



Department of Education and  
Early Childhood Development

# 2012 Annual Report to the School Community

Lyndhurst Primary School  
School Number: 5521



#### Lyndhurst Primary School

Lyndhurst Primary School is a new school located in the Marriott Waters Estate in Lyndhurst. The school opened for all levels, Prep-6, in 2011. Lyndhurst is a Public/Private Partnership School that lies in the south-eastern growth corridor, in the City of Casey. The school opened in 2011 with approximately 150 students and rapid growth is highly likely in the first few years of its existence. Currently there are 350 students at the school and 500 are expected for 2013. The curriculum at Lyndhurst is based on AusVELS, which is expected of all government schools in Victoria. Our curriculum structure is characterised by the term, "Small Investigations to Deep Inquiry". Learning is seen as a continuum and it is focused on giving children the skills and abilities to be able to increasingly take control of their own learning and to give them time to study, learn and think more deeply. The early years program (Prep-2) is based on Kathy Walker's play-based learning system. This play-based learning is strongly focused on providing children with a strong foundation of essential literacy and numeracy skills through utilising a child's natural propensity to learn through play. At the higher levels (year 3-6), children gradually move to an "inquiry-based" curriculum. Inquiry based learning is all about building lifelong learners. The school has 28 FTE teaching staff, 2 principal class staff and 5 FTE Education support staff

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Lyndhurst Primary School is striving to provide a personalised learning approach to all student learning, which empowers students to make visible gains in their learning in all curriculum areas.</p> <p>The school has embedded the Walker Learning Approach in Prep-Year 2, which is a student-focused approach to build understandings through student's own interests. Numeracy and literacy is taught explicitly, and also has teachers making connections with learning during the investigation time.</p> <p>The school is implementing a guided inquiry approach in years 3-6 based on the Walker Learning Approach.</p> <p>The school is implementing the CAFE reading approach to focus on developing reading skills and comprehension. Alongside this, is the use of THRASS to support the explicit teaching of Spelling. Mathematics is taught using a</p>	<p>Through a consultative process with the school community, Lyndhurst Primary School established a set of core values that underpin the school's purpose and direction. These values are: Integrity, Respect, Optimism, Empathy and Responsibility.</p> <p>The school implements the 'Flying Start' program P-6, in the first 2 weeks of the school year, which aims to establish a sense of school community, inclusiveness and high expectations for all members of the school.</p> <p>The school began implementation of the KidsMatter initiative, which is a mental health and well-being framework that aims to provide support for all students, including early identification for those at risk.</p> <p>The school continues to foster meaningful and productive relationships between all members of the school community through</p>	<p>The focus on student transition at Lyndhurst Primary School is strong. As a new school, we are developing relationships with local early childhood providers and developing an enhanced transition program. We are looking at best practice in transition programs and this has already strengthened the relationships between preschool providers and schools.</p> <p>The school will continue to build partnerships with kindergartens and child care facilities in this area with a view to ensuring the successful transition of students to all of our local schools.</p> <p>The school works constructively with all secondary education providers to improve the successful transition of our year 6 students. With our year 6 students transitioning to several different secondary schools each year, the importance of maintaining</p>

differentiation model, in which students are able to succeed with their learning.  
The school offers specialist teaching in The Arts, Music and Physical Education. There is an English as an Additional Language (EAL) teacher who provides extra support for those students from a language background other than English.

our restorative practices approach. The school began implementation of the Student Mapping Tool, which utilises student data from a range of sources, to identify students who can benefit from support and intervention.  
The school continues to develop the idea of 'student voice,' which promotes student participation and decision-making. This is evident in electing student leaders, creating a Student Representative Council and having a school house system.  
The school continues to develop a student wellbeing curriculum based on the 'You Can Do It' program, which is implemented from P-6.  
As a growing school, we formally induct new staff and provide forums for new families to meet other families and get to know the school and staff.

a broad range of relationships with secondary schools is heightened. We are also focused on assisting children to make successful transitions within the school. Significant work is done to ensure children progress from year to year with as little disruption to their learning as possible

For more detailed information regarding our school please visit our website at

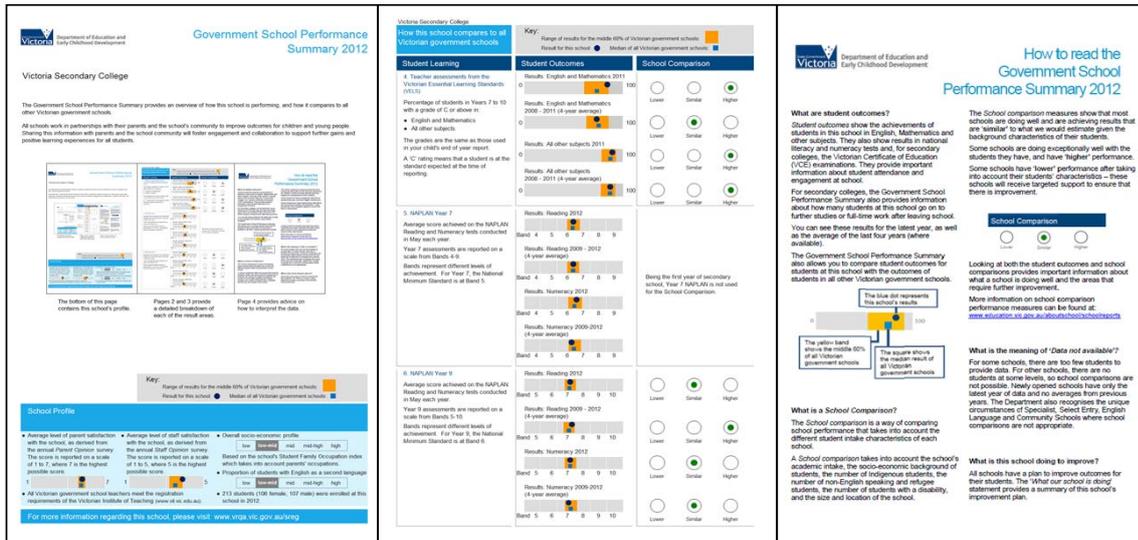
[www.lyndhurstps.vic.edu.au](http://www.lyndhurstps.vic.edu.au)

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

## Lyndhurst Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

### Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

## School Profile

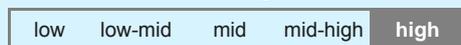
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

- Overall socio-economic profile



Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language



- 323 students (166 female, 157 male) were enrolled at this school in 2012.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

# How this school compares to all Victorian government schools

## Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

### Student Learning

#### 1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

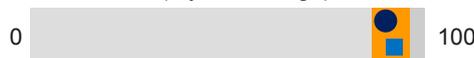
A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2011



#### Results: English and Mathematics 2008 - 2011 (4-year average)



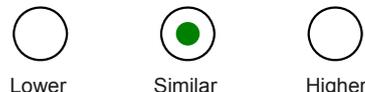
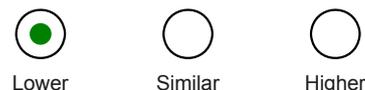
#### Results: All other subjects 2011



#### Results: All other subjects 2008 - 2011 (4-year average)



### School Comparison



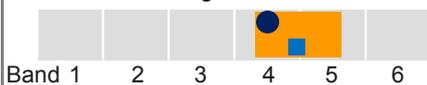
#### 2. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

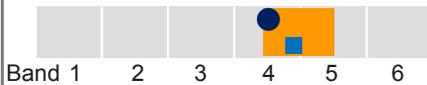
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

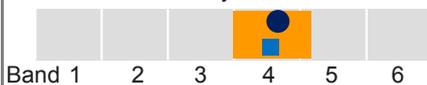
#### Results: Reading 2012



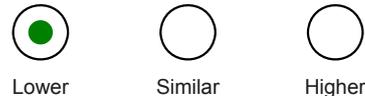
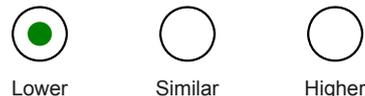
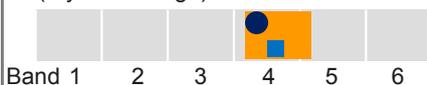
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



#### 3. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

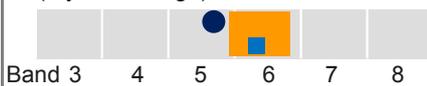
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

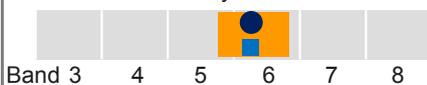
#### Results: Reading 2012



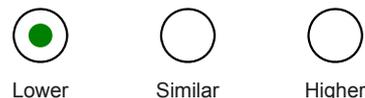
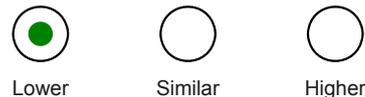
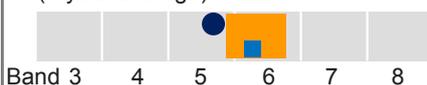
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

### Student Engagement and Wellbeing

#### 4. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.



### School Comparison



Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	94%	93%	91%	94%	93%	95%

#### 5. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



# How to read the Government School Performance Summary 2012

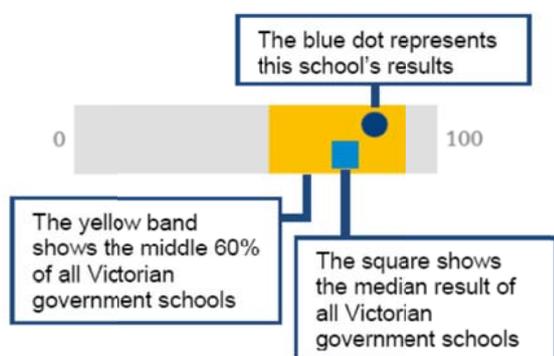
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. 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 colleges, the Government School 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 Government School 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.



## 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 Indigenous 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: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## 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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012		Financial Position as at 31st December, 2012	
Revenue	2012 Actual	Funds Available	2012 Actual
Departmental Grants	\$255,245	High Yield Investment Account	\$235,257
Commonwealth Government Grants	\$91,075	Official Account	\$39,641
State Government Grants	\$0	Other Bank Accounts (listed individually)	
Other	\$20,512	Library Fund	\$6,106
Locally Raised Funds	\$352,595	(insert)	\$
<b>Total Operating Revenue</b>	<b>\$719,427</b>	(insert)	\$
		<b>Total Funds Available</b>	<b>\$281,004</b>
<b>Expenditure</b>		<b>Financial Commitments</b>	<b>2012 Actual</b>
Salaries and Allowances	\$151,123	School Operating Reserve	\$79,000
Bank Charges	\$1,221	Assets or Equipment Replacement <12 months	\$0
Consumables	\$72,799	Capital – Building/Grounds including SMS <12 months	\$40,000
Books and Publications	\$18,700		\$
Communication Costs	\$13,922	Maintenance – Building/Grounds including SMS <12 months	\$
Furniture and Equipment	\$133,490		\$
Utilities	\$24,246	Beneficiary / Memorial Accounts	\$
Property Services	\$7,238	Co-operative Bank Account	\$
Travel and Subsistence	\$8	Revenue Received in Advance	\$65,833
Motor Vehicle Expenses	\$0	School based programs	\$27,282
Administration	\$9,455	Region / Network / Cluster Funds	\$
Health and Personal Development	\$1,698	Provision Accounts	\$
Professional Development	\$23,849	Repayable to DEECD	\$31,000
Entertainment and Hospitality	\$3,592	Other Recurrent Expenditure (Accounts Payable)	\$30,344
Trading and Fundraising	\$23,102	Assets or Equipment Replacement >12 months	\$
Support / Service	\$39,306	Capital - Building / Grounds including SMS >12 months	\$7,545
Miscellaneous	\$45,670		
<b>Total Operating Expenditure</b>	<b>\$569,419</b>	Maintenance - Building / Grounds including SMS >12 months	\$
		<b>Total Financial Commitments</b>	<b>\$281,004</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$150,008</b>		
<b>Capital Expenditure</b>	<b>\$0</b>		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial performance and position commentary

With the school growing from 167 students in 2011 to over 360 students in 2012, there was significant pressure on the cash component of the budget to keep with the provision of basic educational materials. There is little, if any, consideration for the early growth of a new school in the SRP system and so careful planning and prioritising is essential. However, available funds have been directed towards school priorities and we continue to build on the level of resources available to teachers. Learning Technologies needs place particular strain on the budget to ensure the school maintains a high level of access and quality for teachers and students. In our second year, the school ran a small surplus, thus giving us some flexibility to cater for the expected surge in numbers for 2013. Overall, the financial performance has been tightly constrained through 2012 but, with increasing numbers of students, this should ease, giving more flexibility in future years.