

2017 Annual Report to the School Community



School Name: Lockwood Primary School

School Number: 744



"Learning, Caring, Laughing, Sharing"

- 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 Regulation 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 2017 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 29 April 2018 at 11:45 AM by Sally Rule (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 Regulation 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 2017 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 17 May 2018 at 01:20 PM by Sandra Griffin (School Council President)



About Our School

School Context

Lockwood Primary School (current enrolment: 135) is situated in an expanding rural/residential area, 14 km southwest of Bendigo and caters for the first seven years of formal schooling. **The Lockwood Primary School Vision is:**

To meet all learners at their individual point of growth, to empower students in their learning through voice and choice, and to foster the skills and habits that will enable our students to adapt to future challenges, be healthy, caring and responsible global citizens and to thrive in a rapidly changing world.

The rebuilding of the school in 2000 created modern buildings that reflect 21st century educational principles, including flexible learning spaces which provide for a wide range of learning activities. In 2017, the school was allocated a State Government Capital Works Grant of \$613,000. This will be used to create a STEM centre aligned with our vision to prepare our students for the future; along with maintenance works and grounds beautification, commencing in August 2018.

Our values, *Learning, Caring, Laughing, Sharing*, are embodied in our school expectations and encapsulated in our school song that is performed during the weekly student-led assembly:

- **LEARNING:** We focus on our own learning and allow others to learn.
- **CARING:** We care about people's feelings. We care about the school environment. We take care of our own, other people's and the school's property.
- **LAUGHING:** We enjoy school and are engaged in our learning. We do our best to make our school a safe, happy and positive place for everyone.
- **SHARING:** We share a responsibility to uphold the values of Lockwood Primary School. We do this by following the rules, owning our choices, repairing any harm we may cause and being proud ambassadors for our school.

Lockwood Primary School students can expect to experience a sense of calmness and safety within a caring and stimulating learning environment. The *You Can Do It* Keys To Success form the basis of our wellbeing program and cascade through our assembly program, weekly awards and weekly newsletter. The Keys help to foster resilience by building the skills and habits of Organisation, Confidence, Persistence and Getting Along.

Our Buddies Program is a key factor in maintaining our school culture. From the very start of school, Prep students begin to build a caring, supportive 1:1 relationship with their Grade Five buddy. The Buddies model kindness and compassion and gently guide Prep students to an understanding of school expectations. The two-year program follows a *gradual release* model, in which the buddy's guiding hand gradually decreases as students demonstrate increasing independence.

The student management process is based around our four school rules (see above). A restorative approach is central to our philosophy and focuses on learning from mistakes, logical consequences and providing opportunities to repair and restore relationships.

Research indicates that an integrated curriculum is the most powerful way to foster deep understanding. Teachers work collaboratively in unit-based teams and strive to integrate the curriculum so that all aspects of the learning program relate to the term's central inquiry question; including our specialist program, excursions, incursions and special events. Features of our curriculum include:

- School-wide specialist classes in STEM, The Arts, PE and ICT;
- Chinese Language Program Prep – Grade 6;
- Literacy Support, Instrumental Music, Health and Physical Education (including inter-school athletics sports, cross country, swimming & gymnastics programs);
- Personal and Social Development programs including the Buddies program, You Can Do It, Health Education, Musical Production, Camps, excursions and incursions, Bike Education, Peer Mediation, Junior School Council, Tournament of Minds, the Righteous Pups program, Grade 6 Graduation and Energy Breakthrough.
- ICT: 1:1 laptop program for Grades P – 6, readily-available technology in every classroom, 26 station computer lab. Fundraising in 2018 is directed to robotics equipment for the STEM centre.

The Lockwood Primary School Council is the major policy and decision-making body in the school. We also have a very active Junior School Council which hosts our weekly student-led assembly, has input into decision-making at the school and is a key vehicle for capturing student voice. Our Parent Volunteers Program is responsible for major fundraising and student-based initiatives including special lunch days, Mothers' and Fathers' Day stalls, lunch order program, Halloween Disco, Book Fair, Bunnings BBQs and a major raffle.

STAFFING: one full time principal, 7.4 EFT teachers, 1.0 EFT Business Manager, 1.8 Education Support Staff, 1 x OSHC Coordinator and 4 x OSHC Staff, 0.2 handyman and 0.2 voluntary library staff.



Framework for Improving Student Outcomes (FISO)

Curriculum planning and assessment in Maths was our major improvement focus in 2017 with teachers planning for increased exposure to the problem-based style of tasks prevalent in NAPLAN tests; to support deep understanding of numeracy concepts. The purchase of *PatMaths* enabled a finer analysis of numeracy skill development. Data-informed planning underpinned our approach to addressing student learning needs and additional staff were employed to support differentiation in maths.

The *Big Write/VCOP* approach to English continued with the introduction of consistent assessment using the *Big Write* Criterion Scale and a school-wide approach to the “cold write” process. Fostering student metacognition continued, supplemented by student use of the Criterion Scale and subsequent self-regulation through short-term, highly specific goal setting and monitoring. All staff attended the *Big Write Assessment Training*. Teachers began to use the *Continuum Tracker* in the SENTRAL student platform.

Building Communities:

Our FISO goal was to increase parent engagement. We introduced a more inclusive approach to parent volunteering. Publicity and marketing was enhanced through a new website and increased Facebook and local media presence, to provide access to school information and to increase our profile in the local community. School council created a *Marketing and Publicity Strategist* role. Our greatest marketing asset is well-informed, engaged parents and students. We remain committed to student voice in learning and whole-school decision making. As we make increasingly complex accountability demands on staff to achieve improved student outcomes, we must support them in equal measure and ensure processes are in place to nurture staff wellbeing, performance and development.

Achievement

NAPLAN NUMERACY:

Our relative growth (Gr.3-5) in Numeracy indicates 40% of students achieved “medium to high gain” in 2017, this compares favourably to 2016 in which only 10% of students achieved in this category. Whilst these results are positive, our intervention to improve achievement through increased problem-based tasks, may not be fully evident in the 2017 NAPLAN data, due to the timing of NAPLAN testing in May. The impact of this approach should reflect in the 2018 NAPLAN relative growth data. Year 3 maths is a concern with students achieving lower than like schools in 2017 and with Grade 5 achieving significantly lower. We are confident that our participation in a seven-month professional development Maths inquiry in 2018 will help to lift these results, along with changes to the way the Maths curriculum is delivered in Prep-2.

NAPLAN WRITING:

Our 2017 NAPLAN Writing results show continued improvement with 70% of students achieving “medium” growth. In Year 3, 0% of students scored in the lowest three bands of NAPLAN and this was the same in Grade 5, indicating that we have lifted the long-held “tail”, in our writing results. 46.7% of Grade 3 students achieved in Band 5, which is a 19.3% growth in that band from 2016. We believe that this is a direct result of our continued implementation of the *Big Write-VCOP* approach. Our focus in 2018 is to move more students into the “high growth” band through continued emphasis on metacognition and explicit teaching. Our relative growth in writing from Grade 3 to Grade 5 is “below” the results for similar schools, supporting a continued emphasis on writing in 2018.

NAPLAN READING:

Our Year 3 Reading results show 0% of students in the lowest two bands and a positive comparison to state results. In Year 5, 0% of students appear in the lowest bands, however 23% appear in Band Three, which is more than the state. We are concerned about the increase in the percentage of students achieving “low” relative growth from Grade 3 to Grade 5 in Reading. Early Years staff have continued their 2016 implementation of the *Little Learners Love Literacy* phonics instruction program and we are confident that we will begin to observe the impact of this phonics foundation in our 2019 NAPLAN reading results in Grade 3. The percentage of students who achieved “High” relative growth in Reading was slightly above the state, however “medium” growth was lower. In 2018, four staff are participating in Bastow’s Leading Literacy Course, focusing on reading. All teaching staff will attend two PD days mid-2018, around the implementation of the evidence-based *Reading Workshop* model.

VICTORIAN CURRICULUM TEACHER JUDGEMENTS:

A goal of our 2017 AIP was to increase the percentage of students achieving As and Bs and to reduce the percentage achieving in the lowest band. For reading, this was achieved in Grade Prep-3 and Grade 6. In writing, this target was achieved in Grades Prep-2 and Grade 6. For speaking and listening, the target was achieved in all grade levels with Prep, Gr.3 and Gr. 6 showing a marked increase in students achieving the highest level of teacher judgement; reflecting



our efforts to develop more precise and specific assessment tools for speaking and listening. In maths, achievement in the lowest band has improved in all year levels in all three areas of maths assessment – number/algebra, statistics/probability and measurement/geometry.

KEY 2018 STRATEGIES TO SUPPORT IMPROVEMENT IN LITERACY ACHIEVEMENT, INCLUDE:

Three teachers - including Literacy Leader - to complete the Bastow "Leading Literacy" course (March-November) utilising 2 x pupil free days + 2 x professional practice days + 3 CRT days (Lauren, Claire, Erin)

. during and after training, participants support all teachers to implement the "Leading Literacy" instructional model in all classrooms

. all teachers undertake 2 x days of Leading Literacy training in Vocabulary

. all teachers participate in Big Write Day Three Training - Curriculum Planning

. map the Victorian Curriculum for literacy, including whole school explicit teaching schedule.

. implement systems and processes to track and monitor the literacy growth of all students

. utilise peer observation and learning walk schedules to monitor the level of student feedback, referencing learning intentions/success criteria.

KEY 2018 STRATEGIES TO SUPPORT IMPROVEMENT IN NUMERACY ACHIEVEMENT, INCLUDE:

Two teachers - including Numeracy Leader - to complete the Bastow "Leading Numeracy" course (PENDING APPROVAL) utilising 2 x pupil free days + 2 x professional practice days + 3 CRT days (Helen, Rennae)

. post-training, participants support all teachers to implement the "Leading Numeracy" instructional model in all classrooms

. map the Victorian Curriculum for numeracy, including whole school explicit teaching schedule.

. implement systems and processes to track and monitor the numeracy growth of all students

. utilise peer observation and learning walk schedules to monitor the level of student feedback occurring in numeracy lessons, referencing learning intentions/success criteria.

Engagement

STUDENT ATTITUDES TO SCHOOL SURVEY

Our 2017 data is very encouraging in terms of our efforts to empower students and support them to become agents of their own learning. Among the highest scoring areas in 2017 were *'Self-Regulation and Goal-Setting'* and *'Student Voice and Agency'*; indicating that students in Grades 4-6 are experiencing the impact of the strategies we've been implementing, revising and enhancing, since 2015. The components of *'Student Effort'* and *'Teacher Concern'* were also represented in our highest scoring categories.

PARENT OPINION SURVEY

The 2017 Parent Opinion Survey had a higher-than-state response rate, indicating strong parent engagement in the school. 2017 results were highest in the categories of *"Effective Teaching"* and *"Student Agency and Voice"*. In 2017, we disbanded the traditional *Parents' Club* structure in favour of a more inclusive *Task Based Parent Volunteers* system. A wider range of parents participated in volunteering and fundraising activities with approximately 70% of families contributing at least once during the year.

STAFF OPINION SURVEY

The 2017 Staff Opinion Survey scored higher than the state in every component, with *"Staff trust in Colleagues"*, *"Teacher Collaboration"* and *"Collective Responsibility"* scoring highest. *Collective Efficacy* and *Academic Emphasis* are the two top predictors of a school's ability to improve student achievement. In the 2017 staff survey, Lockwood Primary School scored in the top percentile in both components, outscoring the State in all measures; indicating our school's ability to facilitate high levels of student growth and achievement. The Staff Survey indicates a greatly improved sense of alignment in curriculum delivery. Our *School Climate* results were among the highest in the state, indicating that staff feel supported and enabled to achieve student growth.

KEY 2018 STRATEGIES TO SUPPORT IMPROVED STUDENT ENGAGEMENT IN THEIR LEARNING:



Our goal is to increase student engagement in their own learning so that they will:

1. be able to articulate what they are learning, how they are progressing, they've been successful, and the next steps they need to take to continue to improve.
 2. seek and respond appropriately to feedback in order to continuously improve;
 3. experience increased levels of engagement as a result of feedback evident in improved Student Attitudes to School
- Through these processes, survey results in learning confidence, engaging learning and student agency measures will see a 5% increase from 2017

Staff Actions In 2018:

- Exploration and implementation of processes to provide explicit feedback to students in every lesson, including specialist classes, based on clearly-defined learning intentions and success criteria.
- Enhanced use of data to track and monitor student growth and engagement.

1.

Wellbeing

STUDENT ATTITUDES TO SCHOOL SURVEY

Students' sense of safety is strongest in Grades 5 and 6 results. The Prep Buddies Program may account for the higher Grade 5 figures as they are active participants and actually experience a program that has been developed with the intention of supporting beginning students to make them feel safe and secure. We have held discussions with students to unpack gender differences appearing in our results, with Grade 4 girls scoring lower than boys in *student safety*, *school connectedness* and *sense of inclusion*. Many of the girls reported scoring in the middle of the range which is recorded as a negative response and may explain the gender disparity, as boys reported scoring either high or low in those categories. All students showed a strong response to the 'Advocate at School' component, which is a key factor in students' sense safety. Our concerns about 'school connectedness' are reflected in low results in the survey. A range of strategies to improve students' sense of connectedness are planned for 2018, including even more opportunities for student voice into school-wide decisions and the introduction of a "House" system, supported by various house-based events and activities, both sporting and non-sporting, including spelling bees and maths challenges that will accrue house points.

Our 2017 strategies to clarify student management processes and improve consistency, are endorsed by enhanced results in 'Student Behaviour' in the student attitudes survey and 'Behaviour Management' results in the parent opinion survey.

KEY 2018 STRATEGIES TO SUPPORT IMPROVED STUDENT WELLBEING AND CONNECTEDNESS TO SCHOOL:

1. Designation of a Wellbeing Leader to support the implementation of all strategies and processes.
2. Continued implementation of 2017 school-wide behaviour management processes
3. Staff training and subsequent implementation of the *School Wide Positive Behaviour Supports* process
4. Introduction of a house system to support increased school connectedness
5. House system to enhance student sense of safety via vertical house groupings and same-family houses
6. Continue measures to enhance student voice in school-based decision making (as well as voice in the learning program –see above)
7. Continue Prep-Buddies program and enhance this program via increased formal buddies sessions

For more detailed information regarding our school please visit our website at
[enter web address here]



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	
<p>Enrolment Profile</p> <p>A total of 130 students were enrolled at this school in 2017, 66 female and 64 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Similar</p> <p> Higher</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>● Similar</p> <p>○ Lower</p> <p>○ Lower</p> <p>○ Lower</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>○ Lower</p> <p>● Similar</p> <p>○ Lower</p> <p>● Similar</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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>60%</td> <td>40%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>70%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>60%</td> <td>30%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>40%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	30%	30%	Numeracy	60%	40%	0%	Writing	30%	70%	0%	Spelling	60%	30%	10%	Grammar and Punctuation	50%	40%	10%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	40%	30%	30%																							
Numeracy	60%	40%	0%																							
Writing	30%	70%	0%																							
Spelling	60%	30%	10%																							
Grammar and Punctuation	50%	40%	10%																							



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 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1036 1010"> <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>94 %</td> <td>95 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>97 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	95 %	93 %	95 %	94 %	97 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	95 %	93 %	95 %	94 %	97 %										



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: 2017</p>	Lower
<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: 2017</p>	Similar

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)

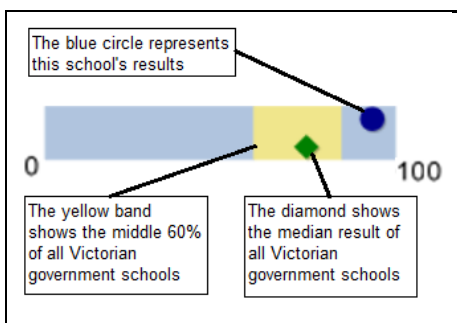
Engagement

- 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).

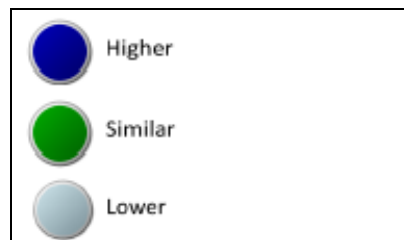


What does *School Comparison* refer to?

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*' 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').



Financial Performance and Position

FINANCIAL PERFORMANCE AND POSITION COMMENTARY

- **Why the annual result was a surplus:**

An uncharacteristically low prep enrolment in 2017 accompanied by a large Grade 6 graduating cohort in 2016, saw a drop in our operating budget. We were able to begin the year carrying this budget reduction without the need to declare excess staff as a result of reduction in time fractions. The surplus can be explained when one long-serving staff member commenced extended sick leave in April 2017 and the Principal took over 2 days of her teaching allotment, thus absorbing costs. Another Range 2 teacher accepted a short-term contract at another school and was replaced by a graduate teacher, thus further reducing costs.

- **Extraordinary revenue or expenditure items:**

A \$5000 grant received in 2016 to fund fitness stations around the fitness track was expended in 2017.

Significant funds from fundraising activities supported the completion of the asphalt fitness track.

- **Sources of funding the school received; for example, equity funding, special grants or fundraising initiatives:**

We received \$10,465 in equity funding. This was used to supplement the employment of 0.8 EFT Education Support staff to provide classroom support to students with diagnosed disabilities who were not eligible for PSD funding, including language support in the early years.

We received a DET ICT grant of \$4000 following attendance at a planning session to develop our long-term ICT plan. This grant funded a new server.

Major fundraising initiatives included our annual Christmas Raffle, Bunnings BBQs as well as a lap-a-thon to launch the newly completed fitness track. The Grade 6 Energy Breakthrough program raised funds through community BBQs and clean-up programs in the local community.

We launched the *Little Learners Love Literacy* phonics program and allocated funds to purchase program materials and staff training.

- **Additional State/Commonwealth funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning.**

In April 2017, Lockwood Primary School was awarded a \$613,000 State Government Capital Works Grant. Planning and consultation was undertaken during 2017 with works due to commence in Term Three, 2018 to undertake major repairs including replacing the roof of the original main building and to create a STEM centre in the BER building along with works to create more inclusive outdoor areas.


**Financial Performance - Operating Statement
Summary for the year ending 31 December, 2017**
Financial Position as at 31 December, 2017

Revenue	Actual
Student Resource Package	\$1,007,388
Government Provided DET Grants	\$139,778
Government Grants Commonwealth	\$22,730
Revenue Other	\$8,853
Locally Raised Funds	\$176,158
Total Operating Revenue	\$1,354,906

Funds Available	Actual
High Yield Investment Account	\$15,545
Official Account	\$6,641
Other Accounts	\$34,937
Total Funds Available	\$57,122

Equity ¹	
Equity (Social Disadvantage)	\$10,465
Equity Total	\$10,465

Expenditure	
Student Resource Package ²	\$956,092
Books & Publications	\$2,568
Communication Costs	\$3,449
Consumables	\$31,966
Miscellaneous Expense ³	\$67,695
Professional Development	\$8,113
Property and Equipment Services	\$88,077
Salaries & Allowances ⁴	\$123,112
Trading & Fundraising	\$35,827
Travel & Subsistence	\$1,041
Utilities	\$12,755
Total Operating Expenditure	\$1,330,695

Financial Commitments	
Operating Reserve	\$56,954
School Based Programs	\$169
Total Financial Commitments	\$57,122

Net Operating Surplus/-Deficit	\$24,211
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 05 March 2018 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.