

2025 Annual Report to the School Community

School Name: Lockwood South Primary School (0385)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 31 March 2026 at 07:26 AM by Adam Torney (Principal)

- As executive officer of the school council, I attest that this 2025 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 31 March 2026 at 07:26 AM by Adam Torney (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Vision: 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.

Our school values are Teamwork, Understanding, Achievement, Nurturing, and Striving. We explicitly work with the children to teach them the strength that go with these values.

School context:

Lockwood South Primary School is a rural school situated on the Calder Alternate highway and is just 12 km from the heart of Kangaroo Flat. Bosting beautiful natural surrounds, our school yard is large, spacious, and provides every child a place to play and be happy. Our school prides itself on connections, connections between students, staff, families, and the broader community. The school provides a diverse curriculum that includes our 2 hour literacy program- which has a strong phonemic base, and is structured in such a way as to maximise success for each individual student, our numeracy program- which is targeted to each individual child's point of need, a strong Physical education program- through weekly class session but also through our involvement in the Loddon Calder District School Sports Association and Sporting Schools, Mobile Area Resource Centre (MARC Library Van), Music with Music in school teacher, a Performing Arts Production once every 2 years, a language program- which is currently run by Confucius Classroom, and an inclusive broader curriculum base to provide all students with the best opportunity to achieve success.

Our school operates 2 class groupings, named after native trees. The Wattles- grades 4-6- with 17 students, and the Hakeas- grade Prep, 1, 2 & 3 which supports 13 students. The school currently has a full time Principal, who also has a 0.8 teaching load, 1 fulltime teachers, 0.6 literacy and numeracy teacher, 0.2 STEM teacher, and 2 Education support officers. ALL students who attend our school are provided with all the tools and resources they need to experience success including all their curriculum items such as stationery and information technology needs.

Students participate in the Resilience Project, Cooking and Science in the Agricultural Centre; Hands on Learning - gardening/cooking; woodwork and creating; as well as Environmental Projects in partnership with the Upper Spring Creek Landcare group. On reaching Grade 6 students become part of the Grade 6 Leadership Team organising special events, participating in leadership development as well as leading Assembly. The school also has a comprehensive incursion, excursion and camps program which supports diversity, depth and learning beyond the walls of the classroom. Regional Staff: Speech Therapists, Psychologists and Social Workers are accessed for students with additional needs.. An Outside School Hours Care operates each morning and afternoon.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Lockwood South Primary School's Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies aligned to the FISO dimensions of *Evidence-based High-Impact Teaching Strategies* and *Curriculum Planning*.

This work included a strong emphasis on embedding a consistent, whole-school instructional model. Targeted professional learning was provided to all staff to support a shared understanding and consistent application of this model across classrooms.

Professional Learning Communities (PLCs) were further strengthened, with a clear focus on improving student outcomes in both Mathematics and Literacy. PLCs used data-informed practices to identify student learning needs, plan targeted instruction, and monitor progress over time.

A key initiative was the implementation of flexible, targeted teaching groups in both Literacy and Numeracy. These groups were designed to respond to students' individual points of need, particularly through a structured and systematic approach to phonics instruction. For four days each week, students worked across seven phonics groups, enabling differentiated and targeted teaching.

In addition, students participated in three base groups for Writing, where mentor texts were used to explicitly teach effective writing techniques and support students to apply these strategies in their own work. Three base groups were also established for Numeracy, allowing for focused instruction aligned to student learning needs.

Wellbeing

The school has continued to implement the TUANS awards (Teamwork, Understanding, Achievement, Nurturing and Striving), which recognise and celebrate students' efforts, behaviours and demonstration of our school values each term. These awards play an important role in promoting positive learner dispositions and encouraging students to actively engage with our values. In 2025, the TUANS awards were further strengthened through alignment with the character strengths of the Visible Wellbeing program, supporting a more consistent and explicit approach to student wellbeing.

At the commencement of 2025, the school appointed a Mental Health in Primary Schools Leader, further enhancing our capacity to support student wellbeing. In addition, the school became a Resilience Project school, strengthening our whole-school approach to building resilience, emotional literacy and positive mental health.

Lockwood South Primary School prides itself on the strong levels of engagement it maintains with students and families. We continue to prioritise student voice and agency, ensuring students are

active participants in their learning and are supported to understand and reflect on their individual progress.

Engagement

During 2025 our school continued to work on Engagement. We commenced the Resilience Project, which reinforced the work previous done as part of the Visible Wellbeing program.

During 2025 we continued to work hard on the message that every day and ever minute counts. While the messaging from the school was consistent we continued to have issues with attendance. Our attendance data showed the following results:

- 36% of our students were at school 80-90% of the time
- 15% of our student were at school 90-95% of the time
- 18% of our students were at school 95-100% of the time.

Student voiced through the AToSS that:

- 88% of students had a sense of inclusion.
- 80% of students found their learning stimulating.
- 78% of students had a positive attitude to attending school.

The school continued to provide a breakfast program in 2025 which was designed to assist with engagement and attendance rates on a Tuesday, Wednesday, and Thursday.

Other highlights from the school year

In 2025 our school was involved in many special activities including:

Food bank food fight

Hot Lunches

Art

Chinese

MARC

Cross Country

Junior Fun day

Hockey Clinic

Footy colours day

AFL clinics

Phoenix Radio interview

Swimming Program

3-6 Camp

Financial performance

In 2025 the school operated with a Surplus. The school continued to provide 3 learning environments, but this time with the Principal returning to a fulltime teaching load, with small groups numbers to give more personalised attention to each child in an endeavour to assist with learning. Throughout the year we used our equity funding to assist with the classroom teaching in order to keep class sizes small, by resources and to allow for focused and targeted learning for our students. The school received \$9322 Sporting schools funding which assisted the school in providing a substantial swimming program and multi sports program. The school also received funding from the VSBA for bushfire preparedness works as a BARR school, which were spent on preparing our grounds and updating communications within the school.

**For more detailed information regarding our school please visit our website at
<https://www.locksthps.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

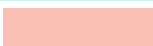
A total of 35 students were enrolled at this school in 2025, 19 female and 16 male. NDA had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	100.0%	
	Similar schools	93.8%	
	State	82.0%	

School Staff Survey


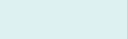


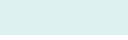

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	62.4%	
	Similar schools	82.6%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	81.4%	
	Similar schools	82.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.3%	
	Similar schools	84.8%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


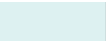

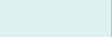

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	57.1%	69.2%
	Similar schools	60.2%	63.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	83.3%	70.6%
	Similar schools	70.4%	74.6%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	71.4%	69.2%
	Similar schools	67.8%	68.1%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	33.3%	64.7%
	Similar schools	67.8%	65.8%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


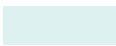

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	69.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	72.1%	
	State	74.0%	

WELLBEING


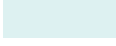

Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	81.3%		78.7%
	Similar schools	75.2%		75.9%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	93.3%		91.5%
	Similar schools	79.0%		78.8%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	42.8	33.3
	Similar schools	25.6	25.3
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	NDP	
Year 1	School	NDP	
Year 2	School	NDP	
Year 3	School	72.8%	<div style="width: 72.8%;"></div>
Year 4	School	NDP	
Year 5	School	79.6%	<div style="width: 79.6%;"></div>
Year 6	School	80.0%	<div style="width: 80.0%;"></div>

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$811,204
Government Provided DET Grants	\$169,579
Government Grants Commonwealth	\$11,519
Government Grants State	\$0
Revenue Other	\$2,741
Locally Raised Funds	\$37,052
Capital Grants	\$0
Total Operating Revenue	\$1,032,094

Equity	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$5,000

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

Expenditure	Actual
Student Resource Package ¹	\$781,730
Adjustments	\$0
Books & Publications	\$11
Camps/Excursions/Activities	\$22,374
Communication Costs	\$1,644
Consumables	\$22,887
Miscellaneous Expenses ²	\$9,840
Agency Staff	\$0
Professional Development	\$4,242
Equipment/Maintenance/Hire	\$10,182
Property Services	\$33,346
Salaries & Allowances ³	\$40,217
Support Services	\$6,326

Expenditure	Actual
Trading & Fundraising	\$8,057
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$5,995
Total Operating Expenditure	\$946,912
Net Operating Surplus/-Deficit	\$85,182
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$100,353
Official Account	\$4,883
Other Accounts	\$0
Total Funds Available	\$105,236

Financial Commitments	Actual
Operating Reserve	\$27,530
Other Recurrent Expenditure	\$6,145
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$51,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$250
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$9,165
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$99,091

All funds received from the Department of Education, 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.