

2022 Annual Report to the School Community

School Name: Lancefield Primary School (0707)



- 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 28 March 2023 at 02:42 PM by Joanne Emond (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 29 March 2023 at 05:18 PM by Sally Soper (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

Our Vision:

At Lancefield Primary School, in partnership with parents, carers and community, we aim to develop socially capable and emotionally intelligent learners who can mindfully contribute to their world.

Our values are:

Learning, Positivity, Safety

We value learning in all its many forms

- Social and emotional learning
- Academic endeavours
- Social responsibility

We will see 'learning' develop through: persistence, imagination, resilience, personal excellence, achievement, giving and receiving feedback, cooperation, working tough, problem solving, self-confidence, curiosity, creativity, and tolerance

We value positivity in all its many forms

- A can do attitude
- Building relationships with each other
- Kind language and actions

We will see 'positivity' develop through: respect, increasing self-awareness, optimism, acts of kindness, persistence, resilience, inclusion, acceptance, empathy, enthusiasm, positive growth mindsets, tolerance and school wide wellbeing

We value safety in all its many forms

- Movement and actions
- Responsible decision making
- Cybersafety

We will see 'safety' develop through: choice making, accountability, personal safety, respect for property, respect for others, honesty, valuing our community, integrity and trust.

Established in 1858, LPS is situated in a semi-rural township sixty-seven kilometres north of Melbourne in the Macedon Ranges. Residential areas have been developed alongside a rural farming existence. Our student enrolment for December 2022 was 180 students, 113 female and 67 male. We had seven students who identified as Aboriginal and/or Torres Strait Islanders and four students were part of the Program for Students with a Disability. Our school Student Family Occupation and Education Index (School Family Occupation and Education index -SFOE) is low-medium. (Possible socio-economic band values are: Low, Low-Medium, Medium and High.)

We are committed to the wellbeing and good mental health of all members of our school community and promote positive relationships. We strive to provide a safe, calm and orderly environment. We make reasonable adjustments to ensure all students are supported in reaching their full potential.

In 2022 the staffing profile consisted of 1 full time principal, 7 fulltime and 2 part time classroom teachers ranging from highly accomplished to graduate teachers, 1 part time teacher (tagged Tutor Learning Initiative) 3 days per week, 1 full time wellbeing coordinator (Mental Health in Primary Schools 0.6/Disability Inclusion 0.4), 3 part time specialist teachers (Visual Arts, Physical Education, Music); 2 office staff (1 x Business manager and

1x office administration), 3 Education Support Officers providing classroom support and supporting funded students (Program for Students with a Disability PSD and Disability Inclusion). 1 Education Support Officer coordinating the Stephanie Alexander Kitchen garden Program (3days).

We are well equipped with engaging and vibrant classrooms, a well maintained outdoor environment, multi - purpose hall and allocated classroom for visual arts. The grounds are established with attractive garden and vegetable beds. Our Wil-im-mee Moor-ing Centre houses a full kitchen to support our SAKG program, a non fiction library section and learning space.

Progress towards strategic goals, student outcomes and student engagement

Learning

We continued to develop a culture of high expectations, collective responsibility, data driven instruction, feedback and teacher reflection on their practice. The High Impact Teaching Strategies (HITS) and Practice Principles provide direction for our teaching practice with a strong focus on improving numeracy and literacy outcomes. Students' are challenged to set goals, reflect on their progress and aim for continuous improvement. Our dedicated teacher for our Tutor Learning Initiative worked with a wide range of students across the school and part of this role was to provide support and coaching to class teachers. Several students in years 5 and 6 accessed the Student Excellence program for high achieving students. Our literacy leaders worked throughout 2022 on creating our LPS scope and sequence and planning documentation. Our numeracy leaders visited schools as part of our Network Community of Practice and we began trialling daily maths reviews in each class continuing into 2023. Teachers focused on implementing and embedding our instructional model and ensuring our students understood their role in this process.

Wellbeing

During 2022 our major focus was on student, family and staff wellbeing and mental health. We started our journey of the Mental Health in Primary School pilot with a fulltime teacher dedicated to MHipS and also began implementing Disability Inclusion. We successfully completed our first Disability inclusion profiling for a foundation student. We were very mindful that past experiences of Covid lockdowns and remote learning were going to have a flow-on effect to the full time return to school for students and families and staff throughout 2022. Our wellbeing approaches of Kimochis and Smiling Minds together with RRRR underpinned our daily SEL focus for students. The review of our Multi-Tiered System of Support allowed us clarity to pinpoint areas of needs and assisted us in reflecting on programs and supports we provide for all our students and families. The completion of the Student Check In resource week 5 of each term enabled us to determine individual support for students in the academic, behaviour and social emotional domains. We accessed the Schools Mental Health Fund to provide our first Berry Street Education Model training day for all staff with further training days scheduled for 2023 and 2024.

Engagement

We successfully accessed several “positive start’ free experiences for our school including a free camp to Anglesea for years 4,5,6; incursions from Museum Victoria; excursions to sovereign Hill and the state netball centre. It was important for our students and families to return to some ‘normality’ of school life after lockdowns and restrictions and once again participate in experiences outside the usual school environment. Our SAKG program was conducted for all classes in 2022. This rich and engaging program provides a range of social/emotional and educational benefits to all of our students throughout the year and encourages parent/carer participation. The program included weekly cooking and gardening classes.

Other highlights from the school year

Other highlights include:

- Education Week whole school celebration - 150 years of public education in Victoria" - Dress up and activity day
- Regular visits from our Department of Education KESO (Koori Education Support Officers) team to visit in classrooms, conduct staff professional learning (Cultural Understanding and Safety training), Indigenous games and accessing the Curriculum support.
- Book week celebrations and dress up day
- Participation of students in Premiers Reading Challenge
- Year 3/4 camp to Toolangi and 5/6 camp to Phillip Island
- Whole school athletics and sports events including cross country
- "Planks" incursion and family event
- End of year concert and celebration
- Whole School 'Colour Run' event raising fund for Backpacks for Vickids
- Year 6 graduation and celebration
- 100 days of school dress up and celebration for Prep students
- Purchase of document cameras for classrooms to enhance learning engagement for all students
- Five kinder to prep transition sessions conducted in term 4 for 2023 incoming prep students

Financial performance

At the end of 2022 Lancefield Primary School had a bank balance of \$47,100.78. Our newly established library fund attracted \$840 in donations from families which enabled us to keep our library resources fresh and updated. We received funds from the Lancefield Neighbourhood House and Op Shop of \$10,000 to create a new play space of giant chess and checkers. At the end of 2022, Lancefield Kinder parent group folded and donated \$7,000 to our school which we used to upgrade the top playground. As part of the DET funded Mental Health in Primary Schools (MHIPS) program and Disability Inclusion (DI) program , we had a full time teacher carrying out these roles.

For more detailed information regarding our school please visit our website at
<https://www.lancefieldps.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 184 students were enrolled at this school in 2022, 99 female and 85 male.

0 percent of students had English as an additional language and 4 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).

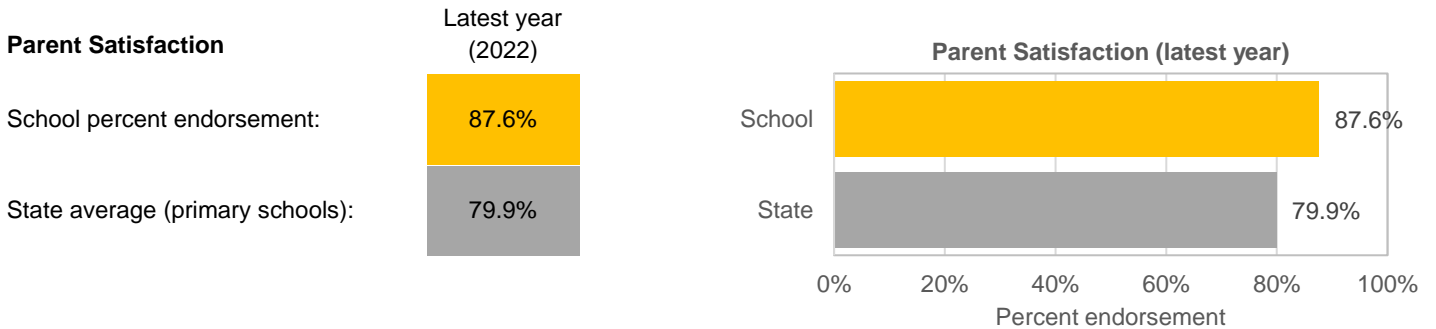
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

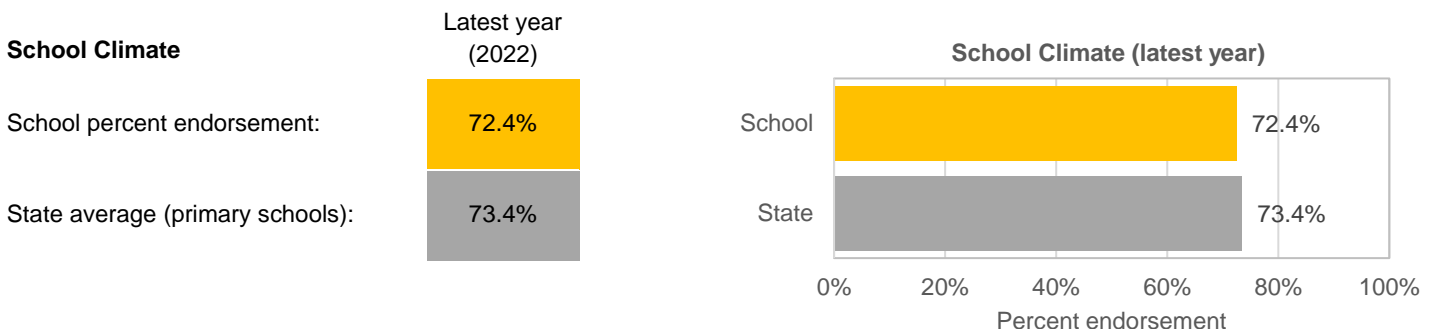


School Staff Survey

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:

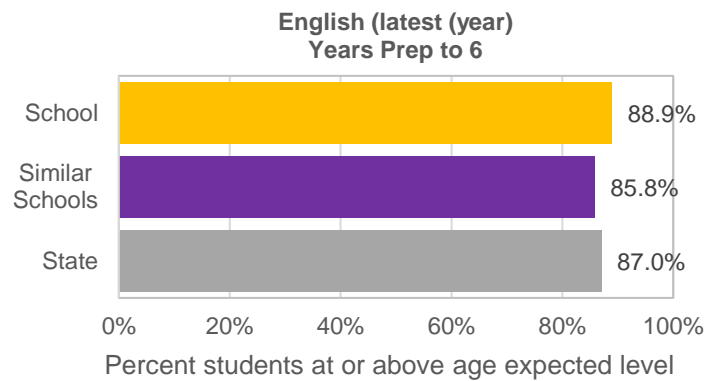
88.9%

Similar Schools average:

85.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

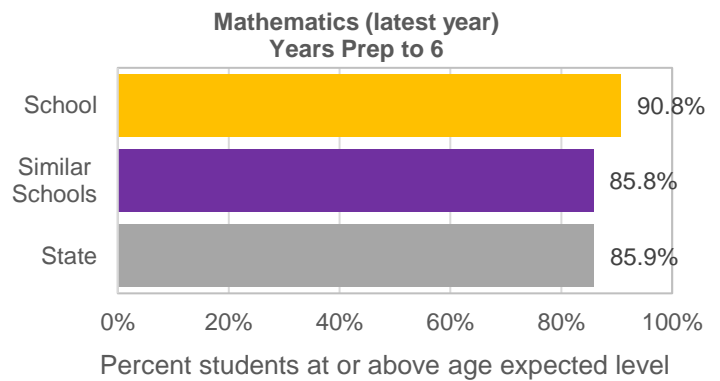
90.8%

Similar Schools average:

85.8%

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.

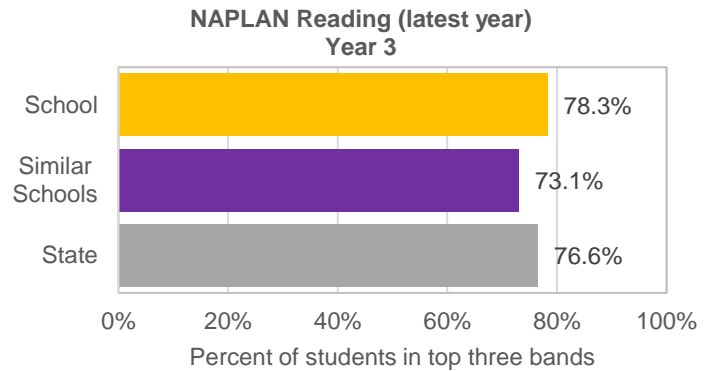
NAPLAN

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.

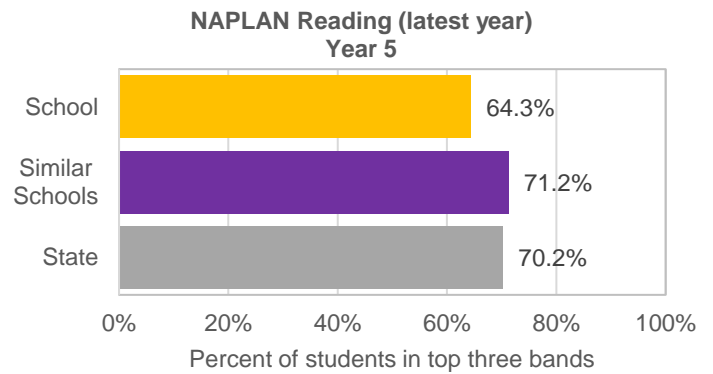
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.3%	66.2%
Similar Schools average:	73.1%	73.7%
State average:	76.6%	76.6%



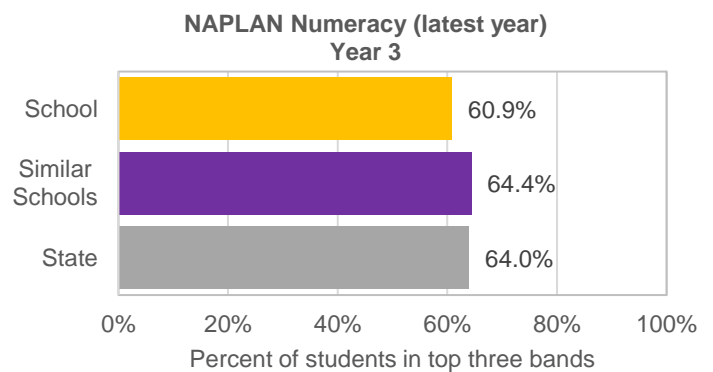
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.3%	71.2%
Similar Schools average:	71.2%	69.3%
State average:	70.2%	69.5%



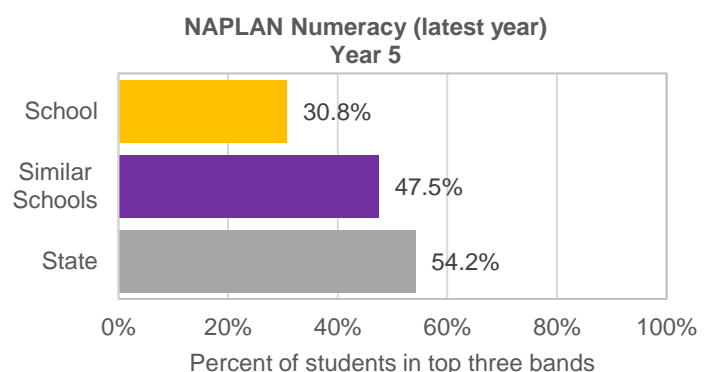
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	60.9%
Similar Schools average:	64.4%	66.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.8%	45.1%
Similar Schools average:	47.5%	55.2%
State average:	54.2%	58.8%



WELLBEING

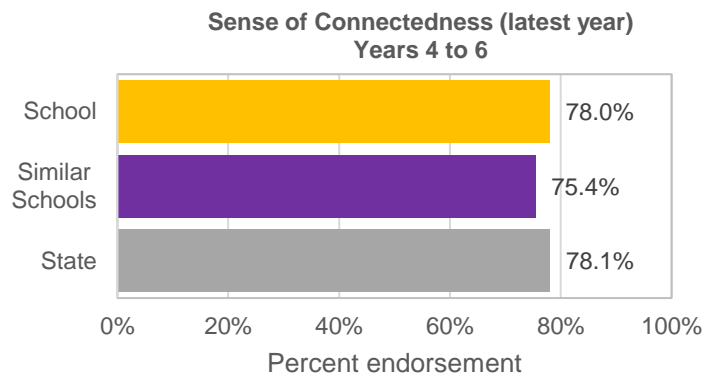
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.0%	74.5%
Similar Schools average:	75.4%	77.4%
State average:	78.1%	79.5%

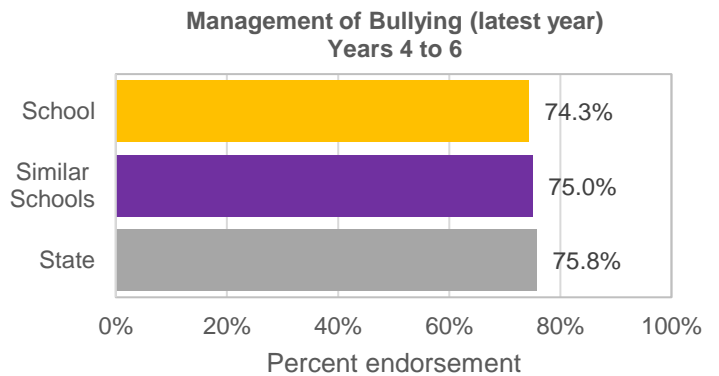


Student Attitudes to School – Management of Bullying

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:	74.3%	72.5%
Similar Schools average:	75.0%	78.1%
State average:	75.8%	78.3%



ENGAGEMENT

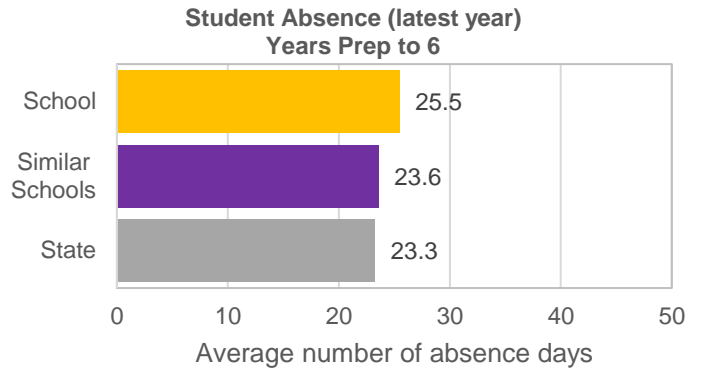
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.5	21.2
Similar Schools average:	23.6	17.1
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%	88%	88%	86%	88%	84%	84%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,769,684
Government Provided DET Grants	\$209,987
Government Grants Commonwealth	\$4,900
Government Grants State	\$0
Revenue Other	\$11,548
Locally Raised Funds	\$135,052
Capital Grants	\$0
Total Operating Revenue	\$2,131,172

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,615
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,615

Expenditure	Actual
Student Resource Package ²	\$1,736,784
Adjustments	\$0
Books & Publications	\$731
Camps/Excursions/Activities	\$42,871
Communication Costs	\$1,958
Consumables	\$36,748
Miscellaneous Expense ³	\$17,103
Professional Development	\$9,910
Equipment/Maintenance/Hire	\$13,534
Property Services	\$76,625
Salaries & Allowances ⁴	\$37,937
Support Services	\$27,180
Trading & Fundraising	\$36,537
Motor Vehicle Expenses	\$70
Travel & Subsistence	\$0
Utilities	\$26,245
Total Operating Expenditure	\$2,064,233
Net Operating Surplus/-Deficit	\$66,939
Asset Acquisitions	\$29,900

- (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	\$38,948
Official Account	\$7,313
Other Accounts	\$840
Total Funds Available	\$47,101

Financial Commitments	Actual
Operating Reserve	\$47,101
Other Recurrent Expenditure	\$21,039
Provision Accounts	\$0
Funds Received in Advance	\$7,858
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$75,997

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.