



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

Lyndhurst Primary School
School Number: 5521



Lyndhurst Primary School

Lyndhurst PS is a new school located Lyndhurst, Victoria. 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 with approximately 160 students and rapid growth is highly likely in the first few years of its existence. More than the location, the facilities and the resources in a school, it is the people that give it life and define its character. In an environment in which teachers work in a supportive, respectful workplace, where students are engaged in meaningful and relevant learning tasks in safe and encouraging surroundings and where parents can participate in an inclusive, welcoming school, real education can take place, not only for each child but on a broader community level. We welcome the contributions that parents and the community can make to the education of our children and the facilities and resources of the school are available to the community as a shared resource that benefits all. Our school community is diverse, with more than 35 different languages represented. Lyndhurst Primary school is committed to diversity and inclusion. The school promotes and celebrates diversity and recognises that education and early childhood development is critical to the success of multicultural communities. Lyndhurst is a school that provides support, encouragement, and growth opportunities for its 13 FTE staff and which is characterized by high student motivation to learn and high teacher motivation to teach and continue to learn.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Our curriculum is based on the VELs. The early years program is based on the "Walker Learning Approach". This pedagogy is strongly focused on engaging children through their natural propensity to learn through play to build strong foundations. At the higher levels, children move to an "inquiry" curriculum. Inquiry based learning is about building lifelong learners. It is focused on giving children the skills and abilities to be able to increasingly take control of their own learning. We are building strong cultures to create an environment that encourages success in student learning as well as high standard student interactions and behaviour. The first culture is one of high expectations of the students. High expectations by teachers of their students are translated into high expectations of the school by the community which reflect their high aspirations for their children. This is a key ingredient in our success. Building an aspirational community engenders a culture of high expectations and high achievement. The second culture is one of high expectations by teachers of each other. Our community respects and admires the commitment of the members of staff. There is an expectation amongst staff that all will contribute in a significant way to the accomplishments of the school.</p>	<p>The third critical culture is one in which students have high expectations of each other. This essential element is crucial in maintaining an orderly learning environment and encouraging high levels of achievement. There is a high standard of behaviour that is not only expected of the students but that students have a right to expect of each other.</p> <p>Restorative practices, used throughout the school, form a strong basis upon which to build a respectful environment where personal responsibility and relationships are key.</p> <p>"You Can Do It" continues to be a major focus. Reward systems continue to encourage students who demonstrate a "You Can Do It" approach.</p> <p>Student connectedness to school is high but attendance levels are low when compared to benchmarks. Significant work will be done to address poor attendance.</p> <p>Structuring a meaningful and engaging curriculum, strongly supported by ICT, will assist in this regard. A community education program about school attendance will also be implemented.</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 across our network. Supported by the Casey South Principals Network, 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 a broad range of relationships with secondary schools is heightened.</p> <p>We are also focused on assisting children to make successful transitions within the school. Significant work will be done to ensure children progress from year to year with as little disruption to their learning as possible.</p>

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

www.lyndhurstps.vic.edu.au

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

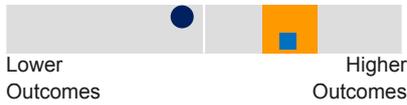
Lyndhurst Primary School

How this school compares to all Victorian government schools

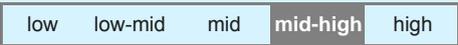
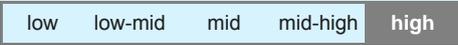
Key:

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

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>Lower  Similar  Higher </p>
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>Lower  Similar  Higher </p>

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. 
- 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 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 157 students (81 female, 76 male) were enrolled at this school in 2011.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

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Student Learning

3. 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 2010



Results: English and Mathematics 2007 - 2010 (4-year average)



Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



4. NAPLAN Year 3

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

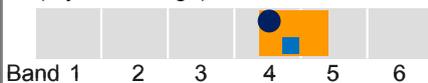
Year 3 assessments are reported on a scale from Bands 1-6.

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

Results: Reading 2011



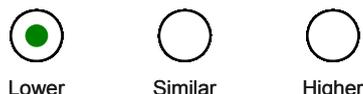
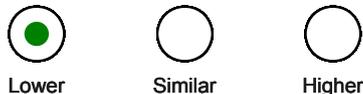
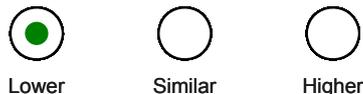
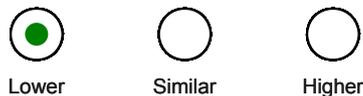
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



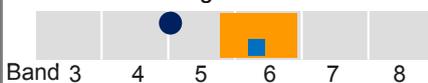
5. NAPLAN Year 5

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

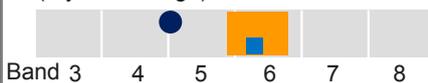
Year 5 assessments are reported on a scale from Bands 3-8.

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

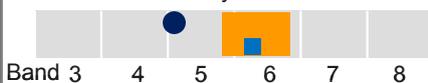
Results: Reading 2011



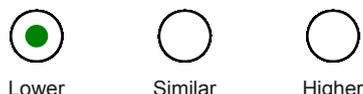
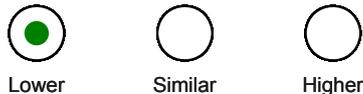
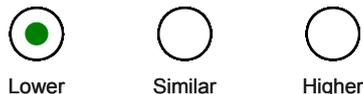
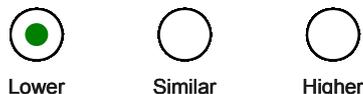
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



How this school compares to all Victorian government schools

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Student Engagement and Wellbeing

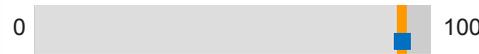
6. Student attendance

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

Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
N/A	N/A	N/A	N/A	N/A	N/A	N/A

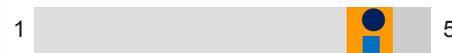
School Comparison



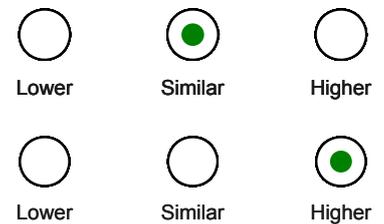
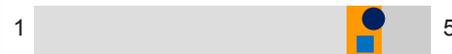
7. Student attitudes to school

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.

Results: 2011



Results: 2008 - 2011 (4-year average)



How to read the Government School Performance Summary 2011

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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

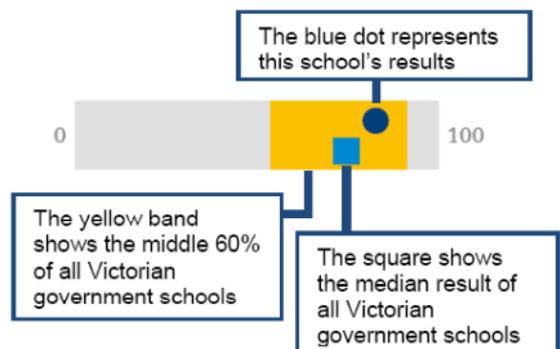
What are student outcomes?

Student outcomes describe 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

School Comparison



Lower



Similar



Higher

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

Lyndhurst Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$119,835
Commonwealth Government Grants	\$47,575
State Government Grants	\$
Other	\$21,341
Locally Raised Funds	\$155,797
Total Operating Revenue	\$344,548

Expenditure

Salaries and Allowances	\$101,712
Bank Charges	\$927
Consumables	\$61,682
Books and Publications	\$50,936
Communication Costs	\$9,145
Furniture and Equipment	\$66,865
Utilities	\$17,728
Property Services	\$6,552
Travel and Subsistence	\$22
Motor Vehicle Expenses	\$0
Administration	\$4,097
Health and Personal Development	\$2,317
Professional Development	\$12,749
Trading and Fundraising	\$11,024
Support/Service	\$24,788
Miscellaneous	\$23,474
Total Operating Expenditure	\$394,018

Net Operating Surplus/-Deficit **-\$49,470**

Capital Expenditure **\$0**

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 Position as at 31st December, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$121,649
Official Account	\$26,127
Other Bank Accounts(listed individually)	
Library Fund	\$1,727
(insert)	\$
Total Funds Available	\$149,503

Financial Commitments

Financial Commitments	2011 Actual
School Operating Reserve	\$36,127
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$65,926
School based programs	\$22,450
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$25,000
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$149,503

Financial performance and position commentary

In cash terms, the school performed well with expenditure being directed towards appropriate priorities. There were obvious issues in terms of expenditure and revenue projections in the first year of a new school but budgets were closely monitored and projections were pleasingly accurate. The accounts in the first year will present some anomalies due to the use of the establishment grant revenue which was spread over two years and which essentially appears as an extraordinary item when compared with future annual budgets. As a Public/Private Partnership school, expenditure on cleaning, maintenance and building services are predictably low when compared with other schools. The school OSHC service ran at a profit which was pleasing in its first year of operation. However, this included government sustainability grants and future budgeting will need to take account of this. The budget process for 2012 will be equally as difficult as the process in 2011 due to unpredictable growth and enrolment patterns. There will also be significant pressure on the 2012 cash budget to equip up to 7 new grades with no establishment grant. Significant work was done early in the year to rationalise communication costs which presented some concern as part of the PP partnership. Our commitment to high levels of ICT access will also create pressure on the cash budgets over coming years whilst the school population grows. Overall, the school finances were well managed and left us in a relatively strong financial position for the future. The School Council was diligent in its general governance and in its fiduciary responsibility.