

2021 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 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 15 March 2022 at 10:13 PM by Susan Sawyer (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 21 March 2022 at 07:48 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, 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

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 2021 was 175 which included nine classes. There were 14.8 equivalent full time staff including 2 Principal Class, 13 teachers and 4 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 2021, 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 2021 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) and complete a comprehensive school review. As part of the achievement goal, a whole school Instructional Model was 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 fostered.

As a new school in our second year of operation, we are proud of our achievements in relation to our AIP and the practices we have established so far. This was strongly endorsed through the school review process which included a self evaluation, consultation with students, staff and parents and verification by a review panel.

As a school, we embraced the challenges presented in 2021 with a positive mindset and made the most of

opportunities available. In 2022 we are looking forward to implementing our new Strategic Plan.

Achievement

In 2021, the school focussed on its AIP goal of maximising the learning growth of all students in Literacy and Numeracy.

The school's Instructional Model was implemented to a high level across the school and was well supported by teacher professional learning. This included school based sessions led by staff, two curriculum days with educational consultant Andrea Hillbrick focussing on Numeracy and ongoing work within Professional Learning Communities (PLCs). Weekly planners, curriculum documentation and learning walks clearly showed evidence of the Instructional Model in action.

A whole school assessment schedule and data base continued to be used as the basis for the collection and monitoring of achievement data. Data walls were created for reading, writing and number to track growth and ensure 'faces on the data'. All students had reading, writing and numeracy goals they were continually working towards to maximise their learning growth.

Evidence gathered through the school review process strongly endorsed progress made in implementing high quality consistent practice across the school since opening in 2020. Assessment data, Victorian Curriculum teacher judgements and NAPLAN results show positive student achievement and learning growth, further endorsing work undertaken in this area.

During remote learning, teachers were committed to maintaining the continuity of learning for all students. This was achieved through differentiated learning tasks provided via Seesaw (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 2021 was to build school pride, connectedness and positive home-school partnerships.

Throughout the year, the school was committed to engaging with families and continuing to foster strong partnerships even though 'in person' opportunities were limited due to COVID restrictions. Learning continued to be celebrated through assemblies, the newsletter and in student portfolios. Families highly valued the introduction of Seesaw as a method for ongoing two way communication and to share in their child's learning. Photos, work samples and videos were shared regularly to enable families to stay connected and build positive partnerships.

Although there were still limited opportunities to be involved in the wider community in 2021, it was exciting to have our captains represent the school in the Ballarat ANZAC Day march and the 'Honoured in Lucas Launch' in Term 2 and to be involved in a tree planting activity at the local park in Term 4. A highly successful family carols night was held in December which was very well attended and a wonderful opportunity to come together as a school community.

Results from the 2021 Parent Opinion Survey in School Support and School Connectedness and the Student Attitudes to School Survey in School Connectedness show the percentage of positive responses all above 90% which reflects positively on the work undertaken in this area.

The school achieved positive student attendance rates in 2021, with the average number of days absent below the state average. The importance of student attendance is emphasised regularly with all extended absences followed up

promptly and support offered to families where attendance is a concern.

Wellbeing

The AIP wellbeing goal in 2021 was to enhance student wellbeing and create a positive climate for learning.

The school values continue to be an important part of the school culture and are on display, explicitly taught and referred to regularly. Dojo points are used across the school to highlight the values on a daily basis and promote how they are shown in words and actions. Awards at assembly also focus on the values, ensuring positive behaviours are acknowledged and celebrated.

The Respectful Relationships program was introduced in 2021 to further support the achievement of our wellbeing goal. Lessons are conducted weekly focusing on the key areas within this program. The school also participated in CUST (Cultural Understanding and Safety Training) in Term 4 which provided an opportunity to reflect and build on our practices to ensure a safe and inclusive environment for all.

Data from the Student Attitudes to School survey showed achievement of all AIP targets, with the percentage of positive responses all above 90% in Sense of Inclusion and the Student Safety variables, Advocate at School, Managing Bullying and Respect for Diversity.

Finance performance and position

Centrally held and issued funds were carefully managed with an estimated deficit of \$70322. This deficit is a result of the additional spending undertaken after the reduced spending of 2020 due to Covid 19.

In revenue terms, we received 109.3% of expected funds, which included 87.5% payment of Essential Student Learning Items. 25.5% of students received Camps, Sports & Excursion Funds.

There were significantly increased costs associated with Contract Cleaning, that were supported by Uplift Cleaning Grants due to Covid 19 high touch area cleaning and additional cleaning required.

All funds held by Lucas Primary School as at 31.12.2021 were reported and certified by School Council at the February 2022 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.

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 156 students were enrolled at this school in 2021, 87 female and 69 male.

9 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).

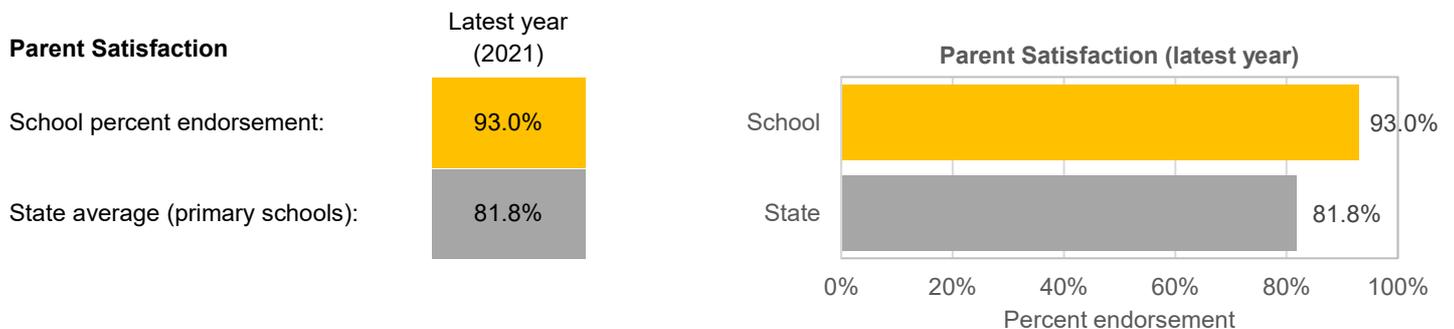
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

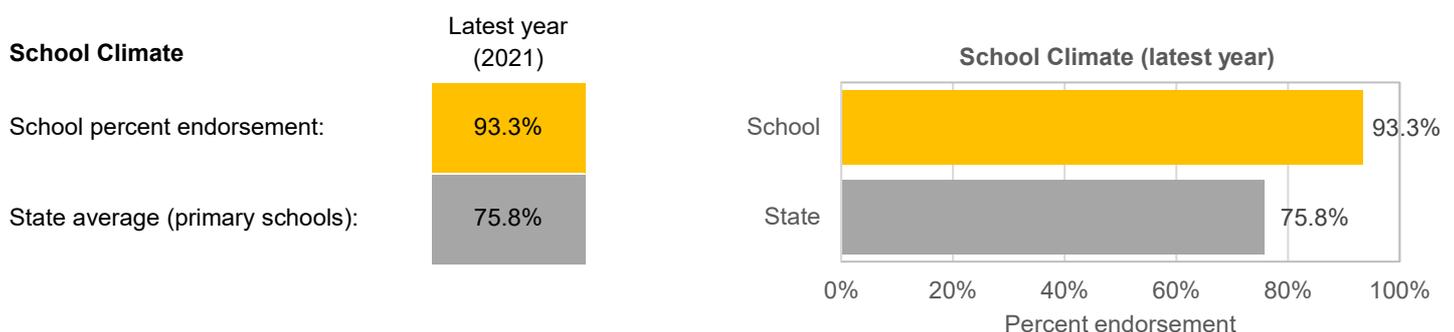


School Staff Survey

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.



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:

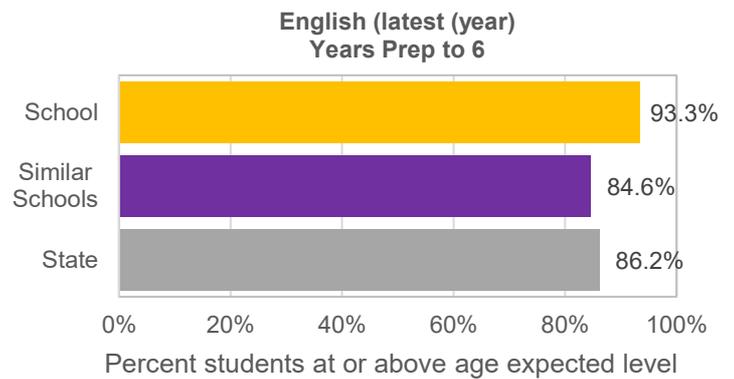
93.3%

Similar Schools average:

84.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

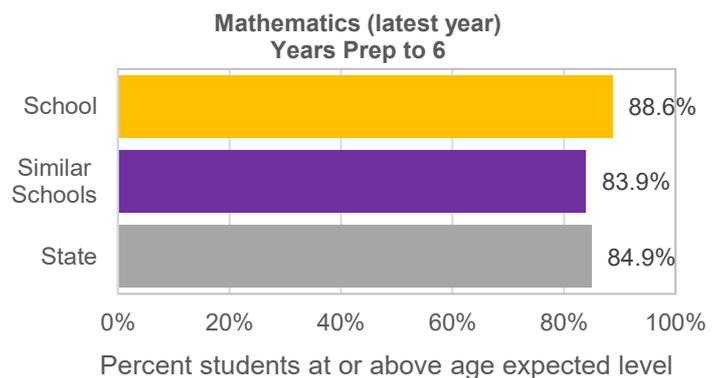
88.6%

Similar Schools average:

83.9%

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.

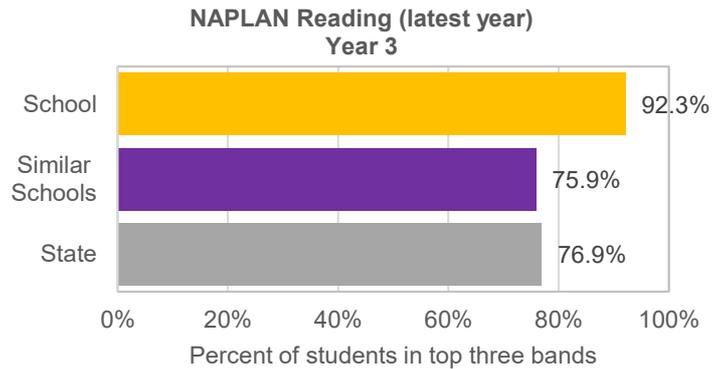
NAPLAN

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.

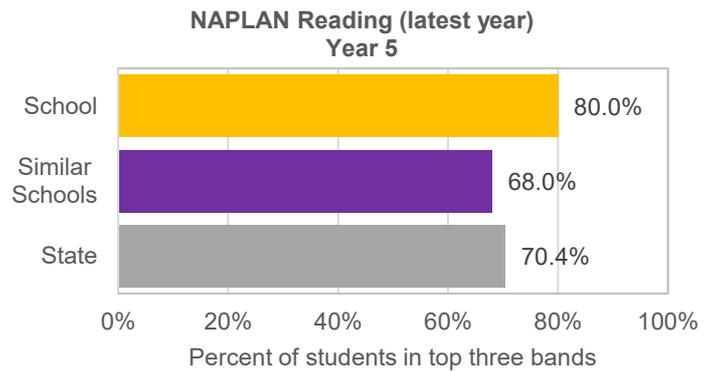
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.3%	92.3%
Similar Schools average:	75.9%	75.1%
State average:	76.9%	76.5%



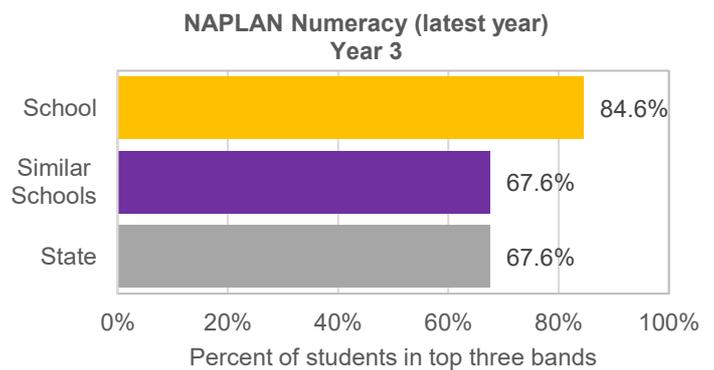
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	80.0%
Similar Schools average:	68.0%	65.8%
State average:	70.4%	67.7%



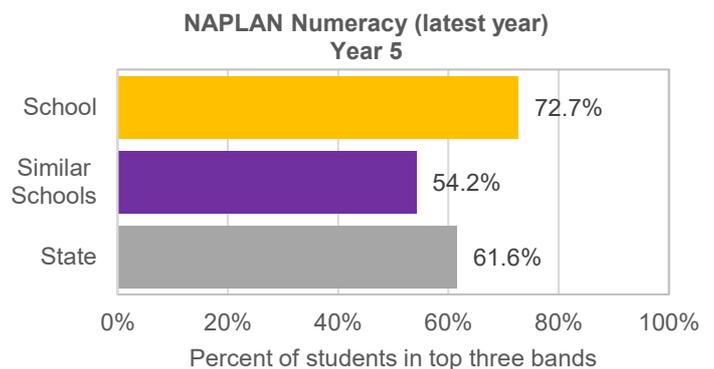
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	84.6%
Similar Schools average:	67.6%	68.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	72.7%
Similar Schools average:	54.2%	55.3%
State average:	61.6%	60.0%



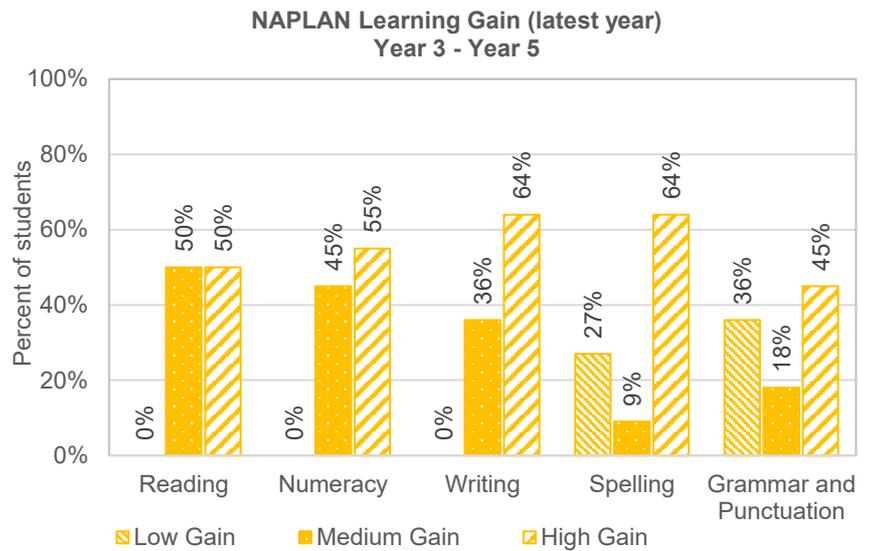
ACHIEVEMENT (continued)

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:	0%	50%	50%	22%
Numeracy:	0%	45%	55%	18%
Writing:	0%	36%	64%	19%
Spelling:	27%	9%	64%	20%
Grammar and Punctuation:	36%	18%	45%	20%



ENGAGEMENT

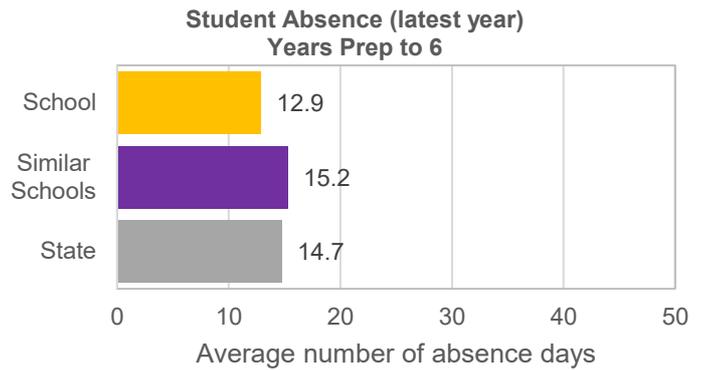
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.9	12.1
Similar Schools average:	15.2	15.7
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):	94%	92%	94%	94%	94%	94%	93%

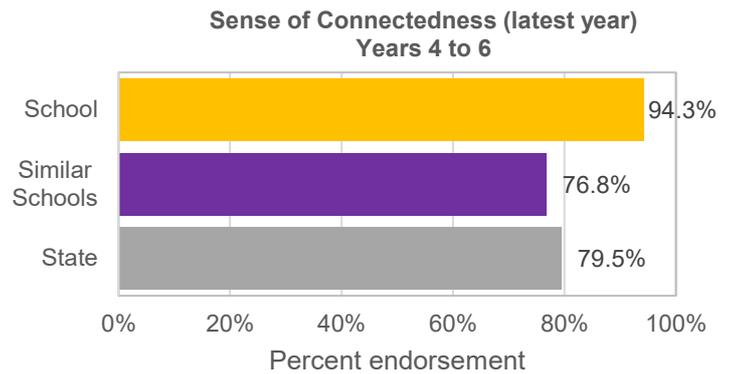
WELLBEING

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:	94.3%	94.3%
Similar Schools average:	76.8%	77.3%
State average:	79.5%	80.4%

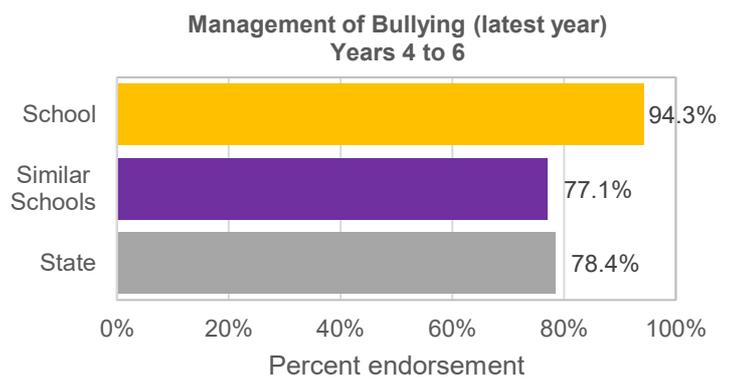


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	94.3%	94.3%
Similar Schools average:	77.1%	77.8%
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	\$1,386,659
Government Provided DET Grants	\$269,264
Government Grants Commonwealth	\$8,488
Government Grants State	\$0
Revenue Other	\$9,977
Locally Raised Funds	\$59,237
Capital Grants	\$0
Total Operating Revenue	\$1,733,624

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,144
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$10,986
Equity Total	\$34,131

Expenditure	Actual
Student Resource Package ²	\$1,365,817
Adjustments	\$0
Books & Publications	\$19,522
Camps/Excursions/Activities	\$16,130
Communication Costs	\$2,616
Consumables	\$79,937
Miscellaneous Expense ³	\$8,883
Professional Development	\$9,783
Equipment/Maintenance/Hire	\$59,505
Property Services	\$104,219
Salaries & Allowances ⁴	\$89,068
Support Services	\$3,164
Trading & Fundraising	\$236
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,067
Total Operating Expenditure	\$1,803,946
Net Operating Surplus/-Deficit	(\$70,322)
Asset Acquisitions	\$0

- (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	\$127,996
Official Account	\$2,515
Other Accounts	\$0
Total Funds Available	\$130,511

Financial Commitments	Actual
Operating Reserve	\$68,490
Other Recurrent Expenditure	\$550
Provision Accounts	\$0
Funds Received in Advance	\$18,614
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$474
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$14,869
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$132,998

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.