

# 2017 Annual Report to the School Community



School Name: Lynbrook Primary School

School Number: 5494



- 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 Regulation 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 2017 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 01 May 2018 at 01:38 PM by David Payne (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 Regulation 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 2017 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 16 May 2018 at 02:36 PM by Catherine Forster (School Council President)



## About Our School

### School Context

The cultural diversity of Lynbrook PS is high and this plays a very important part in the school's ethos. The school continues to have high enrolment numbers and is protected by a designated enrolment zone. This zone resulted in over 40 Prep enrolment applications being rejected prior to the first day of the 2017 school year.

Towards the end of 2017, staff reflected on the vision and values that guided the school. This was necessitated by the school becoming a Lead School for the Respectful Relationships program as well as implementing Mindfulness and You Can Do It into classrooms. A new vision and accompanying values were to be considered by School Council in early 2018.

Staff worked in Professional Learning Teams to focus on data and individual student achievement.

The school implemented the Early Years Evaluation assessment (EYE). The EYE data provided a snapshot of pre-Prep student development and allowed Prep teachers to structure highly effective teaching programs from the start of the school year. The Students Attitude to School Survey (SATS) and the 'Tell Them From Me' (TTFM) were our preferred instruments for Student Voice.

Flexible learning in an open environment proved to be very successful in the senior section of the school.

The school staffing profile was 1.0 Principal (Shared role), 2.5 Assistant Principals (1.0 substantive), 4.0 Leading Teachers, 43.6 Generalist Teachers and 18.95 Education Support staff (3.7 Office, 2.0 Maintenance, 0.8 Library Tech, 12.45 Aides).

### Framework for Improving Student Outcomes (FISO)

The focus in 2017 was on establishing effective PLCs where PLC Leaders had the capacity to facilitate evidence-based planning conversations to build teacher capacity. A network of schools with a common purpose worked collaboratively for this purpose. (Lynbrook PS, Marnebek School, Rangebank PS, Cranbourne Carlisle PS, Cranbourne PS, Devon Meadows PS, Cranbourne South PS and Cranbourne Park PS)

Meetings were convened and the school participated in a departmental initiative through BASTOW - 'Leading Professional Learning Communities'. Four classroom teachers along with an Assistant Principal and Leading Teacher attended and completed modules as set out in the program. The work in this area was supported by an Educational Instructional Leader (EIL) from the South East Victoria Regional office.

### Achievement

The school continues to strive to achieve the best possible outcomes for the students. In 2017, planning documents developed in 2016 using the Victorian Curriculum underpinned curriculum planning. As in previous years, we evaluated past and present data sets and reviewed the strategies we employed to bring about improvement. PLTs met weekly to discuss student progress with a clear goal of establishing teaching programs that catered for students at their point of need. After some years of low Numeracy growth, Mathematics became our focus in 2017. This focus was reflected in our 2017 Annual Implementation Plan (AIP) and in all teacher Performance Development Plans. The school continued to run regular staff PD through a structured PD program each Monday evening. Most data sets, including Numeracy, showed improvement in 2017 and were noted and celebrated.

### Engagement

Through the use of student voice, the school has worked hard on ensuring all students are connected to the school and their peers. The student voice surveys provided extremely useful data on student engagement levels. Our Outdoor Ed, Performing Arts and Visual Arts programs had a strong emphasis on providing opportunities to increase engagement levels. School participation in events such as State School Spectacular, Wakakirri and choral performances were important elements for increasing school engagement and connectedness. Special days and student expos were two of many strategies used to connect students to their learning.

### Wellbeing

At the end of Semester 1, the school appointed a Leading Teacher with the discreet role of managing student welfare. Many programs were implemented or enhanced including Breakfast Club, Friendship Finders, Lunchtime Electives, JSC, Mindfulness and new enrolments induction processes. Absence tracking and response was also prioritised by the appointed Leading Teacher.

Student welfare needed to be highly structured and well-coordinated with an enrolment of 960+ students. Simone Gannon and Donna McEwen provided the leadership necessary to ensure structures were in place to capture issues around wellbeing and responding to them accordingly. The PSD program was well managed and student tracking was improved through the use of Sentral.

For more detailed information regarding our school please visit our website at  
[www.lynbrookps.vic.edu.au](http://www.lynbrookps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 979 students were enrolled at this school on the February Census Day in 2017, 468 female and 511 male. Enrolments peaked at 999 late in the year.</p> <p>42 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## 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
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Similar</p>



## 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
<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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>



## 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																								
<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>57%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>40%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>49%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	47%	25%	Numeracy	16%	57%	27%	Writing	26%	40%	34%	Spelling	27%	53%	19%	Grammar and Punctuation	31%	49%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	93 %	92 %	93 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	93 %	92 %	93 %	92 %										



## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar



# 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)

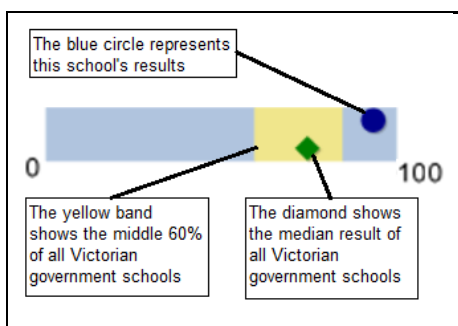
### Engagement

- 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).

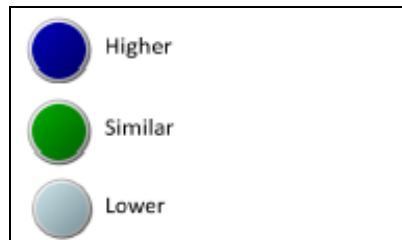


## What does *School Comparison* refer to?

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*' 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').

## Financial Performance and Position

### Financial performance and position commentary

The school maintained a healthy financial position in 2017. The identified surplus of \$397 127 was achieved without sacrifice to staffing levels, resource acquisition or program provision. The surplus was higher than originally expected due to half the salary of an assistant principal being placed outside budget as recognition of Principal work arrangements. A second assistant principal also took extensive leave in 2017 which strengthened the school's financial position further without adversely affecting leadership capacity. The surplus is committed within the 2018 budget forecasts.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$7,476,435	High Yield Investment Account	\$487,208
Government Provided DET Grants	\$1,148,650	Official Account	\$14,257
Government Grants Commonwealth	\$18,805	Other Accounts	\$100,986
Revenue Other	\$82,931	<b>Total Funds Available</b>	<b>\$602,452</b>
Locally Raised Funds	\$551,214		
<b>Total Operating Revenue</b>	<b>\$9,278,034</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$340,138		
<b>Equity Total</b>	<b>\$340,138</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$7,225,791	Operating Reserve	\$100,000
Books & Publications	\$8,408	Asset/Equipment Replacement < 12 months	\$37,563
Communication Costs	\$8,506	Capital - Buildings/Grounds incl SMS<12 months	\$65,730
Consumables	\$310,681	Maintenance - Buildings/Grounds incl SMS<12 months	\$16,335
Miscellaneous Expense <sup>3</sup>	\$418,023	Cooperative Bank Account	\$3,189
Professional Development	\$142,324	Revenue Received in Advance	\$247,072
Property and Equipment Services	\$510,048	School/Network/Cluster Coordination	\$61,426
Salaries & Allowances <sup>4</sup>	\$146,312	Other recurrent expenditure	\$71,138
Trading & Fundraising	\$44,407	<b>Total Financial Commitments</b>	<b>\$602,452</b>
Travel & Subsistence	\$1,340		
Utilities	\$65,067		
<b>Total Operating Expenditure</b>	<b>\$8,880,907</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$397,127</b>		
<b>Asset Acquisitions</b>	<b>\$27,695</b>		

(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 05 March 2018 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.