

2021 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 (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 2021 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 31 March 2022 at 07:44 AM by Adam Torney (Principal)

- This 2021 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 05 April 2022 at 03:04 PM by Suzanne Dowdell (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

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 four school values are:

Personal Best:

Always endeavoring to do the best I can by setting realistic goals and being optimistic about achieving them.

Caring:

Showing concern to others and being thoughtful and understanding of their feelings.

Mutual Respect:

Treating others, property and the environment with care and consideration; resulting in others treating me and my property with care and consideration.

Community:

Working together cooperatively in the classroom, Lockwood South and the wider community for the common good.

Encouraging participation in our community and the development of citizenship skills.

School context:

Lockwood SOUTH Primary School is a small rural school of 36 enrolments, situated on the Calder Alternate Highway approximately 12 kilometres from Kangaroo Flat. Currently there are three home groups: Hakeas; Grades Prep-1, Wattle; 2-3 and Melaleucas; Grades 4-6. The school's workforce includes a Principal, two full time teachers, a .6 teacher and a full time education support officer. A school chaplain is employed one day a week, and a business manager .5 over three days. The school is set in attractive natural surrounds that includes a creek area. It has excellent new facilities. All Learning Spaces are open, bright and welcoming and are linked by a large undercover area and paths. The undercover area ensures students have an outside play and activity area regardless of the weather. A separate building operates as an Agriculture Centre which includes a kitchen, vegetable garden, orchard, compost area and chickens.

Lockwood SOUTH Primary School offers a comprehensive and rich learning program drawn from the Victorian Curriculum with Literacy and Numeracy the main priority.

The school offers specialist areas of Mandarin in partnership with Bendigo Senior Secondary's Confucius Classroom, Mobile Area Resource Centre (MARC Library Van), Music with a Performing Arts Production once a year, Physical Education with participation in the Loddon Calder District School Sports Association and Sporting Schools. ICT is integrated across the curriculum and is used on a daily basis particularly Netbooks and Interactive whiteboards.

Students participate in Wellbeing programs led by the school Chaplain; one to one mentoring sessions with staff; 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 excursion, 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.

The school is also an eSmart, Better Buddy and ResourceSmart School. An Outside School Hours Care operates each morning and afternoon and a Playgroup runs each Monday morning of the school term.

Framework for Improving Student Outcomes (FISO)

In 2021, Lockwood South Primary School's AIP focused on the implementation of Key Improvement Strategies* related to the FISO dimensions of Evidence-based high-impact teaching strategies, and Curriculum planning This included:

* Embedding the whole school instructional model and provide teacher professional learning to support its consistent implementation.

* We also participated Quaglia institute program based around student voice and agency to ensure that we are empowering students within their learning. This program will be implemented throughout 2022 to ensure we maximise students voice in their learning.

While our progress to in these two areas was has not been what we would have expected due to COVID restrictions, Staff worked incredibly hard during both periods of flexible and remote learning to provide students with a consistent and valuable curriculum that was achievable and tailored to the needs of our school.

Achievement

Achievement

In 2021 the school continued to work on its strategic plan goal of maximizing the learning growth for each student in literacy and numeracy.

While we have seen some students progress not to be at their expected level, the school still saw a very large proportion of its students at or above their expected level in both literacy and numeracy according to teacher judgements, with 88.9% in English and 90.3 in Mathematics. We hope to see even greater growth in these areas during 2022 with our commitment to the tutoring program and small class sizes.

During the flexible and remote learning periods of 2021, staff developed and refined the ways in which we delivered content. We provided work in a way that we knew was the most appropriate for families and their children. We also tried to ensure that practice as engaging, and consistent across the school.

We currently have students funded under the PSD program and the funding is utilised to employ a part time education support worker, along with resourcing for individual needs of the children funded.

Engagement

During 2021 Lockwood South Primary School experienced its worst absence rate for a number of years, with each student averaging just 23.6 days for the year absent. When looking into this rate we saw a number of families experiencing 'fatigue' and not engaging as frequently in their remote learning during 2021. Students also voiced the impact of remote learning on their connection to school and motivation to learning with 2021 ATOSS results showing 76% of our grade 4-6 students felt as sense of connectedness to the school, which is dramatically down for 2019 the last time the survey was completed, and also only 73% of students being motivated and interested in their learning, which is also dramatically down from 2019. All staff remained extremely committed to ensuring students are given every opportunity to succeed.

Wellbeing

The school has also continued to implement the TUANS awards (T-teamwork, U-understanding, A- achievement, N-nurturing, S-striving). These awards are given to promote the students work and characteristics for the term. These awards are to assist our children to be engaged with our values.

Lockwood SOUTH Primary School prides itself on the engagement level we have with our students and families. We

continue to work tirelessly to ensure our students have a voice within the school, and are connected to their learning progress. During 2021 we the AToSS results showed 76.4% of students felt connected to the school, which is down on our four year average of 89.3%. In our parent opinion survey we had outstanding results with the school receiving 100% positive endorsement for promoting positive behaviors.

Finance performance and position

In 2021 the school recorded a surplus. 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, and \$19634 for our Outside School Hours Care sustainability funding to ensure the viability of the 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.

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 32 students were enrolled at this school in 2021, 10 female and 22 male.

0 percent of students had English as an additional language and 0 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).

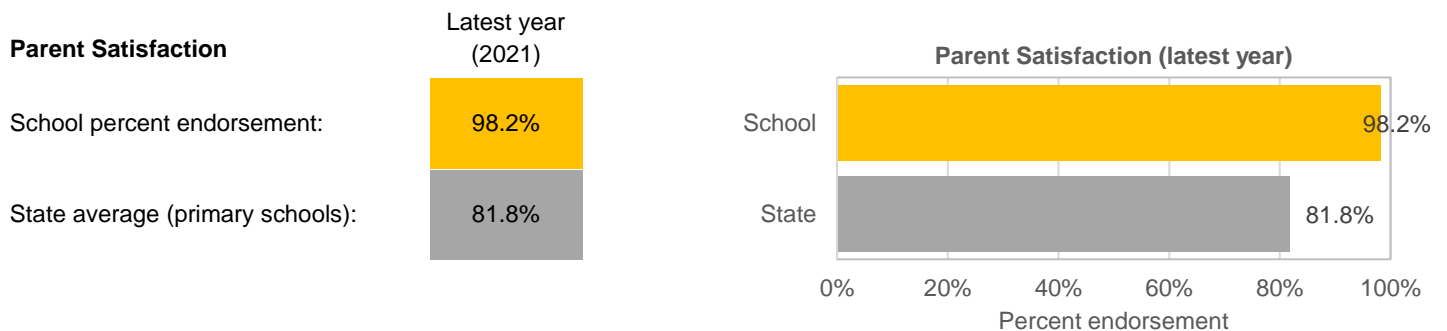
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

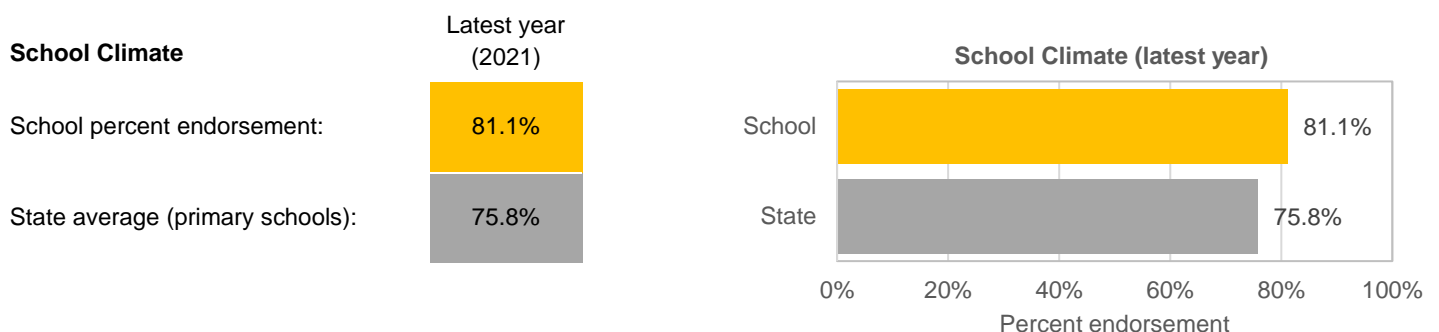


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

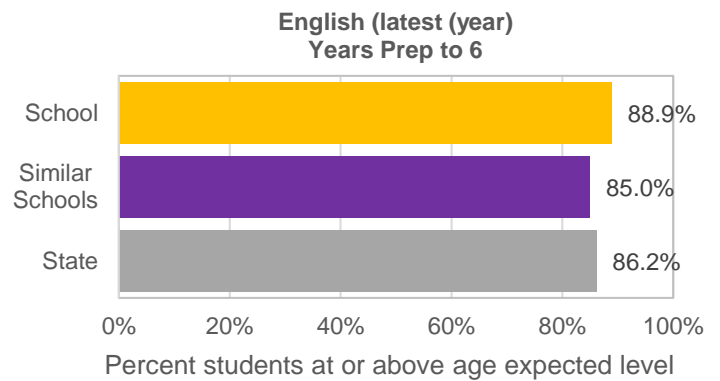
88.9%

Similar Schools average:

85.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

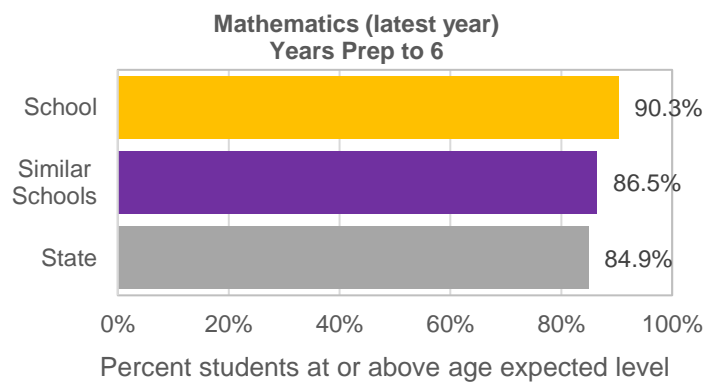
90.3%

Similar Schools average:

86.5%

State average:

84.9%



ACHIEVEMENT (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.

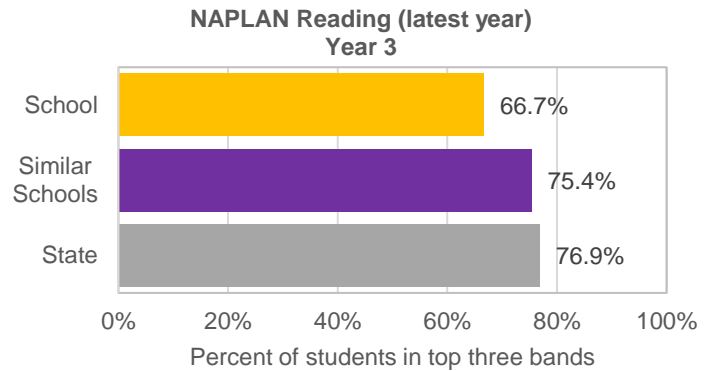
NAPLAN

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 2018, 2019 and 2021 data.

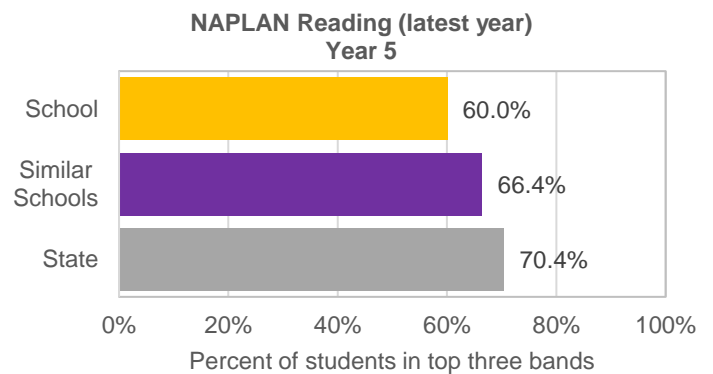
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	78.6%
Similar Schools average:	75.4%	75.9%
State average:	76.9%	76.5%



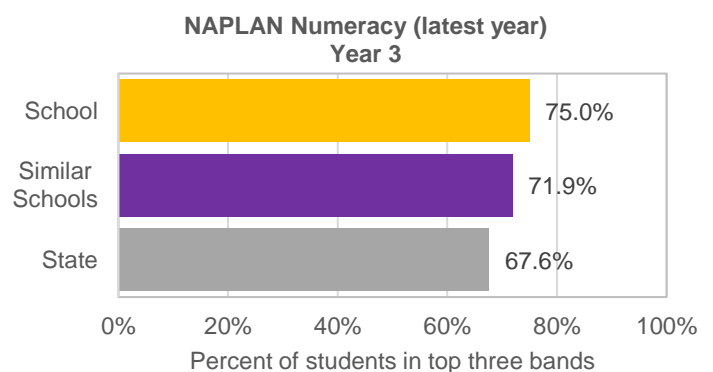
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	37.5%
Similar Schools average:	66.4%	66.3%
State average:	70.4%	67.7%



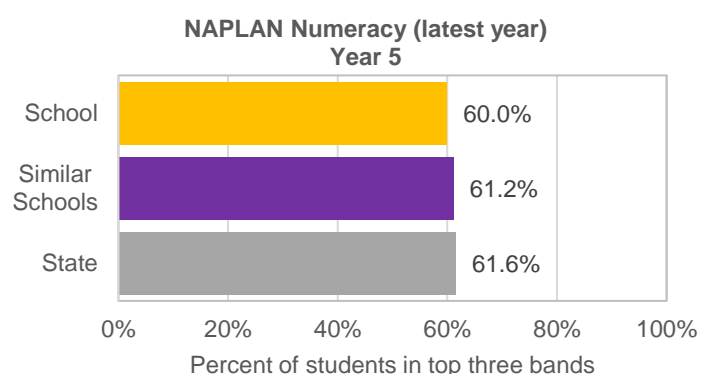
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	66.7%
Similar Schools average:	71.9%	72.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	50.0%
Similar Schools average:	61.2%	59.2%
State average:	61.6%	60.0%



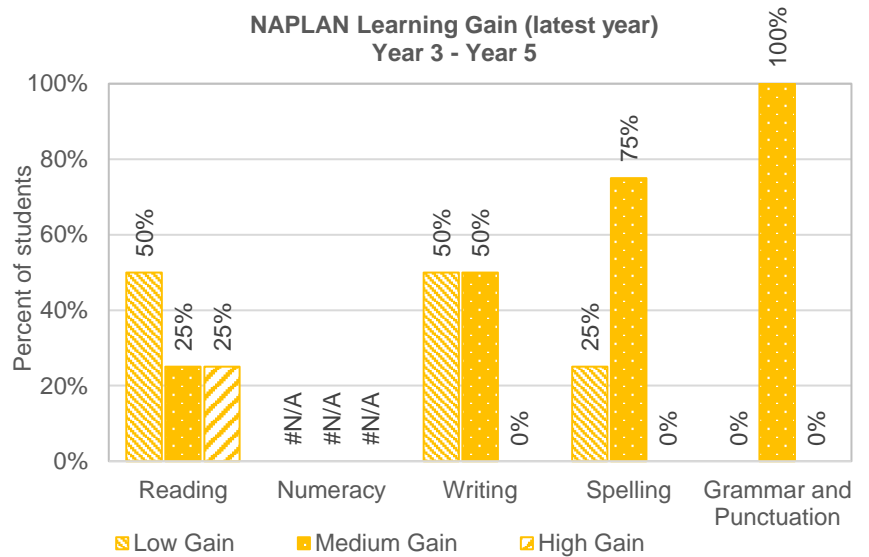
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	50%	25%	25%	22%
Numeracy:	NDP	NDP	NDP	22%
Writing:	50%	50%	0%	14%
Spelling:	25%	75%	0%	18%
Grammar and Punctuation:	0%	100%	0%	28%



ENGAGEMENT

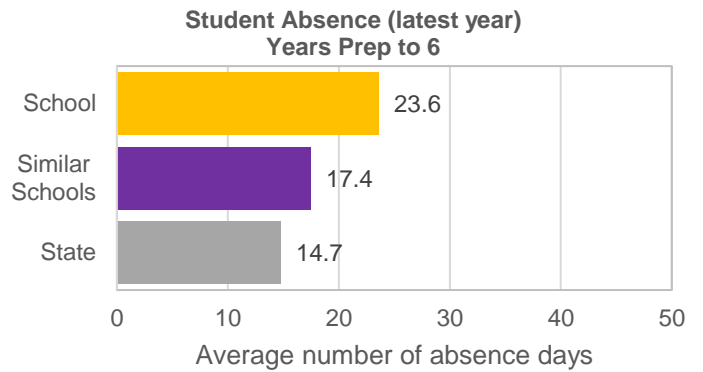
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	23.6	16.3
Similar Schools average:	17.4	16.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	88%	NDP	89%	91%	87%	86%

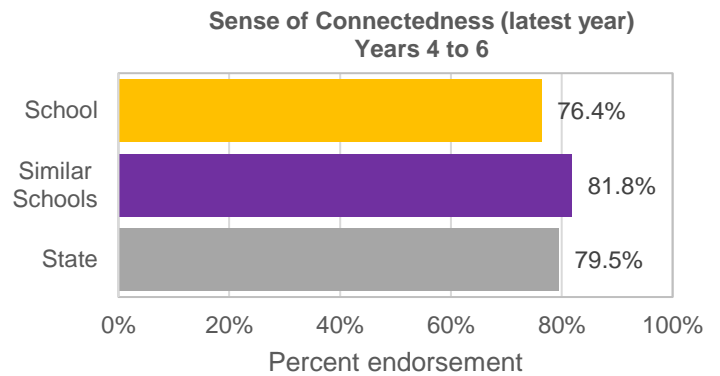
WELLBEING

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 (2021)	4-year average
School percent endorsement:	76.4%	89.3%
Similar Schools average:	81.8%	82.3%
State average:	79.5%	80.4%

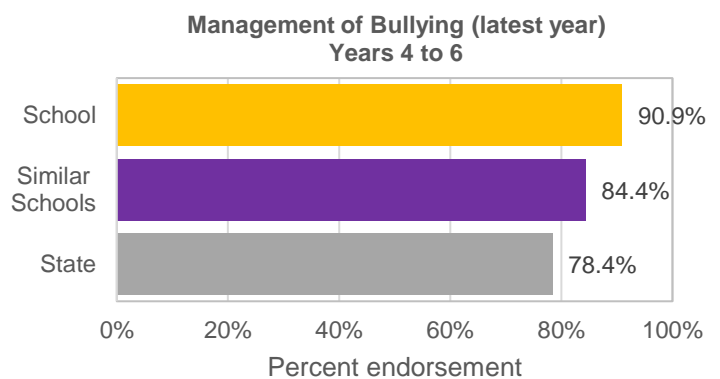


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	90.9%	96.4%
Similar Schools average:	84.4%	84.8%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$516,269
Government Provided DET Grants	\$127,407
Government Grants Commonwealth	\$38,860
Government Grants State	\$0
Revenue Other	\$6,666
Locally Raised Funds	\$21,615
Capital Grants	\$0
Total Operating Revenue	\$710,817

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$437,089
Adjustments	\$0
Books & Publications	\$360
Camps/Excursions/Activities	\$11,527
Communication Costs	\$1,809
Consumables	\$8,746
Miscellaneous Expense ³	\$16,300
Professional Development	\$6,405
Equipment/Maintenance/Hire	\$22,380
Property Services	\$29,557
Salaries & Allowances ⁴	\$44,013
Support Services	\$8,241
Trading & Fundraising	\$5,754
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$4,342
Total Operating Expenditure	\$596,523
Net Operating Surplus/-Deficit	\$114,294
Asset Acquisitions	\$8,102

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$92,444
Official Account	\$7,212
Other Accounts	\$0
Total Funds Available	\$99,655

Financial Commitments	Actual
Operating Reserve	\$25,668
Other Recurrent Expenditure	\$10,501
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$41,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,460
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$16,026
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$99,655

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.