

2016 Annual Report to the School Community



School Name: Lyndhurst Primary School

School Number: 5521



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Lyndhurst PS is in Marriott Waters in Lyndhurst. It is a Public/Private Partnership School in the City of Casey. The school opened in 2011 with 150 students. In 2016 there were 840 students. The school offers a modern, spacious and stimulating learning environment. A special purpose, open-designed building houses the administrative and support areas, with an open access library resource area, visual arts areas and contemporary classroom spaces. Modern furnishings and information technology fittings provide a state-of-the-art teaching and learning environment. A multi-purpose activity area, with adjoining rooms for music and co-curricular activity, is an integral part of the special purpose facility. Twenty-six modular classrooms provide the infrastructure requirements aligned to the school's rapid growth in enrolments and include classrooms, staff learning spaces and a specialist science facility. Significant ethnic groupings and a range of socio-economic characteristics underpin the cultural diversity of the school. This diversity provides both opportunities and challenges, and the school has developed a range of foundation values, beliefs and high expectations based on this contextual reality. Currently, approximately 60 per cent of students list English as their second language, with families representing 50 language groups and 45 countries of birth. The school currently has 4 Principal class, 46.7 teachers and 12.6 support staff.

Framework for Improving Student Outcomes (FISO)

In 2016, Professional Leadership was a priority initiative, as the school introduced a new leadership structure as follows: 3 sub-schools (Prep/Year 1; Year 2/Year 3; Year 4 and Years 5/6). Each sub-school will have a leadership structure which included: PLT leaders, a Leading Teacher and an Assistant Principal/Sub-school leader. The sub-school structure aimed to improve teachers' and school leadership's capacity to assess, monitor progress and evaluate student learning and student wellbeing, in a more timely and effective manner.

Achievement

Student achievement against the curriculum framework demonstrated a high proportion of grades at the C level and above. The school has a documented curriculum plan and a shared pedagogical approach underpinning its teaching and learning program. The school implements the Walker Learning Approach which actively engages students in real-life inquiry learning. There is an emphasis on 21st century learning skills such as creativity and critical thinking. A personalized learning approach caters for all students, including gifted and talented, and students with a disability. The use of ICT is embedded across the school, including a Bring Your Own Device (BYOD) program from Grade 4-6. Staff work in professional learning teams to collaborate for planning and assessment of teaching, as well as utilising student data to evaluate student learning growth. A strong culture of professional learning is evident by ongoing professional development and the use of coaching and peer observations to support teacher development. The school offers a broad extra-curricular and specialist program, including a dedicated Environmental Science learning centre and Music program.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The use of the Walker Learning Approach (P-2 and 3-6) across our school provides a powerful framework upon which to develop and maintain high levels of student engagement. Survey data shows that student aspiration is high and desire to learn and improve is strong. The curriculum, drawing straight from its focus on student interests, is delivered consistently throughout the school with increasing levels of student independence and student voice. As a result of the Tell Them From Me Survey, several initiatives have been introduced. Many opportunities are given that encourage student voice. The survey indicates that students have a positive sense of belonging and positive relationships with each other. Students are also interested and motivated in their learning. Important learner characteristics such as creativity, curiosity and critical thinking are explicitly interwoven with more traditional subjects in a curriculum that reflects the needs of 21st Century learners. The school has a range of programs to monitor and support student attendance.



Wellbeing

Feedback from families and students consistently reflects the community's high regard for the school and the learning environment that we provide. Significant barriers to success in schooling exist for many of our students but we are committed to the notion that all students can learn successfully given the right opportunities and the right learning environment. A dedicated student well-being team tracks all students at risk, providing a range of appropriate interventions and proactive programs as a result. Student leadership development sits high on our agenda as does the explicit teaching of social skills for future success. Student attitudes to school remain high despite a rapidly growing population. Based on the Tell Them From Me survey Advocacy at School remains high, as does Positive Teacher-Student Relations. There is also considerable work being done through the use of the Early Years Evaluation (EYE) to improve the effectiveness of student transition from early childhood to school.

For more detailed information regarding our school please visit our website at
www.lyndhurstps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 829 students were enrolled at this school in 2016, 408 female and 421 male. There were 51% of EAL (English as an Additional Language) students and 1% 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

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>48%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>48%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>56%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>52%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>39%</td> <td>36%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	48%	15%	Numeracy	33%	48%	20%	Writing	23%	56%	21%	Spelling	21%	52%	26%	Grammar and Punctuation	39%	36%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	92 %	93 %	91 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	92 %	93 %	91 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>

How to read the Performance Summary

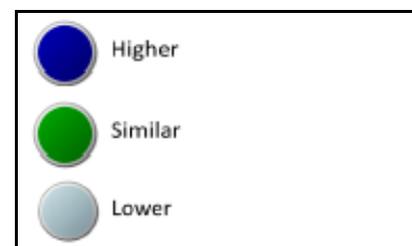
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Financial performance remains strong. Resources have been directed towards key priorities and the emphasis on improved teacher capacity is reflected in our financial commitment to professional learning. We continue to face the challenge of resourcing a rapidly growing student population in the provision of learning resources and engaging play spaces. The public/private partnership continues to ensure that the facilities remain of the highest quality and standard. Future growth will challenge the school, especially as numbers grow considerably in the senior classes. Pressure to enroll at the school is high, reflecting the high regard in which the school is held.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$5,618,764
Government Provided DET Grants	\$632,141
Government Grants Commonwealth	\$6,564
Revenue Other	\$87,837
Locally Raised Funds	\$443,128
Total Operating Revenue	\$6,788,435

Expenditure	
Student Resource Package	\$5,413,478
Books & Publications	\$6,681
Communication Costs	\$23,844
Consumables	\$159,936
Miscellaneous Expense	\$343,940
Professional Development	\$49,159
Property and Equipment Services	\$465,078
Salaries & Allowances	\$85,782
Trading & Fundraising	\$27,750
Utilities	\$51,352

Total Operating Expenditure **\$6,626,999**

Net Operating Surplus/-Deficit **\$161,436**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$50,231
Official Account	\$41,888
Other Accounts	\$21,460
Total Funds Available	\$113,579

Financial Commitments	
Operating Reserve	\$15,000
Revenue Received in Advance	\$20,000
Other recurrent expenditure	\$8,579
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds incl SMS>12 months	\$25,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$30,000
Total Financial Commitments	\$113,579

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.