

2024 Annual Report to the School Community

School Name: Lucknow Primary School (1231)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 March 2025 at 11:02 AM by Carly Miller (Principal)

- As executive officer of the school council, I attest that this 2024 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 14 March 2025 at 10:27 AM by Carly Miller (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Lucknow Primary School is a Professional Learning Community. We value learning for all, through collaboration and shared responsibility. We aim to build an inclusive, caring learning community that respects diversity and nurtures confident, creative, and active learners who aspire to be the best they can be. We are committed to the ongoing improvement of our learning culture. We believe that when teachers work collaboratively in Professional Learning Communities 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 and wellbeing. Our values of Respect, Inclusiveness and Resilience are the pillars of our context and are the expected behaviours across Lucknow Primary School community. The facilities enable Music, Visual Arts, Physical Education, Library, and STEM to be integrated into the school curriculum. Throughout 2024 there was a key focus on supporting the wellbeing of students. Lucknow Primary School has 49.57 equivalent full-time staff: 3 Principal class, 7 Instructional Leaders, 1 School Counsellor, 45 Teachers and 28 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

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 Professional Learning Communities and the whole school remains a priority for our school. Using the inquiry Improvement cycle to: Evaluate and Diagnose; Prioritise and Set Goals; Develop and Plan; and Implement and Monitor, are the ways in which our Professional Learning Communities operated on a weekly basis. Teams are collaborative, inquiry focused and built on collective responsibility for all students' learning. Teachers collaboratively developed consistent and effective teaching practices and improved 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 an individual's point of need. We continued to develop and implement our Agreed Approaches to Literacy and Numeracy and deepened our professional knowledge and skills around these.

APLAN results, outlined in the Performance Summary further into this report, indicate expectational results in Year 3 Reading and Numeracy and strong results in Year 5 Reading and Numeracy.

Students in the 'strong and exceeding' bands in NAPLAN for Year 3 were:

- Reading 77.4% as compared to Similar Schools at 62.9% and State 68.7%
- Numeracy 78.4% as compared to Similar Schools at 62.1% and State 68.7%

Students in the 'strong and exceeding' bands in NAPLAN for Year 5 were:

- Reading 70.1% as compared to Similar Schools at 70% and State 73%
- Numeracy 68.4% as compared to Similar Schools at 63.1% and State 67.3%

Wellbeing

The school implements several social intervention programs including visits to our neighbouring Aged Care facility, Stormbirds, Journey of Hope, Friends for Life, Crashendo, cooking programs, breakfast clubs, Walk-to-school Friday and a Special Friends Program for a range of students who are identified by their class teacher as having trouble connecting with peers and regulating emotions. At Lucknow Primary School, we start each year with a commitment to our 'Learn to Learn' program across all classes. The schools' values are integral to this work, providing the basis for weekly classroom 'Circle Time' where students explore different scenarios, and discuss how they are representing these values. We use the Resilience Rights and Respectful Relationships program to drive a health and wellbeing program across all classes.

Throughout 2024 our fulltime welfare officer played an important role in counselling students and providing advice and support to staff and parents. The welfare officer worked closely with school leadership and liaised with other agencies as required. In 2024, we employed an additional worker to support our school counsellors work at 0.4. We continued to strengthen engagement with regional and external support agencies and have facilitated access to professional learning activities that build knowledge and capacity to deliver social/emotional wellbeing programs and facilitate staff professional learning to further develop our collective capacity to improve students' classroom and wellbeing outcomes. The wellbeing dogs continue to positively influence our school community and all staff have completed the Dogs Connect mentorship training modules and students have continued their 'Wellbeing Dog' leadership positions. The Wellbeing Team consisting of Principal, Assistant Principal, School Counsellor and one Education Support Staff have met weekly with a focus on student wellbeing and engagement to track interventions supporting students and develop individual plans to support students and their families.

Our students' Sense of Connectedness' was 89.4% satisfaction and was higher than Similar Schools at 77.4% and State at 76.8%. Our 'Management of Bullying' according to the Attitudes to School Survey was at 91.6% satisfaction and was higher than Similar Schools at 77.7% and State at 75.5%.

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Engagement

In 2024 all students at LPS had individual learning goals in the areas of Numeracy, Reading and Writing to ensure their learning tasks were tailored to their needs and therefore enhanced engagement. The Learning Enhancement Program and whole school approach to student

wellbeing have been pivotal to our student engagement efforts. Our whole school approaches to Literacy and Numeracy are developing and will continue to be refined throughout 2024. Plans, timelines, tracking tools, spreadsheets, timetabling adjustments, guidance around expectations, information for families and resources to support our approach have been developed and refined over time. We used students' growth data trajectories to prioritise areas of highest need for each cohort and identify students for the Tutor Learning. The Learning Enhancement Program has been delivered to students across Year 1 to Year 5. Students' learning data was reviewed at the beginning of a round, mid cycle and at the end of the learning enhancement program. Information sessions and opportunities for discussions, sharing of student success and celebration has occurred in partnership with families. We are making more opportunities for families and the wider community to engage with our school by:

- Prioritising 'open afternoons' to showcase student learning
- Having an engaged and active 'Parents and Friends Group'
- Hosting weekly playgroups in our library
- Hosting Campfire Conversations for our Aboriginal and Torres Strait Islander Students (ATSI)
- Hosting the Local Aboriginal Education Consultative Group meeting
- Having an 'open door' policy in our classrooms and making regular attempts through year level and school newsletters to invite families into the classrooms.

In 2024, our 95-100% attendance data of 28% was maintained from 2023 and was slightly higher than Similar Schools (25%) and State (26%). Communication is made home daily if a child is absent without notification. Referrals to engage the welfare team for issues of a greater concern are placed at school level then proceed to external support services if required. Student absences are monitored and discussed weekly at wellbeing team meetings with action plans made for any students with attendance below 80%. Attendance data is included in student written reports and sent home to families each semester. Staff transport students to and from school daily to improve attendance and home visits are conducted for those who require assistance with engagement.

Financial performance

In 2024 Lucknow Primary School operated in a budget Deficit. Budget expenditure reflects the goals and key improvement strategies which are set out in the School Strategic Plan and Annual Implementation Plan. A continuation of Tutor Learning Initiative funding (TLI) of \$ 98,413 continued. Equity funding of \$ \$233,543, Mental Health in Primary Schools of \$72,373 and Schools Mental Health Fund of \$69,652 was spent on the employment of staff to develop, assist, and teach intervention and extension programs for all students dependent on needs determined by achievement and wellbeing data and learning evidence. Over the Summer holiday period we had the middle school toilets replaced and the staff toilets including the First Aid Disabled toilet refurbished, thanks to a VSBA \$402,000 grant. Several classrooms were carpeted and air conditioners were also replaced.

For more detailed information regarding our school please visit our website at <https://www.lucknow-ps.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 527 students were enrolled at this school in 2024, 269 female and 258 male.

2 percent of students had English as an additional language and 9 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).

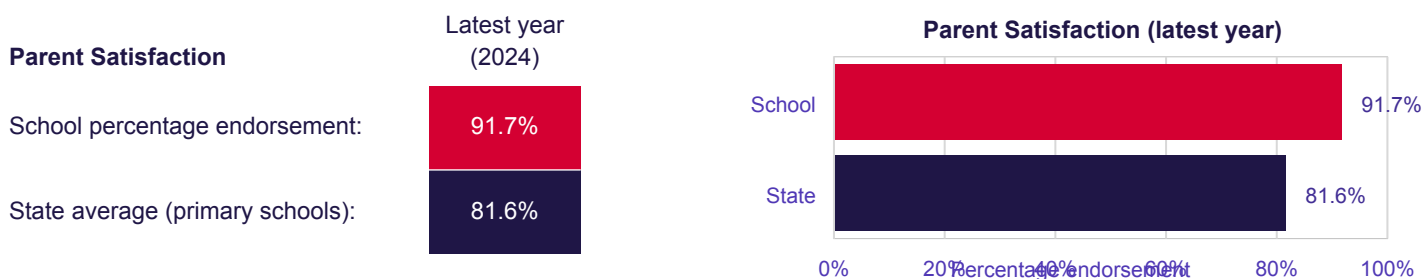
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

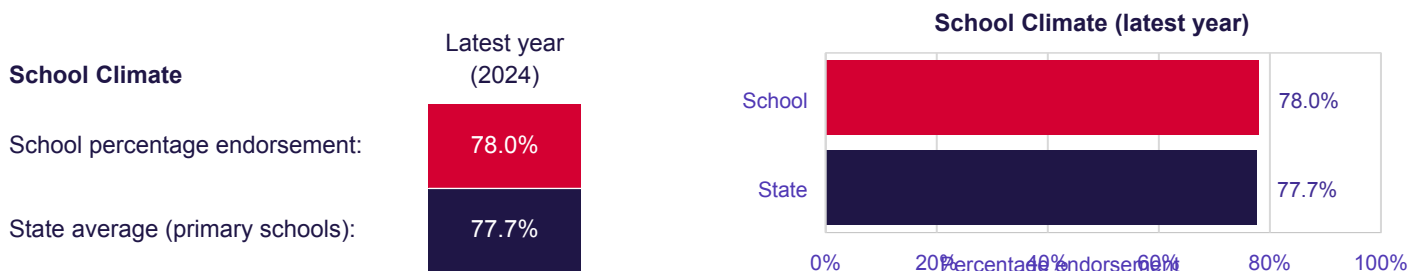


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

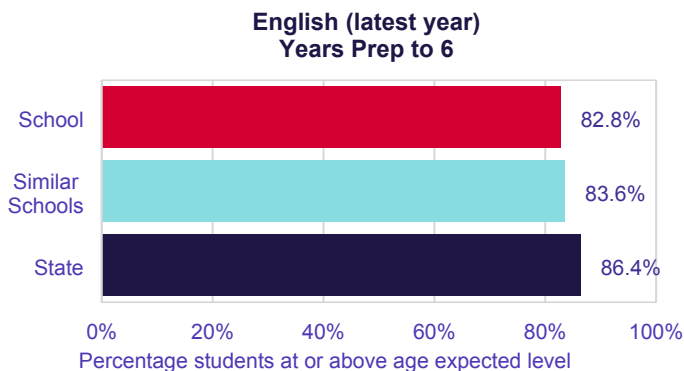
82.8%

Similar Schools average:

83.6%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

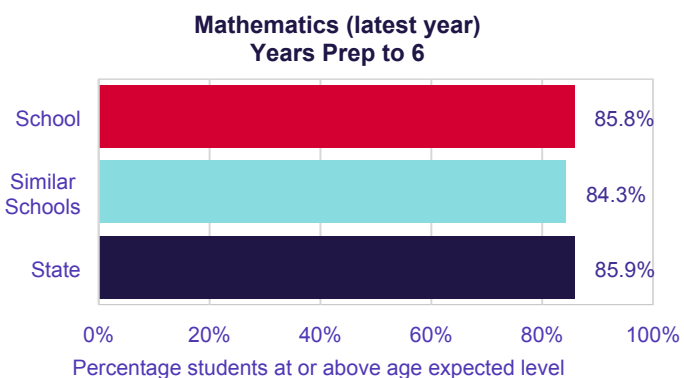
85.8%

Similar Schools average:

84.3%

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.

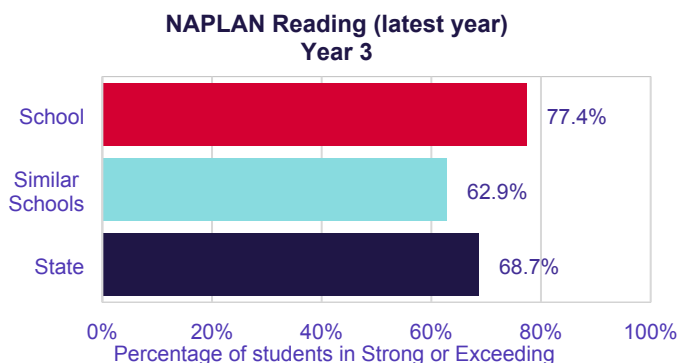
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

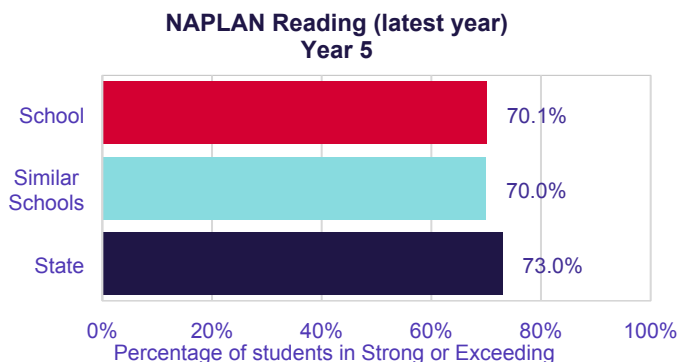
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.4%	69.0%
Similar Schools average:	62.9%	63.5%
State average:	68.7%	69.2%



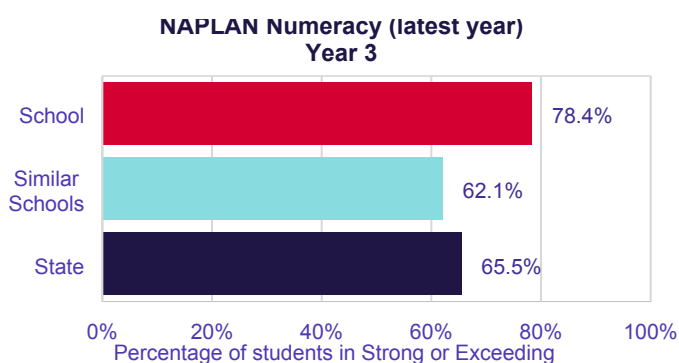
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.1%	74.8%
Similar Schools average:	70.0%	71.6%
State average:	73.0%	75.0%



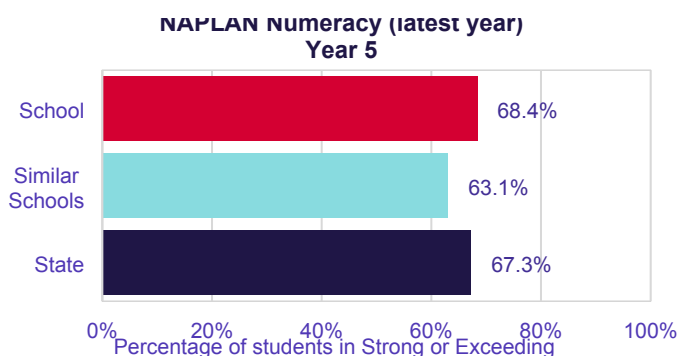
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.4%	77.8%
Similar Schools average:	62.1%	63.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.4%	70.5%
Similar Schools average:	63.1%	63.0%
State average:	67.3%	67.6%



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

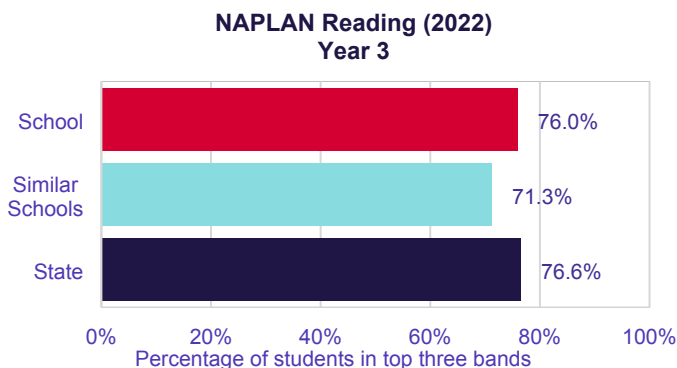
76.0%

Similar Schools average:

71.3%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

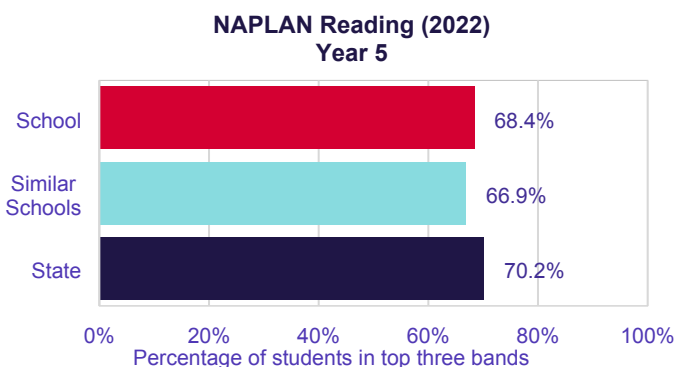
68.4%

Similar Schools average:

66.9%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

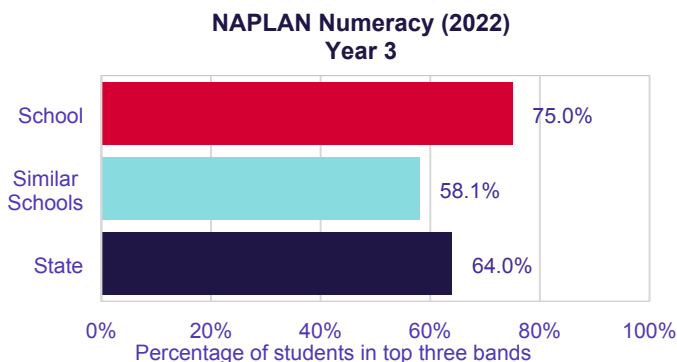
75.0%

Similar Schools average:

58.1%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

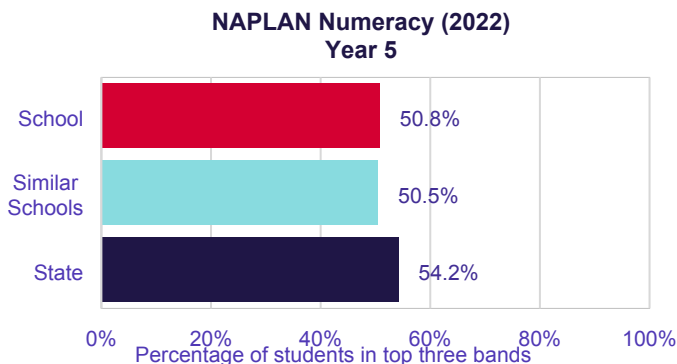
50.8%

Similar Schools average:

50.5%

State average:

54.2%



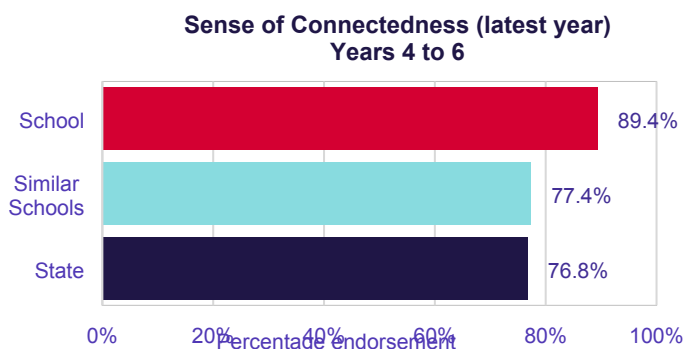
WELLBEING

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 percentage 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).

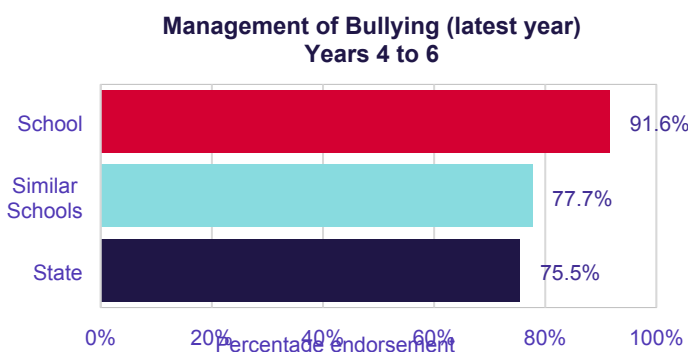
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	89.4%	86.0%
Similar Schools average:	77.4%	79.4%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	91.6%	86.1%
Similar Schools average:	77.7%	79.9%
State average:	75.5%	76.3%



ENGAGEMENT

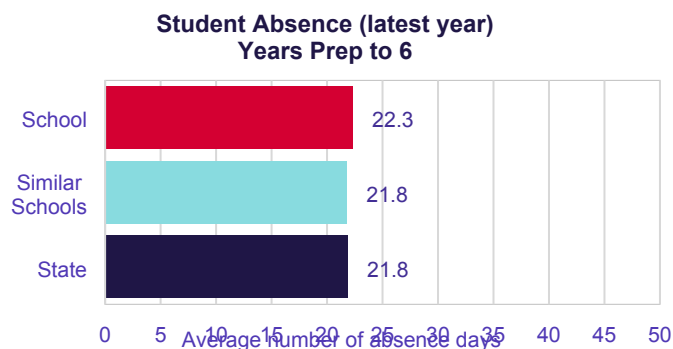
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	22.3	20.4
Similar Schools average:	21.8	20.6
State average:	21.8	20.1



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 (2024):	90%	91%	90%	89%	89%	87%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,271,166
Government Provided DET Grants	\$532,984
Government Grants Commonwealth	\$8,059
Government Grants State	\$572
Revenue Other	\$99,465
Locally Raised Funds	\$288,332
Capital Grants	\$0
Total Operating Revenue	\$6,200,577

Equity ¹	Actual
Equity (Social Disadvantage)	\$233,543
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$233,543

Expenditure	Actual
Student Resource Package ²	\$5,383,560
Adjustments	\$0
Books & Publications	\$4,534
Camps/Excursions/Activities	\$178,571
Communication Costs	\$34,191
Consumables	\$126,594
Miscellaneous Expense ³	\$47,998
Professional Development	\$17,920
Equipment/Maintenance/Hire	\$97,499
Property Services	\$248,625
Salaries & Allowances ⁴	\$322,133
Support Services	\$23,608
Trading & Fundraising	\$105,416
Motor Vehicle Expenses	\$5,926
Travel & Subsistence	\$0
Utilities	\$47,655
Total Operating Expenditure	\$6,644,230
Net Operating Surplus/-Deficit	(\$443,653)
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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$414,973
Official Account	\$53,857
Other Accounts	\$0
Total Funds Available	\$468,830

Financial Commitments	Actual
Operating Reserve	\$212,079
Other Recurrent Expenditure	\$299
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$212,378

All funds received from the Department of Education, 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.