2018 Annual Report to The School Community

THE EDUCATION STATE

School Name: Lyndhurst Primary School (5521)

Lyndhurst Primary School

- 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 2018 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 22 March 2019 at 12:29 PM by Gregory Lacey (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 25 April 2019 at 07:45 PM by Emma Casey (School Council President)

VICTORIA State Government | Education and Training

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 2018 the student enrolment was 876. 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. 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 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 37 classes. Specialist subjects include: Visual Arts, Performing Arts, Spanish Language, Physical Education and Environmental Science.

Framework for Improving Student Outcomes (FISO)

In 2018, the school continued to implement the FISO model in the school's improvement priorities and initiatives. There was a focus on 'building practice excellence,' and 'curriculum planning and assessment.' Improvement priorities included the development of professional learning teams to collaborate to utilise student performance data, plan for and teach the curriculum in a differentiated model, and to assess student learning against the Victorian Curriculum standards. Professional Learning was prioritised through initiatives in teacher peer observation, the use of coaching of teachers to develop professional practice and staff professional learning. The curriculum program was audited continuously through the year to ensure the Victorian Curriculum content and skills were taught effectively. The evidence of impact of the improvement priorities and initiatives were measured through student performance in Reading and Mathematics.

Achievement

In 2018, student achievement, as measured by NAPLAN and Teacher Judgement against the Victorian Curriculum, indicate the school is performing well. In the 'Achievement' section of the report, for Teacher Judgement in English and Mathematics, the school results are at or above the median for all Victorian Government schools. In NAPLAN for 2017, the school was 'similar' in school comparison for Reading and Numeracy. In the NAPLAN 'learning gain,' measure, the student outcomes exceeded the 'high' growth for Numeracy, Writing, Spelling and Grammar/Punctuation domains. In 2017, the school continued to embed a shared pedagogical approach underpinning its teaching and learning program. The school implements the Walker Learning Approach which actively engages students in real-life inquiry learning. There is an emphasis on 21st century learning skills such as creativity and critical thinking. A personalized learning approach caters for all students, including gifted and talented, and students with a disability. The use of ICT is embedded across the school, including a Bring Your Own Device (BYOD) program from Grade 4-6.

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. As a result of the Tell Them From Me Survey and 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 2018, 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. 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
https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 876 students were enrolled at this school in 2018, 430 female and 446 male.

51 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬▬ 100	Similar Similar

Performance Summary

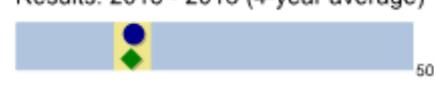| Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Lower Similar Lower
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Higher Lower

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 19 % / 53 % / 28 % Low / Medium / High **Numeracy** 19 % / 41 % / 41 % Low / Medium / High **Writing** 31 % / 40 % / 30 % Low / Medium / High **Spelling** 17 % / 55 % / 27 % Low / Medium / High **Grammar and Punctuation** 21 % / 43 % / 36 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 ●◆ 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ●◆ 50 Few absences <------> Many absences	Similar Similar

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

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ──────────────── 100 Results: 2017 - 2018 (2-year average) 0 ──────────────── 100	● Similar ● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ──────────────── 100 Results: 2017 - 2018 (2-year average) 0 ──────────────── 100	● Similar ● Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$6,194,514
Government Provided DET Grants	$582,632
Government Grants Commonwealth	$8,929
Revenue Other	$103,898
Locally Raised Funds	$536,321
Total Operating Revenue	**$7,426,294**

Equity[1]	
Equity (Social Disadvantage)	$78,194
Equity Total	**$78,194**

Expenditure	
Student Resource Package[2]	$6,203,548
Books & Publications	$4,097
Communication Costs	$18,146
Consumables	$192,467
Miscellaneous Expense[3]	$336,771
Professional Development	$56,862
Property and Equipment Services	$440,848
Salaries & Allowances[4]	$65,075
Trading & Fundraising	$28,070
Travel & Subsistence	$1,425
Utilities	$65,825
Total Operating Expenditure	**$7,413,134**
Net Operating Surplus/-Deficit	**$13,160**
Asset Acquisitions	**$48,494**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$97,336
Official Account	$41,406
Other Accounts	$22
Total Funds Available	**$138,763**

Financial Commitments	
Operating Reserve	$138,763
Other Recurrent Expenditure	$368
Total Financial Commitments	**$139,131**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
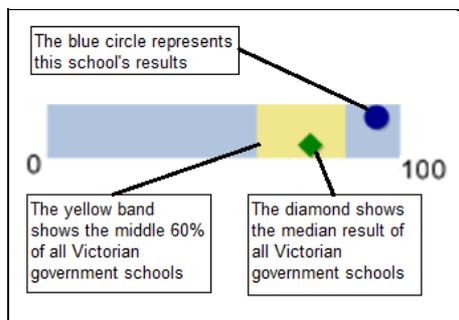
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
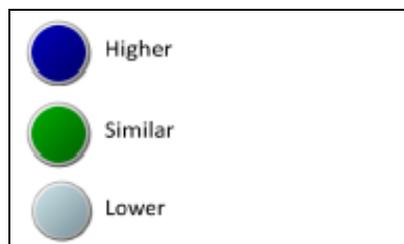
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').