# Government School Performance Summary 2009

## Taylors Lakes Primary School

### How this school compares to all Victorian government schools

This page provides the overall picture of this school’s performance in the past year. The following pages provide more detail on each of these measures.

### Overall Measures

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<th>Overall Measures</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
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<td></td>
<td>Result achieved by students at this school compared to students at other Victorian government schools.</td>
<td>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</td>
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</table>

#### 1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

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<th>Lower Outcomes</th>
<th>Higher Outcomes</th>
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#### 2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.

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<tr>
<th>Lower Outcomes</th>
<th>Higher Outcomes</th>
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### School Profile

- **Average level of parent satisfaction** with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

| 1 | 7 |

- **Overall socio-economic profile**

| low | low-mid | mid | mid-high | high |

Based on the school’s Student Family Occupation index which takes into account parents’ occupations.

- **Proportion of students with English as a second language**

| low | low-mid | mid | mid-high | high |

- 610 students (311 female, 299 male) were enrolled at this school in 2009.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)
3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English and Mathematics
- All other subjects

The grades are the same as those used in your child’s end of year report.
A ‘C’ rating means that a student is at the standard expected at the time of reporting.

4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
Year 3 assessments are reported on a scale from Bands 1-6.
Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
Year 5 assessments are reported on a scale from Bands 3-8.
Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
### Student Engagement and Wellbeing

**6. Student attendance**

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

| Results: 2008 | 0 | 100 |
| Results: 2005 - 2008 (4-year average) | 0 | 100 |

**7. Student attitudes to school**

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students’ engagement in and enjoyment of school. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

| Results: 2009 | 1 | 5 |
| Results: 2006 - 2009 (4-year average) | 1 | 5 |
Taylors Lakes Primary School

Taylors Lakes Primary School is one of the larger primary schools in the north western City of Brimbank.

Our school was established in 1989 and has a current enrolment of 620.

At Taylors Lakes Primary School we strive for excellence in education, through purposeful interaction, a challenging teaching and learning environment for all, encouraging learning for life, and helping prepare our students for a positive and responsible role in Australian society.

We are focussed on delivering a comprehensive learning program and results from the School Performance Summary clearly show we are achieving results similar to like schools in all areas.

The school is strongly supported by a team of highly focused, skilled and dedicated teachers who work extremely hard to ensure the best possible learning outcomes for all students.

Our teachers provide a safe and stimulating environment and work in partnership with students, parents and the wider school community.

The school is about to enter the first year of a new Strategic Plan and will continue to focus on our priorities of improving Literacy and Numeracy skills.

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<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
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<tr>
<td>2008/2009 Naplan results for Year 3 and 5 in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy indicate a majority of assessed areas to be at or above the state average.</td>
<td>Student engagement and wellbeing data indicates we are performing at a similar level to other schools on the school comparison measure.</td>
<td>The Transition item on the 2009 Parent Opinion Survey was at the 90th percentile and is the highest score that can be achieved on this survey.</td>
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<tr>
<td>Intake adjusted scores show that we are performing at a similar level to other schools after accounting for background characteristics known to make a difference to student results.</td>
<td>Our school has implemented an extensive welfare program that supports students from their first day at school. This initiative includes the provision of additional resources such as speech therapy, school nurse, welfare teacher and school chaplain.</td>
<td>It is clear that our school has been particularly successful in introducing Prep students and their families into our school and culture.</td>
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<td>In 2009 the Parent Opinion Survey again indicated outstanding levels of satisfaction in each of the 12 areas related to &quot;School Climate.&quot;</td>
<td>The school has a consistent behaviour policy that encourages high standards of conduct from all members of our school community. Dedicated and experienced teachers who are child focused implement a broad range of programs that support student engagement and well being.</td>
<td>To enable families to gain information about our school individual tours are conducted by the principal and an extensive information book is provided.</td>
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<tr>
<td>To ensure further improvement in school results we will be working in cooperation with the Keilor/St Albans Schools Network aiming to:</td>
<td>In 2008 and 2009, our large numbers of year 5 and 6 students have provided extremely positive feedback in all areas of the “Attitudes to School Survey.” Feedback from students relating to Wellbeing, Teaching and Learning and Relationships has provided data that is always above the state average.</td>
<td>Once new Preps are enrolled, 7 orientation sessions are held for the students and parents. This extensive program has enabled both parents and students to quickly settle into our school culture.</td>
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<tr>
<td>- Maximise the literacy and numeracy learning and educational outcomes of every student in the school.</td>
<td>Our results in this area are an endorsement of the schools focus on valuing each student and putting a high premium on inclusive activities.</td>
<td>Grade 6 students hear ex students through organised discussions as part of their transition program. Our students also attend a range of sessions at our neighbouring government secondary schools. This includes attending performances, school tours and a range of special events which helps ensure their transition is successful.</td>
</tr>
<tr>
<td>- For the school to be led by effective instructional leaders accountable for continuously improving student learning outcomes.</td>
<td></td>
<td>Our school has a positive working relationship with all of our neighbouring pre schools and secondary colleges.</td>
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<tr>
<td>- To have high quality teacher practice in all classrooms and specialist areas.</td>
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For more detailed information regarding our school please visit our website at http://www.taylorslakes.vic.edu.au/ or view our 2008 Annual Report online at http://www.vrqa.vic.gov.au/5Reg/
The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
What is a School Comparison?

The School comparison is a new and different way of comparing school performance. It takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous 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 measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance.

Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/

What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘What our school is doing’ statement provides a summary of this school’s improvement plan.