

**2013 Annual Report to
the School Community**

Lyndhurst Primary School

School Number: 5521



Name of School Principal:

Name of School Council President:

Date of Endorsement:

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our 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 has characterised the first few years of its existence. In 2013, there were 500 students at the school and over 600 are expected for 2014. 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, once again based on the Walker Learning Approach. Inquiry based learning is all about building lifelong learners. The school community represents 43 language groups coming from 32 countries of birth creating a culturally rich environment. Student learning is strongly embedded as the driving focus for all that we do and this is reflected in the continually improving outcomes across all levels.

Achievement	Engagement	Wellbeing
<p>NAPLAN results for 2013 show students are performing at a similar level at Years 3 and 5 when compared to other Victorian schools. Notably, the NAPLAN relative growth Year 3 to Year 5, shows many students are exceeding the expected level of growth over a 2 year period.</p> <p>Student learning is characterised by a personalised learning approach to all key learning areas, based on the Victorian AusVELS curriculum. This means teachers know their students well and ensure learning tasks meet the needs of each student. The Walker Learning Approach to inquiry learning is taught from Prep to Year 6. This approach is student-focused, using authentic learning experiences to challenge and engage students. In literacy, the school has implemented the CAFE reading framework, which supports students to develop reading skills and comprehension. Alongside this, is the use of THRASS to support the explicit teaching of spelling. In the teaching of mathematics, teachers utilise continuums of learning for key mathematical concepts to plan for and teach a differentiated curriculum.</p> <p>The school offers specialist teaching in The Arts, Music, Physical Education, and Spanish Language. There is a specialist ICT teacher who collaborates with classroom teachers to provide ICT learning for all students. There is an English as an additional language (EAL) teaching team, which provides extra learning support for those students from a language background other than English. There is a team of teachers who also offer specialist intervention support for students in the area of literacy.</p>	<p>Lyndhurst Primary School is in the process of implementing a student mapping tool, GradeXpert. This will provide all student data from a range of sources. This data enables classroom teachers to provide quality, personalised programs and the school to identify students who require extra support on our Intervention and Gifted and Talented programs. The school has set up a culture of 'student voice' in which promoting student participation and decision-making is embedded and clearly valued. This is evident in electing student leaders and students making up our School Representative Council, Environment team, Peer mediators, and Play Pod team. The school has a pedagogy that promotes students being active participants in the learning process. The Walker Learning approach is now embedded across Prep to 2, providing engaging learning environments with developmentally appropriate practices that fully engage students. The school began implementation of the Walker Learning approach in grades 3-6 in 2013. This provides opportunities to fully engage students in self-directed learning. It aims to develop their capacity for self-efficacy; to reflect on learning, to contribute to their future learning goals and provide feedback to themselves, their peers and the teacher.</p> <p>A range of social and extra-curricular activities are offered to further engage students in the school environment.</p> <p>The school has implemented a 'Bring Your Own Device' program to fully engage students with the use of ICT.</p> <p>The school continues to work on attendance and punctuality. Systems are in place to address any issues and attendance and punctuality are continually encouraged.</p>	<p>Lyndhurst Primary School continues to embed and promote the building of strong positive relationships between students, staff and parents. There are a number of programs and approaches that continue to emphasise the importance we place on ensuring that all students, staff and parents feel excited and accepted about being part of our community. The core values of Integrity, Empathy, Responsibility, Optimism and Respect are embedded throughout the school. The Flying Start program has been implemented for a third year in a row. It aims to ensure that the first few weeks of school set the scene for the rest of the year; one that is positive, values relationships, is inclusive of all students and embeds our culture of high expectations.</p> <p>The KidsMatter Primary initiative has developed staff knowledge and put in place programs that further assist in continuing to foster a positive school community. We are now ready to move into the next phase of this framework - social and emotional learning for students. This broad umbrella that is KidsMatter embraces a number of programs such as Restorative Practices, You Can Do It and Peer Mediation to further support it. These independently and collaboratively promote self and social awareness, self-management, responsible decision-making and relationship skills.</p> <p>The Attitudes to School survey provides students with an opportunity to anonymously voice their perceptions and experiences of school, giving us a deeper insight and understanding and assisting us to use this data to make better decisions about student wellbeing, school in general and teaching and learning.</p>

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

Performance Summary

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.

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

School Profile

School Enrolments

A total of 499 students were enrolled at this school in 2013, 250 female and 249 male.

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.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Lower</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p> <p> Similar</p> <p> Lower</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>39%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>67%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>43%</td> <td>46%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>60%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>40%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	39%	30%	Numeracy	21%	67%	12%	Writing	11%	43%	46%	Spelling	14%	60%	26%	Grammar and Punctuation	26%	40%	34%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="560 792 1046 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	94 %	94 %	93 %	92 %	93 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	94 %	94 %	93 %	92 %	93 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

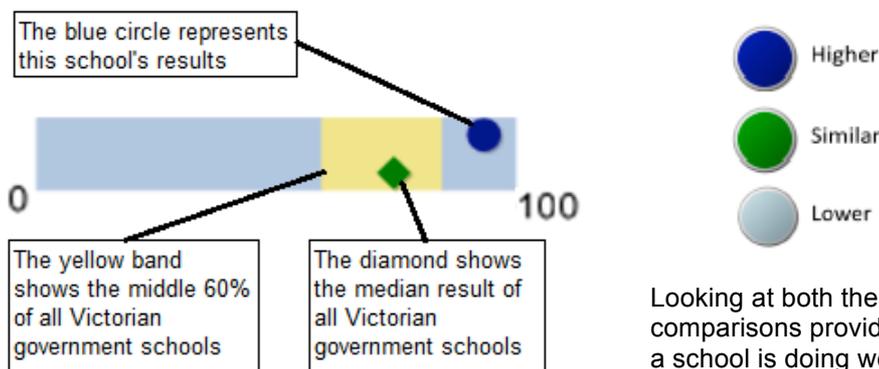
What are student outcomes?

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 colleges, 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).

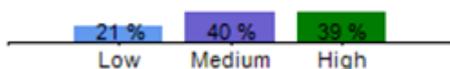
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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:

<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 - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$370,487
Government Grants Commonwealth	\$96,594
Revenue Other	\$29,437
Locally Raised Funds	\$338,598
Total Operating Revenue	\$835,116

Funds Available	Actual
High Yield Investment Account	\$107,465
Official Account	\$146,489
Other Accounts	\$350
Total Funds Available	\$254,303

Expenditure	
Books & Publications	\$42,501
Communication Costs	\$14,552
Consumables	\$91,285
Miscellaneous Expense	\$215,110
Professional Development	\$33,248
Property Maintenance	\$325,555
Salaries & Allowances	\$142,084
Trading & Fundraising	\$19,467
Utilities	\$36,266
Total Operating Expenditure	\$920,068

Financial Commitments	
Operating Reserve	\$40,000
Capital - Buildings/Grounds incl SMS<12 months	\$45,000
Revenue Received in Advance	\$87,000
School Based Programs	\$24,000
Repayable to DEECD	\$31,000
Other recurrent expenditure	\$25,303
Maintenance -Buildings/Grounds incl SMS>12 months	\$24,000
Total Financial Commitments	\$276,303

Net Operating Surplus/-Deficit (\$84,952)

Asset Acquisitions \$5,972

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

The financial position of the school remains strong. Operating in a credit surplus has allowed the School Council to consider and prioritise a number of major projects, beginning with the Playground Masterplan. Staffing levels have been kept high resulting in small class sizes and improved support programs for students. Budget processes have focused on core-purpose funding, ensuring available funds have been directed to areas of greatest need.