

2013 Annual Report to the School Community

Lynbrook Primary School

School Number: 5494



Name of School Principal:

Russell Gascoigne

Name of School Council President:

Sue Smith

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Lynbrook Primary School increased its enrolments during 2013. Enrolments were 935 students on Census Day and continued to grow steadily throughout the remainder of the year.

The cultural diversity of the school is high and this plays a very important part in the school's ethos. Academically the school attained excellent results with many curriculum initiatives having a positive impact.

Personalised learning is a priority and professional development is leading teachers through this project. A key initiative in 2013 was the engagement of professional presenters on a weekly basis to expand staff skills and knowledge. Staff working in Professional Learning Teams to address individual student achievement and teaching strategies continued to be a strength of whole-school organisation.

Student engagement was enhanced through special programs including outdoor education, ICT, 1:1 iPad Program, visual arts and performing arts. Flexible learning in an open environment also proved to be very successful in the senior section of the school. Staffing increased over the year with many new graduate teachers employed. These appointments were very successful and in depth induction occurred with these teachers.




The school staffing profile was 1 Principal, 3 Assistant Principals, 4 Leading Teachers, 48 Classroom Teachers and 18 Education Support staff.

Achievement	Engagement	Wellbeing
<p>Student learning outcomes were extremely encouraging. The school developed a whole-school Teaching and Learning Model to underpin teaching, learning and professional growth. The school was one of ten in the state identified for a research project to investigate the school's improved cohort results in several key areas. Learning was enhanced through personalisation, PLTs, flexible learning and strategic curriculum planning and implementation. Significant progress was recorded in all areas of NAPLAN with the school achieving results substantially above the 'all-schools average' in Numeracy (Year 3) and above the 'all-schools average' in all other areas (Years 3 and 5). Staff professional development has been focussed around teaching skills and using assessment to guide and evaluate teaching.</p> <p>The school supported 22 students on the PSD program. Education Support staff were employed to ensure the school fully addressed the individual needs of this cohort of students. Regular PSG meetings focusing on IEPs further ensured all PSD students experienced success.</p>	<p>Student engagement remains at the forefront of programs within the school. The school employs various strategies and implements many programs which promote high levels of student engagement. These include a 1:1 iPad program, school choir and rock band, outdoor education and special events such as Harmony Day and talent shows.</p> <p>Results from the, "Students' Attitude to School Survey", were positive and remain around state benchmarks. Attendance was a priority with leadership being proactive in contact with students and parents.</p>	<p>A focus on student well-being is a key factor in the school's reputation as a caring and supportive environment for students to learn. The school pays great attention to students with special needs and provides support for many students beyond the usual cohort of PSD funded students. This group of students are supported in a similar manner to PSD funded students. (ie. IEPs and support group meetings) The school employed additional Education Support staff to ensure students at risk (non-funded through PSD) were provided with the necessary support and pastoral care. The school also supports psychologists undertaking internships.</p> <p>There was a significant improvement in the parent survey around student safety.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

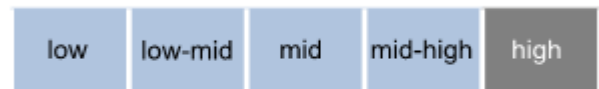
A total of 937 students were enrolled at this school in 2013, 458 female and 479 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>60%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>53%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>51%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>44%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	60%	22%	Numeracy	18%	53%	29%	Writing	22%	56%	22%	Spelling	21%	51%	28%	Grammar and Punctuation	19%	44%	37%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 795 1037 891"> <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>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	92 %	92 %	91 %	91 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	92 %	92 %	91 %	91 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

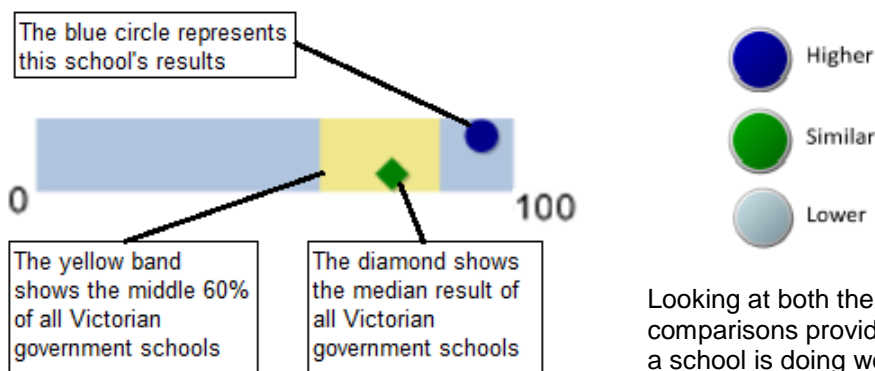
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

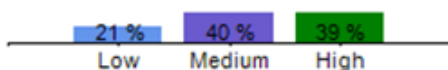
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$810,750
Government Grants Commonwealth	\$6,850
Revenue Other	\$255,371
Locally Raised Funds	\$555,243
Total Operating Revenue	\$1,628,215

Funds Available	Actual
High Yield Investment Account	\$142,275
Official Account	\$35,321
Other Accounts	\$89,692
Total Funds Available	\$267,287

Expenditure	Actual
Books & Publications	\$5,426
Communication Costs	\$8,401
Consumables	\$240,247
Miscellaneous Expense	\$378,150
Professional Development	\$185,556
Property Maintenance	\$537,898
Salaries & Allowances	\$89,155
Trading & Fundraising	\$51,624
Utilities	\$71,418
Total Operating Expenditure	\$1,567,875

Financial Commitments	Actual
Operating Reserve	\$71,295
Capital - Buildings/Grounds incl SMS<12 months	\$5,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$1,752
Cooperative Bank Account	\$16,518
Revenue Received in Advance	\$70,781
School Based Programs	\$19,302
Region/Network/Cluster Funds	\$82,639
Total Financial Commitments	\$267,287

Net Operating Surplus/-Deficit **\$60,340**

Asset Acquisitions **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary