

2022 Annual Report to the School Community

School Name: Lucas Primary School (5413)



- 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 16 March 2023 at 10:44 PM by Susan Sawyer (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 20 March 2023 at 08:14 PM by Marc Oliver (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

Lucas Primary School is a new primary school situated in the suburb of Lucas, west of Ballarat's central business district. The school opened in 2020 with an enrolment of 71. The enrolment in 2022 was 256, which included twelve classes. There were 23.2 equivalent full time staff including 2 Principal Class, 18 teachers and 7 Education Support Staff. The school has been master planned to allow for a peak enrolment of 475 students in the future. The school features state of the art facilities including two learning community buildings, a Performing Arts and Physical Education facility, a Specialist Pavilion for Visual Arts and STEM and an administration building.

Our vision is to empower all students to achieve their best, promoting high quality learning and teaching and excellence in all areas. We provide an engaging and challenging curriculum that caters for the needs of all learners within a positive, inclusive and supportive learning community. Our aim is for all students to develop the knowledge, skills and attributes to achieve success in learning and life. We value and promote strong home-school partnerships and connections with the wider community. All practices reflect the school's values of Respect, Responsibility, Excellence and Growth.

A comprehensive curriculum is offered throughout the school based on the Victorian Curriculum with a strong focus on the core areas of literacy and numeracy. The school's Instructional Model provides the framework for high quality, consistent practice in all classrooms, incorporating evidence based high impact teaching strategies. Clear learning intentions and success criteria are developed for all lessons, with explicit teaching provided at students' point of need. Data is collected and used to provide a differentiated program ensuring challenge and support for all learners. Students in all year levels have reading, writing and numeracy goals they are continually working towards to maximise their learning growth. Feedback and reflection are important elements of all lessons. In 2022, a specialist program was offered in Visual Arts, Physical Education and Performing Arts. We are looking forward to introducing Japanese in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the school began implementation of its new Strategic Plan and focussed on the goal of maximising learning growth and achievement for all students.

The school's Instructional Model continued to be implemented to a high level across the school and was well supported by teacher professional learning in the priority areas of literacy and numeracy. This included school based sessions led by staff, a curriculum day with educational consultant Andrea Hillbrick focussing on Numeracy and ongoing work within Professional Learning Communities (PLCs). All classroom teachers had the opportunity to participate in two class observations related to a component of the Instructional Model, to further enhance their practice. Weekly planners, curriculum documentation and learning walks show evidence of consistent implementation of the Instructional Model in classrooms.

With an increase in student and staff numbers in 2022, four PLCs were established (Prep, 1/2, 3/4 and 4/5/6) and a Leadership team comprising of the Principal, Assistant Principal and four PLC leaders. Data has continued to be the focus of PLC planning to monitor learning and support point of need teaching. A whole school Excel data base and PLC data walls with student photos, were used to track and monitor progress and to ensure 'faces on the data'. Individual Educations Plans (IEPs) were also utilised to target student needs. A tutoring program was implemented for identified students working below the expected level in reading and/or writing, with growth in learning evident.

Goal setting continued to be implemented across the school with all students having a reading, writing and numeracy goal displayed on their LPS goal mat. PLCs developed goal banks for all staff to access. Improved methods for tracking goals to acknowledge and celebrate achievements were implemented. In the senior classes, a number of surveys were trialled to gain feedback from students as part of the school's voice and agency goal.

In the 2022 Staff Opinion survey, the percentage of positive responses in the teaching and learning variables was high, with most above 90%.

Wellbeing

A key improvement strategy for all schools was to effectively mobilise available resources to support students' wellbeing and mental health.

In 2022, the school was part of the Mental Health in Primary Schools (MHiPS) pilot. A Mental Health and Wellbeing Coordinator (MHWC) was appointed, a school wellbeing team established to lead work in this area and a wellbeing space created. To further build knowledge and understanding, staff participated in school based sessions led by the MHWC, including a curriculum day, exploring a range of wellbeing resources. Teachers also completed 'Be You' modules as part of their professional learning.

A strong focus was placed on the strengthening of Tier 1 practices including implementing the Respectful Relationships program, focusing on our school values, developing calm/ break out spaces and introducing daily mindfulness sessions for all students. Planning for the implementation of Multi-Aged Buddy teams was commenced and will continue in 2023, to further promote a sense of belonging and connectedness.

A CLUBS lunchtime program was implemented to provide alternative options during the lunch break and promote connections across the school. CLUBS included Chess, Lego, sports, a music group and art activities. Feedback from students was positive as we continue to promote student voice through this program.

Data from the Student Attitudes to School survey showed achievement of all A.I.P targets. We are excited to be part of SWPBS (School Wide Positive Behaviour Support) training in 2023, to further build on our practices in this area.

Engagement

The school's engagement goal in 2022 was to improve student engagement and connectedness. Key improvement strategies focussed on enhancing learning opportunities with the local and wider community and strengthening learning partnerships between students, parents and teachers.

Throughout the year, the school was committed to engaging with families and continuing to foster strong partnerships. The expansion of Seesaw was well received, with positive parent feedback gained in relation to enhanced home-school communication and opportunities to share in their child's learning. A school picnic, open night and Christmas carols event were all highly successful, further promoting a sense of connectedness within the school community.

After participation in CUST (Community Understanding and Safety Training) in 2021, the school has been proactive in implementing practices to promote inclusion and connectedness. This has included developing a visual Acknowledgement of Country for the front office, an outdoor mosaic and the start of an Aboriginal garden art project, which students are very proud of.

The school continued to actively seek opportunities to be involved in local events and activities beyond the school. Involvement in ANZAC day, Remembrance Day, a local Book Launch, the Lucas Community Garden and the Lucas 10 Year Celebration, further enhanced the school's connection with the wider community.

A.I.P targets related to the 2022 Parent Opinion Survey and the Student Attitudes to School Survey were all achieved, which reflects positively on the work undertaken in this area.

Student absence rates in 2022, were higher than previous years, which is consistent with the increase in the number of absent days per student across the state. The importance of student attendance continues to be emphasised regularly, with all extended absences followed up and support offered to families where attendance is a concern.

Financial performance

Centrally held and issued funds were carefully managed with an estimated surplus of \$61,619. This surplus is mainly the result of two capital work projects (Shade Sails & Playground), deposits paid but works delayed due to materials and contractor timeline extensions which will take place in 2023. Total revenue received was 111% of expected funds, fundraising activities increased by

\$7,796 due to more fundraising activities held post COVID restrictions. \$25,000 donation was received from Big Childcare for capital works (Playground). There were increased costs associated with the purchasing of additional Chrome books and iPads. All funds held by Lucas Primary School as at 31.12.2022 were reported and certified by School Council at the February 2023 meeting, with the Financial Commitment Summary being presented and accepted. Required Financial Attestation was completed by both the Principal and Business Manager, as per department requirements.

For more detailed information regarding our school please visit our website at
<http://lucasps.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 243 students were enrolled at this school in 2022, 132 female and 111 male.

8 percent of students had English as an additional language and 2 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).

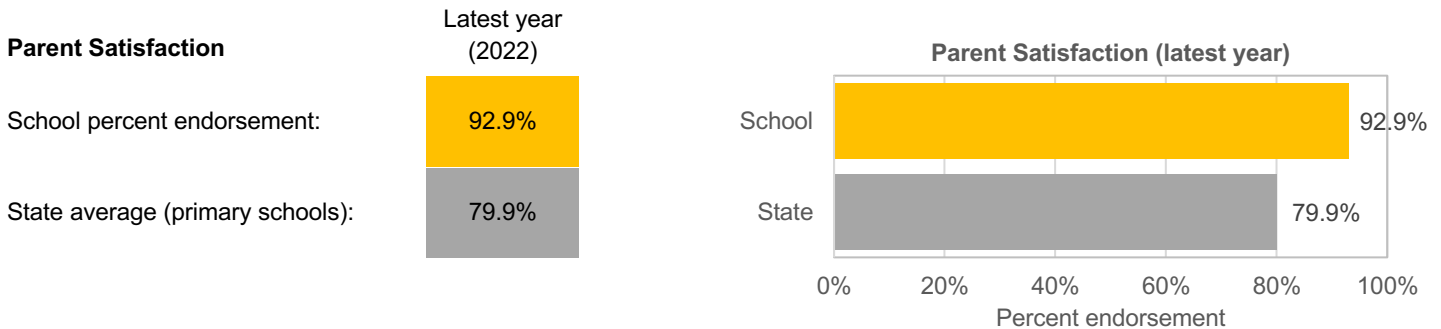
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

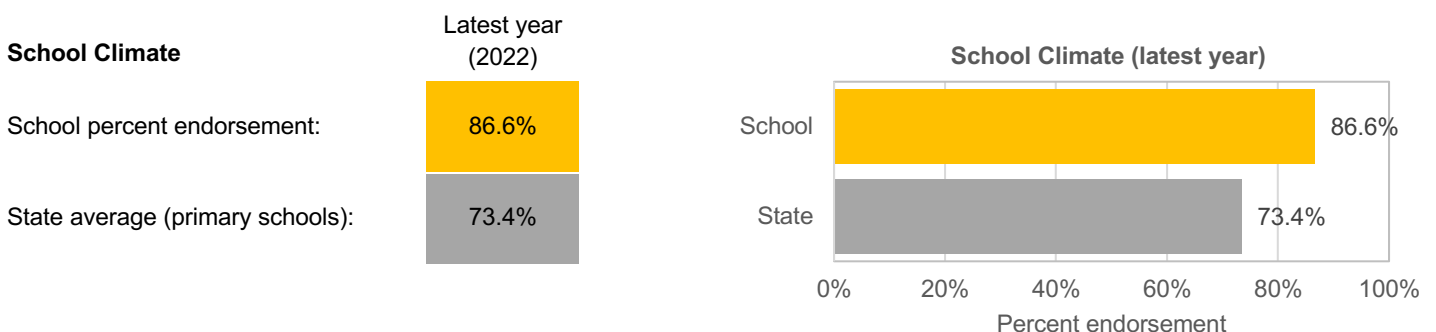


School Staff Survey

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:

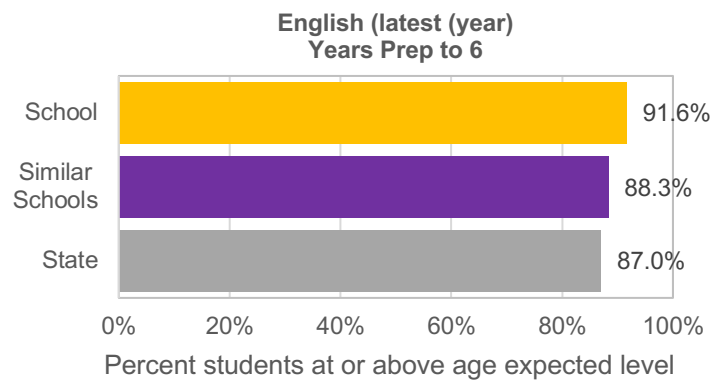
91.6%

Similar Schools average:

88.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

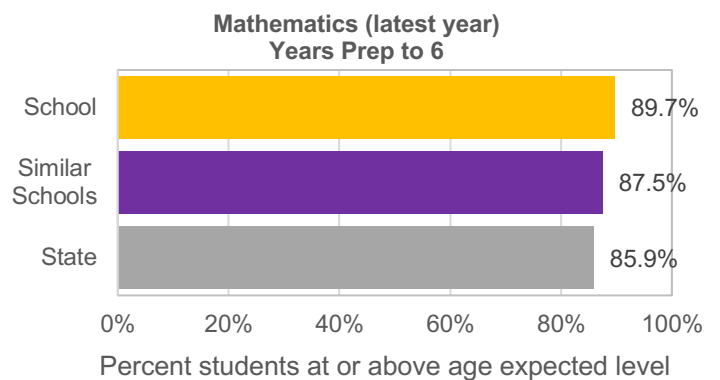
89.7%

Similar Schools average:

87.5%

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.

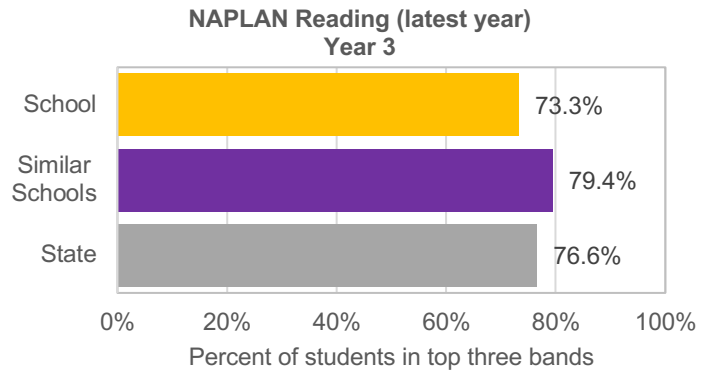
NAPLAN

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.

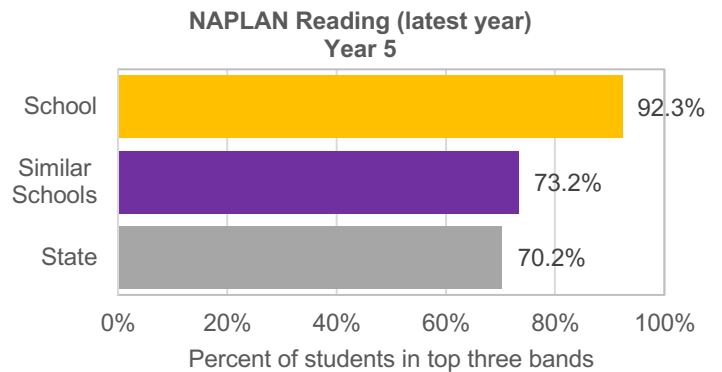
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.3%	79.1%
Similar Schools average:	79.4%	78.8%
State average:	76.6%	76.6%



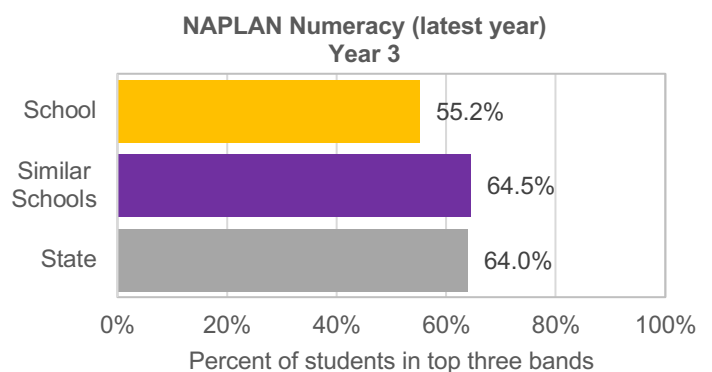
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.3%	87.0%
Similar Schools average:	73.2%	71.4%
State average:	70.2%	69.5%



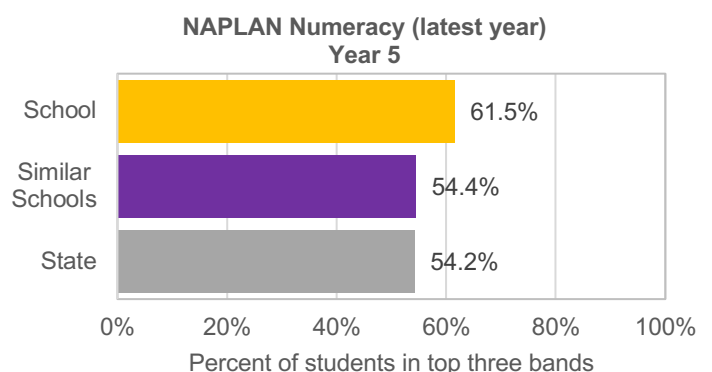
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.2%	64.3%
Similar Schools average:	64.5%	69.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.5%	66.7%
Similar Schools average:	54.4%	57.8%
State average:	54.2%	58.8%



WELLBEING

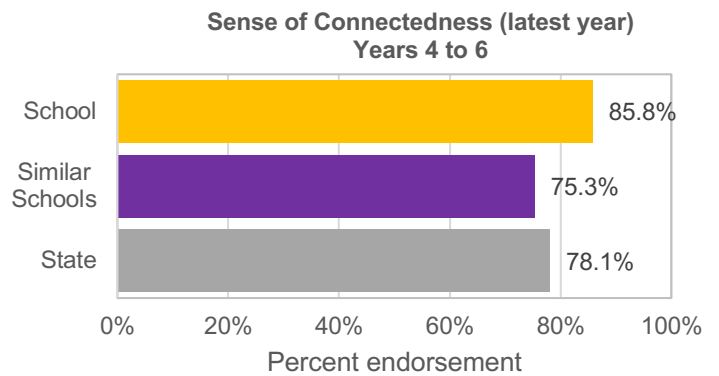
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	85.8%	89.2%
Similar Schools average:	75.3%	76.9%
State average:	78.1%	79.5%

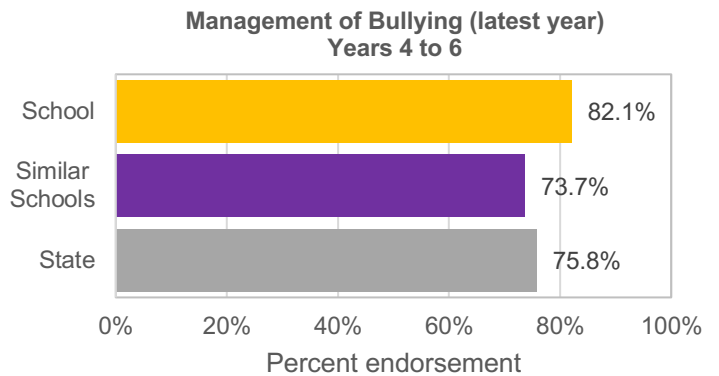


Student Attitudes to School – Management of Bullying

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:	82.1%	87.0%
Similar Schools average:	73.7%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

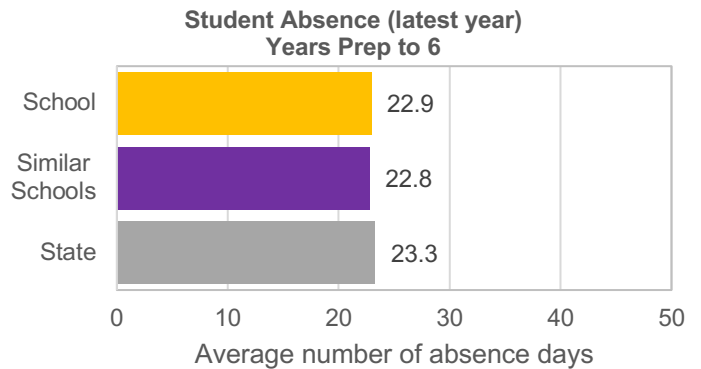
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.9	17.7
Similar Schools average:	22.8	16.7
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):	89%	89%	88%	87%	89%	89%	83%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,306,957
Government Provided DET Grants	\$336,439
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$7,790
Locally Raised Funds	\$131,607
Capital Grants	\$20,000
Total Operating Revenue	\$2,802,792

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,232
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,232

Expenditure	Actual
Student Resource Package ²	\$2,190,988
Adjustments	\$0
Books & Publications	\$22,658
Camps/Excursions/Activities	\$36,453
Communication Costs	\$4,616
Consumables	\$64,813
Miscellaneous Expense ³	\$17,273
Professional Development	\$7,048
Equipment/Maintenance/Hire	\$67,521
Property Services	\$149,334
Salaries & Allowances ⁴	\$105,615
Support Services	\$11,679
Trading & Fundraising	\$5,544
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,632
Total Operating Expenditure	\$2,721,173
Net Operating Surplus/-Deficit	\$61,619
Asset Acquisitions	\$18,320

- (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	\$107,558
Official Account	\$4,791
Other Accounts	\$0
Total Funds Available	\$112,350

Financial Commitments	Actual
Operating Reserve	\$79,696
Other Recurrent Expenditure	\$30,863
Provision Accounts	\$0
Funds Received in Advance	\$24,866
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,888
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$43,838
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$187,152

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.