

2018 Annual Report to The School Community



School Name: Lockwood South Primary School (0385)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 March 2019 at 04:21 PM by Adam Torney
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 March 2019 at 01:24 PM by Suzanne Dowdell
(School Council President)

About Our School

School context

Lockwood SOUTH Primary School is a small rural school situated on the Calder Alternate Highway approximately 12 kilometers from Kangaroo Flat.

At Lockwood SOUTH our 27 students are the center of our Learning Community and any decisions we make. Our Learning Community comprises 2.8 equivalent full time teaching staff including 1 Principal Class, alongside a 0.7 Education Support Staff member and 0.4 School Chaplain who make an effective and collaborative team. Our high quality and dedicated staff has an excellent spread of expertise and experience and is committed to ongoing professional learning. We also access Regional Staff for students with extra needs: Speech Therapists, Psychologists and Social Workers.

We have excellent modern facilities that were refurbished in 2012. The school has attractive natural surrounds including a creek area and is committed to sustainable practices in regard to water and energy use. We are a ResourceSmart School and have a partnership with our local Landcare.

The Lockwood SOUTH community of students, parents and staff is highly motivated and shares a vision of excellence for the school. They are proud of their school, have a strong sense of belonging, and shared values. Our students have many opportunities to develop leadership skills and facilitate community connections, including the student-led assembly, which is the focal point for our community to come together each week.

The core purpose of Lockwood SOUTH is to provide a comprehensive education for ALL students enabling them to reach their academic, social and emotional potential. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment. Sitting at the center of its work, the school believes in high expectations for all students and engagement with student involvement.

Our school is organized into two home groups: Melaleucas and Hakeas. Our core focus on Literacy and Numeracy is strengthened by ongoing Professional Development and careful tracking of student achievement. All staff work collaboratively to ensure that no child is invisible.

An Integrated Curriculum, which we call Discovery, is used throughout the school to engage all students in their learning. Through this our students come to understand and manage themselves as learners, and an understanding of their part of being a global citizen.

At Lockwood SOUTH we work together to provide a safe and stimulating learning environment that engages students to work towards achieving their personal best in an atmosphere of mutual respect and co-operation. Students are treated with a consistent approach, ensuring they have a shared understanding of behavioral expectation. Wellbeing is supported through Personal Learning Time-Learning Handbooks for goal setting, celebrations and reflection, one on one mentoring with a staff member, varied social programs taken by classroom teachers and Chaplain: Circle Time, Respectful Relationships and Better Buddies.

Other programs which contribute to strongly to the makeup of the school and provide further opportunities for all students to succeed include; Grade 6 Leadership Team, Performing Arts Production, Hands on Learning, Agricultural Area, Mandarin, MARC van program, Environmental Education delivered through our local Landcare, Before and After School Care with Active Schools and participation in a the Loddon Calder District School Sports Association. A comprehensive range of incursions, excursions and camps embraces learning beyond the classroom.

All members of our community ensure our school is a caring, positive and stimulating environment. We are proud of our school, our students, staff, parents and community.

Framework for Improving Student Outcomes (FISO)

Building practice excellence:

Last year the school commenced work on ensuring the development of a strong documented curriculum that put all learners at the centre. We also reviewed and revitalised our assessment to reflect current methods and strategies which included the introduction of the use of Essential Assessment, and worked alongside our Bendigo Small School colleagues to focus on reading assessments and moderation.

Moving forward for 2019 our focus will turn to ensuring the implementation of the High Impact Teaching

Strategies, to ensure we are delivering a purposeful literacy program across a multi-age grouping.

Empowering students and building school pride:

Over the past 12 months the school has begun to implement the Resilience, Rights and Respectful Relationship (RRRR) framework to assist with our student's connectedness to each other and our community.

Moving forward over the coming 12 months we will continue with the implementation of the RRRR framework and also be working on ensuring that all members of our school community feel safe, supported and engaged in their learning.

Achievement

The data used for this summary on this annual report for Lockwood SOUTH shows that last year in NAPLAN was extremely limited and did not display due to the small amount of students in both grade 3 & 5. Teacher judgments show though that 82% of all of our students are achieving to age appropriate standards.

Over the coming months we are focusing on our reading assessments and teaching by implementing the Fountas and Pinnell program. We are also focusing on the teaching of writing with 2 staff completing the BASTOW Writing and Vocabulary professional development.

Lockwood SOUTH will continue to develop a comprehensive program that provides all children with breadth and depth of experiences in all aspects of learning incorporating ICT into all school programs, with a particular emphasis on Literacy and Numeracy

Engagement

Student absences for 2018 showed our average number of absences as being 20.6 days. When looking into the data further we had five of our year levels achieving an attendance rate of 90% or above, with two of our years achieving 86% and 82% respectively. All absences are followed up either by the Principal or Chaplain.

All members of our community work to ensure our school is a caring, positive and stimulating environment with students regularly recognized and acknowledged for their achievements. Star of the Week and Better Buddies/School Pride certificates are awarded weekly with TUANS School Awards and Attendance Awards given each Term.

The Student Attitudes to School Survey results indicate that students have a positive view of our school 96% of students feeling connected to school, which was up 14% from the year previous. This is also reflected in the high results in our Parent opinion survey 97% of parents being satisfied with the high expectations for success we have for our students and in the Staff opinion survey 100% of staff saying we had a collective focus on student learning.

Wellbeing

Four years ago when we set our targets for well-being a lot of the measures referred to have changed. The school has worked incredibly hard to create a safe and respectful learning community that strengthens the connections between home, and the community.

Over the past 12 months the school has worked to implement the Respectful relationships framework, and as part of this has developed our Well being handbook, in conjunction with the students, staff, and community members.

Our values of Personal Best, Caring, Mutual Respect, and Community have been explicitly taught on weekly basis, in both whole school and classroom activities. The school has also developed and implemented the TUANS awards (T-teamwork, U-understanding, A- achievement, N-nurturing, S-striving). These awards are given to promote the students work and characteristics for the term. These awards are to assist our children to

be engaged with our values.

Student safety has been a major focus over the past four years. The school has seen above 90% of respondents in both the parent and student surveys with positive response to student safety. Classroom behavior has continued to be an area of focus for the school also. The parents showed that they believed that school were providing a stimulating learning environment (94%).

The school's focus on strengthening home and school connections has also seen the school now being a more active member within our school community. The school has fostered a strong partnership with our local Landcare group. The school regularly has them involved to strengthen our curriculum, such as National tree planting day. This is shown by our staff opinion survey having 93% of our staff having positive responses towards our parent and community involvement.

Financial performance and position

In 2018 the school recorded a surplus, ensuring that we had an adequate reserve of money in case our student numbers dropped. Throughout the year we used our equity funding to assist with the employment of a locally based classroom assistant. The school received \$20000 as part of the Chaplaincy in school funding, which has supported the employment of our school chaplain 2 days per week, \$9322 Sporting schools funding which assisted the school in providing a substantial swimming program, and \$19634 for our Outside School Hours Care sustainability funding to ensure the viability of the program.

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

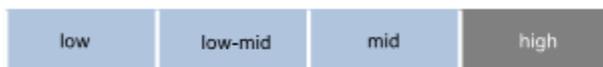
Enrolment Profile

A total of 28 students were enrolled at this school in 2018, 11 female and 17 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Lower</p> <p>No Data Available</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>86 %</td> <td>90 %</td> <td>90 %</td> <td>96 %</td> <td>95 %</td> <td>82 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	86 %	90 %	90 %	96 %	95 %	82 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	86 %	90 %	90 %	96 %	95 %	82 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$427,308	High Yield Investment Account	\$29,083
Government Provided DET Grants	\$118,605	Official Account	\$2,345
Government Grants Commonwealth	\$32,456	Total Funds Available	\$31,427
Revenue Other	\$18,166		
Locally Raised Funds	\$24,256		
Total Operating Revenue	\$620,791		
Equity¹			
Equity (Social Disadvantage)	\$5,148		
Equity Total	\$5,148		
Expenditure		Financial Commitments	
Student Resource Package ²	\$391,736	Operating Reserve	\$27,431
Communication Costs	\$1,673	Other Recurrent Expenditure	\$1,446
Consumables	\$8,774	School Based Programs	\$1,500
Miscellaneous Expense ³	\$50,823	Funds for Committees/Shared Arrangements	\$1,051
Professional Development	\$4,220	Total Financial Commitments	\$31,427
Property and Equipment Services	\$35,887		
Salaries & Allowances ⁴	\$59,401		
Trading & Fundraising	\$7,234		
Utilities	\$3,232		
Total Operating Expenditure	\$562,979		
Net Operating Surplus/-Deficit	\$57,812		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').