

## 2015 Annual Report to the School Community

Lockwood South Primary School

School Number: 385



Name of School Principal:

Adam Torney

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Name of School Council President:

Darryl Ross

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Date of Endorsement:

10/03/16

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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 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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

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

At Lockwood SOUTH our 23 students are the centre of our Learning Community and any decisions we make. Our Learning Community comprises 2.0 equivalent full time teaching staff including 1 Principal Class, alongside a 0.6 Education Support Staff member and 0.4 School Chaplain who make an effective and collaborative team. Our high quality and dedicated staff has an excellent spread of expertise and experience and is committed to ongoing professional learning. We also access Regional Staff for students with extra needs: Speech Therapists, Psychologists and Social Workers.

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

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

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

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

An Integrated Inquiry Curriculum, which we call Discovery, is used throughout the school to engage all students in their learning. Through this inquiry our students come to understand and manage themselves as learners.

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

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

All members of our community ensure our school is a caring, positive and stimulating environment.

***We are proud of our school, our students, staff, parents and community.***

### Achievement

Lockwood SOUTH is achieving results in Literacy and Numeracy that are in general similar to schools on adjusted school performance measures. Relative growth data in NAPLAN indicates that most students who were in our school from 2013(Gr 3) to 2015 (Gr 5) have made medium gains in Reading, Spelling and Numeracy.

In 2016 as part of the Bendigo Rural Schools Network, Lockwood SOUTH has committed to improving our instructional practice by completing learning walks that are particularly focused on developing a shared vision of what "High quality teaching and learning" is.

During 2016 the school has also begun the use of the spelling program Words Their Way. This program will target the direct teaching of spelling strategies at the needs level of ALL children.

The school also in 2015 trialed the use of GradeXpert Data Management system to track student performance and monitor student wellbeing in order to improve the consistency of student assessment data. The use of this program will be continued for 2016.

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

## Engagement

Student absences for 2015 were higher than normal with the average days absent being 19 days. Illness and extended family holidays are the common reasons for non-attendance. All absences are followed up either by the Principal or Chaplain.

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

The Student Attitudes to School Survey results indicate that students have a positive view of our school in terms of teachers, curriculum and peers. This is also reflected in the high results in our Parent and Staff surveys. Our extra curricula programs such as 'Hands on Learning' provide further opportunities for personalised learning.

In further developing 'Discovery', Inquiry units, Lockwood SOUTH will use a backward planning model to design units that allow students to be connected, engaged and build student voice and choice and enable differentiation across the school. Units will have clear learning intentions and clear success criteria measured against the Victorian Curriculum and focus on deep learning.

## Wellbeing

Student connectedness to school data is very good and similar to school's comparison. Wellbeing responsibilities are shared across the school and all staff are viewed as having a role in the culture of caring. Clear guidelines regarding values and expectations underpin consistent, whole-school approaches to student wellbeing. Students are empowered to take responsibility for their social interactions. Strategies implemented include Restorative Practices and Circle Time which explicitly teach social skills to develop social and emotional competencies.

Our goal is to further enhance the wellbeing and emotional resilience of all students at Lockwood SOUTH. We will revisit the school's Purpose and Values to reflect a vision of high expectation and excellence within the unique culture of our school. We aim to improve social connectedness through improved communication with the community about wellbeing programs: ensuring our values are visible and shared across the school community.

In 2015 weekly Mentoring meetings were continued for all students. Each student met with their adult mentor to discuss their learning goals, how their week had been and to celebrate their achievements. Lockwood SOUTH plans to further develop this in 2015 by supporting students to understand and articulate their learning, with explicit feedback from their adult mentors.

## Productivity

Lockwood SOUTH has managed physical resources well to provide a uniquely attractive and supportive learning environment. The school carefully allocates its resources so that the focus remains on students and their learning needs. All staff work as a collaborative professional team.

The school budget supported the priority areas including Spelling, Reading and Number. The focus for 2016 is on allocating resources effectively to enhance learning and build teacher capacity in instructional practice.

School Council and Staff regularly review and update school policies, procedures and decision making processes. Staff are committed to a timetable that reflects a dedicated Literacy and Numeracy block each day. The daily timetable reflects there is a balance in Literacy/Numeracy and extra-curricular activities.

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

## 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.

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 19 students were enrolled at this school in 2015, 11 female and 8 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### 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

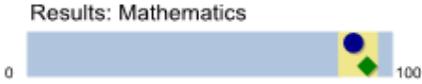
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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 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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b> No Data Available</p> <p><b>Mathematics</b> No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Lower</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><b>NAPLAN Learning Gain</b> 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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>80%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>60%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>-</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	80%	-	Numeracy	20%	60%	20%	Writing	40%	60%	-	Spelling	-	40%	60%	Grammar and Punctuation	40%	40%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	80%	-																							
Numeracy	20%	60%	20%																							
Writing	40%	60%	-																							
Spelling	-	40%	60%																							
Grammar and Punctuation	40%	40%	20%																							

## 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><b>Average Number of Student Absence Days</b></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 2015 attendance rate by year level:</p> <table border="1" data-bbox="594 772 1037 863"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>98 %</td> <td>NA</td> <td>85 %</td> <td>91 %</td> <td>93 %</td> <td>85 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	98 %	NA	85 %	91 %	93 %	85 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	98 %	NA	85 %	91 %	93 %	85 %										

## 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><b>Students Attitudes to School - Connectedness to School</b></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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

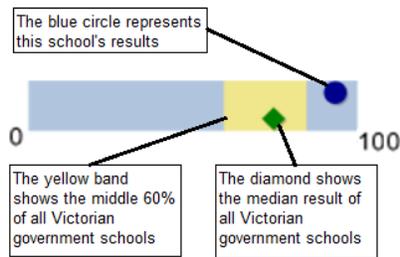
## What are student outcomes?

*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 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.



## 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.

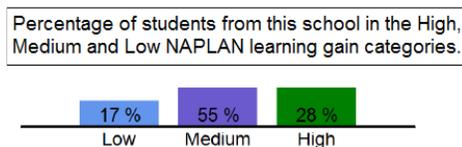
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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>

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).

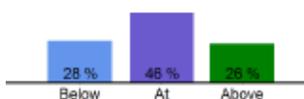
If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What 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.

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## 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 31 December, 2015		Financial Position as at 31 December, 2015	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$304,797	High Yield Investment Account	\$29,176
Government Provided DET Grants	\$33,652	Official Account	\$1,064
Government Grants Commonwealth	\$46,028	<b>Total Funds Available</b>	<b>\$30,241</b>
Government Grants State	\$2,242		
Revenue Other	\$9,128		
Locally Raised Funds	\$24,083		
<b>Total Operating Revenue</b>	<b>\$419,390</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$313,323	Operating Reserve	\$18,425
Books & Publications	\$140	Revenue Received in Advance	\$220
Communication Costs	\$1,705	School Based Programs	\$10,527
Consumables	\$4,779	School/Network/Cluster Coordination	\$1,059
Miscellaneous Expense	\$19,125	<b>Total Financial Commitments</b>	<b>\$30,232</b>
Professional Development	\$606		
Property and Equipment Services	\$27,289		
Salaries & Allowances	\$54,621		
Trading & Fundraising	\$5,445		
Utilities	\$3,534		
<b>Total Operating Expenditure</b>	<b>\$430,568</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>-\$10,638</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 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.*

### Financial performance and position commentary

2015 saw the school Net Operating position being in a deficit. This was due to staffing issues and declining enrolments. The school was again part of the part of the Chaplaincy(\$20000), Sporting Schools (\$9322)and Outside school hour care programs(\$16700).

We are the banker school for the Loddon Calder District Sports.

The school ensures that all funds received by the school are committed to the education of students currently attending the school.