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We believe that when teachers work collaboratively in Professional Learning Teams and in partnership with parents, students can experience high levels of learning. Our school offers students a safe, engaging and caring learning environment with a strong focus on student welfare/wellbeing. Our values of inclusiveness, respect, commitment, honesty and care are very important to us and are the expected behaviours across the school. The community takes great pride in the grounds and facilities of the school. The facilities enable music, visual and performing arts, physical education, library, languages and culture programs to be integrated into the school curriculum. Staff regularly reflect on their teaching practice through peer observation, feedback and coaching to enhance professional learning. Lucknow Primary School has 43.33 equivalent full-time staff: 3 Principal class, 26.44 teachers and 13.89 Education Support Staff. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | Excellence in teaching and learning and nurturing a positive climate for learning are key FISO priorities at Lucknow. Using evidence based high-impact teaching strategies consistently and building exemplary practice across teams and the whole school has been a priority of 2017. Using the inquiry improvement cycle of evaluate and diagnose, prioritise and set goals, develop and plan and implement and monitor are the way in which our professional Learning teams operated on a weekly basis. Teams are collaborative, inquiry focussed and built on collective responsibility for all students to develop consistent and effective teaching practices and improve student achievement and growth. Implementing formative assessment meant that teachers were able to systemically analyse student learning to set targets and plan learning programs that cater for individual’s point of need. Teams undertook regular observation and feedback to build professional capacity and improve teacher effectiveness. Continued involvement in the Professional Learning Community Pilot Program has assisted school leaders and teachers to review the ongoing work of PLC’s and plan for the next stage of continuous improvement. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | 2017 Naplan results show that Lucknow is achieving equal to similar schools within the state. Cohort numbers for the grade levels that completed Naplan are high with a participation rate of 97%. Continuing to build a culture of excellence and collaboration have been priority areas in 2017. We believe that all children are capable of achieving high learning growth and it is our responsibility to ensure that all students achieve maximum growth of learning through being appropriately challenged to reach their personal best.  Teams of teachers have been working collaboratively to systemically analyse student data to set high learning targets for individual students’ point of need in literacy and numeracy. This process is guided with the four guiding questions; What do we want our students to learn? How will we know they have learnt it? What will we do if they are not progressing? What will we do if they already know it? All staff collaborate throughout this process through using power standards within the curriculum to plan a teaching sequence and identify the success criteria. Once the learning cycle is completed, targeted intervention is applied for students who are yet to learn the concept and differentiated learning for those who have. A key focus of this process is the collective responsibility and ownership for the learning of all students at Lucknow.  For all learning, we have developed a shared understanding of effective teaching and embedding an agreed instructional approach that incorporates the use of learning intentions, higher order questions and feedback to students. In literacy, a priority was for all teachers to understand and consistently teach the reading process and procedures through the use of the gradual release of responsibility model. This ensures that students develop a broad knowledge of the reading process including fluency, a broad and deep vocabulary, accuracy and active comprehension. Deepening understanding of a consistent writing approach through the implementation of a yearly overview from prep- 6 that focuses on the whole writing process has continued. Teachers have collaboratively developed assessment guides shared with students to ensure that writing is seen as a rich, developmental process rather than to a genre and are active participants in the learning.  In numeracy, we continued to strengthen our whole school approach to the teaching of problem solving strategies across all levels. Consistency of staff in using the mathematical lesson structure of fluency, reasoning and problem solving have ensured that students not only know the content but have skills in explaining and applying their understanding. The regular use of evidence to guide what our students know and where to go next has been developed alongside ensuring that all students have daily time on task quality lessons that are at their point of need. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | The capacity of students to be motivated, engaged and resilient learners has continued to be a priority of 2017. This has been developed through the professional learning and ongoing work that nurtures creativity and curiosity through feedback to and from students throughout the learning process. A variety of explicit teaching strategies have been used to promote the engagement level and self-motivation of all students through a shared responsibility for learning. Student Voice has continued to be an important element of the school and has contributed to confidence and engagement levels of senior students in particular. The student leadership team is widely recognised for their role and contribution to the smooth running of the school. This was done in a variety of ways, taking weekly whole school assemblies, making recommendations to staff and School Council, conducting parent tours and participating in fortnightly meetings. Further expansion of leadership opportunities in the areas of literacy, the arts, the environment and information technology has enabled the increase of student voice and leadership opportunities for a greater number of students. The ongoing participation in extra curriculum programs, such as Tournament of the Minds, Energy Breakthrough and Rotary have enabled students to connect with peers and develop skill sets outside the classroom, enhancing long term motivation and success in a variety of areas.  The Positive Proactive Practices were consolidated with staff to ensure that that the strong culture and shared understanding of behaviour and expectations are entrenched in our everyday teaching and learning for students**.** During 2017 Lucknow Primary School had 29 students funded through the Program for Students with Disabilities. All of these students showed progress at satisfactory or above in achieving their individual goals. A significant number of these students have been diagnosed with an Autism Spectrum Disorder. Lucknow’s work in the field of Autism will continue to be strengthened with teachers seeking further study in the field of working with students with special needs. | | | |  | | --- | | Wellbeing | | | |  | | --- | | We have an active social skills program that values building strong relationships and meaningful interpersonal skills. The school's values are integral to this work, provide the basis for weekly classroom ‘Circle Time’ where students explore different scenarios, and discuss how they are representing these values. Our staff Student Wellbeing group plays an important role in developing strategies and direction for engagement and connectedness throughout the school by coordinating the classroom social skills curriculum and staging major events throughout the year for the school community. Some of these events, which attracted hundreds of visitors, included Grandparents day, Very Important Visitor Day, Reconciliation Day and other celebrations.  We have a student welfare officer who plays an important role in counselling students and providing advice and support to staff. The welfare officer works closely with school leadership and liaises with other agencies as required.  We continue to implement several social intervention programs including Tree of Life, Drumbeat and Secret Agent Society for a range of students who were identified by their class teacher as having trouble connecting with peers and describing and regulating emotions. The ‘Chill out’ room was continued on a full time basis at lunchtime and was heavily utilised by students who needed a calm, quiet, safe place away from the busyness of the schoolyard.  The Student Attitude to School Survey indicates our students are better connected to school when compared with the average of all Victorian government schools. Attendance data for 2017 shows the average attendance rate of students was 90% or greater and above the median of all Victorian Government Primary Schools, a strong reflection of the effectiveness of current strategies. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  [enter web address here] | | |  | | |  | | | |  | | --- | |  | | |

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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. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 523 students were enrolled at this school in 2017, 277 female and 246 male.  1 percent were EAL (English as an Additional Language) students and 7 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). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | 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. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **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.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 92 % | | |  | | --- | | 93 % | | |  | | --- | | 91 % | | |  | | --- | | 91 % | | |  | | --- | | 92 % | | |  | | --- | | 90 % | | |  | | --- | | 90 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘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/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* referto?**  TheSchool 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $60,760 | | Official Account | $10,896 | | Other Accounts | $34,522 | | **Total Funds Available** | **$106,178** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $4,148,035 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $593,479 | | Government Grants Commonwealth | $3,237 | | Revenue Other | $81,838 | | Locally Raised Funds | $332,920 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$5,159,509** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $250,737 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$250,737** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $106,178 | | **Total Financial Commitments** | **$106,178** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $4,025,094 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $14,276 | | Communication Costs | $10,728 | | Consumables | $116,877 | | Miscellaneous Expense³ | $302,668 | | Professional Development | $25,917 | | Property and Equipment Services | $176,416 | | Salaries & Allowances⁴ | $301,913 | | Trading & Fundraising | $29,699 | | Travel & Subsistence | $4,146 | | Utilities | $46,947 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$5,054,680** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$104,829** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$15,806** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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 05 March 2018 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |