

2020 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).
- 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 2020 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 19 March 2021 at 03:02 PM by Gregory Lacey (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 01 April 2021 at 02:50 PM by Aftab Hussain (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

How to read the Annual Report (continued)

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.

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 a disability 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

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 2020 the student enrolment was 897. 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.

Framework for Improving Student Outcomes (FISO)

In 2020, 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.

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 56% positive endorsement in 2019 to 65% in 2020. We are continuing to work on the development of a school wide pedagogical plan as this goal was impact with R&FL. Student voice and agency was a large part of our school wide professional development in 2020. 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 2020. Nevertheless, our school identified students who excelled during R&FL with anecdotal notes and PAT data analysis. We also identified students who require assistance due to the impact of the pandemic. The Tutoring Learning Initiative, our Student Excellence program and differentiation in classrooms will be a focus for us during 2021.

Achievement

Achievement took on a new look during R&FL. Students, staff and leaders adapted 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 Term 1. This enabled our school to 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 second 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.

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. On return to the classroom in Term 4, we placed a large emphasis on student wellbeing. Increases in student connectedness via the Attitudes to School Survey were pleasing. The importance of qualitative data was evident during 2020 to support some of the quantitative data that had been collected. We look forward to developing this assessment approach in 2021.

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. This approach is further extended through Forest School and the Growing Patch which has continued to develop in structure and implementation. 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. Remote learning provided students with an opportunity to engage in learning tasks via online platforms such as SeeSaw and Google Classrooms and submit work in ways that best suited them and their strengths. To support their engagement during the transition back to onsite learning, the use of these platforms was continued. As a result of the Student Attitudes to School survey results, several initiatives have been introduced. Many opportunities are given that encourage student voice and agency. The surveys indicate 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. 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 Year 2 classes. The school 'Growing Patch' garden is thriving and has been utilized 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 Tell Them From Me survey, 'Advocacy at School,' remains high, as does 'Positive Teacher-Student Relations.' There is also continuing work being done through the use of the Early Years Evaluation (EYE) to improve the effectiveness of student transition from early childhood to school.

Financial performance and position

In 2020, 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 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 900 students were enrolled at this school in 2020, 449 female and 451 male.

54 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) which takes into account parents' occupations and education.

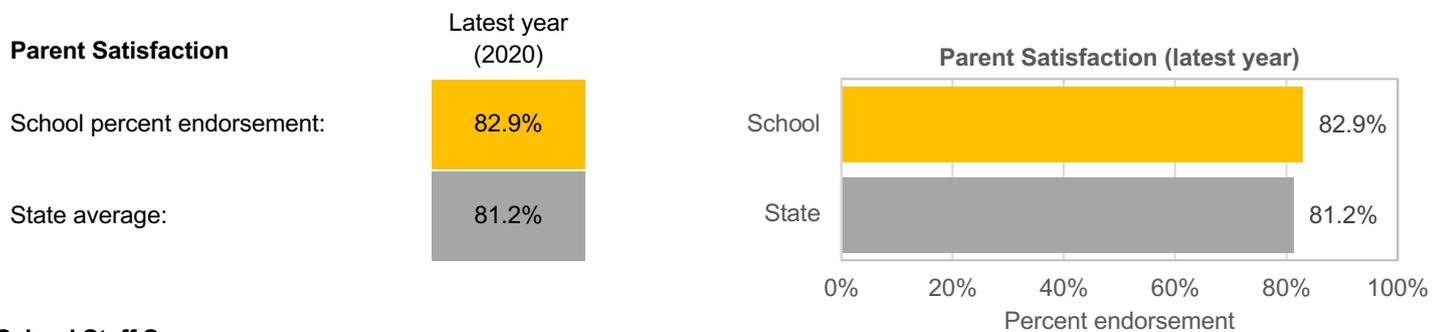
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

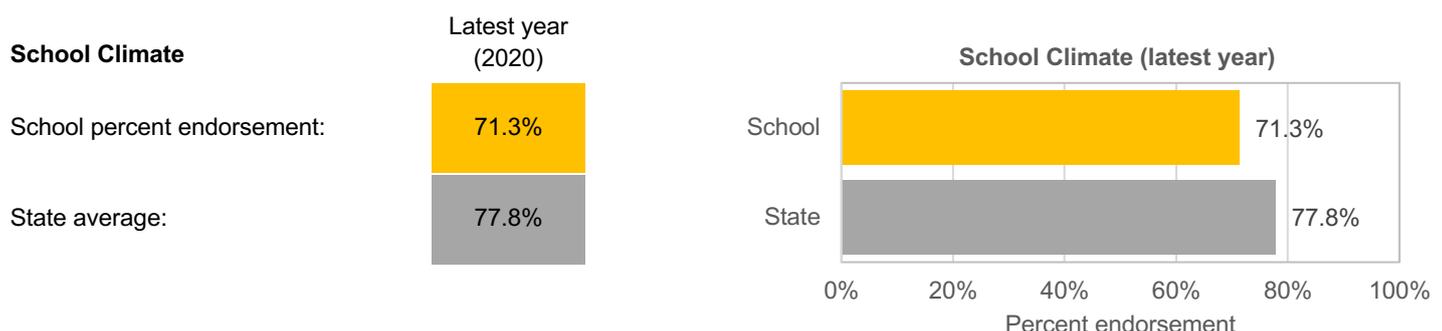


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

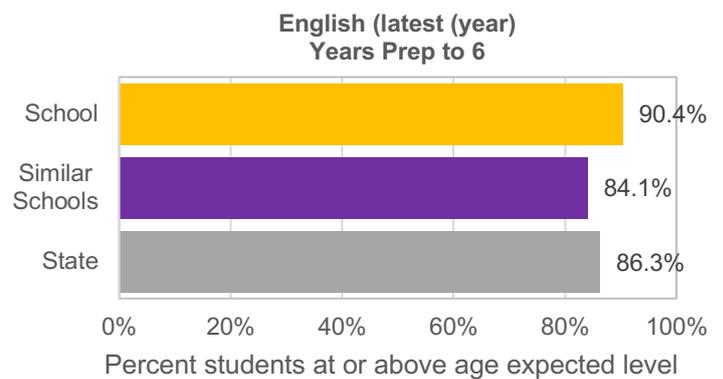
90.4%

Similar Schools average:

84.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

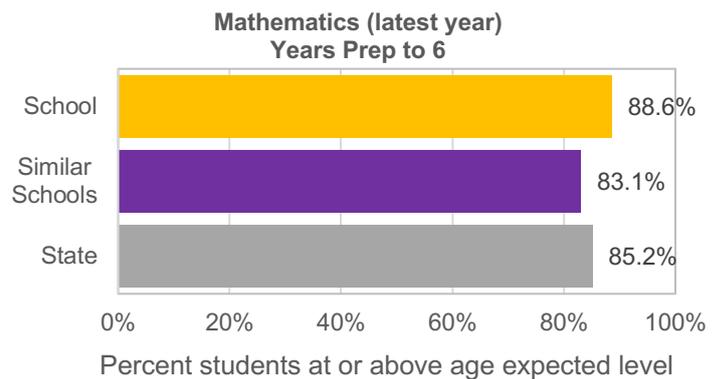
88.6%

Similar Schools average:

83.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

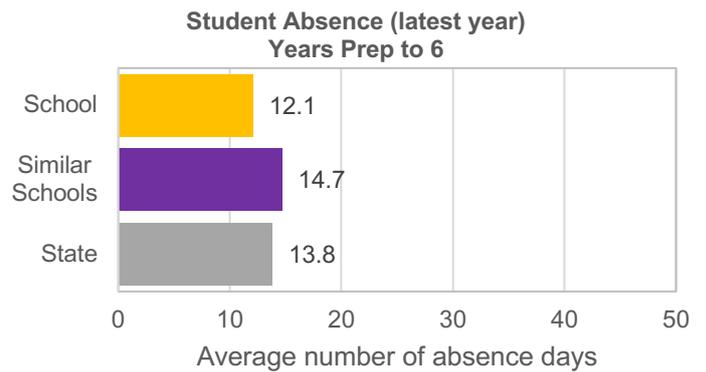
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.1	15.5
Similar Schools average:	14.7	16.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	94%	94%	93%	94%	94%	92%

WELLBEING

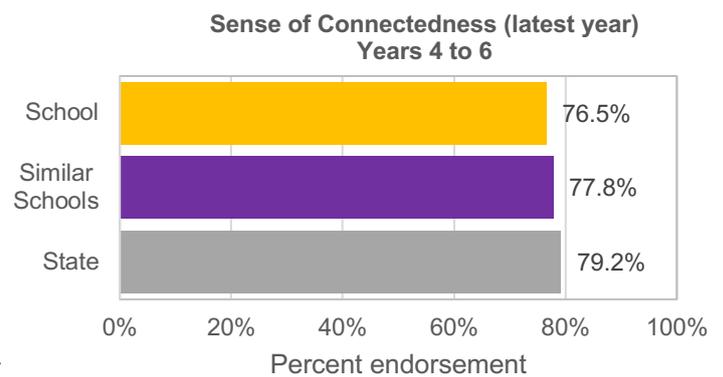
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.5%	76.2%
Similar Schools average:	77.8%	79.7%
State average:	79.2%	81.0%



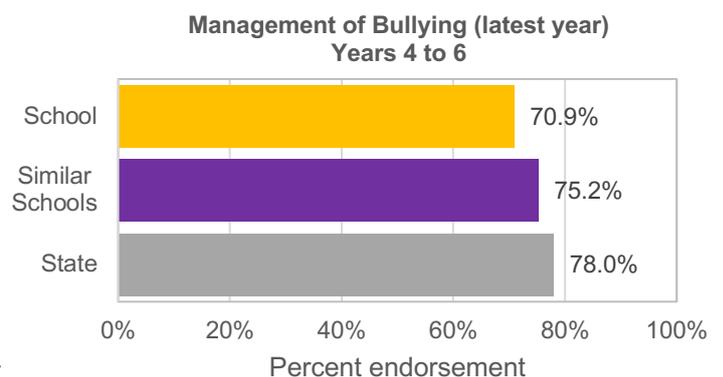
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	70.9%	73.4%
Similar Schools average:	75.2%	77.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$6,896,602
Government Provided DET Grants	\$579,190
Government Grants Commonwealth	\$20,170
Government Grants State	NDA
Revenue Other	\$200,547
Locally Raised Funds	\$334,526
Capital Grants	NDA
Total Operating Revenue	\$8,031,035

Equity ¹	Actual
Equity (Social Disadvantage)	\$99,200
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$99,200

Expenditure	Actual
Student Resource Package ²	\$6,918,637
Adjustments	NDA
Books & Publications	\$13,357
Camps/Excursions/Activities	\$13,485
Communication Costs	\$14,853
Consumables	\$189,122
Miscellaneous Expense ³	\$29,800
Professional Development	\$46,976
Equipment/Maintenance/Hire	\$323,735
Property Services	\$10,879
Salaries & Allowances ⁴	\$94,871
Support Services	\$80,867
Trading & Fundraising	\$12,486
Motor Vehicle Expenses	\$55
Travel & Subsistence	NDA
Utilities	\$61,958
Total Operating Expenditure	\$7,811,083
Net Operating Surplus/-Deficit	\$219,952
Asset Acquisitions	NDA

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$370,101
Official Account	\$28,435
Other Accounts	\$22
Total Funds Available	\$398,558

Financial Commitments	Actual
Operating Reserve	\$148,071
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$99,280
School Based Programs	\$151,206
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$398,557

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.