

2022 Annual Report to the School Community

School Name: Lockwood Primary School (0744)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 20 March 2023 at 02:57 PM by Carmen Huszar (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2023 at 01:58 PM by Patricia Morris (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Lockwood Primary School is situated in an attractive rural setting, approximately 14km from the Bendigo CDB. Parents, students and staff work together in partnership to bring about the best possible outcomes for all students.

Our school vision is for every student to thrive academically, socially and emotionally, and the school values that our community embraces are:

- Learning - we are continually learning and improving
- Caring - we make sure our school is safe and inclusive
- Laughing - we engage in all aspects of the school
- Sharing - we are responsible for making our school great.

By the end of 2022, the school had a student population of 117 students. The student population came from the local area as well as from Kangaroo Flat, Marong, Lockwood South and Maiden Gully. Many parents and students from outside the immediate school area chose our school because of the 'country school' feel and the smaller class sizes that the school offers. Students were organised into 6 classes: 1 x Prep, 1 x 1/2 composite, 2 x 3/4 composite, and 2 x 5/6 composite.

The staff consisted of the principal, a learning specialist, five classroom teachers, two specialist teachers, one tutor and three education support staff. No staff members identify as Aboriginal and Torres Strait Islander. Weekly specialist classes were offered in Chinese, Art, Music and Physical Education.

Teachers worked in collaborative teams (Junior, Middle and Senior) to plan student learning. Teaching was informed by student data and other evidence of learning and the individual needs of students were catered for through individual education plans.

The school strives to maintain a strong partnership between parents, students and teachers in order to provide the best possible outcomes for all students. As part of this partnership, the school has many parents who have traditionally helped out in classrooms as well as supported the school through fundraising efforts, working bees, book fairs, canteen volunteers and School Council. But this continued to be problematic in 2022 due to the lingering impact COVID-19 when the school was closed to visitors for much of the previous year. In 2022 families were gradually building up the confidence to return and be involved in school activities.

A positive for the 2022 school year was a full year of returning to schooling as it once was, prior to COVID-19. Everyone worked together to restore the school to what it once was and to engage families with school (particularly those families of students in the younger grades). As a school we were able to learn different ways to engage with our families and how to re-engage students with their learning so while it was a tough year (emotionally) it was a positive year!

In 2023 we look forward to continuing to build our reputation and grow our enrolment due to the good things our school is able to offer students and families.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Lockwood Primary School focused on the DET Priorities goal and Key Improvement Strategy to 'support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. The successful implementation of the Tutor Learning Initiative, staff professional learning focussed on building teacher capacity with data literacy, and a rigorous focus on reading, writing and mathematics all contributed towards achieving the KIS for 2022.

The school implemented several strategic actions in order to work towards achieving our goals.

The school introduced time within the weekly timetable for teacher teams to meet with the Mathematics learning specialist in order to focus on the teaching and learning program, as well as use the data to provide differentiated programs. In particular, PLC leaders introduced the use of Venn diagrams to analyse and plan for student learning.

Other strategies we undertook included: 3 staff trained in a numeracy intervention program (GRIN); using the SPA program to analyse student data; 3 staff + Principal undertaking DET PLC training; working with the Regional EIL to plan with staff and

establishing a Disability Inclusion coordinator to work with staff to make adjustments to better cater for Tier 2 students (in all academic and SEL areas).

The Tutor Learning Initiative was successfully implemented again in 2022, with students performing below the expected level identified and given support in small groups. The school continued to employ a Learning Tutor for 3 days a week to provide Reading intervention, but the Tutor also provided numeracy intervention to one group as well. An Education Support staff member (along with 3 other staff) was trained in the GRIN program and with support from the TLI tutor and the Learning Specialist, the ESS member was able to take weekly intervention lessons as well.

The DI Coordinator met weekly with each class teacher to provide ideas and strategies to support individual students. Teachers were given time and support for Individual Education Plans, SSG meetings, goal setting and documenting adjustments in work programs for students that required it.

Our student achievement data provided positive results in 2022 and contributed to achieving and/or partially achieving our School Strategic Plan goals and targets.

NAPLAN data for 2022 provided good results:

- Numeracy - Year 3 students performing above similar schools and the target of 25% in the top 2 bands being achieved. Similarly, our Year 5 students performed better than similar schools, and the target of 25% performing in the top 2 bands also being achieved.
- Reading - Year 3 students performing above similar schools and the target of 25% in the top 2 bands being achieved in all years over the SSP.

Teacher judgement data also provided positive outcomes with 88.8% of our students achieving at or above the expected level in Mathematics and 86.7% at or above the expected standard in English in 2022.

In 2023 Lockwood Primary School will continue to focus on individual student point of need, particularly in the areas of Mathematics and English, as well as the mental health and wellbeing of all students. The TLI program will continue with a focus on Reading and Mathematics. Numeracy will have an explicit focus in 2023, alongside embedding best practice in the teaching of Reading and Writing. The Disability Coordinator will continue to work with staff to build their capacity, but to also provide reasonable adjustments to enable each student to achieve their full potential.

Wellbeing

In 2022, Lockwood Primary School focused on the DET Priorities goal and Key Improvement Strategy to 'effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'.

The school continued to embed School Wide Positive Behaviour Support Framework (SWPBS) as a means to improve consistency of behaviour management and acknowledgement across the school. Our Social and Emotional Learning (SEL) program was supported by the Resilience, Rights and Respectful Relationships curriculum and The Resilience Project Schools program. These programs were a continued focus throughout the year, so students had the opportunity to reflect on their Social and Emotional Wellbeing regularly. Targeted lessons ensured that students were able to reflect on their own wellbeing and also put strategies in place when needed.

Lockwood Primary School places a high value on student welfare and connectedness and has invested resources towards implementing a strong values program and a whole school approach to behaviour. Importantly, our participation in the Mental Health in Primary Schools project continued to contribute to our wholistic approach to student wellbeing. 2022 was our third year of involvement in this project and the school continued to employ Mental Health and Wellbeing Coordinator for 2 days a week to support this. The MHWC works to support families and students, as well as build the capacity of staff in recognising mental health concerns in students.

Lockwood Primary School has many strategic programs in place designed to consolidate our school values and our approach to student wellbeing. A 'Smart Start' program at the beginning of the year ensured our students started the year in a positive way and staff refer to this consistently throughout the school year. Maintaining our whole school approach to behaviour management and the ongoing reinforcement of school values, ensured a consistent message is understood by the whole school community.

Comprehensive and confidential welfare documentation is maintained through an online Student Management Tool, and students are referred to appropriate support services as needed. The school Wellbeing Coordinator coordinates programs for students who require additional support. A Speech Therapy Assistant program (SPAiDES) for students who have been assessed and identified as requiring support, is also offered. Support for new staff through a detailed induction program, outlines common expectations, programs, policies and procedures.

Engagement

In 2022, Lockwood Primary School continued its journey to empower all students to be active partners in their learning related to the FISO dimension of Empowering Students and Building School Pride. Our student attendance data across all grades, Foundation through to Six was positively maintained in 2022 and we performed above similar schools and across the State with low absence rates. Students missed on average 22 days during 2022 with illness and extended family holidays providing the most common reasons reported for student absence. This number is higher than our four-year average of 15.5 days, but after two years of COVID-19 and mandated quarantine periods it is not a surprising result.

A greater emphasis on same-day reporting of absences, combined with individual phone calls, push notifications and/or emails via Compass for unexplained absences, contributed to our positive result. We continued to promote the importance of children being at school and the impact absences have on student learning through our newsletters, the Facebook page and the school website.

In 2023 the school will continue to promote positive attendance through classroom conversations and school communications. We are expecting that the average number of absence days should decline closer to our usual average.

Throughout the year staff continued to undertake professional learning about ways to support and differentiate the learning and to meet each student at their point of need. By doing so, we aimed to be able to better meet students at their individual point of need.

The School continued to offer a wide variety of extra-curricular activities that complemented our specialist learning program of Chinese, Visual Arts, Physical Education and Music in order to engage students with school. Student voice and agency were represented by the 2022 Junior School Council and other student leadership roles.

Other highlights from the school year

In 2022 the School offered a variety of extra-curricular activities that complemented our specialist learning programs of Chinese, Visual Arts, Physical Education and Music in order to engage students with school.

Students participated in gymnastics, school camps for students in grades 2-6, Mother's Day breakfast, National Day against Bullying, National Simultaneous Storytime read aloud as well and Energy Breakthrough. Private instrumental lessons (drums and guitar) were facilitated at the school. Student voice and agency were represented by the 2022 Junior School Council and School Captains and Vice-Captains. Students utilised their positions to contribute to fundraising ideas, reviewed our School-wide behaviour Matrix and continued to facilitate whole school assemblies each Friday (either in person or online).

A particular highlight of 2022 was our School Production – The Wizard of Oz. The production involved the entire student community, with major roles performed by students in years 5 & 6. The production was performed at an external venue and families purchased tickets to attend. The school received a great deal of positive feedback about the performance and the students involved. On behalf of the entire community, the school extends its thanks to our Music Teacher for the amount of work she put into preparing our students for the performance (a lot of personal time was sacrificed).

Lockwood PS will continue to provide a school performance on a bi-annual basis.

Financial performance

Lockwood Primary School maintained a sound financial position in 2022 and has adequate funds to support the ongoing operation of the school for 2023 and beyond. The Financial Performance and Position report shows an end-of-year surplus of \$177,508. This surplus is heavily influenced by previous surpluses in 2021 and 2020.

The 2018-2022 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Precise staffing and curriculum planning structures contributed to the school's financial surplus. The School received a small amount of Equity funding which was used to support the building of teacher capacity and to implement processes & programs to contribute to improved student outcomes. These included targeted intervention, student wellbeing, the use of Individual Education Plans, as well as resources, smaller class sizes in the Foundation classes and the upgrading of literacy and numeracy resources in line with the school's annual implementation plan. 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.

For more detailed information regarding our school please visit our website at
<https://www.lockwoodps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 117 students were enrolled at this school in 2022, 55 female and 62 male.

0 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

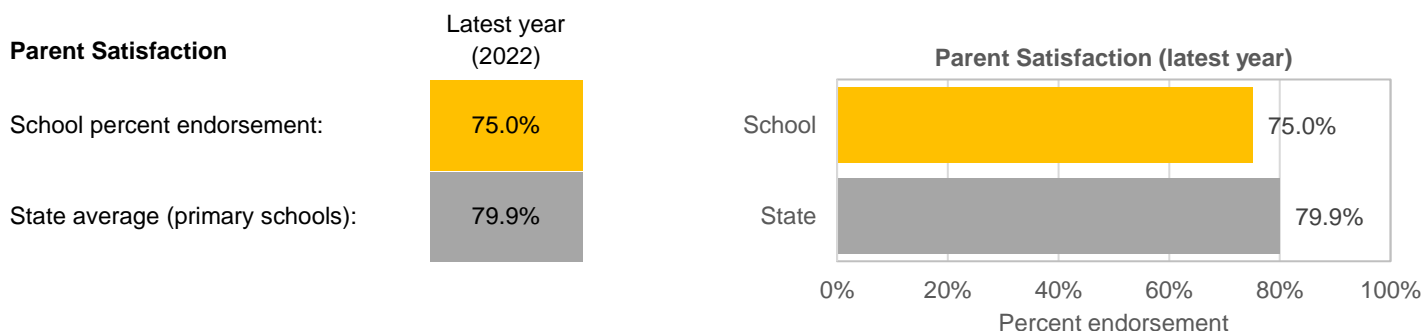
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

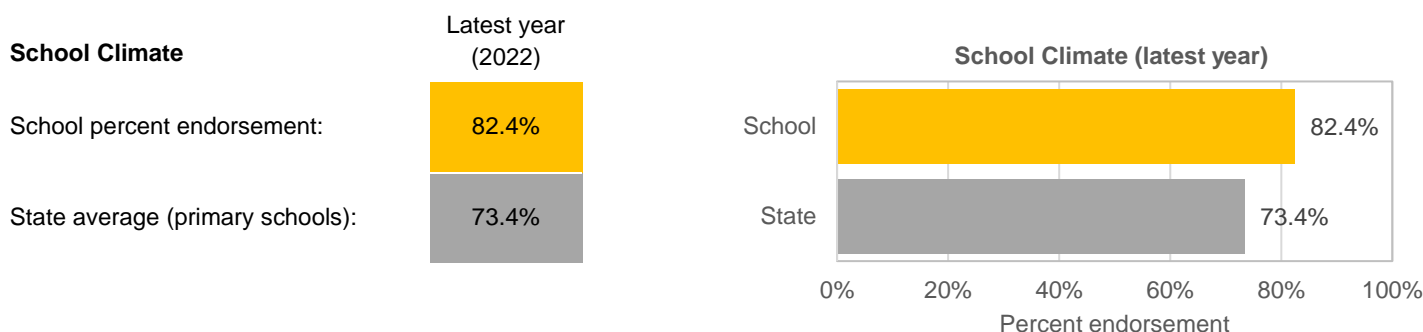


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

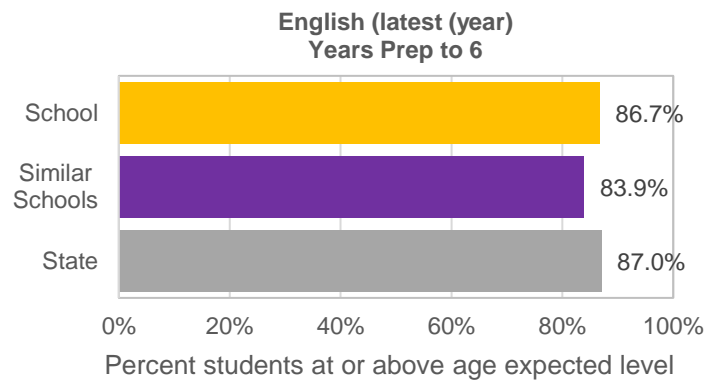
86.7%

Similar Schools average:

83.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

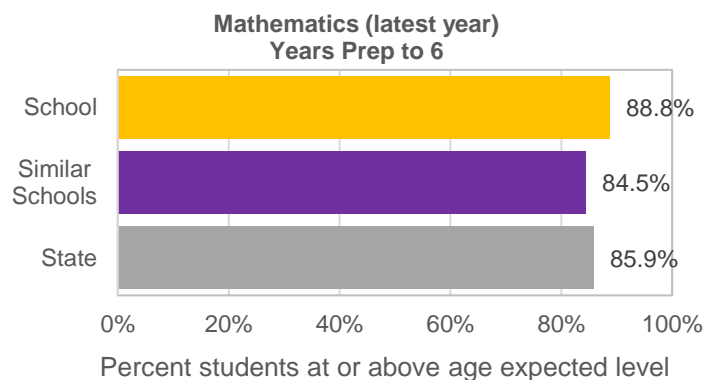
88.8%

Similar Schools average:

84.5%

State average:

85.9%



LEARNING (continued)

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

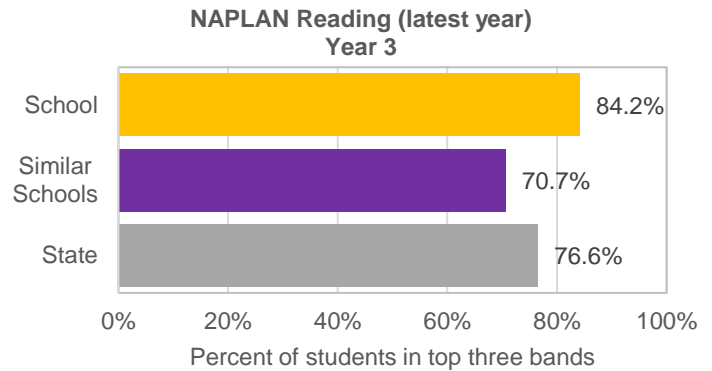
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

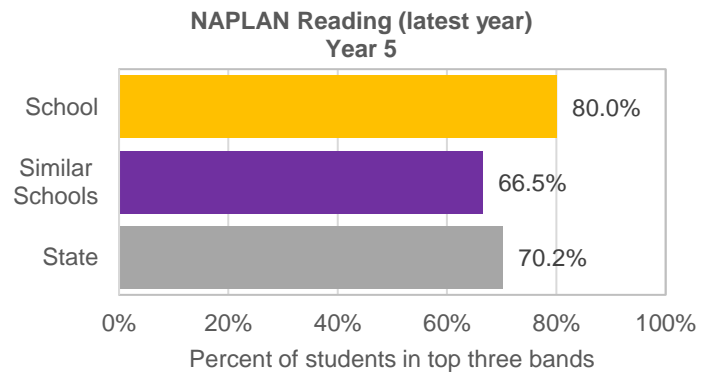
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.2%	67.7%
Similar Schools average:	70.7%	71.6%
State average:	76.6%	76.6%



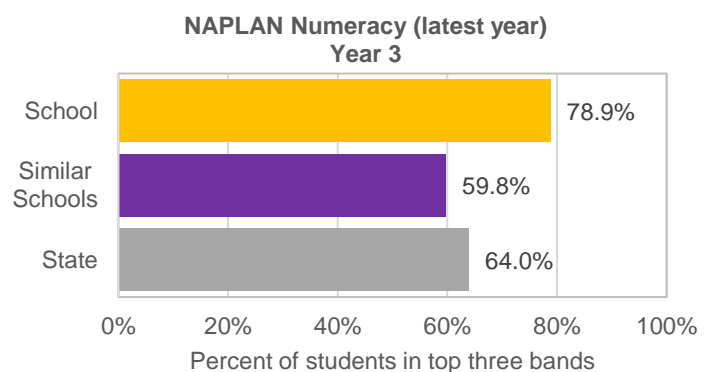
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	62.7%
Similar Schools average:	66.5%	65.6%
State average:	70.2%	69.5%



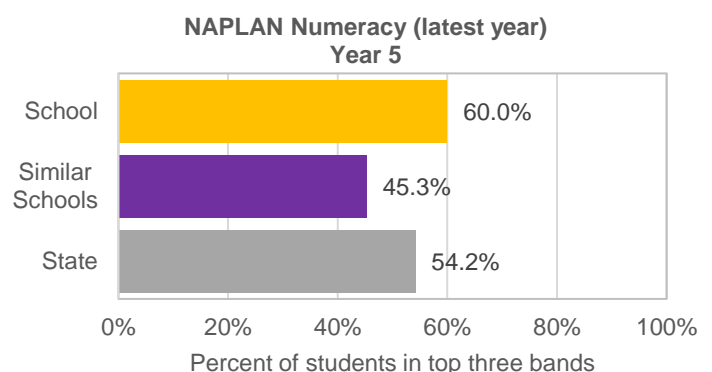
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.9%	69.4%
Similar Schools average:	59.8%	63.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	47.1%
Similar Schools average:	45.3%	50.5%
State average:	54.2%	58.8%



WELLBEING

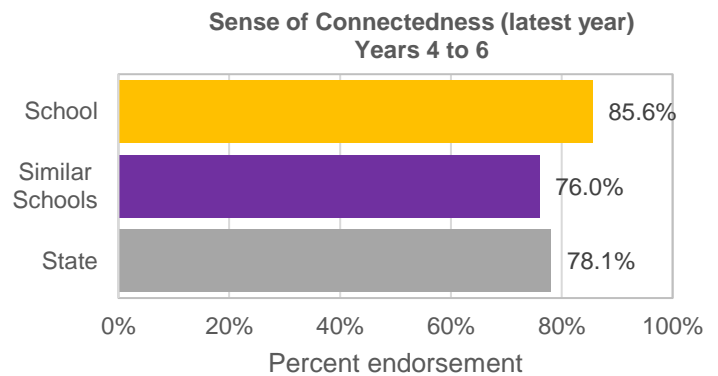
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.6%	89.3%
Similar Schools average:	76.0%	76.9%
State average:	78.1%	79.5%

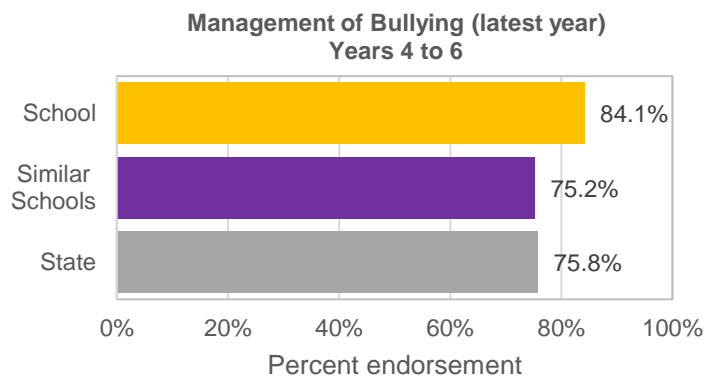


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	84.1%	91.2%
Similar Schools average:	75.2%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

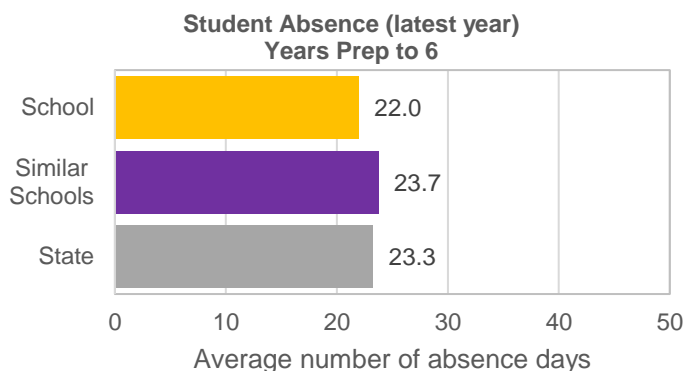
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.0	15.5
Similar Schools average:	23.7	17.6
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	91%	90%	89%	88%	86%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,554,246
Government Provided DET Grants	\$232,420
Government Grants Commonwealth	\$5,890
Government Grants State	\$0
Revenue Other	\$4,659
Locally Raised Funds	\$123,489
Capital Grants	\$0
Total Operating Revenue	\$1,920,703

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,844
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,844

Expenditure	Actual
Student Resource Package ²	\$1,406,106
Adjustments	\$0
Books & Publications	\$2,724
Camps/Excursions/Activities	\$41,892
Communication Costs	\$2,622
Consumables	\$28,782
Miscellaneous Expense ³	\$9,233
Professional Development	\$6,310
Equipment/Maintenance/Hire	\$41,268
Property Services	\$41,458
Salaries & Allowances ⁴	\$111,775
Support Services	\$843
Trading & Fundraising	\$28,632
Motor Vehicle Expenses	\$808
Travel & Subsistence	\$514
Utilities	\$20,230
Total Operating Expenditure	\$1,743,195
Net Operating Surplus/-Deficit	\$177,508
Asset Acquisitions	\$12,672

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$95,127
Official Account	\$1,041
Other Accounts	\$31,799
Total Funds Available	\$127,968

Financial Commitments	Actual
Operating Reserve	\$55,326
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$18,520
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$7,000
Capital - Buildings/Grounds < 12 months	\$7,328
Maintenance - Buildings/Grounds < 12 months	\$26,976
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$115,150

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.