

2014 Annual Report to the School Community

Lyndhurst Primary School

School Number: 5521



Name of School Principal:

Greg Lacey

Name of School Council President:

Antony Pearce

Date of Endorsement: 25-3-2015

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

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 occurred in the first few years of its existence. In 2014 there were 600 students and over 750 are expected for 2015.

The school offers a modern, spacious and stimulating learning environment. A special purpose, open-designed building houses the administrative and support areas, while there is an open access library resource area, a visual arts area and contemporary classroom spaces. Modern special purpose furnishings and information technology fittings provide for a state-of-the-art teaching and learning environment. A large multi-purpose activity area, with adjoining rooms for music and varied co-curricular activity, is an integral part of the special purpose facility. Eight modular classrooms provide the infrastructure requirements aligned to the school's rapid growth in enrolments and include classrooms, staff learning spaces and a specialist science facility. All facilities are provided with contemporary Information and Communications Technology (ICT) structure and hardware.

Significant ethnic groupings and a range of socio-economic characteristics underpin the cultural diversity of the school. 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 65 per cent of students list English as their second language, with families representing 43 language groups and 32 countries of birth.

Achievement

Achievement leaves remain strong and there is consistent evidence that our efforts to build and robust learning environment in our new school are paying dividends. Matched cohort growth data continues to exceed expectations. We continue to have a large number of families that enroll throughout the academic year. This presents a persistent issue of ensuring that we bring these students up to the appropriate standard since many of them lag behind our existing cohort. Staff professional learning teams continue to utilize cycle of inquiry methods to review and improve classroom practice in all areas. We have strong commitment to the provision of essential learning but also continue to provide a range of extra-curricular offerings in the arts and sciences. The school has recently established a dedicated science facility with an environmental focus.

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. 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. As one of 1000 schools across the world joining the international cooperative of New Pedagogies for Deep Learning, the school is excited about discovering new ways in which technology and innovative technologies can extend and expand deep thinking and deep learning for our students. 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.

Wellbeing

Feedback from families and students consistently reflects the community's high regard for the school and the learning environment that we provide. Significant barriers to success in schooling exist for many of our students but 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 as a result. Student leadership development sits high on our agenda as does the explicit teaching of social skills for future success. Student attitudes to school remain high despite a rapidly growing population. Survey results show that student connectedness to school is increasing. There is also considerable work being done through the use of the Early Years Evaluation (EYE) to improve the effectiveness of student transition from early childhood to school.

Productivity

Lyndhurst Primary School continues to see its prime role as providing a quality learning experience and environment for the children of our local community. Our resources are directed strategically to ensure that this aim is achieved. We place great importance on the constant development of our teaching staff and on the quality of the learning resources that support their work. School funds are directed to areas of greatest importance and impact.

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 596 students were enrolled at this school in 2014, 289 female and 307 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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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> Similar</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> Lower</p> <p> Lower</p> <p> Lower</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> Lower</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 Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>43%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>53%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>53%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>49%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	43%	22%	Numeracy	36%	53%	11%	Writing	30%	53%	17%	Spelling	26%	53%	21%	Grammar and Punctuation	36%	49%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1046 920"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	93 %	94 %	93 %	93 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	93 %	94 %	93 %	93 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

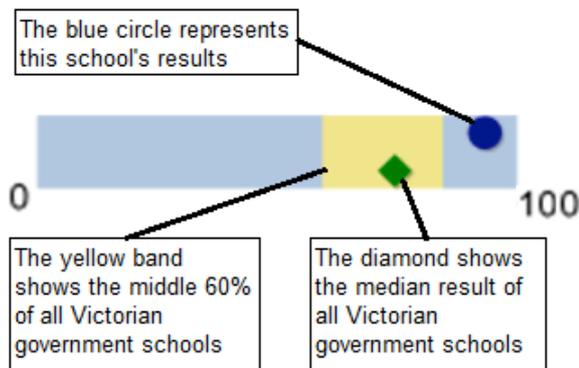
What are student outcomes?

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.



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.

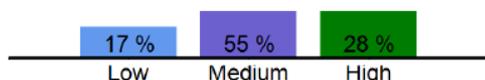
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some 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.

Additionally, NAPLAN learning gain 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 gain 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 learning gain categories.



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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$3,745,550
Government Provided DE&T Grants	\$494,810
Government Grants Commonwealth	\$104,413
Government Grants State	\$8,605
Revenue Other	\$33,030
Locally Raised Funds	\$524,823
Total Operating Revenue	\$4,911,231

Funds Available	Actual
High Yield Investment Account	\$49,695
Official Account	\$138,803
Other Accounts	\$20,459
Total Funds Available	\$208,956

Expenditure	
Student Resource Package	\$3,719,022
Books & Publications	\$59,616
Communication Costs	\$15,786
Consumables	\$93,019
Miscellaneous Expense	\$268,907
Professional Development	\$36,007
Property and Equipment Services	\$451,347
Salaries & Allowances	\$211,977
Trading & Fundraising	\$25,467
Utilities	\$41,882
Total Operating Expenditure	\$4,923,031

Financial Commitments	
Operating Reserve	\$18,000
Capital - Buildings/Grounds incl SMS<12 months	\$45,000
Revenue Received in Advance	\$73,000
School Based Programs	\$25,000
Region/Network/Cluster Funds	\$4,500
Other recurrent expenditure	\$35,956
Asset/Equipment Replacement > 12 months	\$7,500
Total Financial Commitments	\$208,956

Net Operating Surplus/-Deficit	(\$11,800)
Asset Acquisitions	\$0

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

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

Once again the financial performance of the school has remained strong. Resources have been strategically directed towards key priorities and the emphasis on improved teacher capacity is reflected in our solid financial commitment to quality professional learning. We continue to face the challenge of resourcing a rapidly growing student population both in the provision of learning resources and engaging play spaces. The public/private partnership continues to ensure that the facilities remain of the highest quality and standard. Future growth will challenge the school, especially as numbers grow considerably in the senior classes. Pressure to enroll at the school is high, reflecting the high regard in which the school is held. Regional support for an enrolment boundary will be required in order to manage growth at reasonable levels.