

2024 Annual Report to the School Community

School Name: Lockington Consolidated School (6233)



- 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 18 March 2025 at 01:12 PM by Lisa Duffy (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 18 March 2025 at 01:12 PM by Lisa Duffy (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

Lockington Consolidated School is a primary school located within the Lockington township in the Campaspe Shire on the traditional lands of the Yorta Yorta and Dja Dja Wurrung People. In 2024, the school had an average enrolment of 142 students who came from within the township of Lockington as well as the areas of Bamawm, Kotta, Rochester and surrounding areas. There are also students who travel out from Echuca to access our school. Students travel by bus, walk, ride or are transported by car to school. The enrolment numbers of students over past years has remained steady. In 2024, the school had a teaching staff of 10 EFT teachers, a full time business manager and 6.0 education support staff; the school ran seven classrooms with all being composite classrooms except for the Foundation/Prep class. Specialist classes for Visual Arts, Health & Physical Education and LOTE (Indonesian) were provided to all students on a weekly basis. Leadership consists of a full time principal, a leading teacher (0.4), wellbeing leader (0.6) as well as unit leaders.

The school has two main buildings with the junior students being housed in the main area and the middle and senior students in the BER. These buildings allow ample space for our students to learn. The grounds are equally as spacious with many play areas for the students to enjoy and learn in.

Lockington Consolidated School has the vision to create a passionate and safe learning community that inspires, challenges and supports all students to achieve their personal best, become critical, creative thinkers and make a positive contribution to the community and world in which they live. The motto of the school is Dare to Dream.

The school's philosophy is based on the following values:

- Community
- Curiosity
- Courage
- Creativity

These values are at the centre of everything we do at Lockington Consolidated School and we aim to ensure a safe, happy and stimulating learning environment for all students.

Lockington Consolidated School enjoys a close working relationship with the local pre-school and secondary colleges; the Foundation/Prep transition program is comprehensive and contributes to a strong start to school for our Foundation Students.

The school has cause for celebration following the release of the General School Satisfaction results as part of the 2024 Parent/Guardian/Caregiver Opinion Survey, where a result of 96.7% positive endorsement was achieved. In addition to this, the School Staff Survey result for the positive endorsement of the School Climate was just over 80%, both of these survey results were above the state average.

Progress towards strategic goals, student outcomes and student engagement

Learning

Lockington Consolidated School worked towards the Annual Improvement Plan goals throughout 2024. Staffing changes in the area of leadership, in Semester Two, meant that completing the anticipated activities and achieving the targets selected became more challenging. Student learning outcomes were supported via a range of methods and targeted initiatives, particularly in the area of Numeracy, towards the later part of the year. Nearly 85% of the students were assessed as being "at" or "above" the age expected standards for English as determined by Teacher Judgements and 76% of students were "at" or "above" in Numeracy. The 2024 NAPLAN results indicated that over half of our students in Years 3 and 5 were in the "Strong or Exceeding" category for Reading. Similarly, nearly two-thirds of the Year 5 students were categorised as "Strong or Exceeding" for Numeracy; a little under half of the Year 3 students were in this category for Numeracy.

Some of the factors and activities that contributed to the results above were a Mathematics Curriculum Audit against the new Mathematics 2.0 Curriculum and the subsequent establishment of a whole school yearly overview and term planners. A fluency component was added to Numeracy lessons and was strategically included as part of the whole school Instructional Model, this meant that number concepts could be targeted and reviewed each day. The school's numeracy resources were audited and refreshed and each classroom was equipped with core mathematics resources that were accessible for student use. The teaching staff participated in a curriculum day which saw them attend Specimen Hill Primary School to observe that school's Numeracy Sessions - with the focus being on using open ended tasks to cater for differentiation.

Staff attended twice weekly professional learning sessions, many of which focused upon data wall conversations and PLC meetings. Teachers kept records of reading conferences, F&P assessments and running records; they used this data to identify individual, group and whole class goals and to inform their collaborative planning and drive their explicit teaching. Teaching staff also undertook Writing Moderation Sessions each term, as not only a measure of student achievement, but also for the purposes of informing their teaching of individual students, small groups and whole class instruction.

The Tutor Learning Initiative had a positive impact on building the core skills needed by the students that were identified to be in the "Needs Additional Support" category. Regular sessions with the tutor worked on individual literacy goals and allowed each student to better access all areas of the curriculum in their classrooms. Via this program and with Education Support Staff providing targeted support, those students who required extra assistance with learning, instruction and curriculum modifications, were able to receive such help.

Wellbeing

The 2024 Annual Improvement Plan had a wellbeing goal : *To improve student wellbeing, with a Key Improvement Strategy: to consistently implement school wide wellbeing approaches into*

everyday practice to support all students to thrive. Each of the planned activities were completed during the 2024 school year.

The Student Attitudes to School Survey results for 2024, showed that 81.4% of the students in Years 4-6 had a positive endorsement in the area of Sense of Connectedness; they also indicated that 81.3% positively endorsed the Management of Bullying at the school. Both of these results were above the Similar Schools and State Averages.

Lockington Consolidated School provided students, staff and families with programs, information and support to ensure the health and wellbeing of our students. In 2024, the school had a Wellbeing Leader who worked in this space three days per week. Their role involved supporting Tier 2 Students and their families via Student Support Groups, profiling for Disability Inclusion Program Funding, liaising with the SSS team on a regular basis, working with individual students on wellbeing related matters and supporting staff to manage student wellbeing. The Wellbeing Leader also was a member of a local Community of Practice where they met with other Wellbeing Leaders twice per term for professional learning and professional conversations.

The school ensured that they had a whole school approach to Wellbeing. The programs and initiatives that were in place were supported via staff professional learning in that space, regular pulse checks to provide opportunities for feedback and evidence based practice. Some of the whole school initiatives in 2024 were the Resilience Project (a targeted teacher-led student wellbeing program that facilitates a structured approach to addressing the Resilience, Rights and Respectful Relationships Curriculum), GEM (gratitude, empathy & mindfulness) Awards presented at our weekly assembly, School Wide Positive Behaviour Program with charts to monitor student behaviour, weekly Pivot Survey check-ins for students (with appropriate follow up by the wellbeing leader and/or relevant staff), and promotion of wellbeing strategies to families.

Engagement

Lockington Consolidated School had an average number of absence days of 18.2 days per student, which is below the Similar Schools and State Average. The attendance rate from Prep to Year 5 was at or above 90%, with the Year 6 attendance rate only slightly below the 90% threshold. The school ensured that all student absences were accounted for (including late arrivals and early departures), via the Xuno program. Parents/Guardians/Caregivers who do not provide a reason for any absence were contacted and asked to provide an explanation for their child/ren's absence from school.

To encourage Student Engagement, Lockington Consolidated School provided many opportunities for Student Voice and Agency in 2024. The school ran Student Action Teams which saw student representatives from Years 3-6 elected by their peers as a committee to bring forth ideas, plan events and facilitate special lunches. The use of data collected via the Pivot Surveys also provided staff with feedback around student engagement levels. Once data was reviewed the Wellbeing Leader and/or classroom teachers could support students accordingly. In 2024, staff were provided with professional learning in the area of Student Voice.

In 2024, Lockington Consolidated School ran a number of extra-curricula activities to support and promote student engagement and often these activities were ran in conjunction with the very active Parents and Friends Committee. Some examples of such engagement activities undertaken in 2024 were a movie night, disco and Pink Day. There were numerous school-led activities throughout the year such as a swimming and athletics carnival, fun run, Clean Up Australia Day Event, Art Show, Lions Club Public Speaking, weekly classroom and specialist awards, SWPBS

shop (where students earn tickets as a form of positive reinforcement, the tickets are then "cashed" in to secure a prize), Year 5/6 Canberra Camp and Year 3/4 Sovereign Hill Camp, Year Two Sleepover, P-2 Aquarium Excursion and P-2 Community Visits.

Other highlights from the school year

In addition to the extra-curricula activities mentioned in the previous sections there were other significant highlights in 2024.

The Year Six Graduation is always a special event which sees our graduating students and their families enjoy a ceremony and meal at the local recreation reserve.

The Lockington Consolidated School Year Book was compiled, published and distributed at the end of 2024. This publication is a celebration of the significant events that have occurred over the year in both the curriculum and extra-curricula domains. It served as a keepsake for each family, celebrating all of the wonderful events that have occurred at Lockington Consolidated School in 2024.

Financial performance

Lockington Consolidated School's Financial Performance Operating Statement, which provides a summary for the year ending December 31st 2024, shows a total operating revenue of \$2,259,638, with over half of this amount being derived from the Student Resource Package. Government Provided DET grants of \$313,874 included \$278,517 from quarterly cash grants and \$30,000 for out of school hours care. Locally raised funds of \$152,819 were boosted by the Parents and Friends Club fundraising activities raising \$68,402.85.

Expenditure for Salaries and Allowances were significant (\$118,872), with these funds being used to pay Casual Replacement Teachers, Education Support Staff and our school gardener. Other items of significant expenditure in 2024 were 21 new iPads - equity funding was used to facilitate this purchase). The school's power bill was significantly reduced due to the installation of 20kw solar panels-the monthly bills have now halved.

The school finished the year with a Net Operating Surplus of \$122,361.

Lockington Consolidated School continued to run a canteen, three days per week. The canteen was staffed by volunteers, with the profits used to subsidise camps and excursions.

The Parents and Friends Committee secured donations which was for the purpose of purchasing new playground equipment for the Year 3/4 area.

Their Care (before and after school care) operated throughout 2024 and was externally funded.

**For more detailed information regarding our school please visit our website at
<https://www.lockington.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 142 students were enrolled at this school in 2024, 61 female and 81 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).

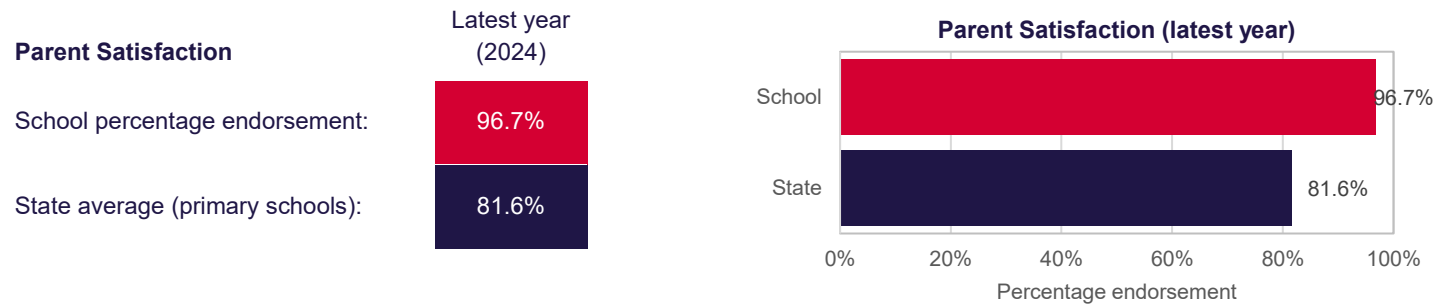
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

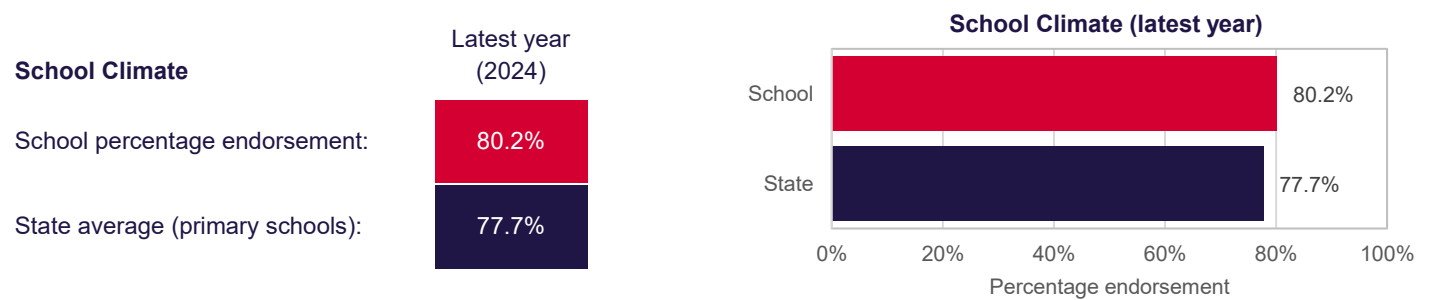


School Staff Survey

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

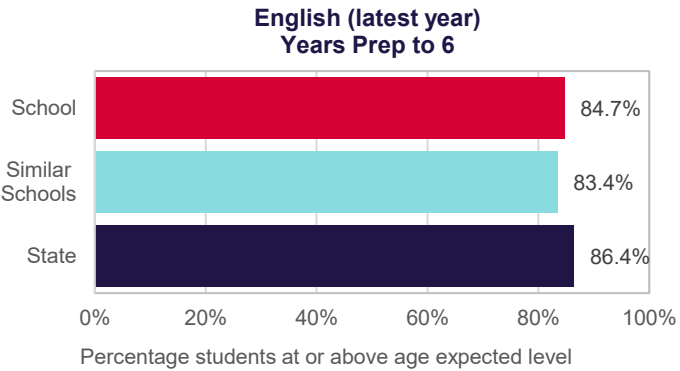
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

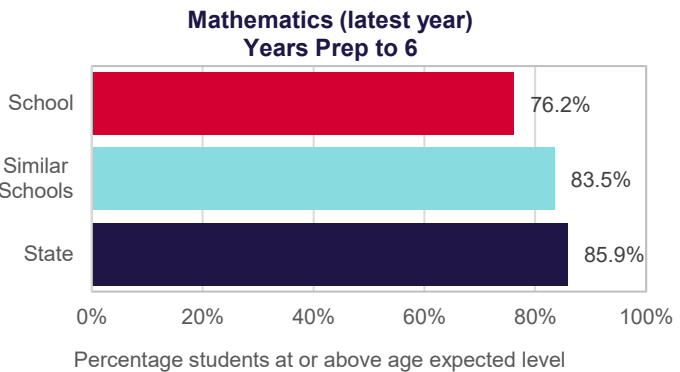
English
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	84.7%
Similar Schools average:	83.4%
State average:	86.4%



Mathematics
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	76.2%
Similar Schools average:	83.5%
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.

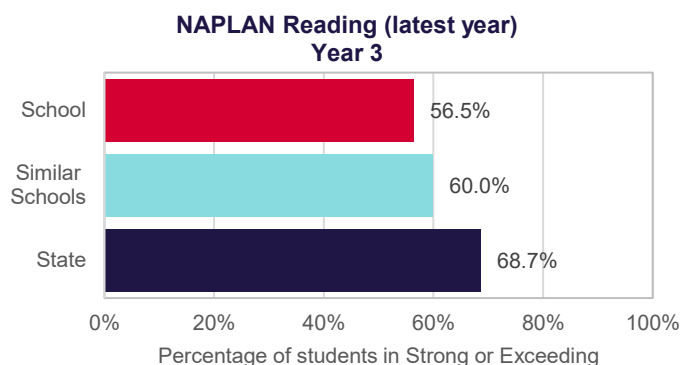
NAPLAN

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.

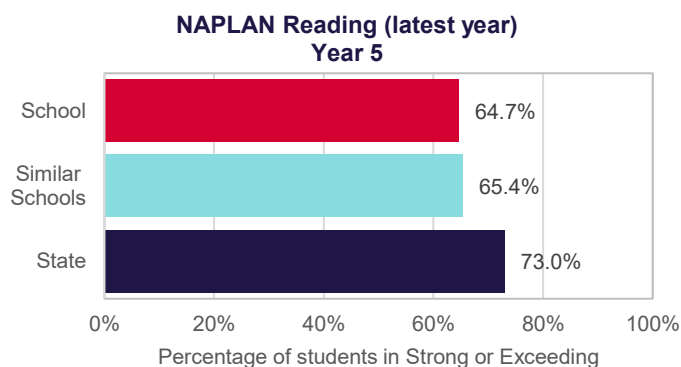
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.5%	47.4%
Similar Schools average:	60.0%	61.2%
State average:	68.7%	69.2%



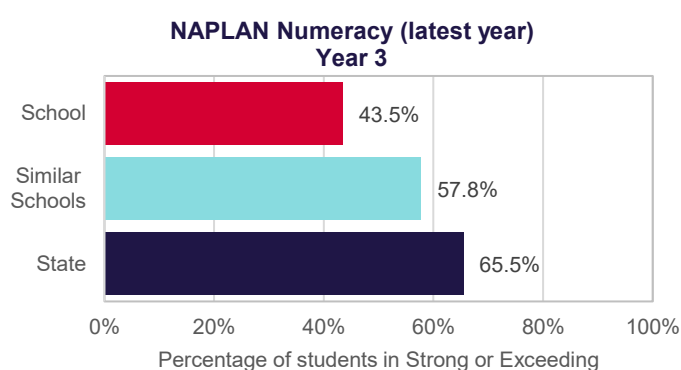
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.7%	64.1%
Similar Schools average:	65.4%	69.7%
State average:	73.0%	75.0%



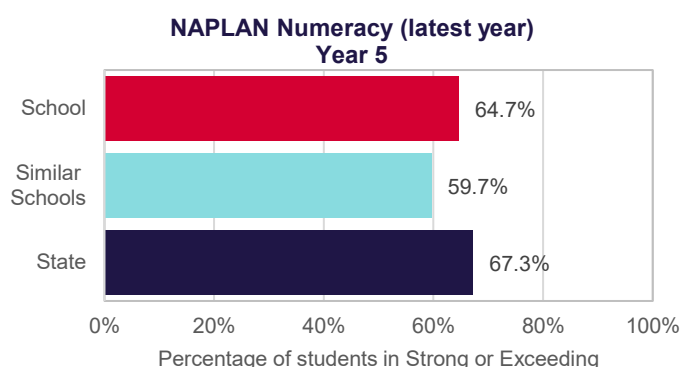
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.5%	47.4%
Similar Schools average:	57.8%	60.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.7%	59.0%
Similar Schools average:	59.7%	60.7%
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:

75.0%

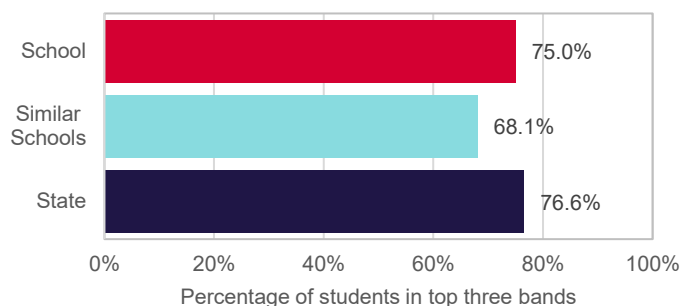
Similar Schools average:

68.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

65.0%

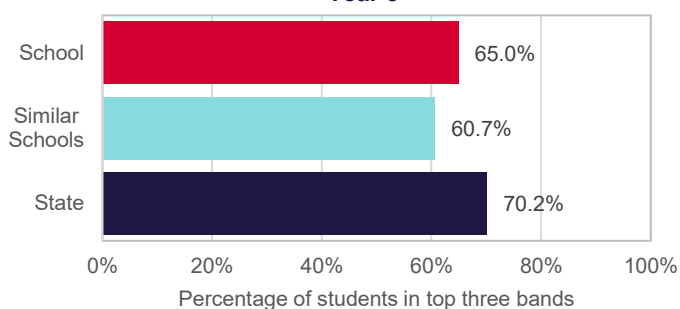
Similar Schools average:

60.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

75.0%

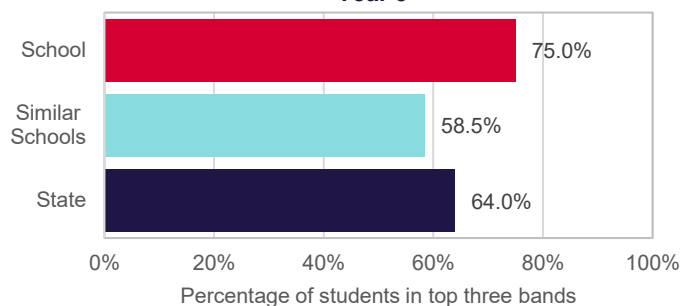
Similar Schools average:

58.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

55.0%

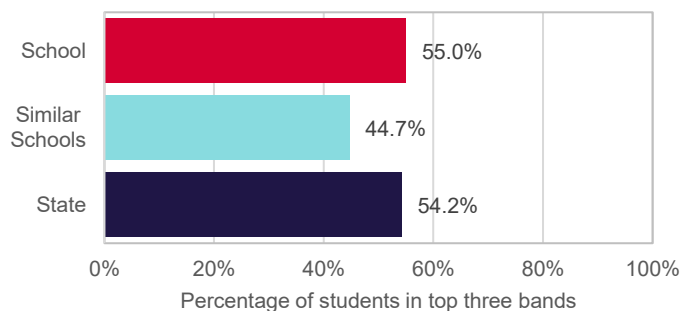
Similar Schools average:

44.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



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.

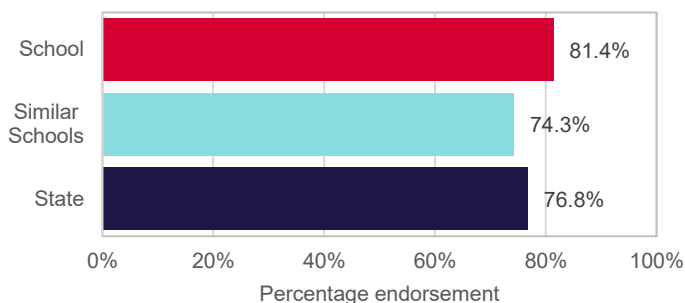
Student Attitudes to School – Sense of Connectedness

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:	81.4%	82.2%
Similar Schools average:	74.3%	75.8%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



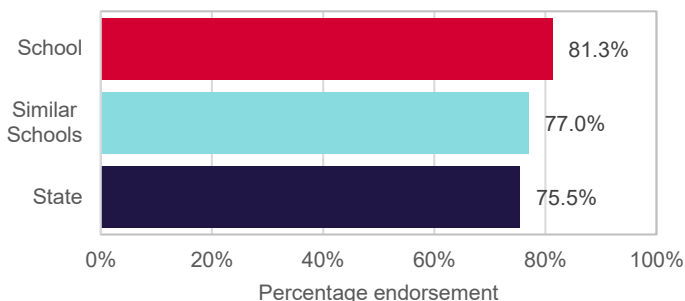
Student Attitudes to School – Management of Bullying

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:	81.3%	80.2%
Similar Schools average:	77.0%	77.5%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

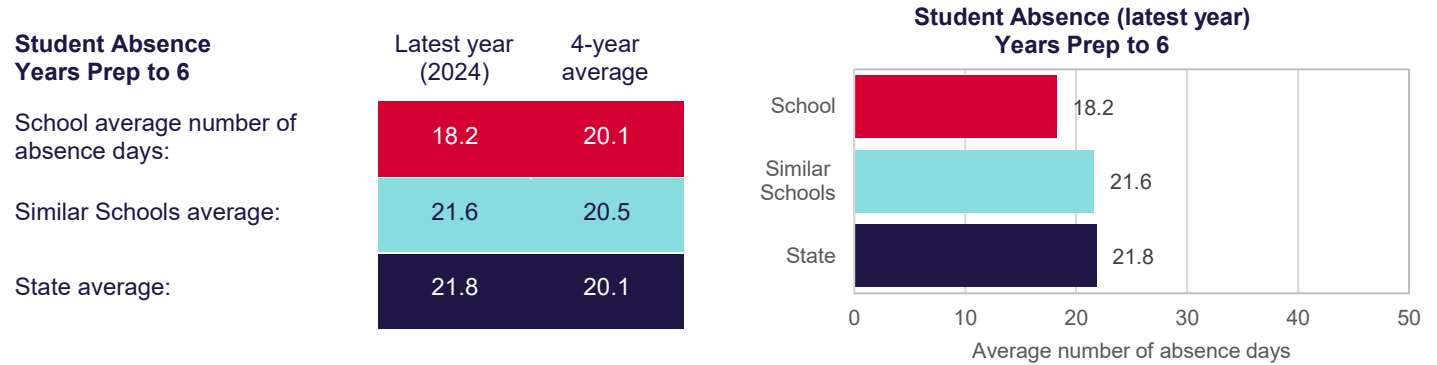


ENGAGEMENT

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.



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):	93%	91%	91%	91%	91%	90%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,744,533
Government Provided DET Grants	\$313,874
Government Grants Commonwealth	\$6,100
Government Grants State	\$0
Revenue Other	\$42,312
Locally Raised Funds	\$152,819
Capital Grants	\$0
Total Operating Revenue	\$2,259,638

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,462
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$61,462

Expenditure	Actual
Student Resource Package ²	\$1,719,889
Adjustments	\$0
Books & Publications	\$1,270
Camps/Excursions/Activities	\$56,468
Communication Costs	\$1,482
Consumables	\$35,807
Miscellaneous Expense ³	\$13,601
Professional Development	\$2,050
Equipment/Maintenance/Hire	\$23,515
Property Services	\$67,832
Salaries & Allowances ⁴	\$118,872
Support Services	\$2,535
Trading & Fundraising	\$72,636
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,320
Total Operating Expenditure	\$2,137,277
Net Operating Surplus/-Deficit	\$122,361
Asset Acquisitions	\$21,418

- (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 17 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	\$597,875
Official Account	\$12,588
Other Accounts	\$0
Total Funds Available	\$610,463

Financial Commitments	Actual
Operating Reserve	\$69,565
Other Recurrent Expenditure	\$10,430
Provision Accounts	\$3,372
Funds Received in Advance	\$71,560
School Based Programs	\$9,395
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,613
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$29,646
Capital - Buildings/Grounds < 12 months	\$75,000
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	\$282,581

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.