

Lyndhurst Primary School

DRAFT Annual report for 2023

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. In 2023 the student enrolment was 938. 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 large number of enrolments and includes classrooms, additional portables, purpose built outdoor play areas, staff learning spaces and a specialist science facility. The school is characterized by many different cultural groups and prides itself on inclusion for all. This diversity provides both opportunities and challenges, and the school has developed a range of foundation values, beliefs and high expectations for all. 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, 4 Learning Specialists and 41 classes. Specialist subjects include: Visual Arts, Music, Spanish, Physical Education, Digital Technologies and Science.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the learning specialist team continued to develop consistency of practice in all curriculum areas with a specific focus on increasing the consistency of Writing practice in all classrooms. There was a renewed focus on using student data to teach children at the point of need with PLTs using cohort summaries to track student progress. Each teacher identified students who they believed could make more than 12 months of growth. The leadership team conducted writing walkthroughs around the classroom environment. Feedback to the teachers was at a whole PLT level and comparison data later during the year, demonstrated greater consistency in the writing classroom. The LS team provided a structured approach to assessment by developing a school-wide assessment schedule. Diagnostic and formative protocols were used at different stages in the term. Teachers used student writing samples to set unit goals that then impacted their future planning. They checked in on how students were tracking towards their goal during their data discussions. They collected formative data in the whole school writing spreadsheet. Teacher judgement scores in writing, demonstrated that we exceeded our target of 26% of students working above the expected standard with 29% of our students performing at this level. Our NAPLAN results were equally pleasing, especially in the grade three cohort which had 79% of students in the strong and exceeding band compared to similar schools at 75%. In 2024 there is a continued focus on the use of formative assessment. Next year we expect to move this rigor of tracking student growth in Mathematics. The learning specialist team continued to provide instructional coaching, mentoring, and observation to teachers and promote the Lyndhurst Culture of learning.

Wellbeing

We continued to have a strong focus on attendance and were successful in reducing the amount of 20+ days in absenteeism from 46% in 2022 to 33% in 2023. We did this by refining our absenteeism processes, including PLT attendance check-ins built into assessment schedules. We improved our inclusive practices by employing an inclusion coach to support teachers to make adjustments to their classroom practices. We continued to develop our skills in supporting students with disabilities with the Leadership Team attending disability profile training sessions. As part of this process, we re-developed our IEP and BSP processes. We continued to promote strong tier-one practices well-being and inclusion practices across the school including Forest School, Kitchen Garden, and targeted Well-being groups. Our Attitudes to School survey results demonstrated an upward trend in positive endorsement with data in "advocates at school" and "not experiencing bullying", increasing. We employed a Mental Health in Primary Schools (MHIPS) practitioner as well as a Wellbeing teacher at the end of 2023 and we look forward to the positive impact this will have on our school community in 2024.

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Engagement

The Compass platform has been a successful transition, and the majority of parents use it confidently. Staff communication to/from parents has also increased. The platform notifies parents daily if they haven't entered a reason for their child's absence. We continue to have processes in place to track student absences, and acknowledge that many of our families travel overseas for long durations to spend time with relatives.

Teachers of years 3 to 6 successfully planned a fun, adventurous and memorable camp for their year level, promoting these amongst their cohort to engage as many students as possible. In addition to this, students were given opportunities to participate in leadership programs, swimming, excursions, incursions as well as whole school events. We saw an increase in parent engagement, especially in our junior grades with many parents coming in to read with the students and, on occasions, attending excursions and swimming. Our weekly run club has attracted many students, and we've seen more parents attend as well. Run club occurs before school and is a fun and fit way to begin the school day.

Other highlights from the school year

Run Club has been a hit with students, parents and staff and continues to be an event that attracts a great turnout. The kilometres that students collectively run is tracked on a map of Australia. The team in charge promotes healthy eating by seeking donations of fruit from our local Woolworths and celebrating student achievements through certificate & medal presentations at assembly.

Wellbeing Day, Harmony Day, Summer Celebration Concert and Spanish Day were all highlights and a true testament to the multicultural and inclusive community that we are. Our group of High Ability students once again represented the school, showcasing a well researched project at the network presentation. 2023 was the first year that we held our Year 6 Graduation ceremony offsite to allow more adults to attend, and it was a great success.

Financial performance

In 2023, financial performance remained strong. Resources were directed towards key priorities and the emphasis on student learning with an increased focus on numeracy and student wellbeing. We continued our commitment to professional learning. The public/private partnership continued to ensure that the facilities remained of the highest quality and standard. Extra works were completed on the sensory garden and a grant for a sensory room was obtained to improve student engagement and provide a space for student regulation. CRT costings did go over budget in line with the large staff absences during 2023. This was in line with all schools within the network.

For more detailed information regarding our school please visit our website at
www.lyndhurstps.vic.edu.au

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2.0 (FISO 2.0).

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 927 students were enrolled at this school in 2023, 466 female and 461 male.

59 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.

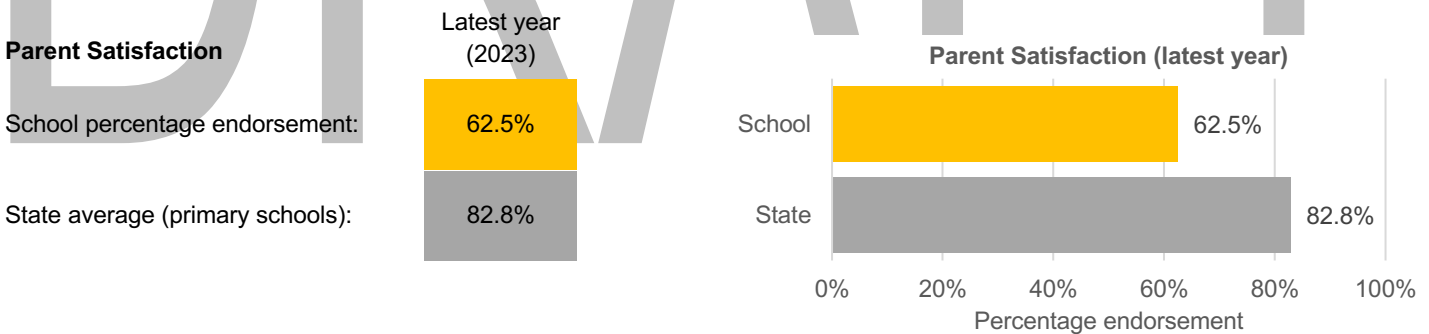
This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction



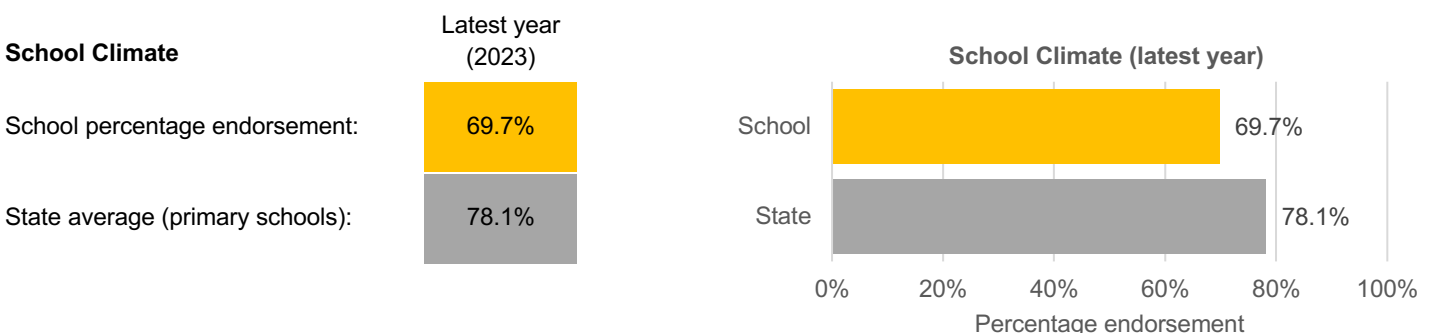
School Staff Survey

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.

School Climate



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

92.9%

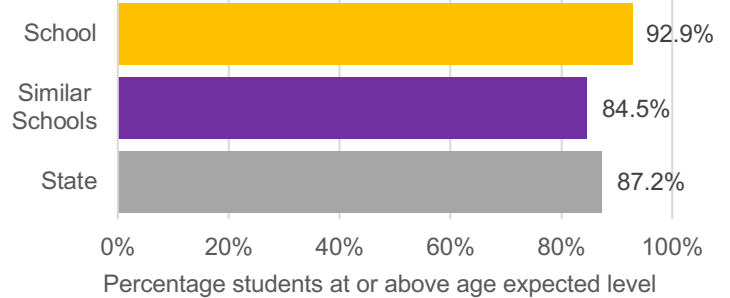
Similar Schools average:

84.5%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

89.1%

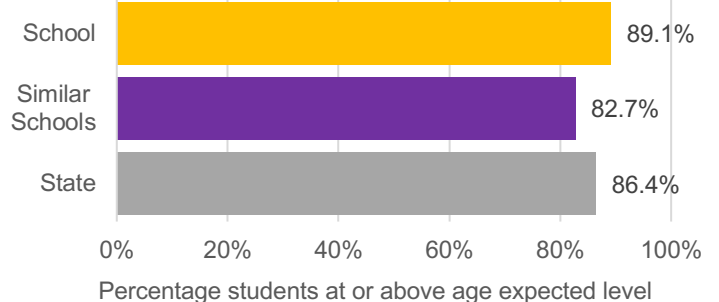
Similar Schools average:

82.7%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

64.0%

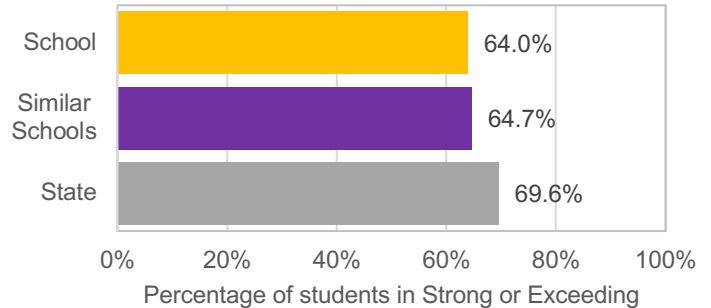
Similar Schools average:

64.7%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

76.1%

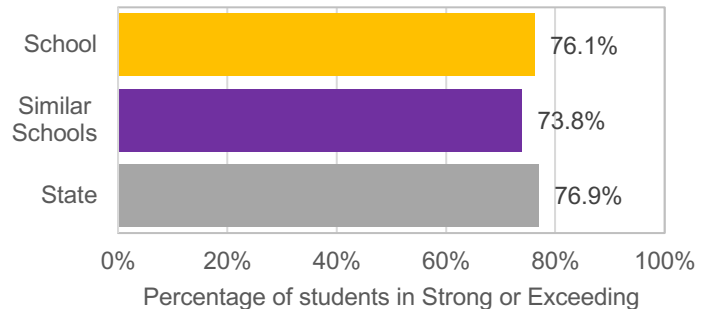
Similar Schools average:

73.8%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

68.1%

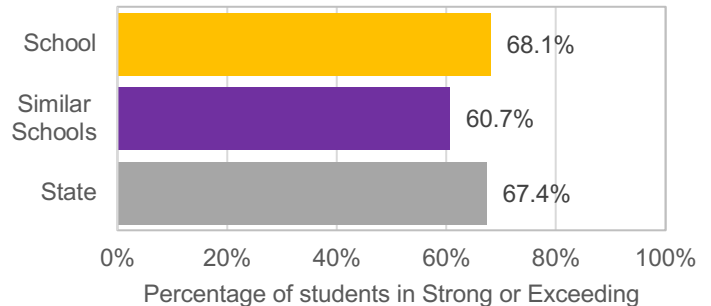
Similar Schools average:

60.7%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

65.2%

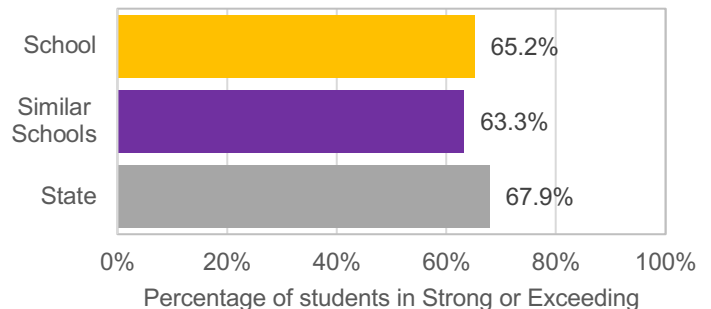
Similar Schools average:

63.3%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



LEARNING (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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

80.5%

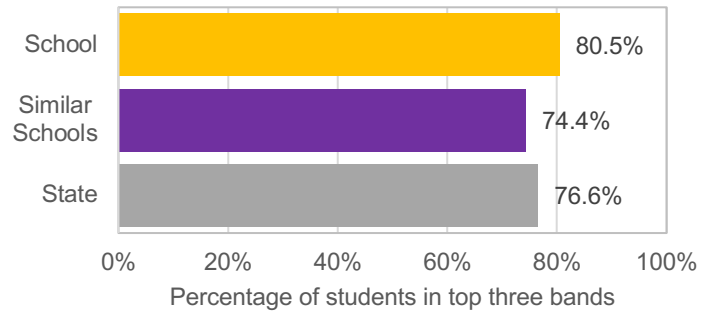
Similar Schools average:

74.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

64.7%

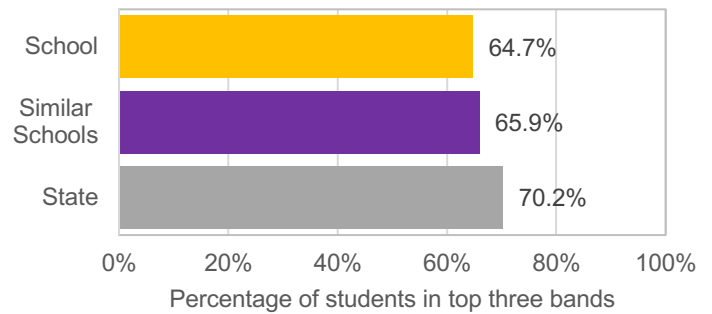
Similar Schools average:

65.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

59.6%

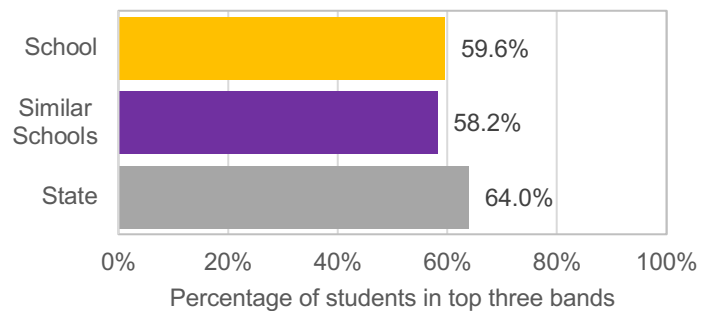
Similar Schools average:

58.2%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

49.6%

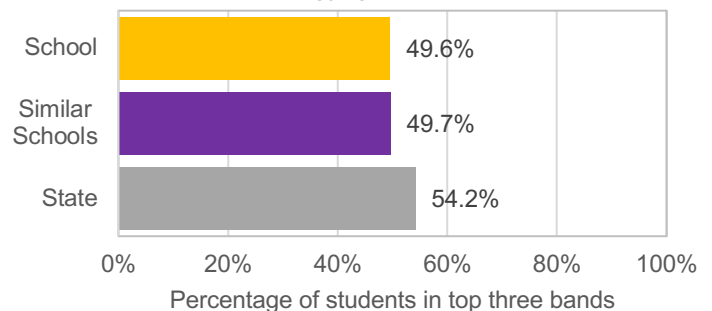
Similar Schools average:

49.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

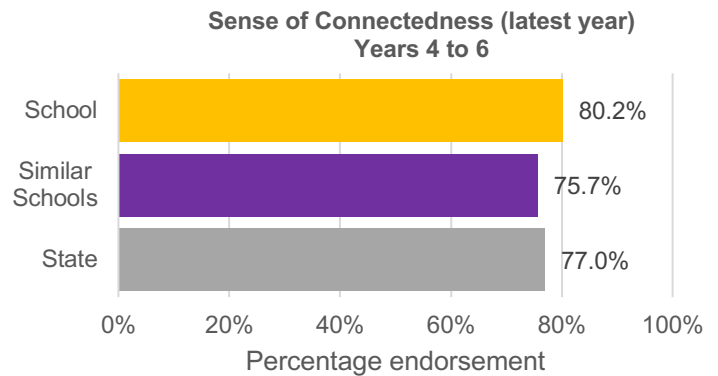
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.2%	79.9%
Similar Schools average:	75.7%	78.1%
State average:	77.0%	78.5%

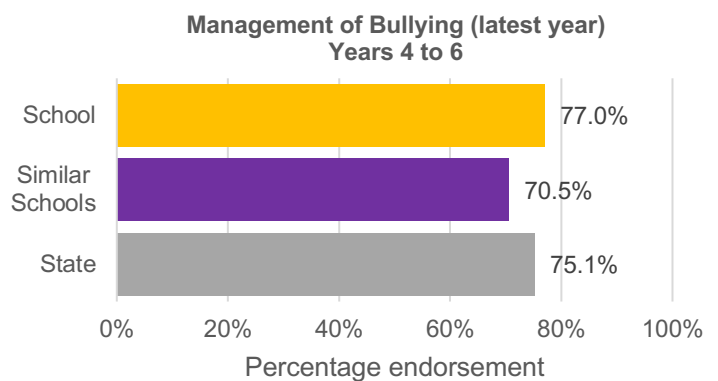


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	77.0%	74.9%
Similar Schools average:	70.5%	73.3%
State average:	75.1%	76.9%



ENGAGEMENT

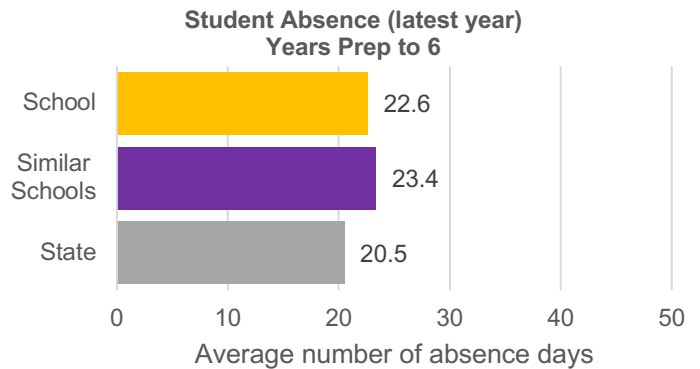
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

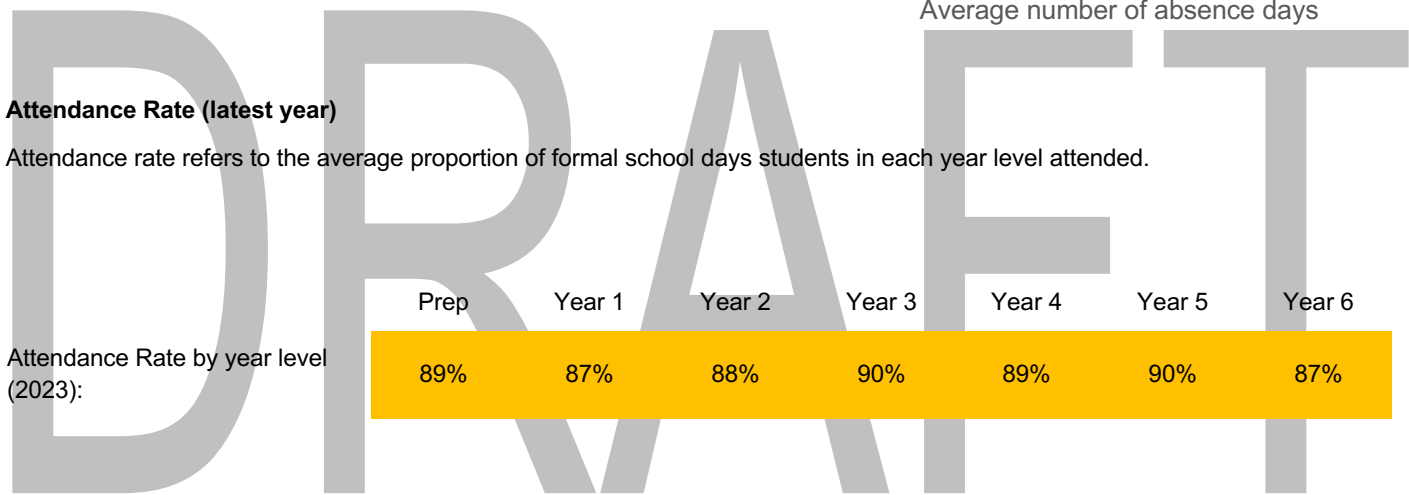
	Latest year (2023)	4-year average
School average number of absence days:	22.6	18.4
Similar Schools average:	23.4	20.5
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	89%	87%	88%	90%	89%	90%	87%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$8,548,728
Government Provided DET Grants	\$1,024,899
Government Grants Commonwealth	\$8,723
Government Grants State	\$0
Revenue Other	\$39,260
Locally Raised Funds	\$489,160
Capital Grants	\$0
Total Operating Revenue	\$10,110,771

Equity ¹	Actual
Equity (Social Disadvantage)	\$271,393
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$271,393

Expenditure	Actual
Student Resource Package ²	\$8,197,722
Adjustments	\$0
Books & Publications	\$12,782
Camps/Excursions/Activities	\$167,714
Communication Costs	\$9,256
Consumables	\$186,039
Miscellaneous Expense ³	\$64,087
Professional Development	\$83,181
Equipment/Maintenance/Hire	\$234,374
Property Services	\$69,686
Salaries & Allowances ⁴	\$150,253
Support Services	\$436,214
Trading & Fundraising	\$31,846
Motor Vehicle Expenses	\$127
Travel & Subsistence	\$0
Utilities	\$61,418
Total Operating Expenditure	\$9,704,701
Net Operating Surplus/-Deficit	\$406,070
Asset Acquisitions	\$7,418

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$314,840
Official Account	\$40,665
Other Accounts	\$63
Total Funds Available	\$355,568

Financial Commitments	Actual
Operating Reserve	\$241,608
Other Recurrent Expenditure	\$23,860
Provision Accounts	\$0
Funds Received in Advance	\$62
School Based Programs	\$58,870
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
Total Financial Commitments	\$324,400

All funds received from the Department of Education, 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.