

2018 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 (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 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 13 March 2019 at 01:52 PM by Marcus Batt
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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.

Attested on 02 April 2019 at 08:59 AM by Paul Miles (School
Council President)

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. We are committed to the ongoing improvement of our learning culture. 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 49.80 equivalent full-time staff: 3 Principal class, 30.71 teachers and 16.07 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 Professional Learning Teams 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 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' learning. Teachers collaboratively 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 an 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 Program has assisted school leaders and teachers to review the ongoing work as a PLC and plan for the next stage of continuous improvement. Targeted feedback for learning was introduced in 2018 and staff worked with George Telford to develop and implement strategies in the classroom.

Achievement

In 2018, 28% of Year 5 students achieved high learning gain (from Year 3 to Year 5) in NAPLAN Reading and Numeracy. This is 6% higher than similar schools in Reading and 7% higher than similar schools in Numeracy. NAPLAN results for Year 3 Reading is also higher than similar schools. In all other areas, 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% in Year 5 and 99% in Year 3. Continuing to build a culture of excellence and collaboration have been a priority in 2018. 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 worked collaboratively to systemically analyse student data to set high learning targets for individual students' 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 by 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. The school has developed a shared understanding of effective teaching and has embedded 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 to year 6 that focuses on the whole writing process has continued. Teachers have collaboratively developed assessment guides which are shared with students to ensure that writing is seen as a rich, developmental process in which students are active participants.

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 2018. 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. Students actively engage in leading 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 the Rotary Junior Award 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. In 2018 students also participated in the Victorian State Schools Spectacular and a trip to Japan to visit our sister school.

During 2018 Lucknow Primary School had 35 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

The school implements several social intervention programs including Tree of Life, Drumbeat, Secret Agent Society and Special Friends Program 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 in 2018 on a full time basis at lunchtime and was utilised by students who needed a calm, quiet, safe place away from the busyness of the schoolyard. In spite of a number of strategies, the school has not made the inroads anticipated to improve attendance data. Average attendance - Prep to Year 6 is 91%. We will continue to develop strategies in 2019 to improve attendance. 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 Well-being 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 for the school community. Some of these events, which attracted

hundreds of visitors, included Grandparents day, Very Important Visitor Day, Reconciliation Day and Year 6 Graduation.

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.

Financial performance and position

Budget expenditure reflects the goals and key improvement strategies which are set out in the School Strategic Plan and Annual Implementation Plan. Equity funding of \$264,628 was spent on the employment of staff to develop, assist and teach intervention and extension programs for all students dependent on needs determined by data/evidence. Fundraising activities were targeted at installing shade sails in the courtyard.

For more detailed information regarding our school please visit our website at
<https://www.lucknow-ps.vic.edu.au/>

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 560 students were enrolled at this school in 2018, 294 female and 266 male.

ND were EAL (English as an Additional Language) students and 8 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> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Higher</p> <p> Similar</p> <p> Higher</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>45%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>50%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>47%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>58%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	45%	28%	Numeracy	22%	50%	28%	Writing	25%	52%	23%	Spelling	30%	47%	22%	Grammar and Punctuation	22%	58%	19%	<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="528 907 1016 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>90 %</td> <td>91 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	92 %	90 %	91 %	88 %	<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 %	90 %	91 %	88 %										

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	\$4,598,152	High Yield Investment Account	\$193,364
Government Provided DET Grants	\$867,076	Official Account	\$25,004
Government Grants Commonwealth	\$6,300	Other Accounts	\$35,439
Revenue Other	\$19,025	Total Funds Available	\$253,807
Locally Raised Funds	\$418,452		
Total Operating Revenue	\$5,909,004		
Equity¹			
Equity (Social Disadvantage)	\$264,628		
Equity Total	\$264,628		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,505,197	Operating Reserve	\$171,989
Books & Publications	\$5,706	Other Recurrent Expenditure	\$6,041
Communication Costs	\$11,175	Funds Received in Advance	\$13,368
Consumables	\$133,244	School Based Programs	\$5,500
Miscellaneous Expense ³	\$264,297	Funds for Committees/Shared Arrangements	\$3,000
Professional Development	\$24,110	Asset/Equipment Replacement < 12 months	\$25,000
Property and Equipment Services	\$311,207	Capital - Buildings/Grounds < 12 months	\$23,538
Salaries & Allowances ⁴	\$308,602	Total Financial Commitments	\$248,436
Trading & Fundraising	\$40,760		
Travel & Subsistence	\$10,584		
Utilities	\$51,739		
Adjustments	(\$26,741)		
Total Operating Expenditure	\$5,639,879		
Net Operating Surplus/-Deficit	\$269,125		
Asset Acquisitions	\$57,741		

(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 15 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).

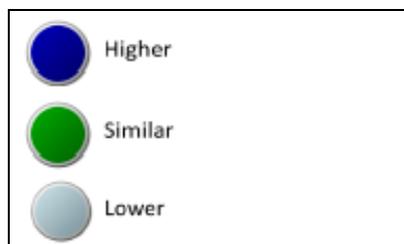


What does *School Comparison* refer to?

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').