

2024 Annual Report to the School Community

School Name: Taylors Lakes Primary School (5258)



- 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 17 March 2025 at 04:19 PM by Chris Sevier (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 17 March 2025 at 04:19 PM by Chris Sevier (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

Taylors Lakes Primary School is a thriving school situated in the North Western City of Brimbank with a school population of 715 students. 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. Our school motto is 'Learning Today for a Better Tomorrow.' 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 learning environment and work in partnership with students, parents and the wider school community. The school has 60.0 equivalent full time staff: 3 Principal class, 42.4 Teachers and 14.6 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Taylors Lakes Primary School's three FISO Improvement Priorities are Excellence in Teaching and Learning, Professional leadership and Positive Climate for Learning. Our school will develop excellence in teaching, learning by focusing on differentiation in classroom practice, implement the HITS document, and ensure all teachers receive coaching and modelling in literacy, numeracy and coding. Our school will develop professional leadership through continued development of professional learning teams, which focus on student outcomes and engagement. The school's leadership team works collectively to ensure the goals of the school strategic plan and annual implementation plan is achieved. Our school will enhance a positive climate for learning by focusing on student goal setting in their learning and students are aware of behaviour expectations, which are consistently implemented by all staff. Our school has performed above 'Similar Schools' and the State Average in Year 3 and Year 5 NAPLAN Reading and Numeracy. Our school implements a strong Early Years program which includes phonics. Our school has intervention programs for reading in Foundation, Grade 1 and Grade 2. Our school has extension programs in literacy and numeracy in Grade 2 to Grade 6.

Wellbeing

Our school places a high emphasis on student wellbeing. Our school continues to connect with welfare agencies to provide food for families in need as well as providing students free breakfast, morning tea and lunch. Our school continued to model our school values which are modelled by all members of the school community. Our school has continued to implement the Friendship Saver and Learning to Learn programs which teaches and builds positive social interaction and student behavioural self-reflection as core components of the program. Our school has performed at or higher than 'Similar Schools' in students' sense of connectedness and the management of bullying. Our school employs a Speech Pathologist and Occupational Therapist part time to support our students.

Engagement

Our school places a strong focus towards student engagement and student attendance. The school follows up student absences and works with families to ensure that students attend school regularly. Strategies which are used to address student non-attendance include regular communication and meetings with parents of students who are regularly absent, work in partnership with DET Student Support Services to provide specialist support for students and families, rewards systems to encourage students to attend school regularly and the development of engagement programs to encourage student attendance. Taylors Lakes Primary School work with its school community to reinforce the importance of attending school every day and shares data through our school newsletter of the negative impact student non-attendance can have on student achievement.

Our student absence data is lower than 'Similar schools' and also the State average. Our students on average attend school three more days per year compared to similar schools and almost two more days than the state average. Our school continues to communicate with parents the partnership between attending school daily and improved student learning results.

Financial performance

Taylors Lakes Primary School had a surplus of \$572,859. This money will be used to replace aged playground equipment and upgrade learning spaces.

Taylors Lakes Primary School received \$392,793 in Equity Funding. This funding was used to employ a part time Speech Pathologist and Occupational Therapist who worked primarily with our students in Prep to Grade 2 and their families. It was also used to employ a numeracy and literacy coach who completed coaching roles throughout the school. The funding was used to employ an

ICT specialist who worked to further develop our school's ICT infrastructure and assist in further developing our code, robotics and "ICT Create" programs. Lastly the funding was used to employ two teachers to implement an early years Literacy Intervention program.

**For more detailed information regarding our school please visit our website at
www.tlps.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 706 students were enrolled at this school in 2024, 350 female and 356 male.

17 percent of students had English as an additional language and 1 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).

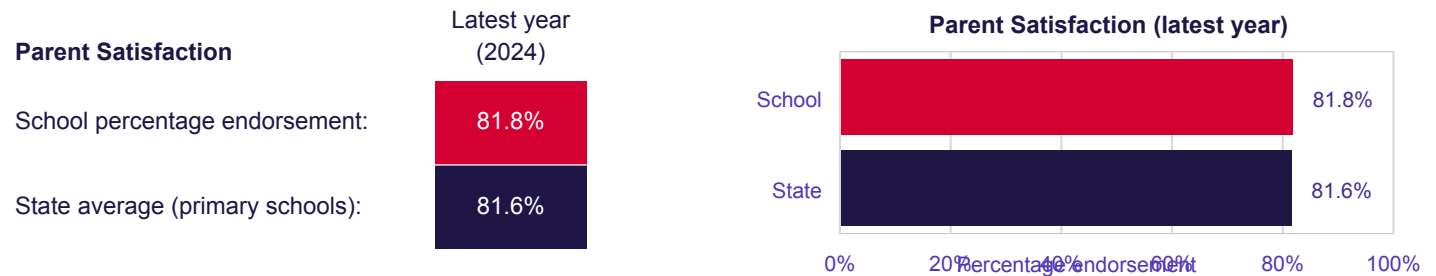
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

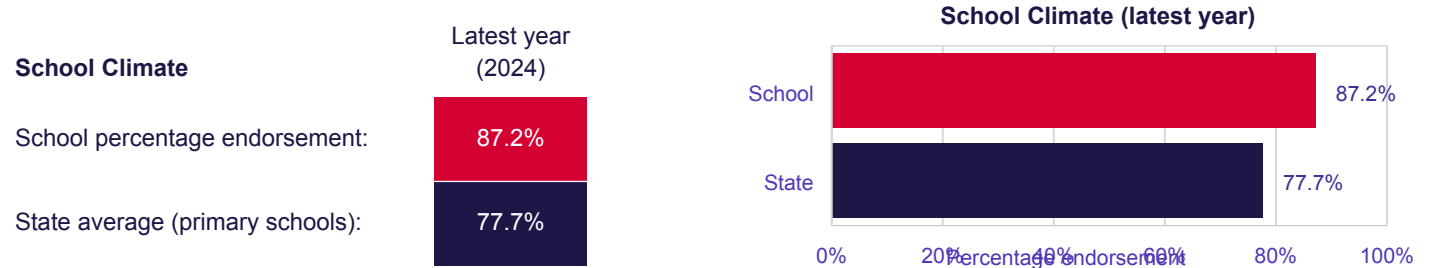


School Staff Survey

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.

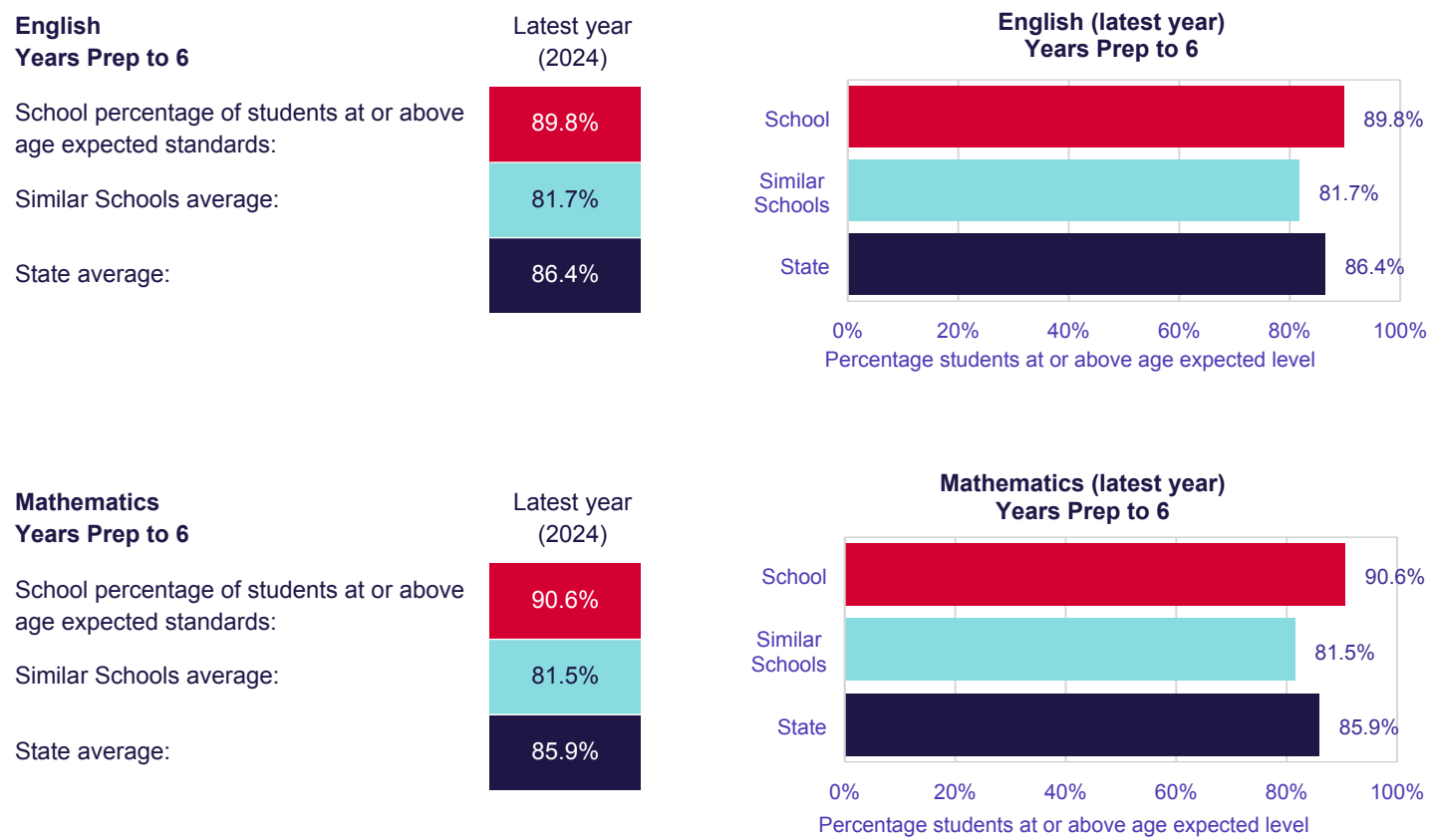


LEARNING

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.

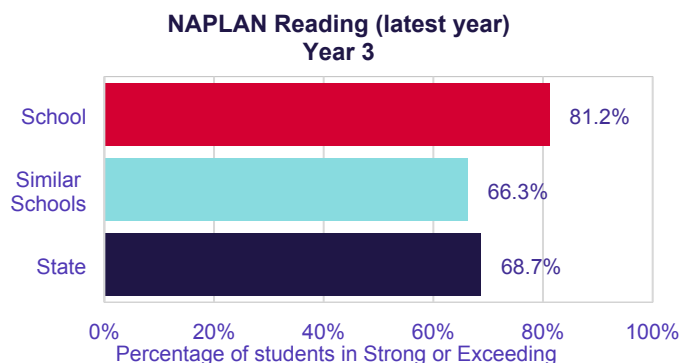
NAPLAN

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.

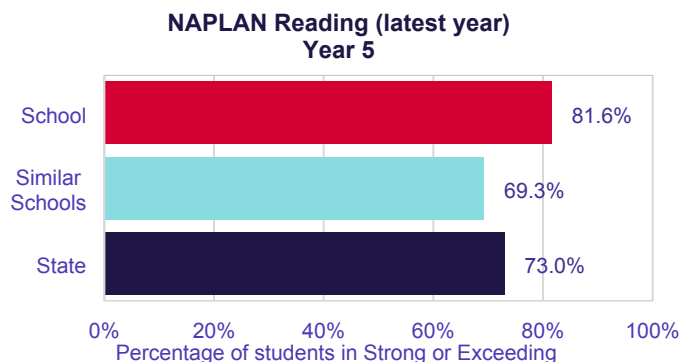
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.2%	81.7%
Similar Schools average:	66.3%	65.8%
State average:	68.7%	69.2%



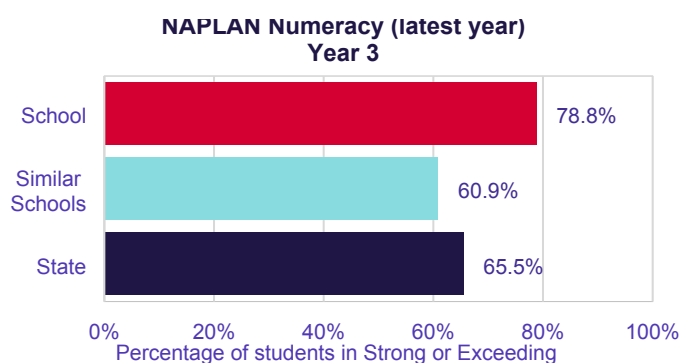
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.6%	80.5%
Similar Schools average:	69.3%	71.2%
State average:	73.0%	75.0%



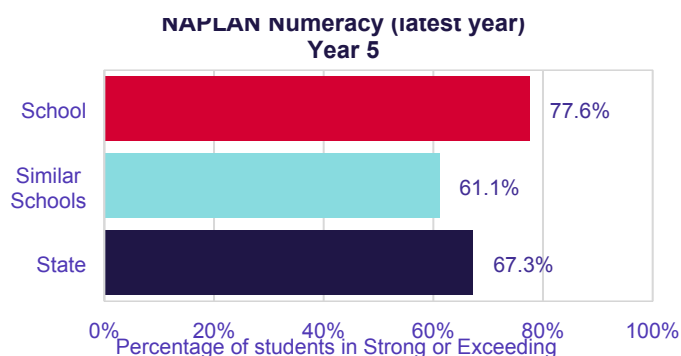
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.8%	81.0%
Similar Schools average:	60.9%	61.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.6%	79.3%
Similar Schools average:	61.1%	61.1%
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:

90.8%

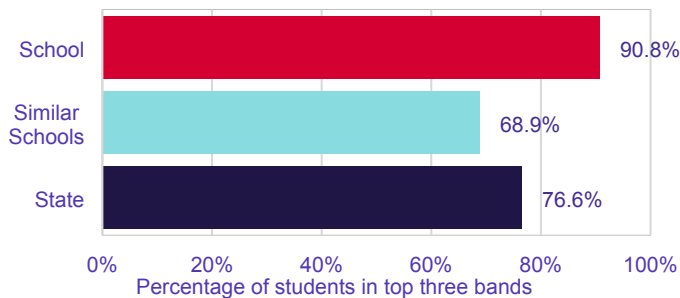
Similar Schools average:

68.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

72.8%

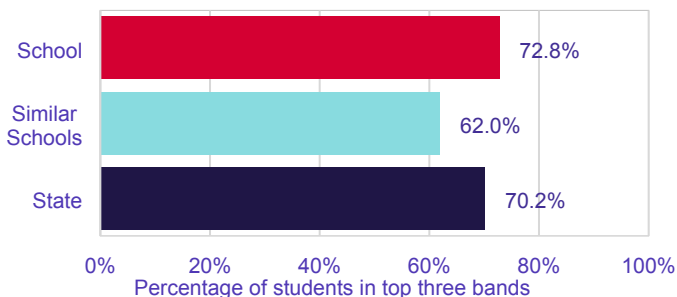
Similar Schools average:

62.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

84.9%

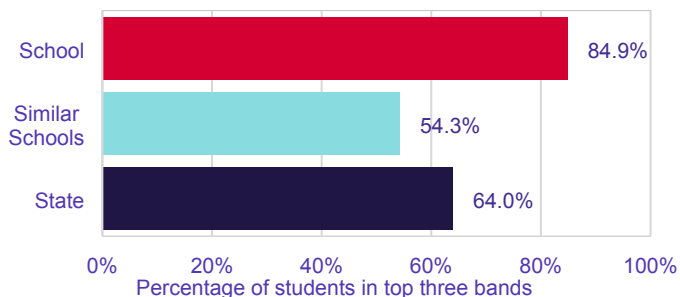
Similar Schools average:

54.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

57.0%

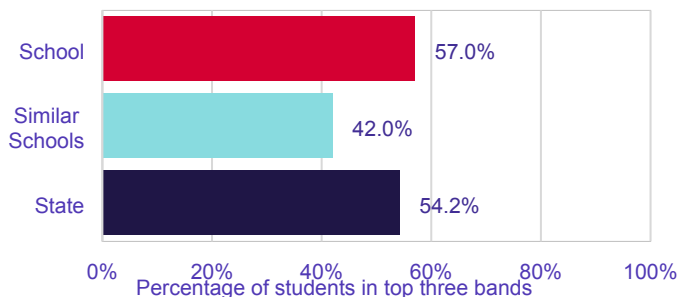
Similar Schools average:

42.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

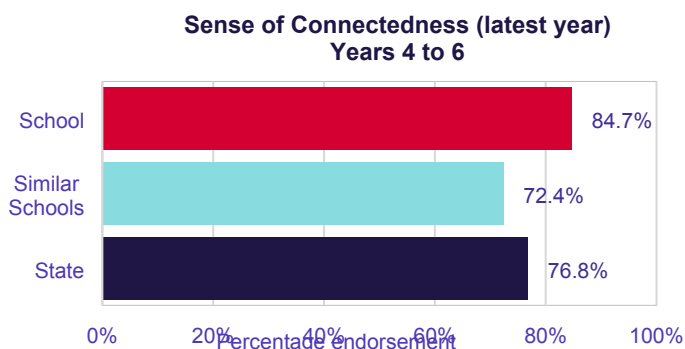
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	84.7%	85.5%
Similar Schools average:	72.4%	73.5%
State average:	76.8%	77.9%

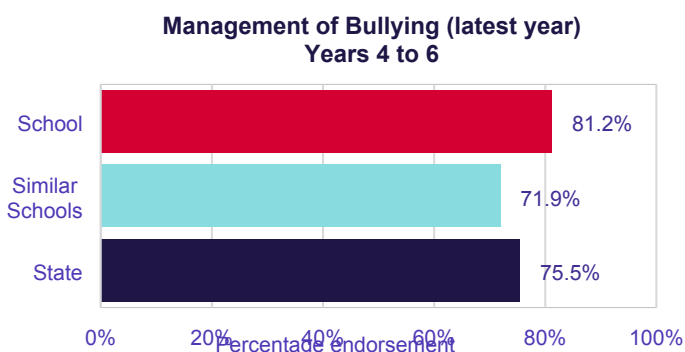


Student Attitudes to School – Management of Bullying

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:	81.2%	83.5%
Similar Schools average:	71.9%	72.6%
State average:	75.5%	76.3%

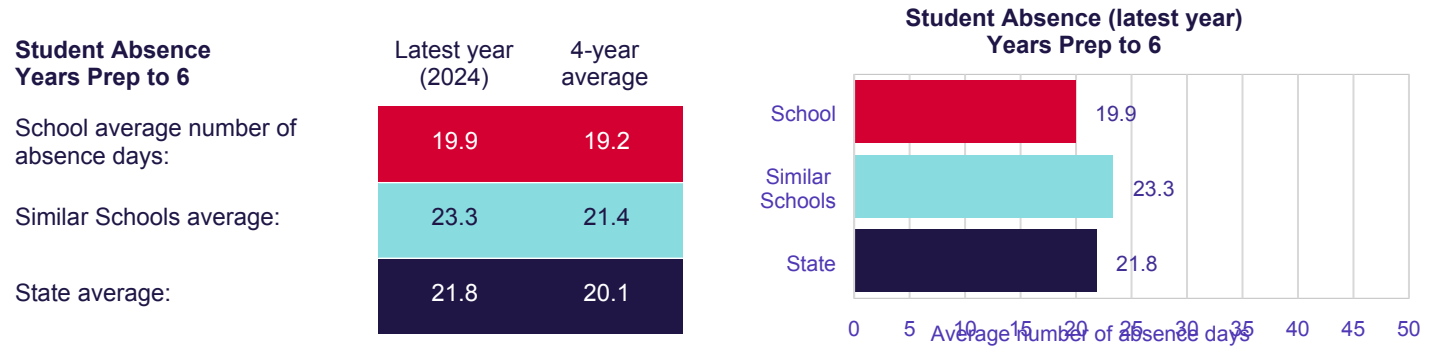


ENGAGEMENT

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):	92%	90%	91%	90%	90%	88%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,130,302
Government Provided DET Grants	\$1,424,006
Government Grants Commonwealth	\$24,681
Government Grants State	\$0
Revenue Other	\$29,349
Locally Raised Funds	\$555,940
Capital Grants	\$0
Total Operating Revenue	\$9,164,277

Equity ¹	Actual
Equity (Social Disadvantage)	\$392,793
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$392,793

Expenditure	Actual
Student Resource Package ²	\$6,769,777
Adjustments	\$0
Books & Publications	\$26,543
Camps/Excursions/Activities	\$187,603
Communication Costs	\$13,387
Consumables	\$120,624
Miscellaneous Expense ³	\$93,305
Professional Development	\$30,080
Equipment/Maintenance/Hire	\$172,909
Property Services	\$450,848
Salaries & Allowances ⁴	\$52,792
Support Services	\$476,356
Trading & Fundraising	\$116,100
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$81,096
Total Operating Expenditure	\$8,591,418
Net Operating Surplus/-Deficit	\$572,859
Asset Acquisitions	\$88,429

- (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 17 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	\$510,551
Official Account	\$24,742
Other Accounts	\$0
Total Funds Available	\$535,293

Financial Commitments	Actual
Operating Reserve	\$305,255
Other Recurrent Expenditure	\$5,116
Provision Accounts	\$0
Funds Received in Advance	\$302,806
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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	\$0
Total Financial Commitments	\$613,176

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.