

# 2021 Annual Report to The School Community



School Name: Lyndhurst Primary School (5521)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2022 at 02:54 PM by Gregory Lacey (Principal)

- This 2021 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

To be attested by School Council President

## How to read the Annual Report

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### 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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

## About Our School

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### School context

Lyndhurst Primary School is located in the outer-eastern suburb of Lyndhurst in the City of Casey. It is a Public/Private Partnership School. The school opened in 2011 with 150 students. In 2021 the student enrolment was 946. 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. The school is providing the infrastructure requirements aligned to the school's rapid growth in enrolments and include classrooms, additional portables, purpose built outdoor play areas, staff learning spaces and a specialist science facility. A variety of ethnic groupings and a range of socio-economic characteristics underpin the broad diversity of the school community. 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 an additional language, with families representing 50 language groups and 45 countries of birth. The school has 4 Principal class members, 3 Learning Specialists and 40 classes. Specialist subjects include: Visual Arts, Performing Arts, Spanish Language, Physical Education, Digital Technologies and Environmental Science.

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### Framework for Improving Student Outcomes (FISO)

In 2021, the school continued to implement the FISO model in the school's improvement priorities and initiatives even under COVID conditions. There was a focus on 'building practice excellence,' with both school wide goals falling under this banner. 2021 was also the final year of our School Strategic Plan. A full review process was completed in term 4 resulting in new SRP for 2022 onwards.

Goal 1 focussed ensuring that students and teachers have mutually respectful relationships that foster life long learning. Remote and Flexible Learning (R&FL) highlighted the need to keep close contact and connections with students, teachers and parents. Our school adapted to learning, wellbeing needs and online environments by keeping open discussions with leadership, staff, students and parents. Our strong PLC culture was underpinned by trust and feedback came from students, staff and parents to leadership with collaborative respect and understanding. This enabled our AIP goal of Teacher Concern to be above 65% positive endorsement in 2021. We are continuing to work on the development of a school wide pedagogical plan as this goal was impacted with R&FL. Student voice and agency was a large part of our school wide professional development in 2021. This brought to the fore the key role of student and teacher relationships.

Our second goal of improving student learning outcomes in English and Mathematics was impacted by R&FL as our key indicator (NAPLAN) was not administered in 2021. Nevertheless, our school identified students who excelled during R&FL with anecdotal notes and PAT data analysis. We also identified students who required assistance due to the impact of the pandemic. The Tutoring Learning Initiative, our Student Excellence program and differentiation in classrooms, was a focus for us during 2021.

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### Achievement

Achievement continued through R&FL in 2021. Students, staff and leaders continued to adapt to the needs of all key stakeholders and a large focus on wellbeing was evident. As a school, during the first R&FL we focussed on consolidating the skills children had learnt during 2020. This enabled our school to continually adapt to the operational needs for digital platforms, curriculum planning and parent assistance to enable this aspect, along with appropriately responding to the needs of operational changes in and out of the school learning environment. The 2021 R&FL period was well established and this enabled new curriculum content to be delivered and opportunities to differentiate some of the learning. Project based tasks combined with a large suite of explicit learning videos, made available on our online platforms including the website, were developed and delivered by staff. Wellbeing checkins became more of a focus as R&FL continued. There were increases in student connections.

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## Engagement

Attempts to contact parents/carers of students with identified absences during R&FL, became more frequent as we tried to address some of the complexities encountered during these times. In 2021, we placed a large emphasis on student wellbeing. Increases in student connectedness via the Student Survey were pleasing. The importance of qualitative data was evident during 2021 to support some of the quantitative data that had been collected. We look forward to developing this assessment approach in 2022. During the school review, the high levels of engagement of students in their learning was a particular highlight. There were many challenges as a result of R&FL but there were also many things that we learned as a school that can positively impact upon our teaching and learning moving forward.

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## Wellbeing

Feedback from families and students consistently reflects the community's high regard for the school and the learning environment that we provide. 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. The 'Forest School' initiative, which started with selected students developing their social skills and independence through an outdoors orientated approach, has now grown into a program which runs alongside the play-based approach within the Prep to Year 2 classes. The school 'Growing Patch' garden is thriving and has been utilised to engage students in real-life experiences and also make connections with parents and local businesses. The Year 4 team are involved in a unit which involves cultivating and cooking. Student leadership development, along with student voice and agency, sits high on our agenda. Student attitudes to school remain high despite a rapidly growing population. Based on the Student Survey, 'Advocacy at School,' remains high, as does 'Positive Teacher-Student Relations.' There is also continuing work being done to improve the effectiveness of student transition from early childhood to school.

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## Finance performance and position

In 2021, financial performance remained strong. Resources were directed towards key priorities and the emphasis on improved teacher capacity was reflected in our financial commitment to professional learning. We continued to face the challenge of resourcing a growing student population in the provision of learning resources and engaging play spaces. Staffing also impacts on our financial position. The public/private partnership continued to ensure that the facilities remained of the highest quality and standard. Future growth will challenge the school, especially as numbers grow in the senior classes. Pressure to enrol at the school is strong, reflecting the high regard in which the school is held.

**For more detailed information regarding our school please visit our website at**  
<http://www.lyndhurstps.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.

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 946 students were enrolled at this school in 2021, 478 female and 468 male.

57 percent of students had English as an additional language and 1 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).

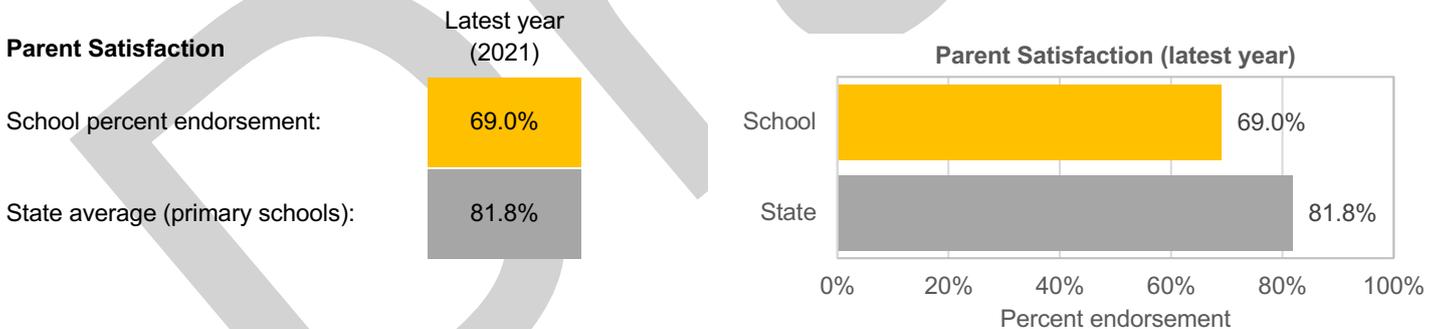
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

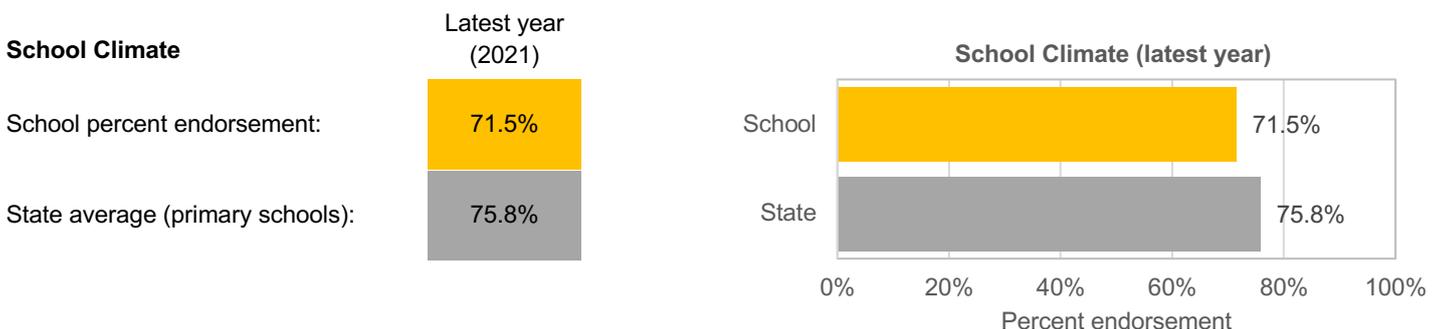


### School Staff Survey

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.



**ACHIEVEMENT**

**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**

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

**English  
Years Prep to 6**

Latest year  
(2021)

School percent of students at or above age expected standards:

91.3%

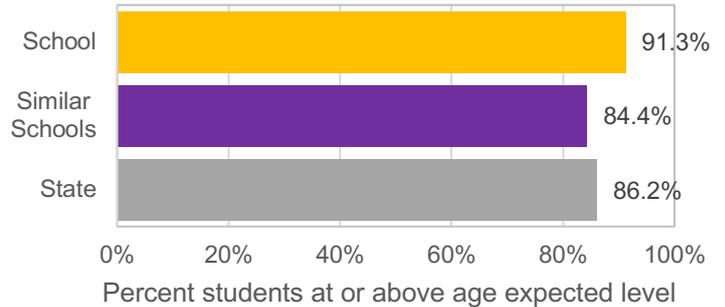
Similar Schools average:

84.4%

State average:

86.2%

**English (latest year)  
Years Prep to 6**



**Mathematics  
Years Prep to 6**

Latest year  
(2021)

School percent of students at or above age expected standards:

88.7%

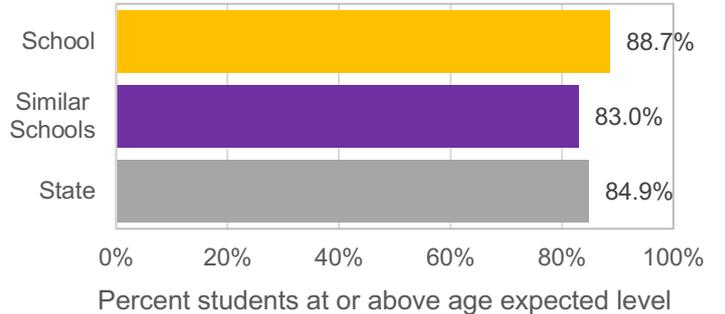
Similar Schools average:

83.0%

State average:

84.9%

**Mathematics (latest year)  
Years Prep to 6**



## ACHIEVEMENT (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.

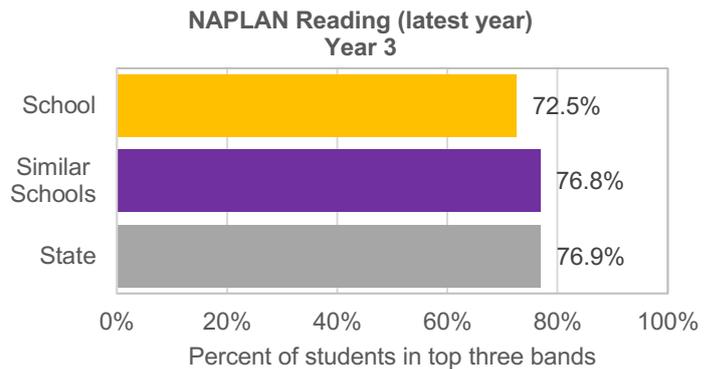
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

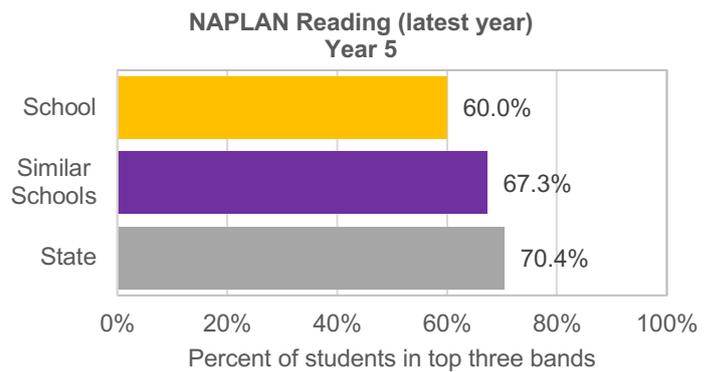
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.5%	77.5%
Similar Schools average:	76.8%	75.5%
State average:	76.9%	76.5%



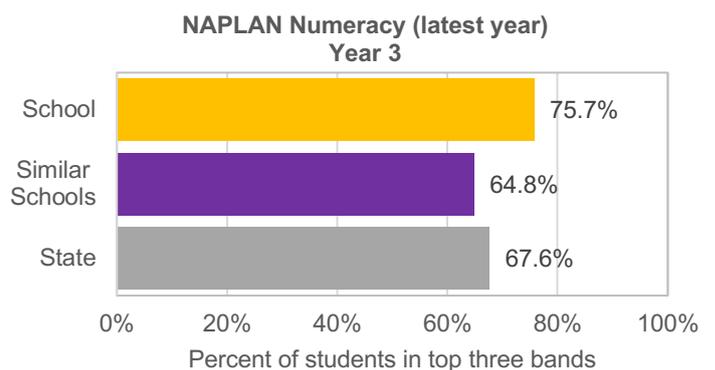
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	60.2%
Similar Schools average:	67.3%	63.9%
State average:	70.4%	67.7%



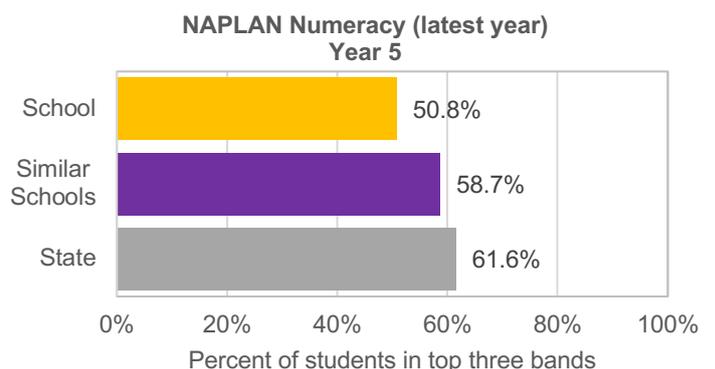
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.7%	69.2%
Similar Schools average:	64.8%	65.4%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.8%	53.8%
Similar Schools average:	58.7%	56.8%
State average:	61.6%	60.0%



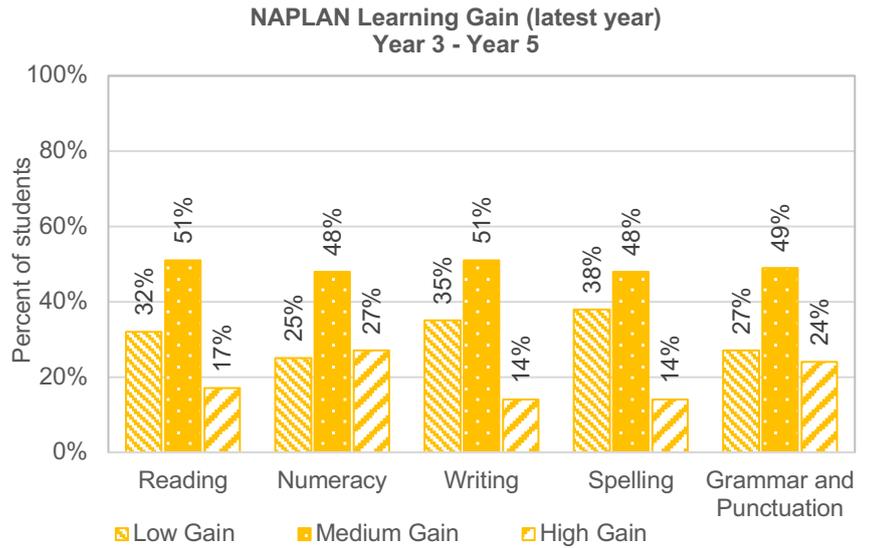
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	51%	17%	24%
Numeracy:	25%	48%	27%	27%
Writing:	35%	51%	14%	25%
Spelling:	38%	48%	14%	26%
Grammar and Punctuation:	27%	49%	24%	29%



## ENGAGEMENT

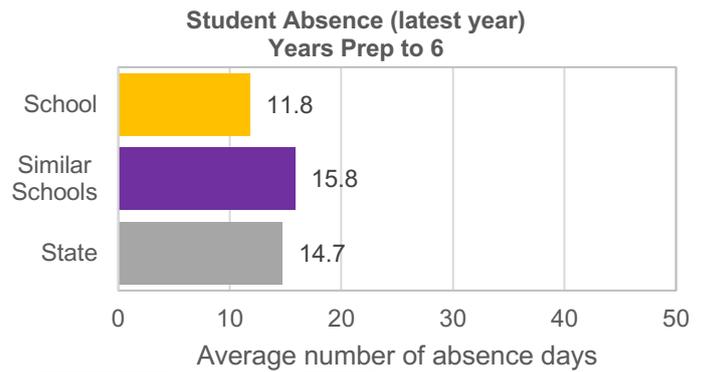
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.8	14.5
Similar Schools average:	15.8	16.1
State average:	14.7	15.0



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	95%	94%	95%	93%	95%	93%

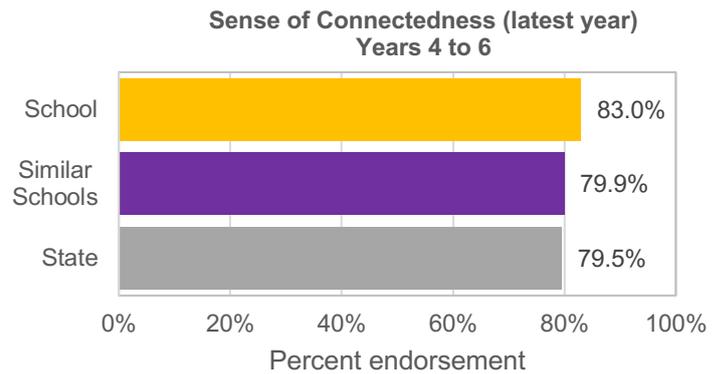
**WELLBEING**

**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 percent 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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	83.0%	78.1%
Similar Schools average:	79.9%	79.8%
State average:	79.5%	80.4%

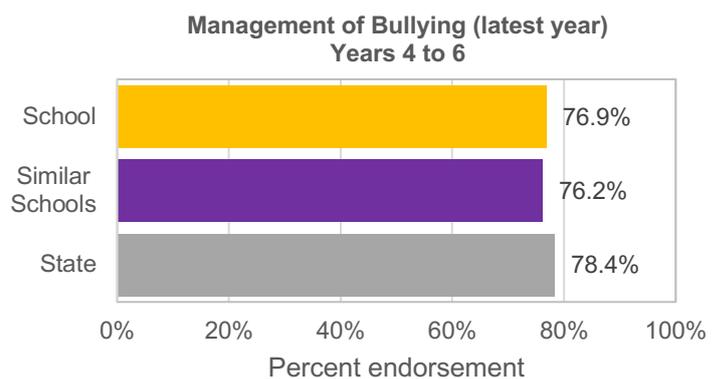


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent 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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	76.9%	74.3%
Similar Schools average:	76.2%	77.4%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$7,487,890
Government Provided DET Grants	\$606,855
Government Grants Commonwealth	\$7,727
Government Grants State	\$0
Revenue Other	\$141,083
Locally Raised Funds	\$535,585
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,779,139</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$112,046
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$112,046</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$7,464,423
Adjustments	\$0
Books & Publications	\$40,446
Camps/Excursions/Activities	\$83,824
Communication Costs	\$15,356
Consumables	\$168,426
Miscellaneous Expense <sup>3</sup>	\$111,010
Professional Development	\$111,626
Equipment/Maintenance/Hire	\$315,750
Property Services	\$41,913
Salaries & Allowances <sup>4</sup>	\$193,180
Support Services	\$45,664
Trading & Fundraising	\$12,682
Motor Vehicle Expenses	\$111
Travel & Subsistence	\$0
Utilities	\$55,598
<b>Total Operating Expenditure</b>	<b>\$8,660,010</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$119,129</b>
<b>Asset Acquisitions</b>	<b>\$39,481</b>

- (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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$322,316
Official Account	\$24,338
Other Accounts	\$22
<b>Total Funds Available</b>	<b>\$346,676</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$193,317
Other Recurrent Expenditure	\$8,846
Provision Accounts	\$0
Funds Received in Advance	\$63,248
School Based Programs	\$72,417
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$337,828</b>

*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.*