

2020 Annual Report to The School Community



School Name: Lancefield Primary School (0707)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 17 March 2021 at 12:02 PM by Joanne Emond (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 18 March 2021 at 05:49 PM by Tanya Wells (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Our Vision:

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

Our values are:

Learning, Positivity, Safety

We value learning in all its many forms

- Social and emotional learning
- Academic endeavours
- Social responsibility

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

We value positivity in all its many forms

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

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

We value safety in all its many forms

- Movement and actions
- Responsible decision making
- Cybersafety

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

Established in 1858, LPS is situated in a semi-rural township sixty-seven kilometres north of Melbourne in the Macedon Ranges. Residential areas have been developed alongside a rural farming existence. Our student enrolment for 2020 was 158 students, 80 female and 78 male. Our school Student Family Occupation and Education Index (School Family Occupation and Education index -SFOE) is low-medium. (Possible socio-economic band values are: Low, Low-Medium, Medium and High.)

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

In 2020 the staffing profile consisted of 1 full time principal, 7 fulltime classroom teachers ranging from highly accomplished to graduate teachers, 4 part time teachers (Visual Arts, Physical Education, Music and classroom support); 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. 1 Education Support Officer coordinating the Stephanie Alexander Kitchen garden Program (3days) and classroom support (2 days).

We are well equipped with engaging and vibrant classrooms, an attractive and well maintained outdoor environment, multi - purpose hall 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. Our Wil-im-mee Moor-ing Centre houses a full kitchen to support our SAKG program, a non fiction library section and learning space for science and other activities. Our SAKG program continued for all classes in 2020, even through remote learning and then upon return to onsite learning .This rich and engaging program that provided a range of social/emotional and educational benefits to all of our students throughout the year and encourages parent/carer participation and engagement whilst students were

participating in remote learning. The program included weekly cooking and gardening classes. The vegetable garden beds have been continually improved with a mini hothouse and arbour entrance and productive along with our school chooks. Our current chickens were raised by the onbiste students during our remote learning period of 2020.

The school participated in a school review during term 1 2020 right at the beginning of the COVID19 pandemic. The first day of the review was conducted onsite with the full review panel. The final days of the review process were completed via WebEx. We are continuing to develop a culture of high expectations, collective responsibility, data driven instruction, feedback and teacher reflection on their practice. The High Impact Teaching Strategies (HITS) and Practice Principles provide direction for our teaching practice with a strong focus on improving numeracy and literacy outcomes. Students' are challenged to set goals, reflect on their progress and aim for continuous improvement.

Due to the COVID 19 pandemic we, along with all schools. were extremely limited to the level of involvement of parents within our school during 2020. We were continually impressed and pleased with the support our students recieved at home from their parents and carers throughout the two rounds of remote learning 2020. We took on board feedback from parents when setting up the second round of remote learning and kept our teacher WebEx focused on explicit teacher instruction and individual support for students. Parents reported that they felt less pressure to have to 'teach' and could listen to or participate in WebEx with their children understand content and activities. Students were provided with 'hard copy' packs with explicit instructions for activities and a suggested timetable for paretns/carers to adopt to suit thier needs. The introduction of 'Wellbeing Wednesday' during remote learning was aimed to take the pressure off families and give them time to regroup and take care of themselves without the pressure of student learning demands. Many students used Wellbeing Wednesday to complete music, art, PE or SAKG activities whilst others were extremely creative in creating a range of home learning tasks that brought them joy and calmness. During remote learning we provided onsite supervision of students whose families who required support due to work commitments or for wellbeing or other support. We provided day to day support for families via our platform ueducateUs and See Saw . Families utilised our 'Communicaitons tub' at the front door of the office to drop off reading books to be changed. Our onsite ES staff would change these books and always contain a personalised note for children and have them ready to collect again the same day. Upon return to onsite school, our focus was the collective wellbeing, students, all families and staff.

Framework for Improving Student Outcomes (FISO)

Lancefield Primary School worked on reviewing our whole school instrucional model and streamlining our approach. The review of this began during the remote learning period. The professional leraning and input from staff was modified during this period and work recommenced during term 4 to create a draft of an instructional model based on the gradual release of responsibility model.

During remote learning, teachers became adept at meeting one on one with students to provide some explicit teaching – maths sessions, reading conferences, feedback on tasks and discussions around learning. Elements of the AIP were still undertaken, although in difficult circumstances. Staff were asked to focus on reading, writing, mathematics and keeping each other connected during remote learning,

- Parents reported in our remote learning survey that they had become more aware of their child/ren's learning styles and how best their children learn.
- Our wellbeing focus remained strong and You Can Do It tasks were set for all year levels.
- Some families chose not to engage a great deal with online learning and completed the hard copy tasks and ran their own modified learning programs at home.
- The amount and type of tasks set for students was modified overtime.
- We prioritised the health and wellbeing supports for our staff, students and their families experiencing difficulties over other priorities.
- We developed solid positive relationships with parents and families during this time.

Achievement

A balance of online and hard copy work was prepared for all students to assist with student and parent wellbeing. Parents coped much better with hard copy work for junior students (particularly Prep and year 1) rather than battling

online every day. We quickly realised different families' required different needs to be met for a successful remote learning experience therefore teachers were making frequent adjustments to the delivery of their programs depending on individual needs.

Our students responded well overall to self directed and project based learning throughout remote learning and participated in sharing their projects with their peers once back at school . This also allowed for teachers to complete some assessment regarding speaking and listening skills.

Numeracy assessments and reading conferences and assessments were completed with individual students throughout remote learning and during term 4 teachers spent time with individual students to work through any issues, worries and gaps which may have resulted due to remote learning. This gathering of data helped inform our tutor learning initiative for 2021.

Engagement

Completing the review process at the start of 2020 provided us with a fresh start and opportunities. Our interim AIP for the beginning of 2020 stated two goals. Goal 1 To ensure students achieve at least one year's growth for one year's learning by building staff capacity, implementing a consistent viable curriculum and assessment practices and an agreed instruction model of explicit instruction. The main KIS (Key Improvement Strategy) was 'ensure a whole school focus on best practice in literacy and numeracy with a whole school focus on improving spelling and writing'.

Goal 2 Build a whole school focus on the promotion of positive relationships, resilience and behaviour. The main KIS was 'ensure a whole school focus on the promotion of positive relationships, resilience and behaviour'. As the year progressed, goal 2, in light of the pandemic, became our priority focus. To support student engagement and wellbeing during the transition to onsite learning , we heavily prioritised re-establishing and reteaching our SWPBS skills and expectations, communicating these to parents and looked at our 'play' at school amongst students – how and what – getting along skills – cooperation and negotiating/sharing resources.

During term 4, we began the process of organising our Tutor Learning initiative for 2021 and reviewed data and behaviour of students, disengagement during remote learning and re-engagement back into school to determine our first focus group for 2021.

A deliberate decision was made to create 8 classes for 2021 to ensure our students had the best start possible and had support for their wellbeing and learning throughout the year. This included having the wellbeing coordinator in a part time teaching role and two days working in a leadership role to ensure the continued roll out of the SWPBS program, oversee the general wellbeing of students and staff and provide practical and moral support for the principal role.

Wellbeing

The focus throughout remote learning was staff wellbeing and ensuring staff were coping with the workload and had all the support they required. Check-ups during staff meetings and team meetings and whilst staff were onsite took priority. The health and wellbeing supports for our staff, students and their families experiencing difficulties was at the forefront of all actions over any other priorities.

We developed solid positive relationships with parents and families during this time. With some families the regular communication was difficult due to ICT issues and internet connections.

The school prioritised health and wellbeing supports for students, their families and staff. The school's initial decision to focus on a methodology of delivery that all students and families could handle at home provided our community with a positive experience during both periods of remote and flexible learning. We identified the more vulnerable students and families early in the first period of remote and flexible learning to ensure we could properly and suitable support these families throughout remote learning 1 and 2.

We continued to support students with our You Can Do It well being program throughout remote learning with specific wellbeing/social emotional lessons and supports for at home.

To support our students moving into 2021 smoothly and with success a decision was made to conduct 8 classes in 2021 of 2xPrep, 1x year 1, 1x year 2, 2x year3/4, 1x year 5 and 1 x year 6. We will also be completing the the new DET Student Check In resource each term to assist in determining support in emotional, social and academic areas.

Financial performance and position

In 2020 we were again supported by our local Lancefield Neighbourhood House through the Lancefield Opportunity Shop receiving a \$15,000 grant to support our successful Stephanie Alexander Kitchen Garden Program. Additional funding received for cleaning due to COVID-19, BARR funds and additional Inspection funding allowed LPS to manage costs for facilities without breaking into other school funds. This assisted with the cash flow in 2020 and helped avoid the difficulties over the past number of years. At the end of 2020 the balance in the bank was \$43,828. While \$17,000 of this balance were funds received for 2021 it is the first time in 6 years where the school has had an operating reserve. Due to some important staffing changes in term 2 our SRP deficit for 2020 is anticipated to be approximately \$50,000. This is an increase from previous years but allowed significant positive changes to the education and wellbeing of our students particularly as a result of the impacts of COVID-19.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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 158 students were enrolled at this school in 2020, 80 female and 78 male.

NDP percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

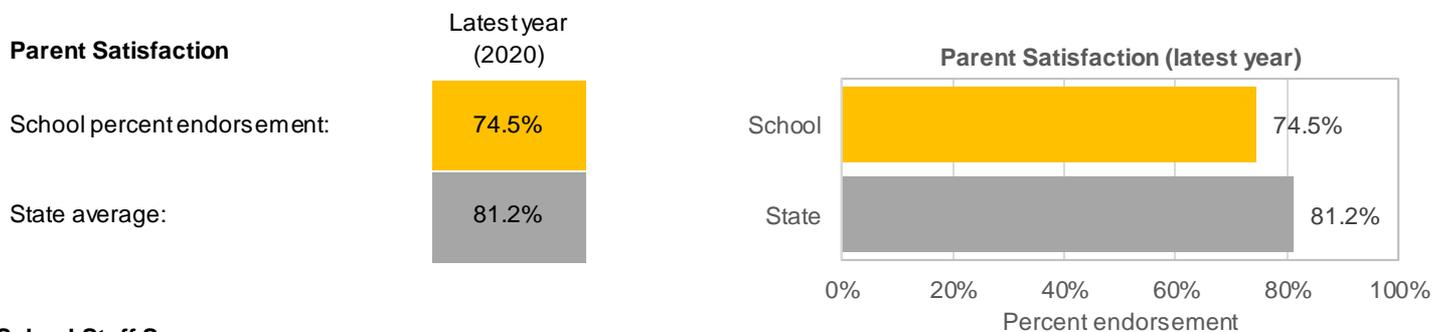
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

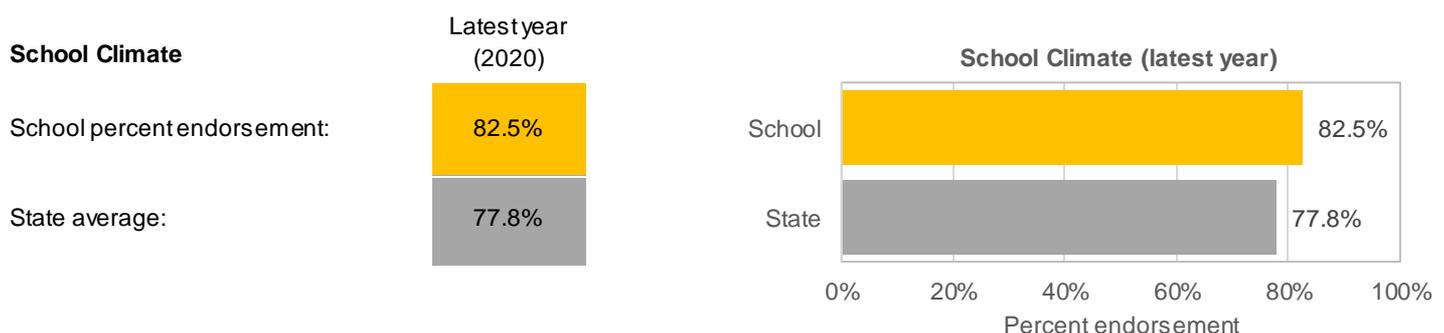


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

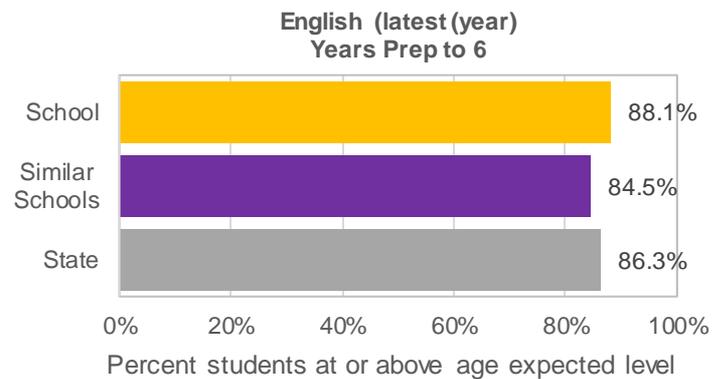
88.1%

Similar Schools average:

84.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

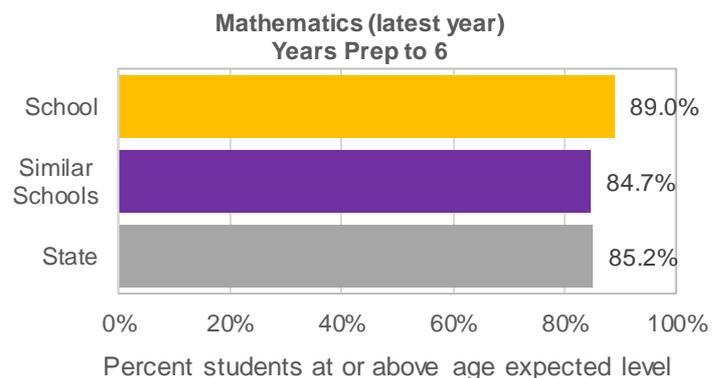
89.0%

Similar Schools average:

84.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

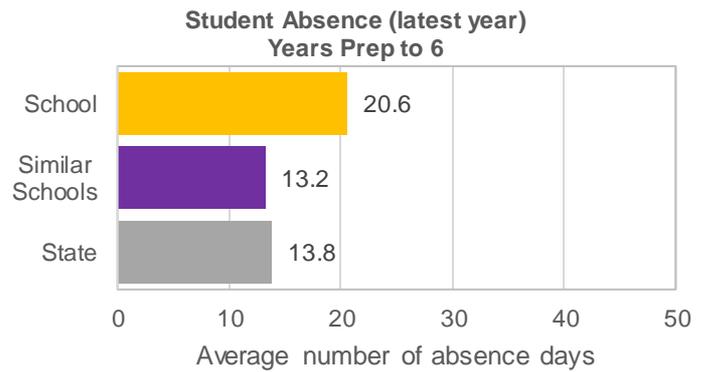
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	20.6	18.5
Similar Schools average:	13.2	14.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	88%	88%	89%	91%	90%	91%	89%

WELLBEING

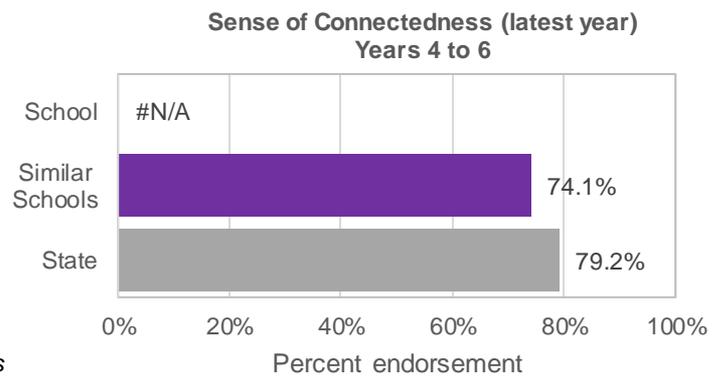
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	72.3%
Similar Schools average:	74.1%	78.5%
State average:	79.2%	81.0%



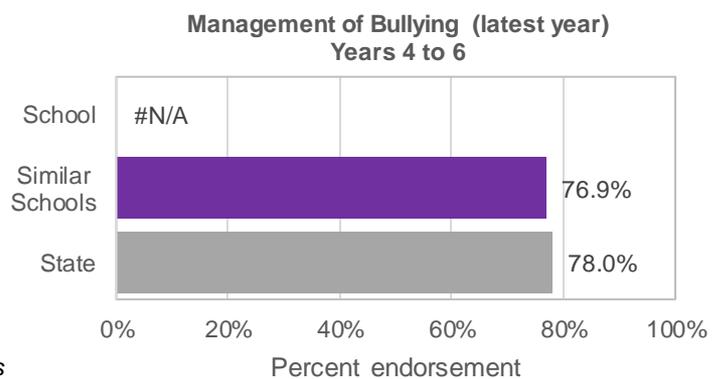
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	68.4%
Similar Schools average:	76.9%	79.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,350,552
Government Provided DET Grants	\$239,634
Government Grants Commonwealth	\$14,450
Government Grants State	NDA
Revenue Other	\$8,233
Locally Raised Funds	\$44,947
Capital Grants	NDA
Total Operating Revenue	\$1,657,816

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,398
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$26,398

Expenditure	Actual
Student Resource Package ²	\$1,400,320
Adjustments	NDA
Books & Publications	\$641
Camps/Excursions/Activities	\$6,055
Communication Costs	\$7,446
Consumables	\$40,434
Miscellaneous Expense ³	\$12,633
Professional Development	\$8,884
Equipment/Maintenance/Hire	\$27,155
Property Services	\$111,009
Salaries & Allowances ⁴	\$15,269
Support Services	\$29,279
Trading & Fundraising	\$7,033
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$21,460
Total Operating Expenditure	\$1,687,619
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$30,503
Official Account	\$13,325
Other Accounts	NDA
Total Funds Available	\$43,828

Financial Commitments	Actual
Operating Reserve	\$39,752
Other Recurrent Expenditure	\$629
Provision Accounts	NDA
Funds Received in Advance	\$16,917
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$57,298

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.