all-weather oval to our fully equipped gymnasium housing a music room, canteen, and basketball court, we have many facilities which inspire, and support student learning.

At Lara Lake, we uphold a culture of high expectations, fostering an atmosphere where classrooms remain safe, calm, and dignified. Through Professional Learning Communities, our dedicated teachers engage in a continuous cycle of learning and improvement, embodying the ethos that we are all lifelong learners.

Our staff profile, comprising 103 members, including leadership, teaching, administrative, and support staff, reflects our commitment to excellence in education. With a deep understanding of the Victorian Curriculum, our educators deliver quality curriculum programs complemented by a comprehensive specialist program encompassing Visual Arts, Performing Arts/Music, STEM, and Physical Education.

Central to our holistic approach is the emphasis on social-emotional learning through initiatives such as 'Play is The Way' and the 'Respectful Relationships' program. These initiatives cultivate essential life skills, empowering students to navigate challenges, foster empathy, and develop a strong sense of self-awareness and understanding of others.

As we endeavor to nurture outstanding citizens, all employees at Lara Lake are committed to upholding the highest standards of child safety and professionalism. Through ongoing training and adherence to relevant policies, we ensure a safe and supportive environment for all members of our school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2024, we continued our shift towards using evidence-based approaches. These proven instructional practices ensures all students, including those with additional needs, receive structured, high-impact teaching. This pedagogical shift has contributed to strong student outcomes across all year levels.

In 2024, our NAPLAN results reflected strong student growth in key areas, particularly in Reading and Numeracy. Our move to a more teacher led, explicit instruction has contributed to consistent improvements, particularly benefiting students with diverse learning needs.

Reading

- Strong performance across all year levels, with above-average growth in Year 3 and Year 5 compared to similar schools.
- A high percentage of students met or exceeded expected benchmarks, with growth data indicating increased proficiency in comprehension and fluency.
- Explicit phonics instruction in early years contributed heavily to these results.

Numeracy

- Steady improvements in Year 3, with results above state average and tracking towards long-term goals.
- Year 5 growth data showed positive trends, particularly among students who had received additional support through structured numeracy programs.
- Continued focus on mastery of foundational skills and problem-solving strategies will drive further progress.

Highlights:

- Trial and implementation of explicit teaching approaches across the school – A structured, systematic approach to teaching that ensures clear, effective learning for all students.
- Targeted Support for Additional Needs – Small-group interventions and differentiated teaching approaches helped close learning gaps.
- Professional Learning Focus – Staff engaged in extensive training to embed best-practice instructional techniques.

We remain committed to refining our teaching practices, ensuring that every student receives the highest-quality education possible.

Wellbeing

Student wellbeing remains a central focus of our school, with dedicated programs and structures in place to support students emotionally, socially, and academically.

Our wellbeing team works closely with students and families to provide tailored support, ensuring every child has access to the help they need. This team, along with our therapy dogs, plays a vital role in creating a nurturing environment where students feel safe, valued, and understood.

Our Sense of Connectedness score was 74.8%, aligning closely with similar schools, while our Management of Bullying score (80.5%) surpassed both similar school and state averages - an outstanding achievement and something we are particularly proud of. These outcomes reflect our strong emphasis on fostering a positive school culture.

Highlights:

- Therapy Dogs – Providing comfort and support for students experiencing stress or anxiety.
- Dedicated Wellbeing Team – Working proactively with families to address challenges inside and outside of school.
- Student Wellbeing Initiatives – Programs such as Play Is The Way and Respectful Relationships promote emotional intelligence and social skills.
- Strong Student-Staff Relationships – A focus on positive connections ensures students feel supported in their learning and wellbeing.

Engagement

At our school, we recognise that strong student engagement is the foundation for academic and social success. Our teachers are committed to building genuine relationships with students, creating an environment where they feel valued and motivated to learn.

Student attendance remains an area of focus, with an average of 22.4 absence days per student. While similar schools reported slightly lower absentee rates, our team is actively addressing attendance through family partnerships, termly celebrations, assembly awards and early intervention strategies.

Our student and parent data reflects high levels of satisfaction and engagement. Parent satisfaction was 90.2%, significantly above the state average of 81.6%. Additionally, staff endorsement of the school climate was 84.9%, reinforcing the strength of our learning culture.

Highlights:

- Play Is The Way & Respectful Relationships – These programs explicitly teach prosocial behaviours and self-regulation, enhancing student engagement.
- Strong Parent-School Partnerships – Ongoing communication and involvement have led to high satisfaction levels from families.
- Student Leadership & Voice – Opportunities for student leadership and decision-making empower students to take ownership of their school experience.

- Extracurricular Enrichment – A variety of programs, from arts to sports, ensures all students find areas of interest and connection.

We remain committed to deepening student engagement by fostering a learning environment where all students feel connected, supported, and inspired.

Financial performance

Lara Lake Primary School maintained a sound financial position throughout 2024. Sufficient funds were allocated to support high-quality teaching and learning programs, maintain school facilities, and cover operational costs. The school ended the year with a moderate surplus, which will be carried forward to enhance learning programs, broaden leadership opportunities, and continue improving school infrastructure.

Equity funding was directed towards student support services, including the employment of an Assistant Principal (Wellbeing), a Disability Inclusion Leading Teacher, and a School Nurse, ensuring students receive the physical, social, and emotional support needed to thrive.

All funds received from the Department or raised by the school have been expended or committed to future initiatives, ensuring financial resources are used effectively to support student learning, wellbeing, and engagement in line with Department policies.

**For more detailed information regarding our school please visit our website at
<https://www.laralake.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 803 students were enrolled at this school in 2024, 404 female and 399 male.

16 percent of students had English as an additional language and 2 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.

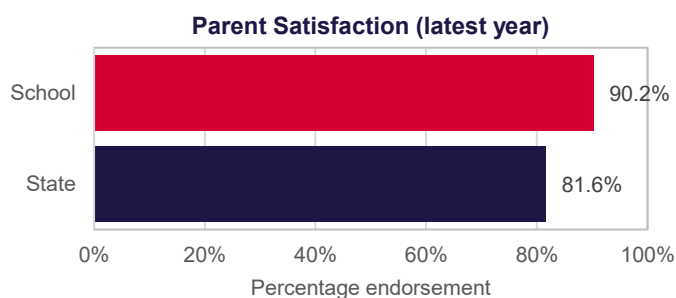
This school's SFOE band value is: **Low - Medium**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	90.2%
State average (primary schools):	81.6%



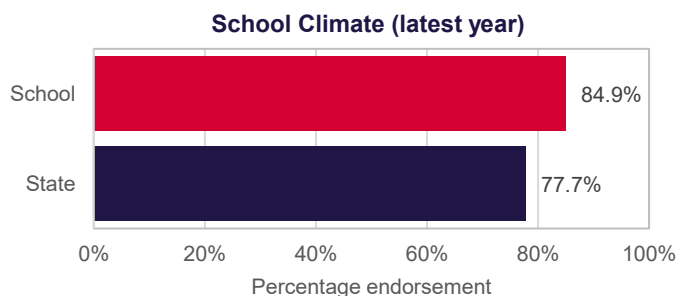
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	84.9%
State average (primary schools):	77.7%



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.

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

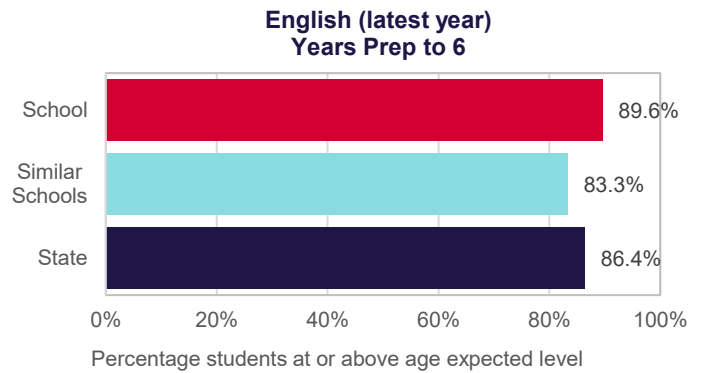
89.6%

Similar Schools average:

83.3%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

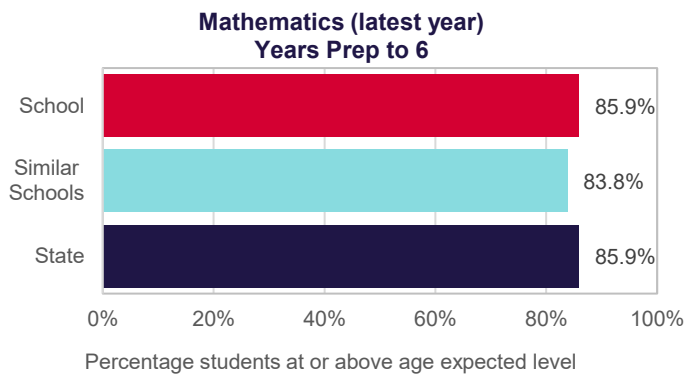
85.9%

Similar Schools average:

83.8%

State average:

85.9%



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.

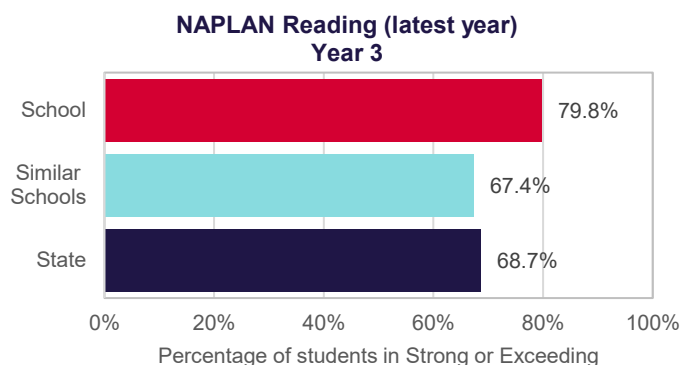
NAPLAN

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.

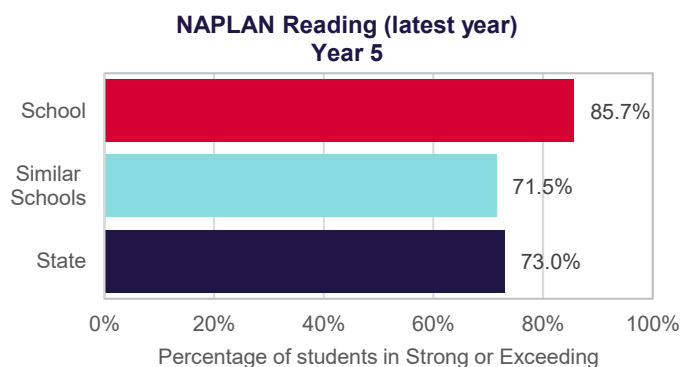
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.8%	76.1%
Similar Schools average:	67.4%	67.5%
State average:	68.7%	69.2%



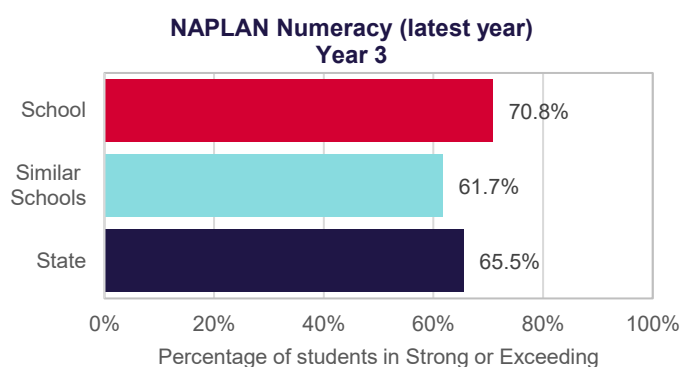
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	83.2%
Similar Schools average:	71.5%	73.3%
State average:	73.0%	75.0%



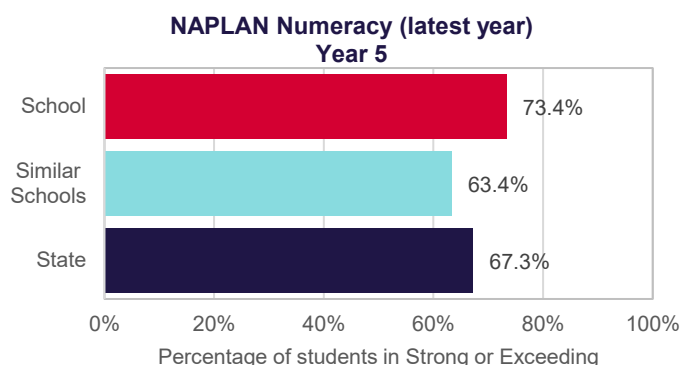
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.8%	71.0%
Similar Schools average:	61.7%	63.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.4%	70.6%
Similar Schools average:	63.4%	63.8%
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:

87.1%

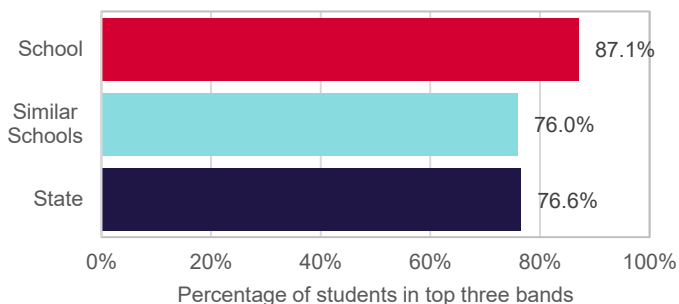
Similar Schools average:

76.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

76.5%

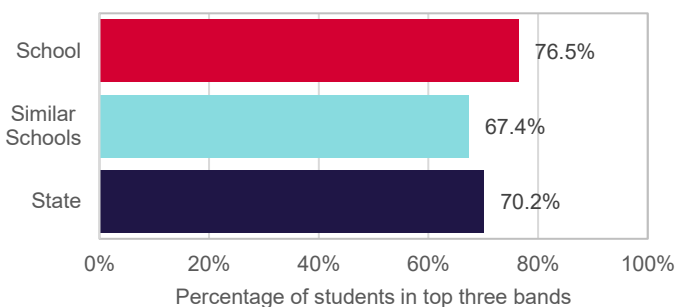
Similar Schools average:

67.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

65.9%

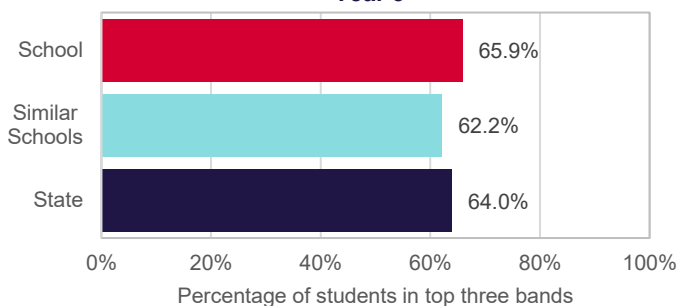
Similar Schools average:

62.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

57.0%

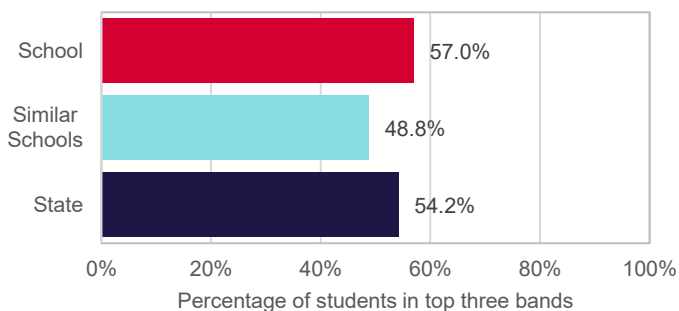
Similar Schools average:

48.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



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.

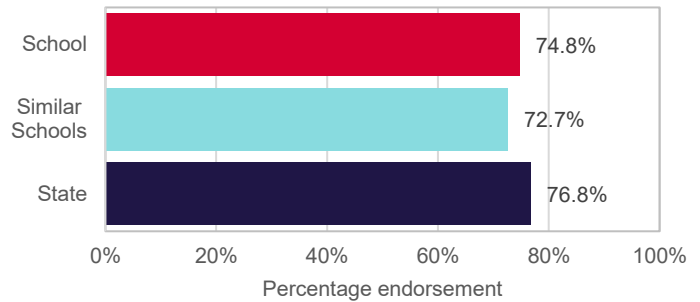
Student Attitudes to School – Sense of Connectedness

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:	74.8%	76.3%
Similar Schools average:	72.7%	74.9%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



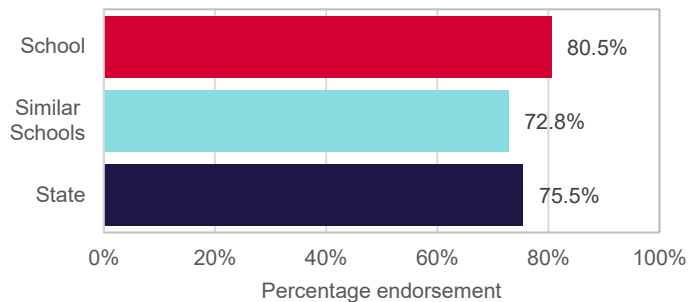
Student Attitudes to School – Management of Bullying

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:	80.5%	76.0%
Similar Schools average:	72.8%	74.2%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

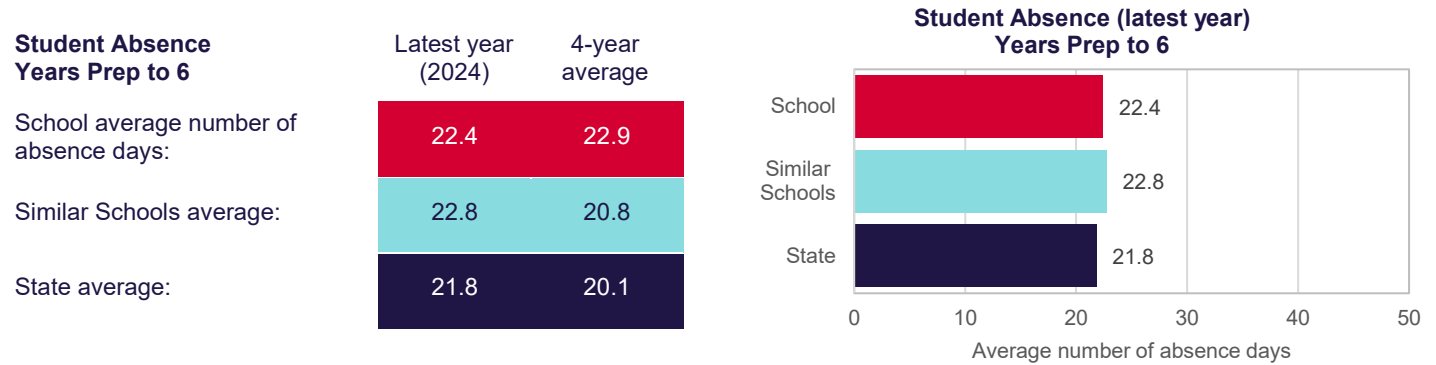


ENGAGEMENT

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):	90%	89%	89%	89%	89%	88%	86%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,465,611
Government Provided DET Grants	\$1,192,082
Government Grants Commonwealth	\$11,900
Government Grants State	\$0
Revenue Other	\$76,792
Locally Raised Funds	\$330,410
Capital Grants	\$0
Total Operating Revenue	\$10,076,795

Equity ¹	Actual
Equity (Social Disadvantage)	\$181,320
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$181,320

Expenditure	Actual
Student Resource Package ²	\$8,390,225
Adjustments	\$0
Books & Publications	\$2,477
Camps/Excursions/Activities	\$156,638
Communication Costs	\$7,976
Consumables	\$201,286
Miscellaneous Expense ³	\$41,989
Professional Development	\$49,120
Equipment/Maintenance/Hire	\$78,933
Property Services	\$345,394
Salaries & Allowances ⁴	\$366,423
Support Services	\$233,719
Trading & Fundraising	\$43,808
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$105
Utilities	\$41,802
Total Operating Expenditure	\$9,959,896
Net Operating Surplus/-Deficit	\$116,899
Asset Acquisitions	\$145,745

- (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	\$582,941
Official Account	\$25,290
Other Accounts	\$0
Total Funds Available	\$608,231

Financial Commitments	Actual
Operating Reserve	\$266,052
Other Recurrent Expenditure	\$40,388
Provision Accounts	\$0
Funds Received in Advance	\$296,580
School Based Programs	\$14,018
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$76,283
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$180,962
Total Financial Commitments	\$874,283

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.