

2025 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 29 April 2026 at 05:54 AM by Emma Castelow (Principal)

- As executive officer of the school council, I attest that this 2025 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 29 April 2026 at 05:55 AM by Emma Castelow (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Lara Lake Primary School, located 15km north of Geelong, is a vibrant and growing school community. The school enrolled 870 students in 2025, comprising 428 females and 442 males. Twenty percent of students have English as an additional language, and 2% identify as Aboriginal or Torres Strait Islander. The school's Student Family Occupation and Education (SFOE) band is classified as low–medium.

A dedicated staff of 110 (principal class, classroom teachers, specialist teachers, administration, education support staff and maintenance) support student learning, with specialist programs offered in Physical Education, Music, Visual Arts and Science, with students engaging in 4 x one hour specialist classes each week.

Respect, Responsibility and Excellence are embedded within the school's ethos, guiding the actions of students, staff and the wider community. These core values underpin Lara Lake's identity, fostering a culture of collaboration, empathy and high achievement. The school has a strong commitment to continuous learning with ambitious goals and targets set across the year.

Evidence based practices are central to the work undertaken in Teaching and Learning, and Wellbeing and all staff engage in professional learning throughout the year as we strive towards ensuring every child is supported to reach their potential, academically, socially and emotionally. Students are provided with a comprehensive curriculum experience, across all subject areas, with teachers having a thorough understanding of the Victorian Curriculum 2.0 and creating learning experiences that are engaging, meet student needs and provide them with rich knowledge needed to thrive in society.

Our bright and vibrant facilities provide a safe, engaging and stimulating environment that supports and enhances student learning. From our synthetic all-weather oval to our fully equipped gymnasium—which also houses 2 music rooms, canteen and basketball court—our school offers a range of high-quality spaces designed to inspire students and promote active, creative and collaborative learning. Additionally, dedicated wellbeing spaces provide support for student social and emotional learning needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school has made strong progress in improving student learning outcomes through a coordinated focus on strengthening curriculum alignment, instructional practice and assessment consistency. A key driver of this improvement has been the implementation of a whole-school instructional model, structured around the Gradual Release of Responsibility and explicit teaching.

This model has provided a consistent and evidence-based framework for teaching and learning across all year levels, supporting greater coherence, clarity and high expectations in classroom practice.

Teachers have successfully embedded consistent lesson structures across all classrooms, underpinned by documented planning processes and a shared professional language. This consistency has been further strengthened through the implementation of agreed scope and sequence documents across English, Core Literacy and Mathematics, ensuring curriculum delivery is sequenced, intentional and aligned to student learning needs. Leaders have supported this work through the development of core planning resources for each subject area, directly aligned to the instructional model, enhancing clarity and reducing variability in instructional practice.

Professional Learning Community (PLC) time has been strategically allocated to support teachers in engaging in intellectual preparation and collaborative planning using these resources. This has strengthened collective teacher efficacy, improved curriculum understanding and supported more consistent delivery of high-quality teaching across the school.

The school has continued to strengthen its assessment practices through a sustained focus on formative assessment to inform teaching and learning. Teachers consistently used a range of formative assessment strategies to make informed judgements about student understanding, ensuring instruction was evidence-based and responsive. This consistent use of assessment data enabled teachers to accurately identify student learning needs and adjust instruction in real time to support students at their point of need.

A key feature of classroom practice has been the ability of teachers to make timely instructional adjustments, ensuring that teaching is responsive to student progress. As a result, students have received more targeted teaching aligned to their individual learning goals and demonstrated growth, strengthening differentiation and engagement across classrooms.

These practices are reflected in NAPLAN data, which indicates strong levels of student achievement in both reading and numeracy. In Reading, 68.8% of Year 3 students achieved Strong or Exceeding proficiency in 2025 (3-year average 73.7%), comparable to similar schools (68.5%) and above the state (69.5%). Year 5 Reading outcomes were particularly strong, with 78.9% of students achieving Strong or Exceeding proficiency (3-year average 81.7%), outperforming similar schools (71.2%) and the state (73.9%). In Numeracy, Year 3 students achieved 69.1% Strong or Exceeding (3-year average 70.4%), above similar schools (63.6%) and the state (66.2%). Year 5 Numeracy results also demonstrated positive performance, with 68.5% of students achieving Strong or Exceeding (3-year average 69.9%), above similar schools (65.2%) and closely aligned with the state (69.1%).

Whole-school professional learning structures have further supported this improvement. PLC discussions, targeted professional learning and learning walk observations have reflected increased teacher knowledge and consistent use of assessment practices, including opportunities to respond (OTRs) and checks for understanding (CFUs). These practices have strengthened teacher capability in monitoring learning during instruction and responding effectively to student needs.

Wellbeing

During 2025, the school made significant progress in strengthening its whole-school approach to student wellbeing through the establishment of a dedicated Wellbeing School Improvement Team (SIT), targeted professional learning, and a review of Tier 1–3 supports. These actions have strengthened the school's capacity to systematically analyse wellbeing data, implement evidence-based practices, and respond to student needs in a more structured and responsive way.

A key highlight was the establishment of a dedicated Wellbeing SIT, which now regularly monitors and analyses wellbeing data to inform school-wide decision making. This has supported a more consistent and strategic approach to identifying student needs and implementing targeted interventions across Tier 1, 2 and 3 levels of support.

Another significant improvement has been the strengthening of the Lara Lake PS Behaviour Curriculum and Starting Right program, which are now implemented with greater consistency and fidelity across the school. Teachers are explicitly teaching expected behaviours, resulting in calmer, safer and more predictable learning environments. This has been reinforced through leadership learning walks and external visits, which have positively noted improved classroom environments and student engagement.

Staff capacity has also been a key focus, with participation in BNC Network professional learning building teacher confidence in addressing student wellbeing needs. Our school wellbeing dogs continue to positively influence and support all in our community.

Wellbeing data, including Attitude to School Survey results, remained largely steady in 2025, indicating the need for continued investment in professional learning and targeted supports. Additional insights from the Living Ripples survey further informed future directions, particularly around student connectedness and trusted adult relationships. Work is ongoing to strengthen school connectedness, including supporting all students to identify three trusted adults within the school.

Overall, 2025 has provided a strong foundation for further improvement, positioning the school to implement more consistent, evidence-based wellbeing practices in 2026.

Engagement

During 2025, the school strengthened student engagement through a sustained focus on attendance, school connectedness, and consistent whole-school expectations for participation in learning. A key priority was embedding a shared understanding across the school community that regular attendance is essential for maximising student learning outcomes and engagement.

A significant highlight was the establishment and implementation of a whole-school approach to attendance, which was clearly communicated to staff, students, and families. Attendance was prioritised by leaders, teachers, and the Wellbeing SIT, with at-risk students systematically identified, tracked, and supported through timely interventions. This coordinated approach has strengthened consistency in monitoring attendance and ensuring early support is provided where needed.

This work has contributed to improved attendance outcomes across the school. The average number of absence days per student decreased to 20.3 days in 2025, compared with a four-year average of 23.5 days, and sits below both similar schools (22.4 days) and the state average (21.5 days). This indicates a positive overall trend in reducing absenteeism and strengthening student engagement with schooling.

Targeted strategies to improve engagement with families have also been effective, including strengthened communication and partnerships with families of students with attendance concerns. The implementation of a Breakfast Club has further supported student readiness for learning and contributed to improved morning attendance for identified cohorts.

Attendance rates across year levels in 2025 ranged from 87.3% (Year 6) to 92.2% (Year 3), highlighting generally strong engagement, with some variation in upper year levels. While overall outcomes are positive, data indicates ongoing challenges related to extended overseas travel for a small number of families, which continues to impact attendance patterns and remains a focus area for 2026.

Overall, 2025 has seen measurable improvement in attendance and strengthened systems for monitoring and supporting engagement, providing a strong foundation for continued focus in 2026.

Other highlights from the school year

A celebration for our school community was a significant facility upgrade to our outdoor court areas for netball and basketball, with thanks to our Kidslink parent group. The school community celebrated this vibrant, upgraded space with a staff versus student netball match in Term 4.

Financial performance

Lara Lake Primary School remained in a strong financial position throughout 2025, with adequate funding allocated to deliver high-quality teaching and learning programs, maintain school facilities, and meet ongoing operational requirements. The school concluded the year with a modest surplus, which will be carried forward to further strengthen learning programs, expand leadership opportunities, and support continued improvements to school infrastructure.

Equity funding was prioritised to enhance student support services, including the appointment of a Learning Specialist - Wellbeing, providing full time support to students, in a dedicated wellbeing space. This is in addition to an Assistant Principal (Wellbeing), Assistant Principal (Inclusion), a Disability Inclusion Leading Teacher, and a first aid officer, ensuring students are supported in their physical, social, and emotional wellbeing so they can thrive.

All funds provided by the Department or generated by the school have been either fully expended or committed to future priorities, ensuring financial resources are managed effectively and directed towards improving student learning, wellbeing, and engagement in accordance with Department requirements.

**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 870 students were enrolled at this school in 2025, 428 female and 442 male. 20% had English as an additional language and 2% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	93.5%	<div></div>
	Similar schools	79.3%	<div></div>
	State	82.0%	<div></div>

School Staff Survey

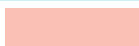
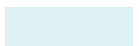
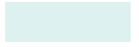
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	84.2%	<div></div>
	Similar schools	74.2%	<div></div>
	State	77.4%	<div></div>

LEARNING

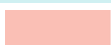
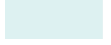
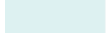
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	88.4%	
	Similar schools	83.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.7%	
	Similar schools	82.0%	
	State	84.2%	

NAPLAN

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

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	68.8%		73.7%
	Similar schools	68.5%		67.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	78.9%		81.7%
	Similar schools	71.2%		72.6%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	69.1%		70.4%
	Similar schools	63.6%		63.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	68.5%		69.9%
	Similar schools	65.2%		64.3%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	79.1%	
	Similar schools	71.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	79.1%	
	Similar schools	70.6%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	72.6%		75.0%
	Similar schools	74.0%		74.2%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	76.1%		76.7%
	Similar schools	74.5%		73.7%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	20.3	23.5
	Similar schools	22.4	22.6
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	91.1%	
Year 1	School	91.1%	
Year 2	School	89.0%	
Year 3	School	92.2%	
Year 4	School	89.8%	
Year 5	School	88.4%	
Year 6	School	87.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$9,610,737
Government Provided DET Grants	\$1,609,365
Government Grants Commonwealth	\$14,954
Government Grants State	\$0
Revenue Other	\$56,534
Locally Raised Funds	\$539,064
Capital Grants	\$0
Total Operating Revenue	\$11,830,654

Equity	Actual
Equity (Social Disadvantage)	\$163,885
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$163,885

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$9,576,352
Adjustments	\$0
Books & Publications	\$2,639
Camps/Excursions/Activities	\$213,774
Communication Costs	\$7,735
Consumables	\$249,219
Miscellaneous Expenses ²	\$50,888
Agency Staff	\$183,475
Professional Development	\$44,619
Equipment/Maintenance/Hire	\$123,314
Property Services	\$394,629
Salaries & Allowances ³	\$310,277
Support Services	\$92,642

Expenditure	Actual
Trading & Fundraising	\$89,326
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,802
Total Operating Expenditure	\$11,388,692
Net Operating Surplus/-Deficit	\$441,961
Asset Acquisitions	\$190,209

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$558,812
Official Account	\$46,676
Other Accounts	\$0
Total Funds Available	\$605,489

Financial Commitments	Actual
Operating Reserve	\$302,057
Other Recurrent Expenditure	\$43,936
Provision Accounts	\$0
Funds Received in Advance	\$22,836
School Based Programs	\$18,261
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,273
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	\$200,000
Total Financial Commitments	\$593,363

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.