

2018 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 Regulation 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 2018 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 18 March 2019 at 01:25 PM by Joanne Emond
(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 Regulation 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 2018 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.

To be attested by School Council President

Lancefield Primary School (0707)

About Our School

School context

At Lancefield Primary School (LPS) we are an inclusive and supportive environment where each child is supported and encouraged to reach their capacity as an individual and a learner. We are a learning community that focuses on success for all, supported by a strong set of underpinning values – Learning, Excellence, Creativity, Diversity and Respect. Towards the end of 2018 we began the process of reviewing our school values and vision through the SWPBS process.

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 2018 was 158, 70 female and 88 male and 4% Aboriginal or Torres Straits Islander. Our school Student Family Occupation and Education Index (SFOE) is medium. Possible socio-economic band values are: Low, Low-Medium, Medium and High.

We have supportive parents, families and community groups who contribute to the wellbeing of our school by assisting with the maintenance of the grounds, classroom programs, whole school activities and the Garden 2 Table program. Our Parents and Friends group are a committed group of parents who organise and run the monthly Farmers Market LPS Cake stall and several fundraising events throughout the year such as the High Tea which attracted support from not only Lancefield community but other areas in the Macedon Ranges. LPS continued its strong focus on nurturing positive partnerships within our school and local community. We continued to support many community events including ANZAC Day, Relay for Life, Lancefield agricultural Show and continued our invaluable connections with the Lancefield/Romsey Bendigo Community Bank, Lancefield/Romsey Lions Club, Lancefield Neighbourhood House and Op Shop, Lancefield CWA, Lancefield Uniting Church and other organisations.

We are committed to the wellbeing of all members of our school community and promote positive relationships through co-operation, mutual trust, respect for diversity and inclusion of all. 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 2018 we began training as a School Wide Positive Behaviours Support School. SWPBS provides a framework we can customise for LPS to organise our efforts with the You Can Do It program, Respectful Relationships and the Berry Street Education Model to promote a positive climate in our school. Student leadership was encouraged and promoted through Senior student leaders, Student Council and the ResourceSmart Green Team.

The school was committed to the ongoing implementation of Information and Communication Technologies and utilises iPads, chromebooks, AppleTVs across the school and a one to one BYOC (chromebook) program for years 3 to 6 to support and engage students in learning. We are well equipped with engaging and vibrant classrooms, an attractive and well maintained outdoor environment, a Library, multi - purpose hall, kitchen facility, and allocated classrooms for performing arts and visual arts. The grounds are established with attractive garden and vegetable beds with a school focus on sustainability. LPS is a ResourceSmart school and achieved our third ResourceSmart star late 2018. Our Garden 2 Table program continued for all classes in 2018. This is a rich and engaging program that provides a range of social/emotional and educational benefits to all of our students throughout the year and encourages parent/carer participation and engagement. The program included weekly cooking and gardening classes with two classes per term. The already established vegetable garden beds have been improved and increased. Our monthly school stall at the Lancefield Farmers Market often featured local produce from our gardens.

We continued to have pleasing parent engagement with many parents involved in the school through the School Council, assisting with class programs and camps, whole school events, gardening, PMP, working bees and Farmers Market. Whole School events such as the LPS World Expo held in term 3, promote parent and carer involvement and engagement with their child/rens learning. In 2018 the staffing profile consisted of 7 fulltime classroom teachers ranging from highly accomplished to graduate teachers, 3 specialist teachers (.4 each: Visual Arts, Physical Education and Music). We had 2 office staff (1 x Business manager and 1x office administration), 2 Education Support Officers providing classroom support and supporting funded students (Program for Students with a Disability PSD), wellbeing and behaviour support programs and students with Autism Spectrum Disorder.

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In 2018, in line with our current SSP, we continued working on improving teaching and learning practices in particularly in literacy. The literacy leader and principal attended the Bastow Leading Literacy professional development program and working alongside Malmsbury PS, we revisited and refined our teaching practices in reading and writing . Performance and Development reviews saw teachers and ES staff working together to achieve common school based outcomes in line with our Annual Implementation Plan.

We are continuing to develop 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.

Framework for Improving Student Outcomes (FISO)

In 2018 Lancefield Primary School focused on two FISO areas:

Building Practice Excellence

Achievements made in this FISO priority area during 2018 included:

Continued rigorous and consistent approach to Professional Development Reviews with all staff having goals complimenting each other and the goals of the AIP.

Continuing to build our consistent whole school approach to writing through professional learning and CoP.

Continuing to build teacher capacity to work in teams to analyse and utilise student data to inform practice.

Develop consistent whole school planning documentation in line with the Victorian Curriculum in numeracy and literacy

Empowering Students and Building School Pride

Achievements made in this FISO priority area during 2018 included:

Continued implementation of the You Can Do It social and emotional wellbeing program.

BullyZero incursion for whole school and parent session.

Implementation of Berry Street Education Model strategies across the school.

Continued Professional learning for all staff regarding understanding and how to best support students with Autism Spectrum Disorder and other behavioural issues that can impact on learning and wellbeing.

SWPBS team completed initial training in term 4 and began work with SWPBS coach.

Achievement

LPS is focused on continual improvement in student outcomes in all learning areas. Teacher judgement results in reading and viewing and writing are similar to schools with similar characteristics. In all areas of numeracy we are below like schools. Numeracy is an area for improvement in 2019.

The school is headed on a positive path towards much improvement. The teachers have been very focused in the past year on improving the delivery of writing and spelling with further work to be done in the area of numeracy.

NAPLAN results:

Numeracy: The percentage of students with high relative growth in numeracy was 31% compared to 22% in similar schools.

Reading: The percentage of students with high relative growth in reading was 27% compared to 22% in similar schools.

Writing: The percentage of students with high relative growth in writing was 13% compared to 19% in similar schools.

Spelling: The percentage of students with high relative growth in spelling was 56% compared to 23% in similar schools.

Grammar and Punctuation: The percentage of students with high relative growth was 31% compared to 21% in similar schools.

Student absences are slightly above similar schools results however the percentage of unapproved absence days were reduced significantly in all year levels

For students in years 4 to 6, student attitudes in 2018 were generally very similar to 2017.

Percent endorsement of 'Sense of confidence' at 81.8% and 'Sense of connectedness' at 81.2% was similar to 2017.

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'Resilience' was rated similar to 2017 at 81.6%.

The most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.7 percentage points from 2107.

The staff school survey revealed teacher Collective focus on student learning (87%), collective responsibility (92%), parent and community involvement (83%).

The parent opinion survey results were not reflective of our whole community as only 12 out of 70 families completed the survey.

Engagement

The implementation of the You Can Do It , Zones of Regulation and BSEM strategies and Respectful Relationships provided teachers a platform for a strategic approach to teach explicitly, social and emotional wellbeing strategies and skills.

The home school partnership continued to be strong in 2018 with parents supporting their children's learning in a range of forms throughout the year. All class teachers utilised the See Saw app to communicate daily with parents.

We ran an extensive kinder to prep transition program starting term 3. The program included year 5 students visiting the kinder on several occasions, kinder students visiting LPS and parent information sessions. The smooth transition of our preps into their new school life is evidence of a comprehensive program.

The introduction of uEducateus communication platform in 2018 aimed to improve day to day communication between parents and the school with a reduction in traditional paper notices being sent home.

Wellbeing

Central to wellbeing at Lancefield Primary School is the social emotional wellbeing program You Can Do It. The local Bendigo Bank continues to sponsor our program. Teachers explicitly teach strategies and skills of getting along, confidence, resilience, organisation and persistence, the five focus areas of the YCDI program. A parent information session was well attended by LPS families as well as families from Romsey PS and St Mary's PS. We continue to focus on the Zones of Regulation. This program teaches students about emotions and understanding that all emotions are valid and important. Lunchtime passive play continued for students during 2018 to provide for students to have a calm place to play (building lego, drawing, colouring, board games) in the library. A reduction in lunchtime student incidents is one of the aims of this initiative. In 2018 we offered several leadership opportunities for senior students including School Captains, Student Council, Buddies and Green team.

Financial performance and position

In 2018 we a \$15,000 grant from the Lancefield Op Shop to support the ongoing staffing of the Garden to table program. We also recieved a \$6,000.00 grant from Bendigo Bank to start our fundraising towards new play equipment in 2019. A further \$5,000.00 was received through Landcare for the development of a Frog Bog in 2019. Through careful management of funds throughout 2018, we have managed to reduce our deficit and be in a healthy financial position to move forward into 2019.

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 158 students were enrolled at this school in 2018, 70 female and 88 male.

ND were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

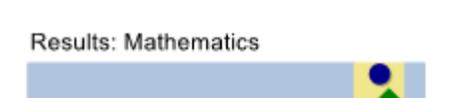
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>53%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>50%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>31%</td> <td>56%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>50%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	53%	27%	Numeracy	19%	50%	31%	Writing	38%	50%	13%	Spelling	13%	31%	56%	Grammar and Punctuation	19%	50%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1032 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>86 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	92 %	92 %	86 %	90 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	92 %	92 %	86 %	90 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,219,187	High Yield Investment Account	\$24,141
Government Provided DET Grants	\$188,759	Official Account	\$8,404
Government Grants Commonwealth	\$2,400	Total Funds Available	\$32,544
Revenue Other	\$13,825		
Locally Raised Funds	\$114,265		
Total Operating Revenue	\$1,538,437		
Equity¹			
Equity (Social Disadvantage)	\$31,956		
Equity Total	\$31,956		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,244,628	Operating Reserve	\$10,000
Communication Costs	\$10,402	Funds Received in Advance	\$22,544
Consumables	\$40,229	Total Financial Commitments	\$32,544
Miscellaneous Expense ³	\$70,892		
Professional Development	\$8,513		
Property and Equipment Services	\$71,638		
Salaries & Allowances ⁴	\$75,251		
Trading & Fundraising	\$23,923		
Utilities	\$12,644		
Total Operating Expenditure	\$1,558,120		
Net Operating Surplus/-Deficit	(\$19,683)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

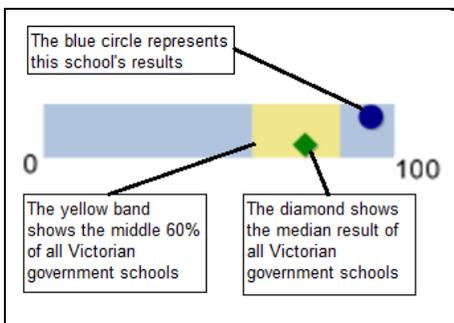
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

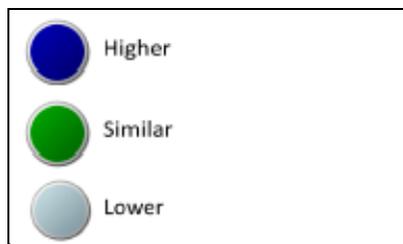


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').