

2020 Annual Report to The School Community



School Name: Lynbrook Primary School (5494)



- 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 2020 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 31 March 2021 at 11:00 AM by Graeme Vance (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2021 at 08:25 AM by Kristy Donath (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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.

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 a disability 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

School context

Lynbrook Primary School is a co-educational primary school in community of Lynbrook in the south-eastern suburbs of Melbourne. The school vision is "Children will experience success every day and develop core values to assist them on their learning journey". Alongside this vision are five core values of Growth Mindset, Respect, Empathy, Attitude and Teamwork (GREAT) which provide a structure to social learning and cross curricular capabilities.

In 2020, the school enrolment was 977 students, 456 female and 521 male. The school welcomed 156 new Preps at the start of the year. The school ran 8 x Prep, 6 x Year 1, 6 x Year 2, 5 x Year 3, 6 x Year 4, 6 x Year 5 and 5 x Year 6 classes. 54% of students had English as an additional language. 0.1% of the student body is Aboriginal or Torres Strait Islander. The school's Student Family Occupation and Education Index (SFOE) was 0.42 in the Low-Medium range.

Both the Parent Opinion Survey and the School Staff Survey reported positive responses in the Parent Satisfaction and School Climate above state average.

The school staffing profile was 1.0 Principal, 1.0 Assistant Principal, 2.0 Leading Teachers, 3.0 Learning Specialists, 52.8 FTE Generalist Teachers and 19.7 Education Support staff. No staff are of Aboriginal heritage.

Framework for Improving Student Outcomes (FISO)

In 2020, Lynbrook Primary School planned to continue its focus on the FISO dimension of Building Practice Excellence with the Key Improvement Strategy (KIS) of improving student outcomes. Reading was chosen as an ongoing area for sustained attention in order to best equip our students for their current and future learning. As part of the ongoing investment in Building Practice Excellence, each year level had access to a Learning Specialist (substantive or higher duties) with the responsibility of coaching and sustaining the team's focus on improvements in practice.

Many of the Annual Implementation Plan's Key Improvement Strategies were unable to be addressed due to the lengthy periods of lockdown due to COVID-19. Because of this, focus shifted to the area of student engagement and developing online platforms that supported student learning during the remote learning period. In addition, staff undertook considerable amounts of Professional Development in order to better prepare online resources. Prep - Year 3 used the platform Seesaw as a way of connecting and sharing work, Year 4 - 6 used Google Classrooms. Class meetings were carried out using the Google Meet application. Staff worked together to build an online 'Learning from Home' website which enabled work to be shared with the younger year levels. This website allowed parents to easily access activities so they could support their children and the platform allowed teachers to showcase student work.

Many of the steps that were taken during the periods of remote learning were related to Goal 3 of the School Strategic Plan 2019-2023 'Enhance student and community connectedness' which had not originally been part of the 2020 Annual Implementation Plan. Following on from the increased contact with families, 2021 will contain a greater focus on developing home-school links and growing the Lynbrook community connection.

Achievement

NAPLAN was not carried out during 2020 due to the pandemic.

Running effective summative assessment online was challenging due to the fact that it was difficult to recreate test conditions though many teams ran a series of assessments to help inform the remote learning.

Assessments attempted during remote learning included: Recording reading for teacher analysis which then fed into online reading groups; Reading Comprehension assessment using the PROBE test; Maths Assessment Interview sessions; Independent Writing pieces submitted via Seesaw and Google Classroom; Short assessments carried out

using Google Forms.

In the period between and after lockdowns, teachers took the opportunity to do more formal assessments. Phonics testing showed some pleasing growth in the students who had engaged consistently with the online teaching.

For students who regularly engaged in online learning and set tasks, there was evidence that students tended not to regress and some growth was observed. At the end of the second period of lockdown, teachers focused on the needs of the students who had not engaged with the online learning.

Teachers identified that the creation of online resources specific to the needs of the students provided a useful library that could be used moving forward. This would allow for even greater personalisation of learning moving forward into 2021.

Teacher Judgements of student achievement at the end of the year showed that the percentage of students at or above age expected standards was higher than both Similar Schools and State average in English and Mathematics.

Engagement

Attendance data shows Student Absence rates are lower than both Similar Schools and State average.

Lynbrook Primary School continued to use Compass as a means of sharing information with parents, but teachers also contacted families by telephone. Parents were encouraged to contact teachers by email during remote learning.

Participation rates in the set tasks across the school averaged 78% during these lockdown periods: Prep 67%, Year 1 73%, Year 2 77%, Year 3 76%, Year 4 90%, Year 5 86%, Year 6 80%. Families were supported with their use of technology for online learning. State School Relief provided 10 wireless internet dongles for families with limited connection capability.

Online meetings were run to continue support for students with English as an Additional Language. Online meetings, as well as video resources geared to their specific learning, were provided for students with additional needs.

Wellbeing

During the periods of remote learning, welfare became a significant focus. In the initial stages, teachers made telephone contact with all students and their families, continuing telephone contact subsequently for those who requested it.

During online meetings, teachers were mindful of keeping a close eye on the welfare of the students during their interactions, tracking issues using Compass where needed. On the 'Learning from Home' website, the welfare team posted weekly wellbeing activities, including Mindfulness videos recorded by a consultant. There was also a library of wellbeing contact numbers for families to access if they needed it.

Feedback from families, students and staff were considered at all stages to ensure that the level and quantity of work provided online, together with associated screen time, was not detrimental to the wellbeing of families. Some days during remote learning were allocated as 'screen free' using a Family Fun Matrix that included learning tasks that did not require devices to be used.

A number of students attended on-site to support the wellbeing of some families.

Financial performance and position

Efficient management of school finances during the pandemic year allowed us to carry over a surplus to fund major works in 2021 such as concreting, rubber soft fall, replace carpets in Portables and staffroom upgrade. CISCO Switches to reinforce the network hardware were also purchased.

A major expenditure in 2020 was the New Linear Orbit Play Ground for \$120,813

DET Equity funding was used for students' Mindfulness sessions and books. This was also used towards funding time release for Learning Specialists in each team to support improved Teaching and Learning with a focus on supporting increased outcomes for students. Funding was also used for Talk 4 Writing PD for staff - a program that was adopted to support the development of oral language, Reading and Writing.

For more detailed information regarding our school please visit our website at
www.lynbrookps.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.

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 977 students were enrolled at this school in 2020, 456 female and 521 male.

54 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

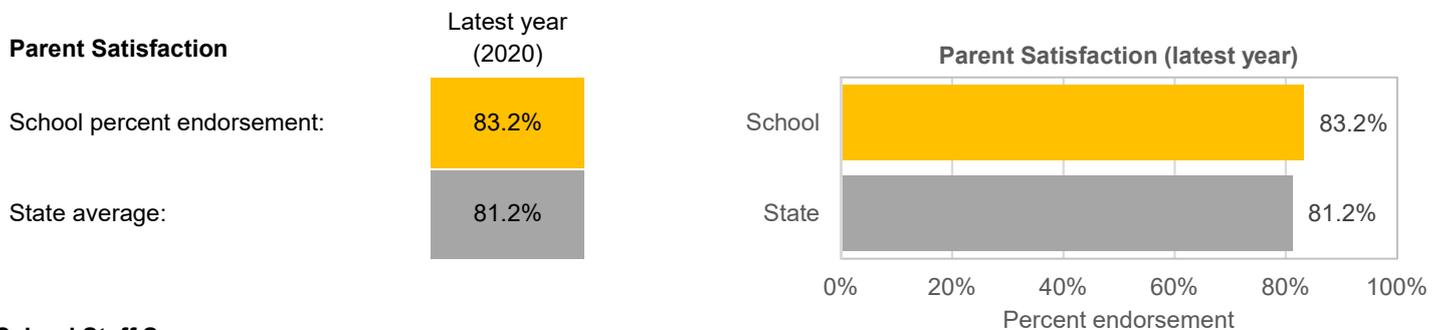
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

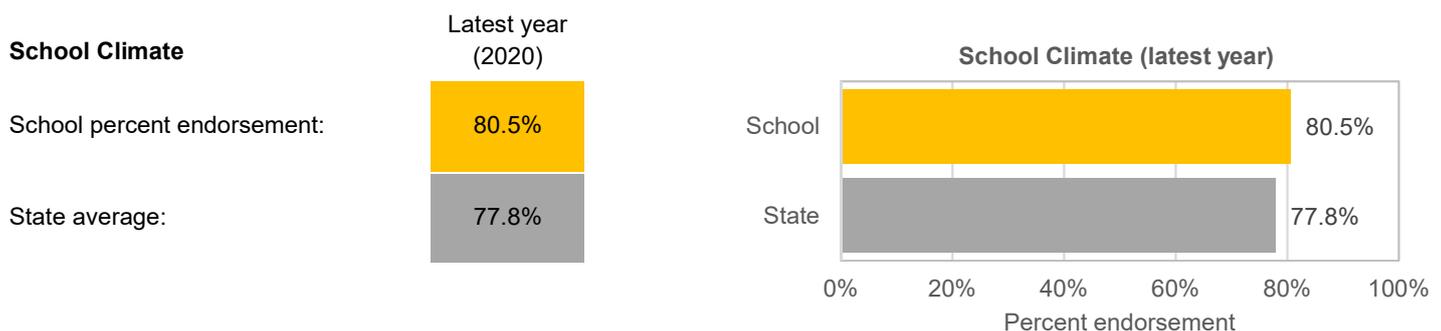


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

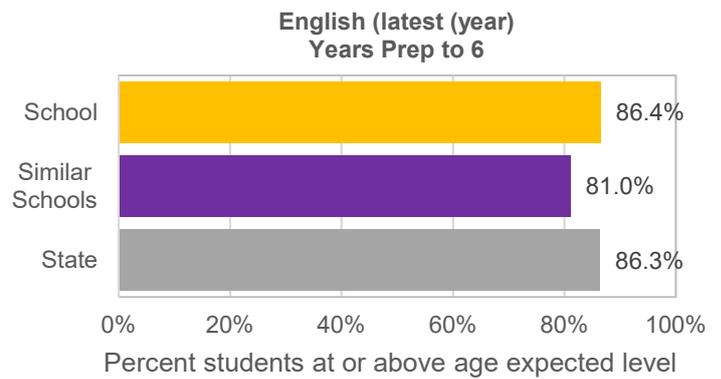
86.4%

Similar Schools average:

81.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

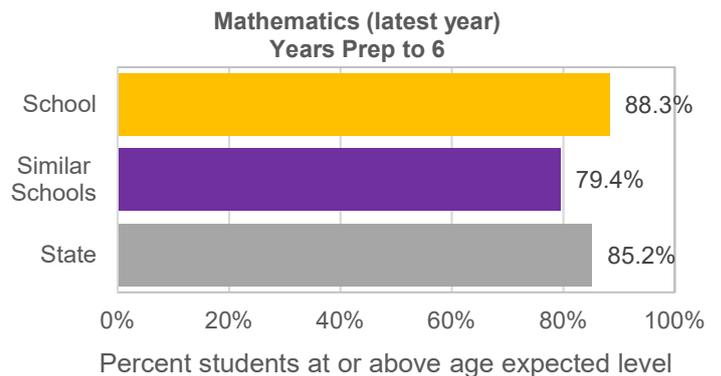
88.3%

Similar Schools average:

79.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

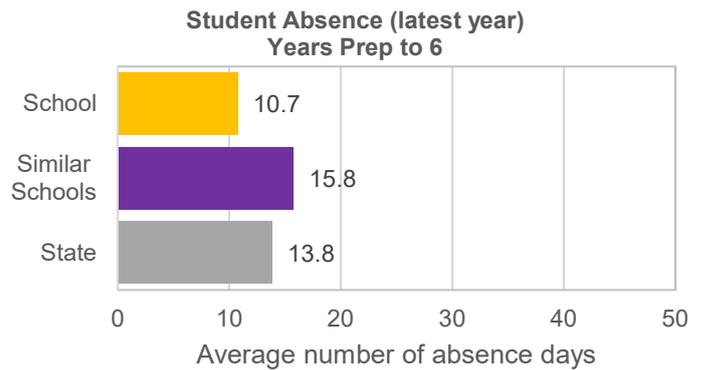
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.7	15.0
Similar Schools average:	15.8	17.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	94%	94%	94%	95%	96%	95%

WELLBEING

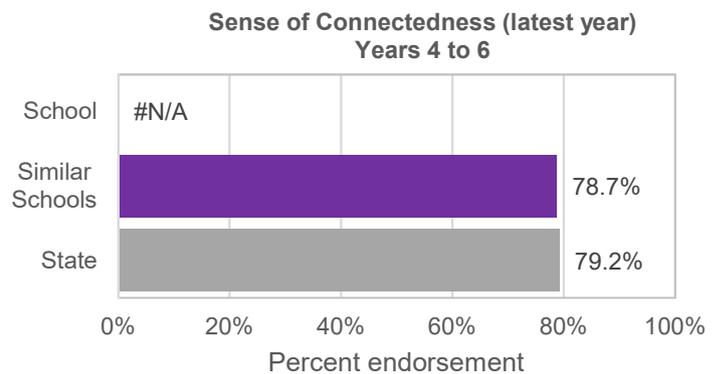
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	87.3%
Similar Schools average:	78.7%	80.1%
State average:	79.2%	81.0%



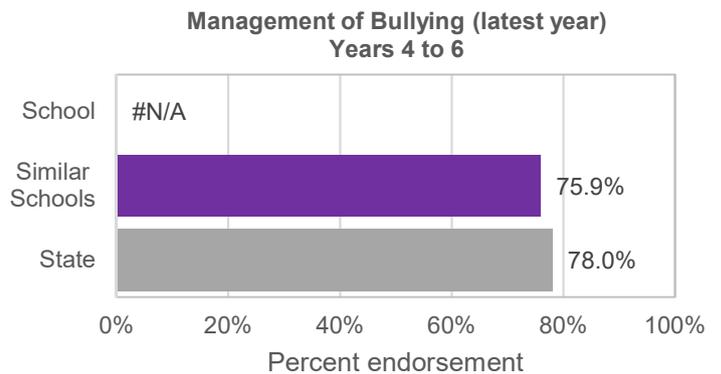
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	84.5%
Similar Schools average:	75.9%	77.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$8,473,731
Government Provided DET Grants	\$1,025,172
Government Grants Commonwealth	\$6,075
Government Grants State	NDA
Revenue Other	\$6,834
Locally Raised Funds	\$329,754
Capital Grants	NDA
Total Operating Revenue	\$9,841,567

Equity ¹	Actual
Equity (Social Disadvantage)	\$404,431
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$404,431

Expenditure	Actual
Student Resource Package ²	\$8,081,804
Adjustments	NDA
Books & Publications	\$5,098
Camps/Excursions/Activities	\$42,047
Communication Costs	\$5,800
Consumables	\$242,992
Miscellaneous Expense ³	\$57,986
Professional Development	\$13,841
Equipment/Maintenance/Hire	\$115,035
Property Services	\$150,708
Salaries & Allowances ⁴	\$120,283
Support Services	\$92,603
Trading & Fundraising	\$15,308
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$76,868
Total Operating Expenditure	\$9,020,373
Net Operating Surplus/-Deficit	\$821,194
Asset Acquisitions	\$212,080

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$912,334
Official Account	\$52,611
Other Accounts	\$12,414
Total Funds Available	\$977,359

Financial Commitments	Actual
Operating Reserve	\$136,414
Other Recurrent Expenditure	\$61,264
Provision Accounts	NDA
Funds Received in Advance	\$255,070
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	\$998
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$177,821
Capital - Buildings/Grounds < 12 months	\$208,268
Maintenance - Buildings/Grounds < 12 months	\$12,330
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$852,164

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.