

## 2015 Annual Report to the School Community

Lyndhurst Primary School

School Number: 5521



Name of School Principal:

Greg Lacey

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Name of School Council President:

Antony Pearce

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Date of Endorsement: 22/3/2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2015.

## About Our School

### School Context

Lyndhurst Primary School is located in the Marriott Waters Estate in Lyndhurst. Lyndhurst is a Public/Private Partnership School in the City of Casey. The school opened in 2011 with 150 students. In 2015 there were 750 students and over 840 are expected for 2016. 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.

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 50 language groups and 45 countries of birth. The school has equivalent full time staff of 2.6 Principal Class, 47 teachers and 9 education support staff.

### Achievement

Matched cohort achievement levels remain strong and there is consistent evidence that our efforts to build a 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. The program for Students with a Disability data showed progress at or above their individual learning goals.

### 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 21<sup>st</sup> Century learners. Attendance levels continue to improve.

### 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.

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

## Performance Summary

The Government School Performance Summary provides an overview of how this school is 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

### School Profile

#### Enrolment Profile

A total of 744 students were enrolled at this school in 2015, 359 female and 385 male. There were 43% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

#### 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.



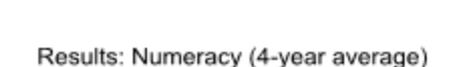
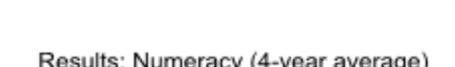
## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Similar</p> <p> Lower</p> <p> Lower</p>

## Performance Summary

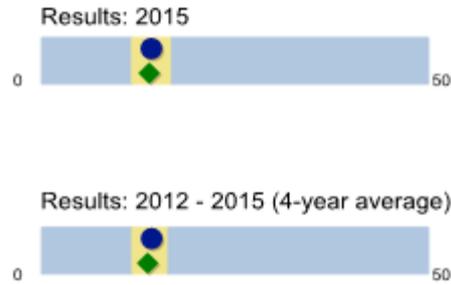
Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>47%</td> <td>47%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>51%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>42%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>40%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	53%	22%	Numeracy	47%	47%	7%	Writing	33%	51%	16%	Spelling	29%	42%	29%	Grammar and Punctuation	36%	40%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24%	53%	22%																							
Numeracy	47%	47%	7%																							
Writing	33%	51%	16%																							
Spelling	29%	42%	29%																							
Grammar and Punctuation	36%	40%	24%																							

## Performance Summary

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

Engagement	Student Outcomes	School Comparison
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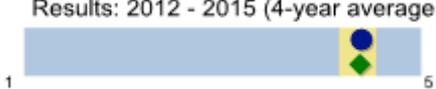
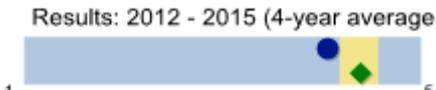
 Similar

 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	93 %	93 %	94 %	93 %	92 %

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>No Data Available</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety 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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>No Data Available</p> <p> Lower</p>

# How to read the Performance Summary

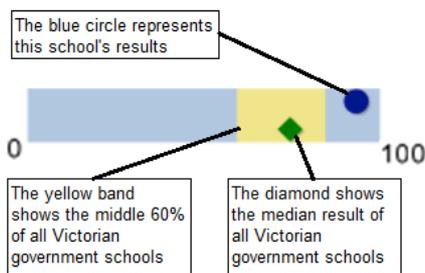
## What are student outcomes?

*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.

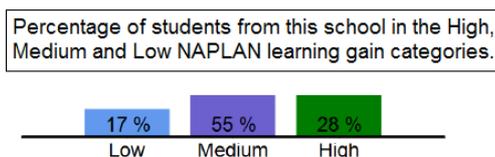
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,714,177	High Yield Investment Account	\$70,632
Government Provided DET Grants	\$688,959	Official Account	\$45,156
Government Grants Commonwealth	\$31,939	Other Accounts	\$21,010
Government Grants State	\$4,733	<b>Total Funds Available</b>	<b>\$136,798</b>
Revenue Other	\$64,651		
Locally Raised Funds	\$571,936		
<b>Total Operating Revenue</b>	<b>\$6,076,395</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$4,610,877	Operating Reserve	\$25,000
Books & Publications	\$46,373	Other recurrent expenditure	\$36,798
Communication Costs	\$16,531	Asset/Equipment Replacement > 12 months	\$10,000
Consumables	\$136,952	Capital - Buildings/Grounds incl SMS>12 months	\$35,000
Miscellaneous Expense	\$329,270	Maintenance -Buildings/Grounds incl SMS>12 months	\$30,000
Professional Development	\$49,731	<b>Total Financial Commitments</b>	<b>\$136,798</b>
Property and Equipment Services	\$548,847		
Salaries & Allowances	\$230,649		
Trading & Fundraising	\$24,845		
Travel & Subsistence	\$49		
Utilities	\$45,266		
<b>Total Operating Expenditure</b>	<b>\$6,039,391</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$37,004</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

*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.*

### Financial performance and position commentary

Financial performance remains strong. Resources have been directed towards key priorities and the emphasis on improved teacher capacity is reflected in our financial commitment to professional learning. We continue to face the challenge of resourcing a rapidly growing student population 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.