

2016 Annual Report to the School Community



School Name: Lockwood Primary School

School Number: 744



Name of School Principal:

Sally Rule

Name of School Council President:

Sandra Griffin

Date of Endorsement:

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training

About Our School

School Context

Lockwood Primary School (current enrolment in 2017 = 130) is situated in an expanding rural/residential area, 14 km southwest of Bendigo and caters for the first seven years of formal schooling.

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 adaptive teaching and learning activities. The school's architecture directly supports our goal to meet each learner at their point of growth.

Our vision statement, *Learning, Caring, Laughing, Sharing* is embodied in our school rules:

- We focus on our own **learning** and allow others to learn.
- 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.
- We do our best to make our school a safe, engaging and positive place for everyone.
- 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.

The Lockwood Primary School philosophy states that we aim to meet all learners at their individual point of growth, to engage students in their learning journey, and to foster the skills and habits that will enable our students to thrive in a rapidly changing world, adapt to future challenges and be healthy, caring and responsible global citizens.

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 build resilience through 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 and appropriate behaviour. The two-year program follows a *gradual release* model, in which the buddy's guiding hand gradually decreases as junior students demonstrate increasing confidence and 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 two unit-based teams: Prep-Gr.2 and Gr.3-6 and strive to integrate the curriculum as much as possible; so that all aspects of the learning program relate to the term's central inquiry question. Thematic, content-based language is thus continuously reinforced through a range of subjects and activities. This includes integrating our specialist program, excursions, incursions and special events. Curriculum delivery is through multi-age classes. Features of our curriculum include:

- School-wide specialist classes in Science, The Arts, PE and ICT;
- Chinese Language Program for all students Prep – Grade 6;
- Embedded programs, including: Literacy Support, Instrumental Music, Health and Physical Education (including inter-school athletics sports, cross country, swimming & gym programs);
- Personal and Social Development programs including an extensive two-year Prep Buddies program, You Can Do It, Health Education, Musical Production, Camps for Grades 1 to 6, excursions and incursions, Bike Education (Grade 5), Peer Mediation, Junior School Council, Tournament of Minds, the Righteous Pups program, Grade 6 Graduation and Energy Breakthrough.
- Opportunities to develop and use Information and Communication Technology skills are provided at all grade levels, with a 1:1 laptop program in place for Grades P – 6 and readily-available technology in every classroom.

The Lockwood Primary School Council is the major policy and decision-making body in the school. Every committee includes a parent representative, drawn from Council. We also have a very active Junior School Council which hosts our weekly student-led assembly and has input into decision-making at the school. Our vibrant and dynamic Parent Volunteers Program is responsible for major fundraising and student-based initiatives including special lunch days, Mothers' and Fathers' Day stalls, lunch order program, dance program, Halloween Disco, Book Fair and a major raffle.

Lockwood Primary school has one full time principal, 8.6 EFT teachers, 1.0 EFT Business Manager, 0.6 Education Support Staff, 1 x OSHC Coordinator and 4 x OSHC Staff, 0.2 handyman and 0.4 voluntary library staff.

Framework for Improving Student Outcomes (FISO)

2016 FISO FOCUS:

Building Practice Excellence with strong links to Empowering Students and Building School Pride

Our 2015-2018 Strategic Plan emphasises our commitment to ensuring every student is working in their Zone of Proximal Development (ZPD). Previously, teachers analysed students' data and determined their next learning goal. In 2016, we moved towards students analysing their learning and being enabled to identify what they'd achieved and what their next area for development might be.

Metacognition and Goal Setting were the key evidence based strategies that we implemented in 2016, in the belief that through the development of these skills, we could improve achievement levels and also address concerns raised in some of our attitudinal data. 2016 data, including additional data collected through the Junior School Council discussion circles process, indicated that student ownership and engagement in learning improved as a result of students establishing short-term, specific goals based on analysis of their own learning data.

In 2016, we introduced the high impact "*Big Write-VCOP*" strategy. This strategy directly supported our Strategic Plan goal to enhance oral literacy in tandem with textual literacy. Teachers attended Professional Learning and received classroom-based support from our Speech Pathologist to incorporate frequent, rich oral literacy activities in the classroom. In *Big Write*, students were taught the tools that produce quality writing and also learnt how to analyse their own writing, to identify strengths and then use this information to set personal, specific, short-term goals. The process directly supported our *Metacognition and Goal Setting Focus*. Our 2016 NAPLAN relative growth data for writing, indicated that the whole school approach to writing is having a positive impact on student writing outcomes.

As students achieved their goals and developed their metacognitive skills, an impact on classroom learning environments was noted and this is reflected in improved 2016 classroom behaviour, motivation and safety data.

To support safe, inclusive, learning-focused classrooms, we formalised our Circle Time processes and implemented a revised behaviour management process to embed a more restorative approach, school wide. Equity funding supported the provision of weekly *Circle Time* in every classroom, by Karry Gray, a trained Restorative Practitioner. This provision, along with our revised School-Wide Approach to Student Behaviour was the foundation for fostering a safe, inclusive school culture, and this is reflected in our improved parent perceptions and student safety data.

Whilst teachers' personalities are all unique, we share a set of beliefs about how children learn, how to foster growth and development and the type of classroom environments that create the best conditions for learning. Our 2016 aim was to reduce variation between classrooms - whilst students experience different work expectations, challenges and task complexity as they move through the school, the way teachers treat students and approach their social and academic learning is consistent with *The Lockwood Culture*.

Achievement

Lockwood Primary School has been identified as a *Proximal School*. This is a small group of schools that achieved high growth in student outcomes, consistently over a three year period.

Collective Efficacy and *Academic Emphasis* are the two top predictors of a school's ability to improve student achievement. In the 2016 staff survey, Lockwood Primary School scored in the 91st and 87th percentiles in these measures, respectively; 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.

In 2016, Lockwood Primary School students achieved AusVELS results in English and Mathematics that were slightly higher than the median for Primary Schools. Schoolwide, the teacher judgements against AusVELS were closely aligned with the State average and closely reflect those of similar schools, in terms of the percentage of Grade Prep-6 students achieving a "C" grade or above.

NAPLAN LEARNING GAIN:

In terms of NAPLAN Learning Gain, we achieved or surpassed our targets in all 5 areas. *Reading* continues to be an area of strength with 77% of students achieving 'medium' or 'high' growth. The consistent efforts of teachers to improve *Writing* results has paid off with 72% of students achieving 'medium' or 'high' growth. Our focus on *Language Conventions* saw 71% of students achieve 'medium' or 'high' growth in Grammar and Punctuation from Grade 3 to Grade 5, a significant gain from 2014. *Numeracy* saw 72% of students achieving 'medium to high growth' which is a significant improvement from 2015. We met our 2016 Numeracy target, achieving a 15 % improvement from 2014 which is 5% higher than the target. For the first time in many years, 81% of students achieved medium or high growth in *Spelling*.

2016 NAPLAN RESULTS – STUDENTS IN THE TOP 3 BANDS:

Our Year 3 NAPLAN results indicate that whilst our 4-year average for students *Reading* in the top three bands, was equal to the State Average and fell within the range for 60% of Government Schools, the 2016 results for student achieving in the top three bands were significantly higher than the State average for Victorian Primary schools. Objective on-demand testing results in 2016 indicated that, with the exception of identified lower students, most Year 3 pupils were working above the expected standard.

Our 2016 Year 3 NAPLAN *Numeracy* results for students in the top three bands were also above the state average. Low results in 2013 reduced the four-year average to below State average but within the range of 60% of schools.

In Year 5 NAPLAN testing, our students' results in the top three bands in *Reading* and *Numeracy* were both higher than State Average. Low results in 2013 reduced the four-year *Numeracy* average to below the State average, but still within the range of 60% of schools.

The 2016 targets outlined on the Annual Implementation plan can be summarised as a 10% improvement from 2014 results in the following areas:

NAPLAN:

- Writing results improve by 10% from 2014 – *achieved* (Target = 58.3% Achieved 72%)
- The % of students achieving low growth from Grade 3-5 reduces by 10% and the percentage of students achieving medium and high growth increases by 10% from 2014 figure...
 - *Achieved in all measures: Numeracy, Grammar & Punctuation, Writing Spelling, Reading*

Staff survey:

- Academic emphasis (2014 =73%) **2016 target = 75.7% Achieved: 87%**
- Collective focus on student learning (2014 =94%) **2016 target = 94.6% Achieved: 94%**
- Guaranteed and viable curriculum (2014 =90%) **2016 target =91% Achieved: 98.2%**
- Collective efficacy (2014 =88%) **2016 target = 89.2% Achieved: 92%**

Parent Opinion survey:

- Stimulating learning (2014 =6.14) **2016 target = 6.23 Not Achieved: 5.9**

- Learning focus (2014=5.99) **2016 target = 6.09 Not achieved: 5.5**

Student Attitudes to School Survey:

- Student motivation (2014 =4.49) **2016 Target = 4.61 Not achieved: 4.3**
- Stimulating learning (2014 =4.08) **2016 Target = 4.27 Not achieved: 3.9**

By December 2016, we had achieved our target of a 10% increase in the % of As and Bs in teacher-assessed AusVELS results school-wide from the 2014 average, in *speaking and listening* and *science*.

KEY STRATEGIES, MOVING FORWARD, TO SUPPORT IMPROVEMENT IN “ACHIEVEMENT”, INCLUDE:

- Early years teachers will undertake training and subsequent implementation of the *Little Learners Love Literacy* synthetic phonics program.
- The continued development of our whole school approach to Literacy using the *Big Write-VCOP* approach, with a focus on oral language development and writing, embedding spelling and language conventions.
- Whole school implementation of flexible grouping in mathematics including topic-based pre- and post-testing to ensure learners are being met at their point of need. School-wide, teachers will spend increased time on *problem solving* and *applied* maths tasks, including NAPLAN-style tasks and will timetable at least two morning numeracy sessions per week.
- A focus on the ongoing analysis of student learning data, including NAPLAN item analysis to identify and inform the teaching program; supported by increased time for planning learning programs that address individual learning needs through data-informed planning, flexible grouping and team teaching.
- P&D plans to identify individual students targeted for growth/improvement.
- Hiring of 2 x Education Support Staff and 0.2 EFT additional teachers to provide assistance within classrooms to support flexible grouping in literacy and numeracy.
- A daily *Literacy Support* program provided by an 0.2 EFT teacher, for small groups of selected Grade 1-2 and Grade 3-4 students.
- 1:1 netbook program in Grades 3 to 6 and 1:1 netbooks for Prep-2 classroom use to support skill-building using *Mathletics*, *Literacy Planet* and *Reading Eggs* programs.
- The use of On Demand assessment four times a year for Grade 3-6 students, to evaluate learning outcomes and identify areas of individual strength and weakness.
- The implementation of the SENTRAL Continuum Tracker for parent access to ongoing assessment data.
- A commitment to reduce interruptions to the learning program by redesigning the school day.
- A commitment to Integrated Curriculum and efforts to link all aspects of the learning program to the thematic inquiry incorporating content-based language, supported with weekly, team-based planning time.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- ☐ Victorian Early Years Learning and Development Framework
 ☒ AusVELS
 ☐ Victorian Curriculum
 ☐ A Combination of these

Engagement

Lockwood Primary School's summary engagement results indicate that 91% of staff were positive about the *school climate* – this is well above the state average of 75%. Results show that 58% of students felt *connected to school*, which is below the 66% state average. According to the summary data, 81% of parents were satisfied with the school overall which is slightly below the state average of 88%.

Our first 2016 Engagement target was to improve outcomes in the **Student Attitudes to School Survey** components of *stimulating learning*, *learning confidence*, *student motivation* and *school connectedness*; to achieve state average in at least three areas. *Learning Confidence* and *School Connectedness* are lead indicators for the Education State reading and numeracy achievement targets.

Learning Confidence and *Stimulating Learning* achieved very similar results – both saw 54% of students responding positively; with 44 and 42 percent of students respectively, giving neutral responses and 2% and 4% responding negatively. There were zero negative responses in the *Student Motivation* category with 54% responding positively and 46% neutral. *School Connectedness* also saw zero negative responses, with 58% responding positively and 42% neutral. *Peer Connectedness* and *Teacher Effectiveness* both achieved our highest positive response of 63%. In terms of statewide percentile rankings, we achieved our highest ranking (63rd percentile) in the area of *Classroom Behaviour*.

Our 2016 data aligns with general statewide trends in student morale across Victorian Government schools, which show positive responses for two-thirds of Year 5-6 students. Another trend that has been noted across Victoria over the past three years, is a decline in student positivity. Some aspects of our 2016 data negate that trend, with Grade 5 *Student Morale* achieving the highest score since 2011 (68%).

Our second Engagement goal was to achieve a 25% increase from the 2014 average, in the number of As and Bs allocated via AusVELS teacher judgements. This reflected our emphasis on *oral language* as a key indicator of student engagement capability. This target was achieved in Grades Prep, 2, 4, 5 and 6.

Our third 2016 Engagement target was to achieve a 10% improvement in the Parent Opinion Survey components of *approachability*, *reporting* and *learning focus*. These targets were not met and a general decline in the parent survey results was noted.

Finally, the 2016 Staff Opinion Survey Engagement targets were all exceeded, with *Viable Curriculum*, *Teacher Collaboration* and *Parent and Community Involvement* achieving 98, 97 and 99 percent respectively. *Collective Efficacy*, the key predictor of a school's ability to create student academic growth, achieved its highest score in three years (89%). Lockwood Primary School ranked in the 90+ percentile in four factors, in the 80+ percentile in four factors and in the 77th percentile in the remaining two factors in the 2016 Staff Opinion Survey.

Lockwood Primary School's student attendance rate continues to be significantly higher than similar schools. Absence rates at Lockwood PS are significantly lower than the State mean and that has been the case for the last four years. 64% of Lockwood PS students had fewer than 10 absent days compared with the state average of 47%. Our school's attendance data over the last four years, ranked first against all similar schools; with absence days "*well below the results for primary school with similar characteristics*". Likewise, the percentage of students with 20 or more absent days is also "*well below the results for primary school with similar characteristics*". Whilst attendance is not currently an issue, strategies have been developed to address potential concerns. Potential non-attendance and school refusal has been addressed through enhanced communication with parents and, where necessary, re-engagement strategies developed in consultation with support staff including the DET psychologist and social worker.

Managing effective transitions to, from and within the school is an important component of student engagement. The Parent Survey showed strong growth in this area, indicating a sense that students are well-

prepared for their next stage of schooling. Strategies to support transition in 2016 included:

- Provision of regular opportunities for students to familiarise with Crusoe Secondary College, to ease transition anxiety; including use of the secondary science facilities and participation in Crusoe Cluster events.
- School-wide *Orientation Day* in which every child spends the day in their subsequent year's class with their new teacher.
- Scheduled meeting time for handover to the next year's teacher.
- Improved use of the *SENTRAL* system to share previous year's data and thus support the subsequent year's teacher to meet students' developmental needs, without requiring extensive re-assessment ie. flow of data.
- Continuation and strengthening of the *Better Buddies* program to support prep transition, including correspondence with their buddy by post prior to Orientation Day and during the Summer vacation.
- A well-planned prep orientation program providing appropriate support and familiarisation sessions.
- Students transferring from other schools will follow an induction program and interviews with new parents/students will occur within one month of enrolment.
- The development of a system of information sharing between schools when students transfer in and out of the school.

KEY STRATEGIES, MOVING FORWARD, TO SUPPORT SCHOOL IMPROVEMENT IN STUDENT ENGAGEMENT:

- A review of our approach to parent volunteering, including a disbanding of the traditional *Parents' Club* structure in favour of a more inclusive *Task Based Parent Volunteers* system.
- A school-wide commitment to promote parents as positive advocates of Lockwood PS in the school community in order to enhance enrolment levels.
- To promote student optimism and implement a range of strategies to share positive school experiences with parents.
- To develop our school website and continue to enhance our online home:school communication strategies, including the enhanced use of the Sentral Parent Portal, facebook page and website.
- Continued focus on integrated curriculum as an engagement tool to foster deep learning.
- A continued commitment to metacognition and self-regulation, with students regularly setting short-term, specific goals in a range of curriculum areas, as a means of promoting engagement, ownership of learning and self-differentiation.
- School-wide focus on engaging students' passion for writing through continued implementation of the *Big Write-VCOP* approach and linking this with our personalized goal-setting strategy.
- Continue to ensure our Junior School Council is an active and an accessible representative for students and has responsibility for introducing new initiatives, capturing student voice, running assemblies, charity fund raising, remembrance ceremonies and various other initiatives.
- Increased responsibility in the senior years with every child owning an area of responsibility, including the continuation of the successful *Buddies* program incorporating all Grade 5/6 students with Prep/1.
- Introduction of a wider range of tools to capture student engagement data
- A more engaging approach to School Council with less time spent on policy review and increased time on data analysis and collaborative decision-making.

Wellbeing

Our Wellbeing targets for 2016 were to achieve a 10% improvement from 2014 results in the areas outlined below:

Student Attitudes to School Survey:

- *Student Safety* – almost achieved
- *Student Morale* – achieved
- *Classroom Behaviour* - achieved

Parent Opinion Survey:

- *Student Safety* – not achieved
- *Classroom Behaviour* – not achieved
- *Behaviour Management*– not achieved
- *Parent Input* – not achieved

Staff Opinion Survey:

- *Parent and Community Involvement* – achieved

Student Safety results improved by 7 percentage points from 2015, with results for both genders above state average. These results reflect our shift towards a more transparent, whole-school approach to student management and to giving students greater voice. Our efforts to ensure parents share the journey, resulted in increased parent involvement in discipline processes, which is known to increase students' sense of safety and seems to be reflected in our resulting *Student Safety* data. The Parent Opinion Survey does not seem to align with the sense of safety indicated by students and scored slightly below similar schools. This result reflects our work in refining our student management processes. Over the last two years our efforts to foster a genuinely restorative approach and ensure we are consequence-driven, rather than punitive, are reflected in these improved student safety results. The *Buddies* and *Peer Mediation* programs may also be reflected in the improved *Student Safety* results, with senior students feeling a sense of responsibility for supporting the wellbeing of our younger pupils. Teacher relationships with students are consistently positive and teacher efforts to create a calm, caring environment is a key factor in students experiencing a sense of safety. The Business Manager's approachability and warm manner towards students must also be acknowledged as contributing to our excellent *Student Safety* results.

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. The introduction of timetabled *Circle Time* sessions in 2016 further strengthened our restorative approach.

We made a commitment in 2016 to raise student awareness of Aboriginal culture and heritage and now acknowledge the traditional owners of the land at the beginning of all assemblies and events. We also held a highly successful *NAIDOC Week* in which students participated in a range of workshops and an engaging learning program, to increase their understanding of aboriginal history.

The key wellbeing indicators of *Connectedness to School* and *Connectedness to Peers* showed improvement in both the Parent Opinion Survey and the Student Attitudes to School Survey. *Connectedness to School* was slightly lower than the State Average, but still scored an average of more than 4 out of 5 on the scale. *Connectedness to Peers* scored above state average in both year levels and for both genders.

Both the *Staff Opinion Survey* and the *Parent Opinion Survey* indicated above state average in the components of *Parent Input* and *Parent & Community Involvement*. These results are strong indicators of parent engagement and generally correlate with student engagement and connectedness levels.

In 2016, various initiatives were undertaken to support health and wellbeing, with the completion of the long-awaited Fitness Track a major achievement. We continue to have a strong commitment to physical and mental health and wellbeing' through student participation in school and interschool sporting events, Healthy snacks canteen, Free fruit Tuesday, Righteous Pups program, Peer mediation, Computer Club, Junior School Council and opportunities for student leadership.

The following strategies continue to support school-wide wellbeing:

- The continued promotion of our school's values of "Learning Caring Laughing Sharing" are embedded in our school motto and our new School-Wide Rules.
- Introduction of *Circle Time* in 2016 for all classes and funding for a trained restorative facilitator.
- The *You Can Do It* program provides a framework for wellbeing, with an emphasis on directly teaching students the keys to success – *Getting Along, Organisation, Persistence and Confidence*.
- The peer mediation program involves training all grade 5 and 6 students to deal with minor playground incidents, further enhancing our emphasis on problem solving and enabling students to resolve conflict.
- Continuation of the *Better Buddies Program*.
- Regular, consistent communication with families including regular feedback on student progress
- Warm, open door policy and a friendly, welcoming front office
- Strong, positive role modelling by all staff and a sense of teachers genuinely caring for their students' wellbeing.
- Wellbeing-related policies are monitored and reviewed by Council as part of our Policy Review Processes and are shared via newsletter.

KEY STRATEGIES, MOVING FORWARD, TO SUPPORT SCHOOL IMPROVEMENT IN STUDENT WELLBEING:

- A School Council review of school-provided snacks and meals, leading to the collaborative formulation of a "Healthy Foods Policy" and subsequent implementation actions arising from the policy.
- Strategies to actively seek out *Student Voice* on a range of matters and respond to that voice in practical, transparent ways.
- Finalisation of the fitness track with the purchase of fitness stations.
- Beautification of the school grounds including student working bees to increase students' sense of ownership and responsibility for the school environment and resources.
- Support programs and initiatives led by the DET Social Worker including *Bringing up Great Kids, Seasons for Growth* and *Discussion Circles*.




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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile

Enrolment Profile

A total of 162 students were enrolled at this school in 2016, 83 female and 79 male.
There were 0% of EAL (English as an Additional Language) students and 2% 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

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.






School Staff Survey





Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






Performance Summary

















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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

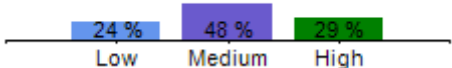
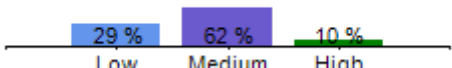
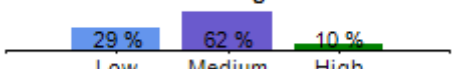
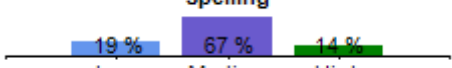
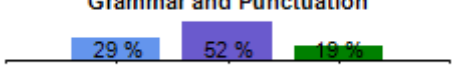
Key: Range of results for the middle 60 % of Victorian government primary year levels: 

Result for this school:  Median of all Victorian government primary year levels: 




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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div><p>Reading</p><table><tr><td>Low</td><td>24 %</td></tr><tr><td>Medium</td><td>48 %</td></tr><tr><td>High</td><td>29 %</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>Low</td><td>29 %</td></tr><tr><td>Medium</td><td>62 %</td></tr><tr><td>High</td><td>10 %</td></tr></table></div> <div><p>Writing</p><table><tr><td>Low</td><td>29 %</td></tr><tr><td>Medium</td><td>62 %</td></tr><tr><td>High</td><td>10 %</td></tr></table></div> <div><p>Spelling</p><table><tr><td>Low</td><td>19 %</td></tr><tr><td>Medium</td><td>67 %</td></tr><tr><td>High</td><td>14 %</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>Low</td><td>29 %</td></tr><tr><td>Medium</td><td>52 %</td></tr><tr><td>High</td><td>19 %</td></tr></table></div>	Low	24 %	Medium	48 %	High	29 %	Low	29 %	Medium	62 %	High	10 %	Low	29 %	Medium	62 %	High	10 %	Low	19 %	Medium	67 %	High	14 %	Low	29 %	Medium	52 %	High	19 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Low	24 %																															
Medium	48 %																															
High	29 %																															
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Medium	52 %																															
High	19 %																															

Performance Summary

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

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>96 %</td><td>94 %</td><td>94 %</td><td>95 %</td><td>96 %</td><td>96 %</td><td>94 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	94 %	94 %	95 %	96 %	96 %	94 %	<div> Higher</div> <div> Higher</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	94 %	94 %	95 %	96 %	96 %	94 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

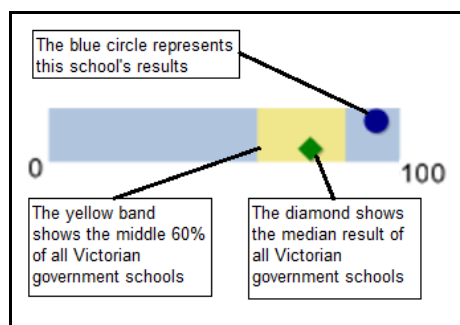
What are student outcomes?

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, P-12 and specialist schools, 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.

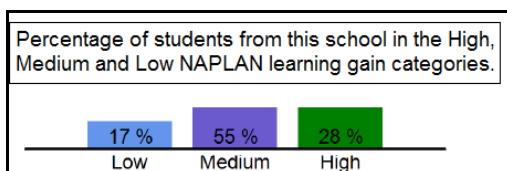
You can see these results for the latest year, as well as the average of the last four years (where available).

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 learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

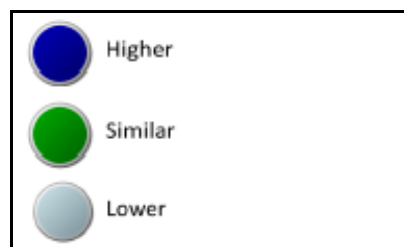
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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* 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/performreports.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 and position commentary

At the conclusion of the 2016 School Year, Lockwood Primary School had spent available funds according to the budget and finished the year with a small amount of surplus funds.

Various staffing measures were adopted by the Consultative Committee to ensure that we did not run into deficit, in spite of an enrolment decline. We addressed the over-supply of specialist teachers by offering classroom teachers to reduce their time fraction. Two teachers took up the offer and were back-filled by specialists, thus reducing our staffing costs. We experienced significantly reduced levels of staff absence in 2016, which had a positive impact on our CRT budget. A high level of staff satisfaction is reflected in our 2016 Staff Opinion Survey data.

A previous over-allocation of Education Support staff was rationalized so that the cost of integration aide staffing was equal to the incoming PSD funding entitlement.

Staff consultation was undertaken around budget allocations and we opted for a three year cycle that provided for each team to take turns in being allocated a larger budget to purchase big-ticket items, every three years. This approach supported strategic plan initiatives and provided a focus for fundraising and Parents' Club support.

Lockwood Primary School was awarded two grants to support specific work in the School. The City of Greater Bendigo awarded a \$5000 grant in 2015 to commence the proposed *Lockwood Primary School Fitness Track*. Significant fundraising by the Parents' Club, student fundraising and use of savings approved by School Council, allowed us to plan for completion of the Fitness Track in early 2017. School Council successfully applied for an FRRR Grant of \$5000 to provide fitness stations around the fitness track. Those funds will be spent in 2017.

Lockwood Primary School was one of only four schools in Bendigo to receive a *Resilient Youth Australia* grant of \$3500 in recognition of the work we'd undertaken in promoting student wellbeing and resilience. The grant funds were predominantly used to staff the 2016 School-wide *Circle Time* initiative. This also ensured that surplus specialist teacher hours were targeted to support attainment of our 2016 Wellbeing Goals.

Prior to 2015, we had entered into three year leases to provide the 1:1 student netbook program for Grades 3-6; and subsequently found ourselves having to fund major bulk purchases every three years. In 2015, we decided to purchase new netbooks for students commencing in Grade Two and to be retained until the end of Grade Six, thus spreading lease costs in a more predictable, sustainable manner. This strategy supported our spending in 2016 and ensured we remained within budget.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,123,242	High Yield Investment Account	\$48,550
Government Provided DET Grants	\$139,821	Official Account	\$4,336
Government Grants Commonwealth	\$16,920	Other Accounts	\$34,078
Revenue Other	\$9,177	Total Funds Available	\$86,964
Locally Raised Funds	\$206,064		
Total Operating Revenue	\$1,495,223		
Expenditure		Financial Commitments	
Student Resource Package	\$1,086,355	Operating Reserve	\$53,573

Books & Publications	\$3,593	Capital - Buildings/Grounds incl SMS<12 months	\$19,610
Communication Costs	\$3,684	School Based Programs	\$6,943
Consumables	\$31,941	Region Coordination	\$6,838
Miscellaneous Expense	\$75,917	Total Financial Commitments	\$86,964
Professional Development	\$6,527		
Property and Equipment Services	\$75,167		
Salaries & Allowances	\$89,789		
Trading & Fundraising	\$35,924		
Travel & Subsistence	\$803		
Utilities	\$13,506		

Total Operating Expenditure	\$1,423,206
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Net Operating Surplus/-Deficit	\$72,018
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Asset Acquisitions	\$0
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Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.