

## 2013 Annual Report to the School Community

Lockwood Primary School

School Number: 744



Name of School Principal:

Sally Rule – Acting Principal

Name of School Council President:

Steven Swanborough

Date of Endorsement:

29<sup>th</sup> April, 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.



## About Our School

Lockwood Primary School (current enrolment 180) is situated in an expanding rural/residential area, 14 km southwest of Bendigo and caters for the first seven years of formal schooling. The modern school buildings are designed to capture the rural identity that has been indicated as a priority by the school community. The learning spaces provide for a wide range of flexible teaching and learning activities.

Our vision statement is Learning, Caring, Laughing, Sharing. Our school has a calm, friendly, safe and caring environment. A restorative approach is central to our philosophy. The school is very proud of the contribution it makes towards the education of our local community.

Curriculum delivery is through multi-age classes with specialist programs where appropriate. Features of our curriculum include:

1. A range of specialist programs include Reading Recovery, Visual Art, Instrumental Music, Information Technology, Health, Library and Physical Education (including inter-school sports, cross country, swimming & gym programs).
2. Other specialist programs include You Can Do It, Buddies program, Musical Production, Camps for grades 1 to 6, whole school excursions, Bike Education (Grade 5), Peer Mediation, Junior School Council, Tournament of Minds, Righteous Pups and Energy Breakthrough.
3. Opportunities to develop and use Information and Communication Technology skills are provided at all grade levels, with a 1:1 technology program in place for Grades 3 - 6.

Lockwood Primary school has 1 full time principal, 10.0 EFT teachers, including 1 leading teacher (student wellbeing and engagement), and 2.8 Support Staff.

Achievement	Engagement	Wellbeing
<p>Lockwood Primary School is achieving results that are comparable to those achieved in schools with a similar profile, with the exception of Year 3 reading and Year 5 numeracy, where our students achieved results that were slightly lower than similar schools.</p> <p>The school has performed within projected levels in the NAPLAN tests with strong cohort growth from year 3 to year 5.</p> <p>Key strategies to support improvement include:</p> <ul style="list-style-type: none"> <li>• A focus on the ongoing analysis of student learning data, supported by increased time for planning programs that support individual learning needs through data-driven differentiation.</li> <li>• The development of a School Plan for Literacy, Numeracy and the Ultranet that reflects regional strategies and the DEECD 6-18 month strategy.</li> <li>• Increased time allocation for Literacy and Numeracy coordinators to model, team teach and provide in-classroom support and coaching.</li> <li>• Literacy Intervention programs in the Upper school, including a</li> </ul>	<p>Lockwood Primary School's student attendance across the school is better than the State mean and has been for the last four years. Whilst attendance is not currently an issue, strategies have been developed to address attendance concerns. Potential non-attendance or school refusal is addressed through enhanced communication with parents and, if necessary, re-engagement strategies developed in consultation with support staff including the chaplain, psychologist and social worker.</p> <p>Our results in the Student Attitudes to School survey were similar to like schools. Learning confidence remains high.</p> <p>Key strategies to support school improvement in this area:</p> <ul style="list-style-type: none"> <li>• A school-wide focus on providing increased levels of student choice in the learning program as a means of promoting engagement, ownership of learning and self-differentiation.</li> <li>• An active Junior School Council which has responsibility for running assemblies, organising the healthy snack canteen, charity fund raising, remembrance ceremonies and various other areas.</li> <li>• Training and initial set up of the</li> </ul>	<p>Lockwood Primary School is committed to developing the whole child, academically, socially and emotionally. Our continued implementation of the Restorative Practices approach throughout the school community is a trademark of our school. Students are supported to take responsibility for their choices and to own the consequences of poor choices. Through restorative practices, they are supported to repair and restore situations that have been damaged. Working in partnership with our parents is central to our approach to student wellbeing.</p> <p>The following strategies support further improvement in the area of wellbeing:</p> <ul style="list-style-type: none"> <li>• The continued promotion of our school's values embedded in our school motto of "Learning Caring Laughing Sharing".</li> <li>• Continued funding of our wellbeing coordinator to provide proactive strategies and support for students and teachers.</li> <li>• The <i>You Can Do It</i> program provides a framework for wellbeing, with an emphasis on directly teaching students the keys to success.</li> </ul>




<p>targeted Thrass program for selected students.</p> <ul style="list-style-type: none"> <li>• Reading Recovery for selected Grade 1 students and a Literacy Support program for selected Grade 2 students.</li> <li>• 1:1 netbook program in grades 3 to 6.</li> <li>• The use of On Demand assessment four times a year to evaluate the curriculum programs and learning outcomes of students. Students will use the MID tool to track their performances.</li> </ul>	<p>Student Mapping Tool.</p> <p>Managing effective transitions to, from and within the school is an important component of student engagement. Strategies to support improvement in this area:</p> <ul style="list-style-type: none"> <li>• Planning for the introduction of a Buddies program in 2014 to support prep transition.</li> <li>• A well-planned prep orientation program provides appropriate support and familiarisation sessions for the new students.</li> <li>• Students transferring from other schools follow an established induction program with interviews occurring within two weeks of enrolment.</li> <li>• The development of a system of information sharing between schools when students transfer in and out of the school.</li> <li>• Opportunities for senior students to familiarise with secondary college situations to ease transition anxiety.</li> <li>• Increased involvement in the Crusoe College feeder schools programs.</li> </ul>	<ul style="list-style-type: none"> <li>• The peer mediation program involves all grade 5 and 6 students. They are trained to deal with minor playground incidents, further enhancing our emphasis on problem solving and enabling students to resolve conflict.</li> </ul>
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## Performance Summary

The 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 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

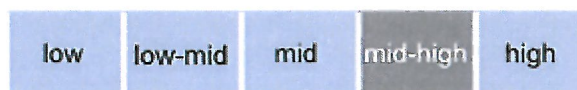
### School Profile

#### School Enrolments

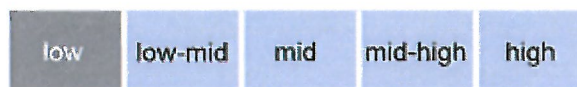
A total of 182 students were enrolled at this school in 2013, 91 female and 91 male.

#### Overall socio-economic profile

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

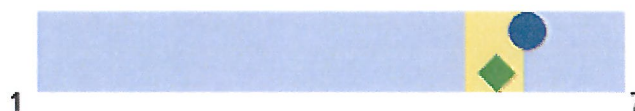


#### Proportion of students with English as a second language.






#### Parent Satisfaction Summary

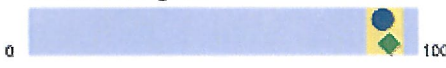
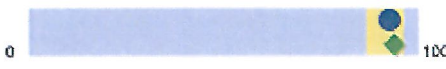


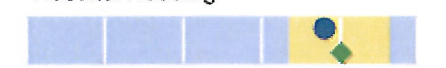
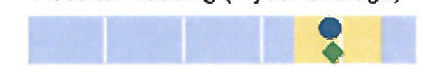
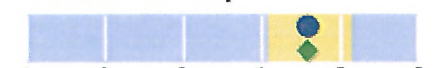
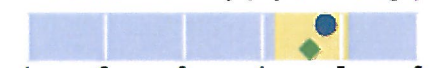




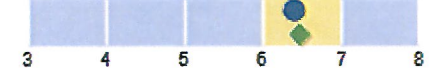







Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.




## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Lower</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Similar</p> <p> Lower</p>



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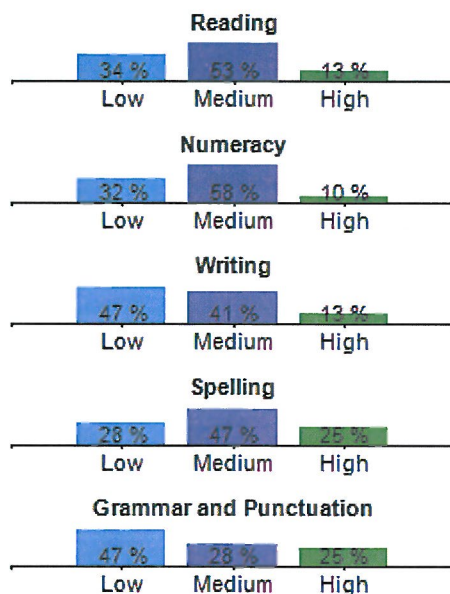
### Achievement

#### NAPLAN Relative Growth Year 3 - Year 5

Relative gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.




### Student Outcomes



### School Comparison

NAPLAN Relative Growth does not require a School Comparison.

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

### Engagement

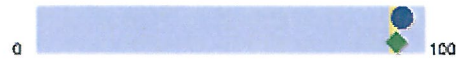
#### Student Attendance

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

Average 2013 attendance rate by year level:

### Student Outcomes

#### Results: 2013



#### Results: 2010 - 2013 (4-year average)






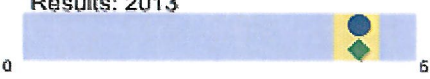
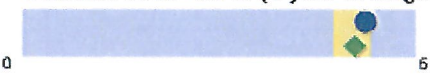


Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	96 %	89 %	96 %	96 %	95 %	93 %

### School Comparison



## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>



# How to read the Performance Summary 2013

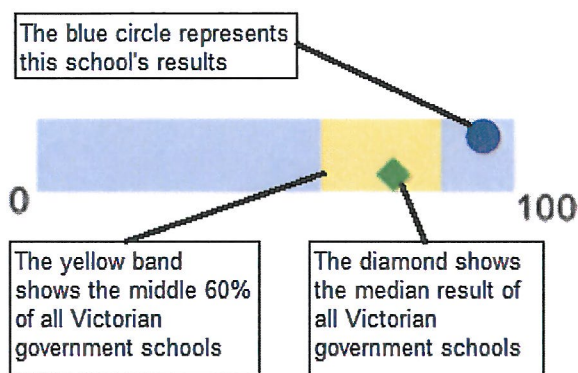
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. 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 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 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.



Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.

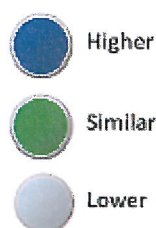


## What is a School Comparison?

The *School comparison* is a way of comparing school performance that 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:

<http://www.education.vic.gov.au/school/principals/management/pages/performance.aspx>

## 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, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$149,931
Government Grants Commonwealth	\$17,982
Revenue Other	\$8,494
Locally Raised Funds	\$182,498
<b>Total Operating Revenue</b>	<b>\$358,906</b>

Expenditure	
Books & Publications	\$8,604
Communication Costs	\$3,791
Consumables	\$24,289
Miscellaneous Expense	\$68,141
Professional Development	\$4,505
Property Maintenance	\$86,996
Salaries & Allowances	\$128,063
Trading & Fundraising	\$40,620
Travel & Subsistence	\$386
Utilities	\$14,192
<b>Total Operating Expenditure</b>	<b>\$379,588</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$20,682)</b>
<b>Asset Acquisitions</b>	<b>\$23,590</b>

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

At the conclusion of the 2013 school year, Lockwood Primary School had spent \$20,682 more than anticipated in the budget. Whilst excellent accounting practices were in place, the unforeseen expenditure was a result of excessive staff absences. The amount spent on CRT coverage was almost three times the amount that was allocated in the budget. Lockwood Primary School benefits from the excellent fund raising work of our parent's club which resulted in improvements to the playground equipment, installation of air conditioning in the shed and financial support which enabled the school to offer an enhanced range of extracurricular activities.

### Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$33,769
Official Account	\$340
Other Accounts	\$30,966
<b>Total Funds Available</b>	<b>\$65,075</b>

Financial Commitments	
Operating Reserve	\$59,799
Maintenance - Buildings/Grounds incl SMS<12 months	\$5,276
<b>Total Financial Commitments</b>	<b>\$65,075</b>