

# 2020 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](http://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 2020 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 2021 at 09:58 PM by Susan Sawyer (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 March 2021 at 03:14 PM by Emma Duzhnikov (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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## 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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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 students and four classes (Prep, 1/2, 3/4 and 5/6). There were 7.2 equivalent full time staff including 2 Principal Class, 5 teachers and 2 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 2020, specialist lessons were provided in Visual Arts, Physical Education and Performing Arts.

### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) has four priority areas - Excellence in teaching and learning, Professional leadership, Positive climate for learning and Community engagement in learning. Throughout 2020 the school implemented a range of practices to enhance these areas, with a focus on 'Excellence in teaching and learning' and the development of high quality, consistent practice across the school.

Although there was a significant period of remote learning, the school was still able to achieve most aspects of the Annual Implementation Plan (AIP). As part of the achievement goal, a whole school Instructional Model was developed and consistently implemented in all classrooms. Remote learning tasks also included key components of the model including a warm up, hook, learning intention, success criteria, differentiated tasks and explicit teaching through videos and WebEx sessions.

In the area of engagement, the school focused on building school pride, connectedness and positive home-school partnerships. While many whole school events were not able to be held in person due to COVID restrictions, a strong focus was still placed on 'Community engagement in learning'. Regular interactions with students and parents via WebEx during remote learning and some whole school virtual events enabled positive home-school connections to be established and fostered.

As a new school in our first year of operation, we are proud of our achievements in relation to our AIP and the practices we have established so far. We embraced the challenges presented in 2020 with a positive mindset and made the most of opportunities available. In 2021 we are looking forward to our school review and developing our first Strategic Plan.

## Achievement

In 2020, the school focussed on its AIP goal of maximising the learning growth of all students in Literacy and Numeracy.

A whole school Instructional Model was developed incorporating evidence based high impact teaching strategies. Professional learning focussed on each component of the model to develop common understandings and consistency of practice across the school. A whole school assessment schedule, data base and reading data wall was also established to monitor and track learning growth.

The Fountas and Pinnell 'Systems of Strategic Actions' and Literacy Continuum was used to support the explicit teaching of reading strategies and goal setting as part of the Instructional Model. Fountas and Pinnell assessment data showed positive growth in students' reading skills throughout the year.

In Numeracy, a whole school Scope and Sequence was developed with pre and post test data used to inform teaching. GRIN (Getting Ready In Numeracy) lessons were conducted at all grade levels to further enhance numeracy learning. Essential Assessment and PAT data showed positive growth in student outcomes.

During remote learning, teachers were committed to maintaining the continuity of learning for all students. This was achieved through differentiated learning tasks provided via Compass (Grades Prep to 2) and Google Classroom (Grades 3-6), explicit teaching through videos, WebEx conferences and online class meetings. Overall students engaged well with learning tasks and stayed connected throughout this period. Parents are to be commended for their efforts and support during this challenging time.

## Engagement

The school's engagement goal in 2020 was to build school pride, connectedness and positive home-school partnerships.

Being a new school, it was an exciting start to the year with a successful opening, smoking ceremony, welcome assembly and family picnic which were all well attended and supported by the school community.

The school's values of respect, responsibility, excellence and growth are becoming embedded into school practices and have played an important role in shaping the school's culture. The values are prominently displayed in all learning areas, explicitly taught in classrooms and referred to regularly. Documentation showing how to display each value in the classroom and playground has been developed in collaboration with students. The values are also highlighted at assembly, in the newsletter and via the school website.

Due to COVID restrictions, the school was unable to conduct any 'in person' celebrations of learning or open afternoons for parents as planned. To enable the school community to stay connected during remote learning, a virtual disco and online sports colours day was held. Assembly videos showcasing home learning were produced which were highly valued by families. WebEx parent-teacher interviews were also conducted to discuss student progress and achievements.

Results from the 2020 Parent Opinion Survey show the percentage of positive responses in the School Support and School Connectedness variables both above 90% which reflects positively on the work undertaken in this area.

The school has achieved positive student attendance rates with the average number of days absent well below the state average. The importance of student attendance is emphasised regularly with all extended absences followed up promptly and support given to families where attendance is a concern.

## Wellbeing

The AIP wellbeing goal in 2020 was to enhance student wellbeing and create a positive climate for learning.

To support this goal, a consistent approach to classroom management was developed with a focus on acknowledging 'ready to learn' behaviours and the school values. A school wide DOJO points system was implemented to promote positive behaviours, where students are awarded points linked to the school values.

The implementation of a buddy program across the school has been successful, promoting positive relationships and connectedness beyond the classroom. Feedback from students shows that 'Buddies' is highly valued.

The school has shown a commitment to introducing the Respectful Relationships program across the school. Staff have undertaken professional learning and a yearly overview has been developed ready for implementation in 2021. Weekly sessions will be conducted in all classrooms focussing on each aspect of the program which will further enhance student wellbeing and the development of a positive climate for learning.

### **Financial performance and position**

Lucas Primary School finished 2020 with an Operating Surplus of \$222617. We received 101.37% of our expected revenue. This included a highly increased Contract Cleaning budget of an additional \$16445 due to extra Covid cleaning requirements and \$5700 for hire of school facilities due to Lucas Kindergarten coming onsite for most of 2020.

We reached 58.35% of our planned expenditure. The budgets were quite fluid throughout 2020 due to the global pandemic and all the changes this brought with it. Expenditure was notably reduced as the school focus was very much online learning and addressing students, staff and community needs.

A hire of school facilities agreement with Australian Futsal was terminated due to Covid restrictions. This will be revisited in 2021.

33 students (25.74% of students) were in receipt of Camps, Sports and Excursion funds. These were not expended due to Covid restrictions and few excursions / incursions occurring.

All funds held by Lucas Primary School as at 31.12.2020 were reported and certified by School Council at the February 2021 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**  
<https://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.

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 71 students were enrolled at this school in 2020, 38 female and 33 male.

13 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

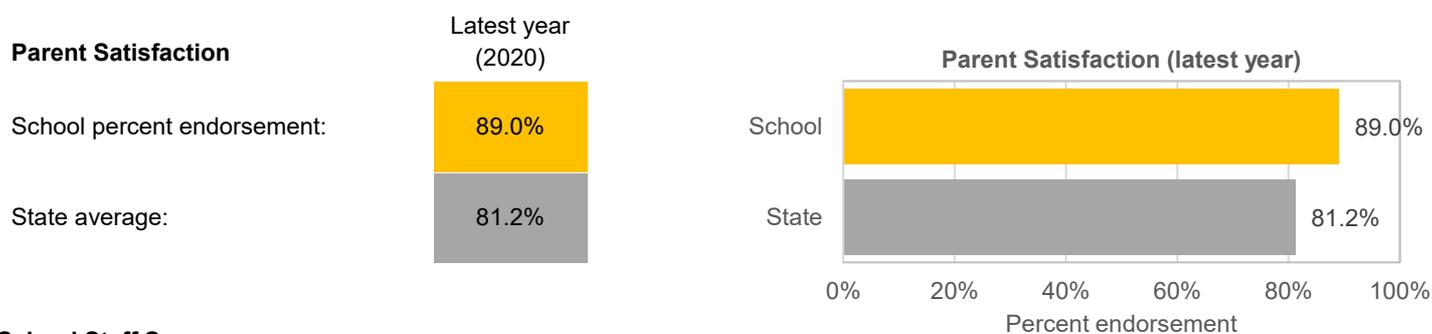
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: NDA

### 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.

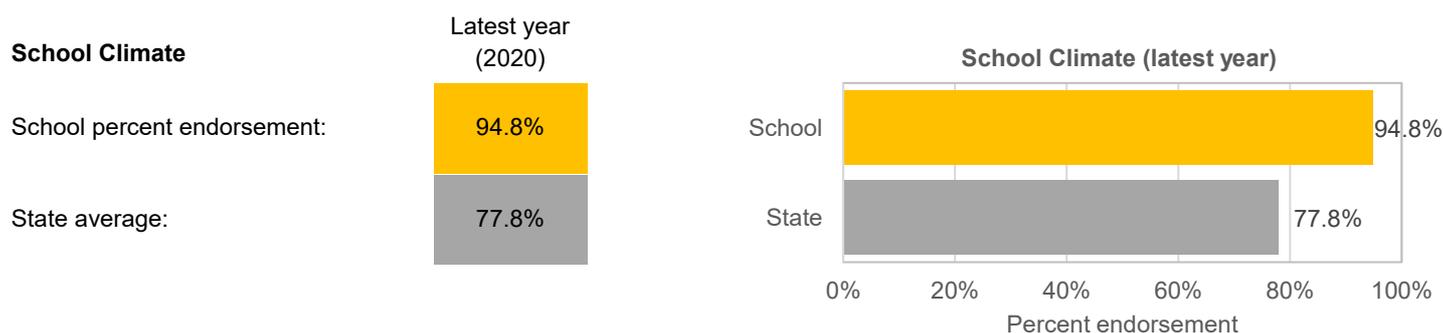


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

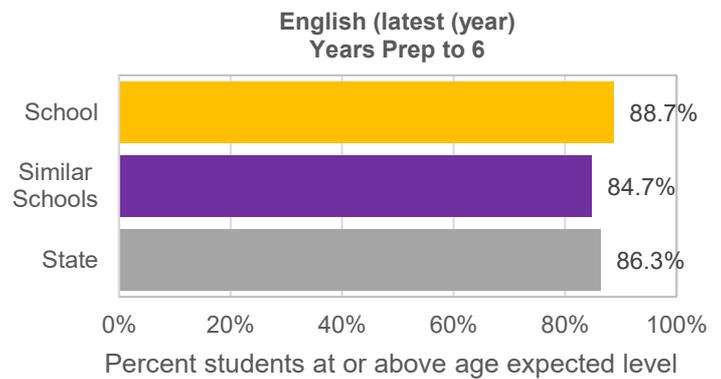
88.7%

Similar Schools average:

84.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

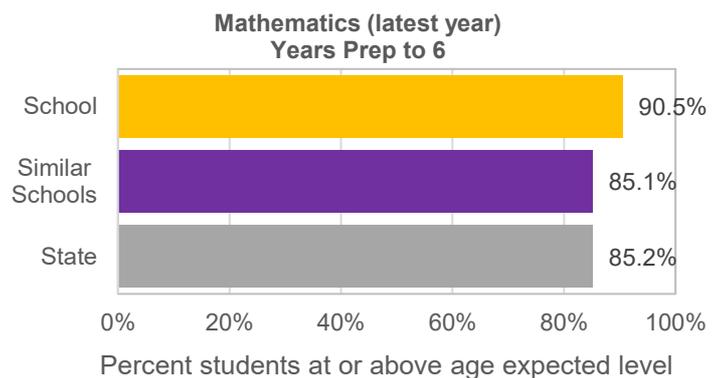
90.5%

Similar Schools average:

85.1%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

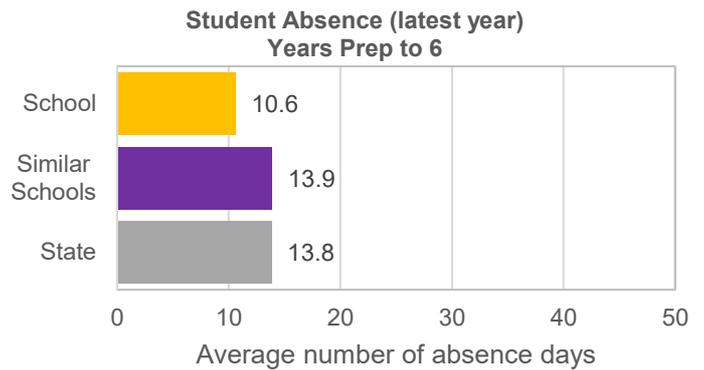
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.6	10.6
Similar Schools average:	13.9	16.2
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	93%	97%	93%	94%	97%	92%

## WELLBEING

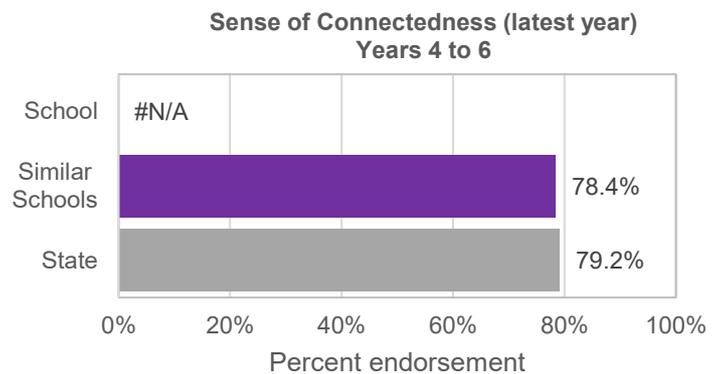
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	78.4%	81.4%
State average:	79.2%	81.0%



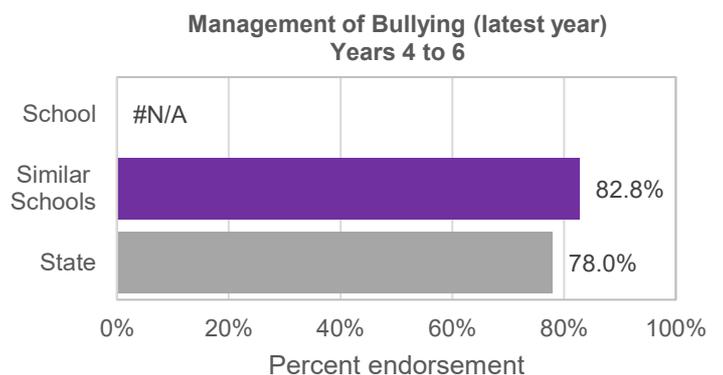
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	82.8%	83.6%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$750,719
Government Provided DET Grants	\$451,660
Government Grants Commonwealth	\$4,900
Government Grants State	NDA
Revenue Other	\$8,005
Locally Raised Funds	\$24,260
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,239,544</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$734,082
Adjustments	NDA
Books & Publications	\$21,304
Camps/Excursions/Activities	\$1,300
Communication Costs	\$3,489
Consumables	\$80,882
Miscellaneous Expense <sup>3</sup>	\$3,943
Professional Development	\$1,579
Equipment/Maintenance/Hire	\$42,074
Property Services	\$49,318
Salaries & Allowances <sup>4</sup>	\$42,315
Support Services	\$1,871
Trading & Fundraising	\$103
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,667
<b>Total Operating Expenditure</b>	<b>\$1,016,927</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$222,617</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$207,204
Official Account	\$3,184
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$210,388</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$45,301
Other Recurrent Expenditure	\$550
Provision Accounts	NDA
Funds Received in Advance	\$8,510
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$22
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$39,825
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$15,600
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$109,808</b>

*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.*