

# 2022 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](http://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 of the previous calendar year 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 27 April 2023 at 12:50 PM by Nicole Walker (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 07 May 2023 at 07:56 PM by Aden Hogan (School Council President)

# How to read the Annual Report

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## 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.

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## 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results.
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results.
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 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').

# About Our School

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## 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 2022 the student enrolment was 957. 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 40 classes. Specialist subjects include: Visual Arts, Music, Spanish, Physical Education, Digital Technologies and Science.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Coming off the past two years of significantly interrupted learning, the school set out to balance the wellbeing and learning elements of our students. The routines of 'Flying Start' were essential in setting the environment for staff and students. Support was provided to learning through the tutoring program, along with the school's approach to quality evidence-based teaching to help all of our school community adjust to being back onsite at school. The year was interrupted by staffing instability and student absences through a variety of illnesses. This made the return to schooling challenging especially during Term 2 and 3. The flexibility of all staff is to be commended during this time to ensure purposeful, high-quality teaching and learning occurred.

Professional development in Writing was a strong focus and professional development was highly centered around this subject area. We will continue to focus on this area in 2023 to consolidate consistent approaches across the school. Numeracy looked at the role of problem solving and ways to integrate this method to develop greater thinking along with mathematical fluency and understanding. Again, this will be a focus in 2023. The school was involved in the network's focus on differentiation techniques to enhance our 'high achievers'. We achieved our AIP target to have at least 25% of students across the school above standard in Writing. The school continued to assist those not at level as well via, reading recovery and tutoring. There were mixed results in this area with some strong improvements in Reading for Year 2 students. Our Year 1 and Prep students will require further assistance in 2023.

### Wellbeing

Our approach to enabling students and staff in transition into the full-time school environment was challenging yet rewarding. Staff and students collectively used the 'Flying Start' program to develop a conducive learning environment. This was well planned and implemented with a high level of success. Students were supported to settle into routines, especially the Preps - Year 2 students. Teachers made reasonable adjustments to programs to include various 'evidenced based' wellbeing approaches in line with the school's wellbeing program of Happy Healthy Kids, Respectful Relationships and Flying Start.

Although the school didn't achieve the 'student voice and agency' score of 70% or the 'self-regulation and goal setting' score of 89% which was predicted in the 2022 AIP (67% and 86% respectively), we understand the large impact of student and staff absences may have had in this area. We were still above similar schools and the state average in both of these categories. We will focus our efforts in this area in 2023.

## Engagement

We were able to gradually increase excursions, camps and student events during the year. Our students participated in leadership programs, sporting activities and whole school activities with more opportunities to engage with one and other. A successful change was the Prep transition, which involved more regular contact with potential students, families, kindergartens, and service to aid the transitions to school. To further engage the parent community, we moved to the Compass platform which has allowed for a clearer and more efficient communications, reporting and financial service for parents/carers and staff.

Student attendance was disrupted due to COVID restrictions, other illness, and large family holidays. Teachers and the wellbeing team tracked and monitored this information and kept in regular contact with families.

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## Other highlights from the school year

The school was able to have a Summer Concert and the Year 6 graduation evenings once again and this was well received and appreciated by the students, staff and community. A running club was established to encourage students to be active before school each Wednesday. Our music department continued to engage students with before school choir and ukulele groups.

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## Financial performance

In 2022, 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. The public/private partnership continued to ensure that the facilities remained of the highest quality and standard. The installment of the covered walkway between the senior area and the main buildings was a highlight for many students and staff. A new kitchen and sensory garden were also built to improve student engagement and regulation opportunities. CRT costings did go over budget in line with the large staff absences during 2022. This was similar to all schools within the network.

**For more detailed information regarding our school please visit our website at**  
<https://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 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 954 students were enrolled at this school in 2022, 491 female and 463 male.

58 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).

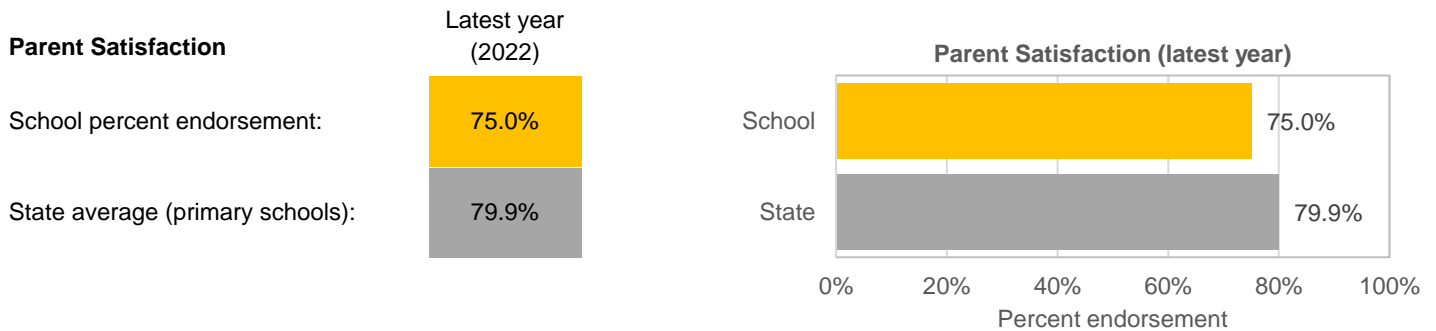
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.

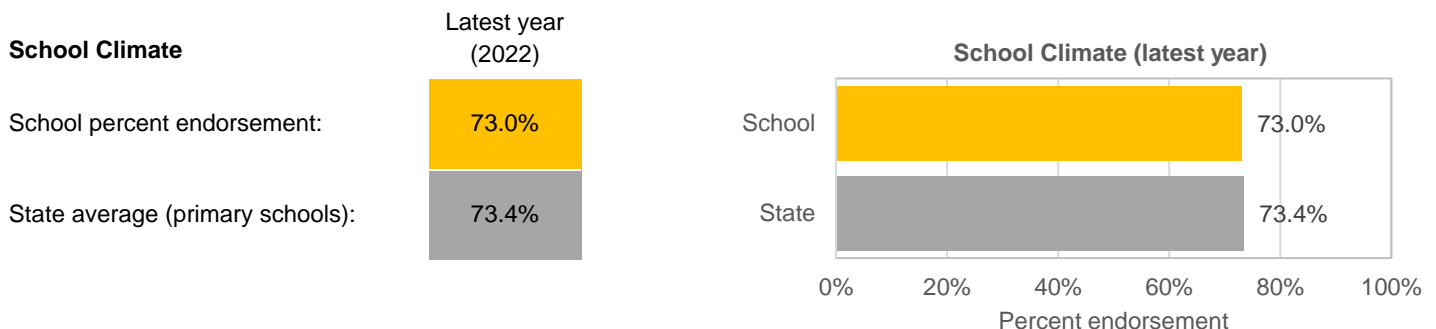


### School Staff Survey

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.



## 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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

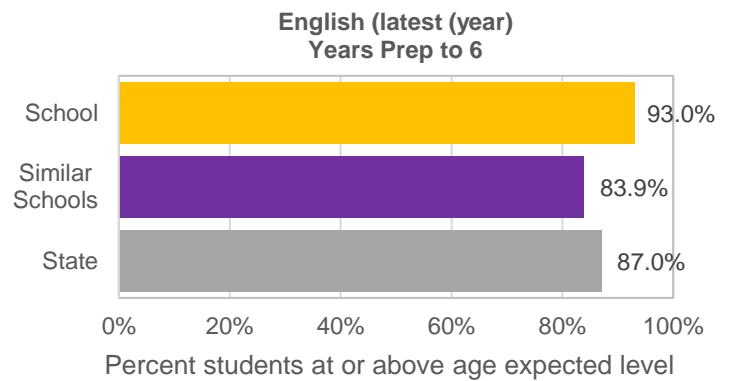
93.0%

Similar Schools average:

83.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

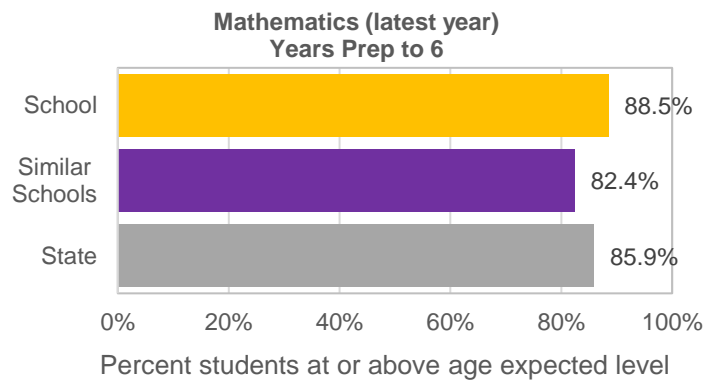
88.5%

Similar Schools average:

82.4%

State average:

85.9%



## 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.

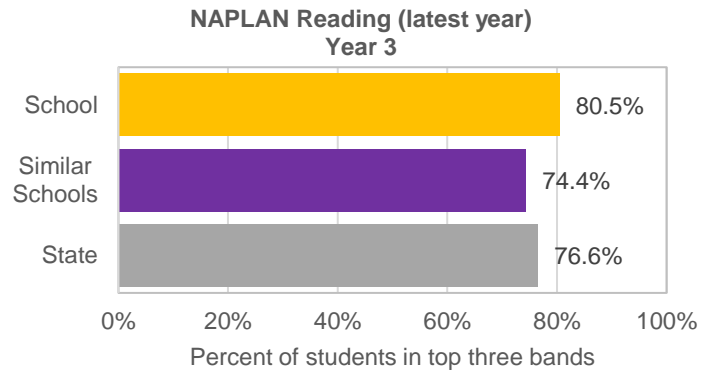
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

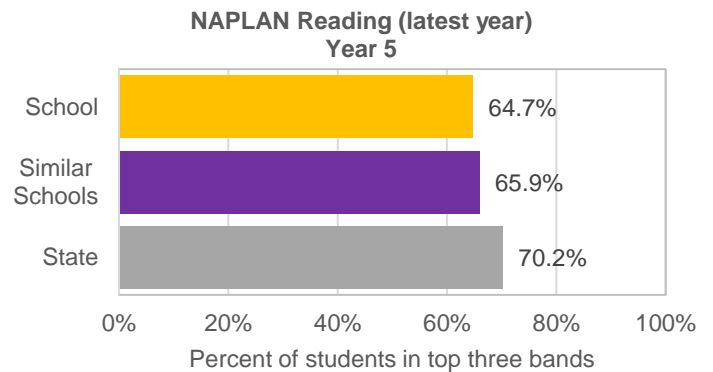
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.5%	77.0%
Similar Schools average:	74.4%	74.4%
State average:	76.6%	76.6%



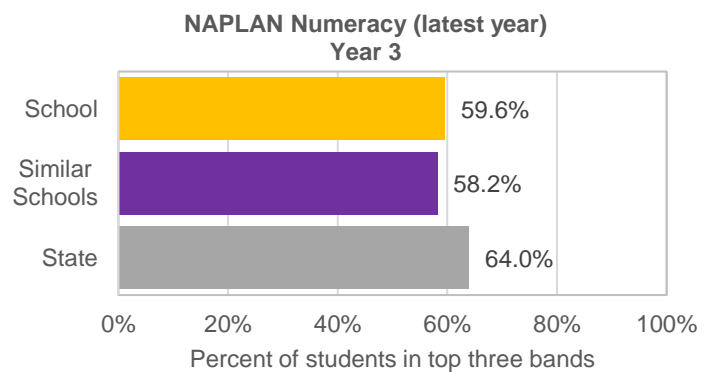
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	62.0%
Similar Schools average:	65.9%	65.1%
State average:	70.2%	69.5%



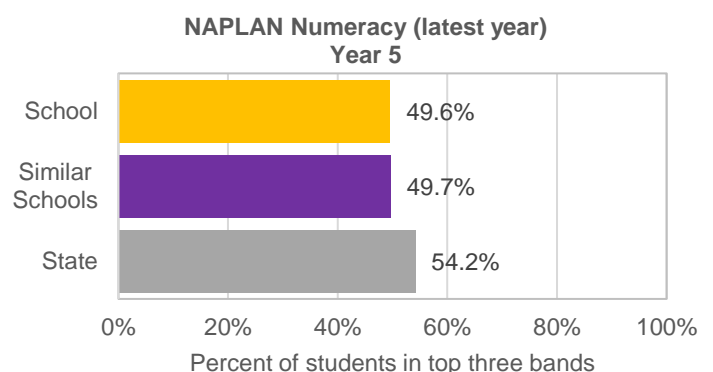
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.6%	65.0%
Similar Schools average:	58.2%	60.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.6%	52.0%
Similar Schools average:	49.7%	53.9%
State average:	54.2%	58.8%





## WELLBEING

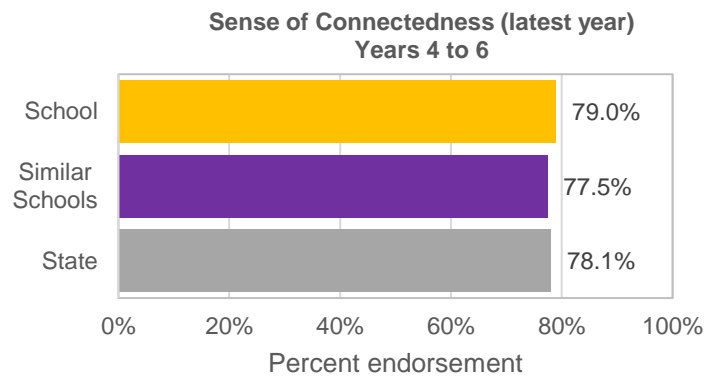
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.0%	78.8%
Similar Schools average:	77.5%	79.3%
State average:	78.1%	79.5%

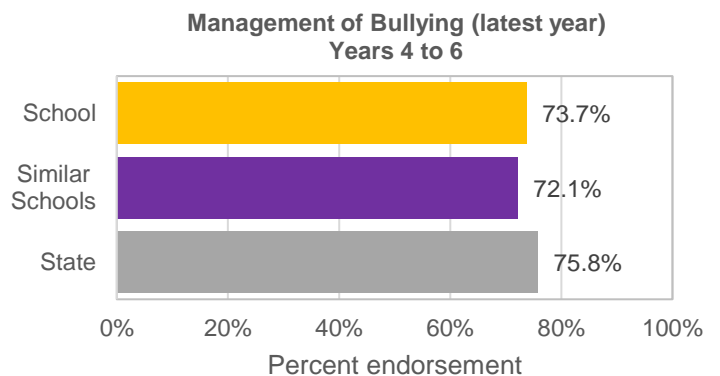


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.7%	73.6%
Similar Schools average:	72.1%	75.2%
State average:	75.8%	78.3%



## ENGAGEMENT

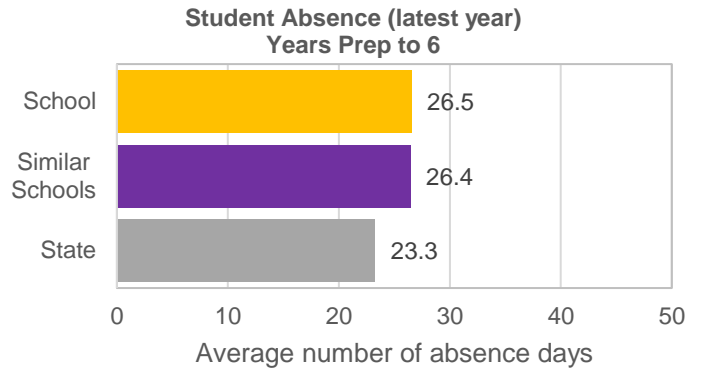
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	26.5	17.3
Similar Schools average:	26.4	19.1
State average:	23.3	17.0



### 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 (2022):	86%	85%	87%	88%	87%	86%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$8,139,158
Government Provided DET Grants	\$720,679
Government Grants Commonwealth	\$2,978
Government Grants State	\$0
Revenue Other	\$102,856
Locally Raised Funds	\$479,618
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,445,290</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$148,369
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$148,369</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,984,110
Adjustments	\$0
Books & Publications	\$25,669
Camps/Excursions/Activities	\$142,714
Communication Costs	\$16,982
Consumables	\$195,998
Miscellaneous Expense <sup>3</sup>	\$39,203
Professional Development	\$51,652
Equipment/Maintenance/Hire	\$318,978
Property Services	\$10,554
Salaries & Allowances <sup>4</sup>	\$169,300
Support Services	\$211,911
Trading & Fundraising	\$25,208
Motor Vehicle Expenses	\$124
Travel & Subsistence	\$0
Utilities	\$64,118
<b>Total Operating Expenditure</b>	<b>\$9,256,521</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$188,768</b>
<b>Asset Acquisitions</b>	<b>\$64,781</b>

- (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 25 Feb 2023 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 2022**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$248,494
Official Account	\$42,184
Other Accounts	\$23
<b>Total Funds Available</b>	<b>\$290,700</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$211,811
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$53,400
School Based Programs	\$24,686
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
<b>Total Financial Commitments</b>	<b>\$289,897</b>

*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.*