

2022 Annual Report to the School Community

School Name: Lyndale Greens Primary School (5535)



- 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 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 25 April 2023 at 05:08 PM by Ryan Forte (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 26 April 2023 at 04:45 PM by Imran Maniar (School Council President)

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).

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)

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.

'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 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

School context

Lyndale Greens Primary School is located on Bunurong Country, Dandenong North, in the City of Greater Dandenong - the most culturally diverse community in Victoria. The school was established in 2010 through the merger of Lyndale Primary School and Greenslopes Primary School.

In 2022, Lyndale Greens Primary School had 463 students, over 72% of whom speak a language other than English at home, with 37 languages represented.

A Student Family Occupation and Education (SFOE) index of 0.5360 had the school in the high band of social disadvantage.

Lyndale Greens Primary School had a staffing profile of 1 Principal, 2 Assistant Principals, 4 Leading Teachers, 1 Learning Specialist, 33 Teachers, 10 Classroom-based ES, 3 Office-based ES, and a Maintenance ES.

The school curriculum has a strong focus on the explicit instruction of literacy and numeracy, supported by a specialist program consisting of Visual Arts, Indonesian, Science, Library and Physical Education.

Lyndale Greens Primary School's vision is to empower students to reach their personal best and enable them to contribute to society as happy, healthy young adults. Students, staff and members of our wider school community work, learn and play by our core "REACH" values of:

- Resilience – The ability to bounce back from hardships.
- Excellence – Striving to achieve your best.
- Acceptance – Respecting and accepting others in the classroom and in the playground.
- Cooperation – Collaboration and effective communication between staff, parents and students.
- Happy and Healthy – All students and staff are happy to come to school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Lyndale Greens Primary School had a dedicated focus on the statewide Key Improvement Strategy of "Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy". The school achieved this by:

- Expanding the Tutor Learning Initiative through extra staffing, made possible through equity and EAL funding. This allowed the running of targeted numeracy, reading and EAL intervention.
- Focussing staff professional development on numeracy, particularly teacher competence and confidence in place value, the four processes and multiplicative thinking.
- Revisiting and refining the school's agreed numeracy and literacy instructional models to ensure consistency within teams and across year levels.
- Timetabled weekly common planning time, to ensure teacher collaboration and data analysis. This will be enhanced in 2023 through the Department of Education and Training's 'Professional Learning Communities' initiative.

The school has much to celebrate in 'Learning' when measured against:

- **Teacher Judgement**
 - 78.3% of students at or above age expected standards in English, a 6.7% growth from 2021, and 3.1% above Similar Schools average.
 - 73.5% of students at or above age expected standards in Mathematics, a 4.4% growth from 2021, and 2.3% above Similar Schools average.
- **NAPLAN**
 - Remained above Similar Schools average in percentage of Year 3 students in the top three bands in Reading.
 - 70% of Year 5 students in the top three bands in Reading, 24.3% above Similar Schools average, and almost equal to the state average.
 - 55.4% of Year 3 students in the top three bands in Numeracy, 12.2% above Similar Schools average.
 - 47.5% of Year 5 students in the top three bands in Numeracy, 10.3% above Similar Schools average.

Wellbeing

In 2022, Lyndale Greens Primary School had a dedicated focus on the statewide Key Improvement Strategy of "Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable". The school achieved this by:

- The Department of Education and Training's 'Respectful Relationships' curriculum remaining a focus for all year levels.
- Enhancing the 'Start Up' program (first week of Term 1) to provide all students and classes with an opportunity to ensure the school values and norms were introduced to the classroom learning program at the start of the year.
- Continuing to support high-needs students with appropriate Education Support staffing, funded through the Program for Students with Disabilities.
- Successfully applying to be involved in Victoria Foodbank's Breakfast Club initiative, which was used to provide fresh fruit for morning 'brain breaks' for all students, and lunches for those students in need.
- Extending the school's lunchtime clubs program to target at-risk and intervention cohorts with the introduction of teacher-led activities, such as art and soccer.
- Inviting sporting organisations such as the Melbourne United Basketball Team and St Kilda Football Club to run exercise and leadership sessions with year levels.
- Using the student opinion survey data to focus on school connectedness and management of bullying. Connectedness was addressed through a refocus on the school values and a re-launch of the house system. Management of bullying was addressed with the senior female students, leading to a focus on targeted social programs to support positive relationships.

Engagement

After two years of disrupted attendance and learning, it was clear that a strong focus on student engagement was needed to meet the social, emotional and academic needs of the students.

Lyndale Greens Primary School benefitted greatly from the Department of Education and Training's 'Positive Start' initiative, allowing the running of camps, excursions and incursions, at no cost to families. This had a particularly positive impact on the middle and senior school students, where there was a significant increase in students attending camp compared to previous years.

Students engaged in community and environmental outreach through programs such as Marine Ambassadors, adopting a park in partnership with the City of Greater Dandenong, involvement in student leadership forums through the City of Greater Dandenong, and the reintroduction of school-based Girl Guides.

Student leadership was enhanced through weekly student-led assemblies, Lyndale Live (the school-based TV studio) broadcasts, and the opportunity to assist with lunchtime clubs.

The lifting of COVID restrictions allowed the school to once more have students involved in State School Spectacular and Wakakirri, the latter of which had over 70 students participate.

Lyndale Green's Primary School continued to focus on student transitions to support student engagement. Kinder to Prep transition was supported through the 'Ready 4 Prep' program, and inter-school transitions were supported through cross-age groups.

The school average number of absence days remained on par with the state average. As well as acknowledging the increase in parent-approved absences due to the lifting of travel restrictions, the school has remained focussed on identifying trends in chronic student absenteeism - following up via formalised Student Support Groups and Student Absence Learning Plans.

Financial performance

A surplus was recorded in the Student Resource Package due to sound management of the budget over the past years.

The school effectively used equity and EAL funding to support student learning and wellbeing through classroom teacher and ES staffing, reading, mathematics and EAL intervention, supplementing the Tutor Initiative Program, and providing staff professional development.

The majority of the staff are employed in an ongoing basis. Staffing FTE has decreased along with enrolments, however staff numbers in intervention and support roles have remained stable.

The major infrastructure projects for 2022 included the installation of shade sails over the senior and junior playgrounds and significant plumbing projects to the main building and science/languages modular building. The funds available to the school at the end of 2022, and its overall strong financial position, allows the funding of future improvement projects.

For more detailed information regarding our school please visit our website at
<https://www.lyndalegreensps.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 463 students were enrolled at this school in 2022, 226 female and 237 male.

72 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).

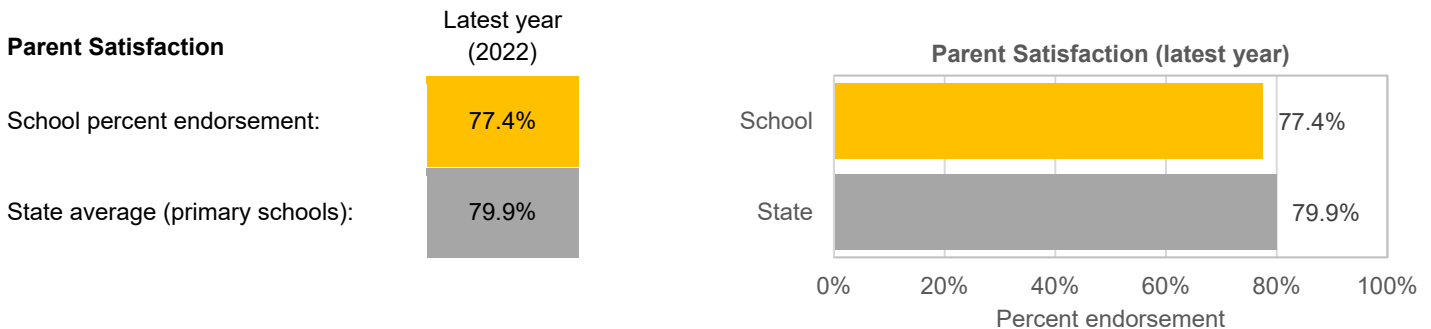
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

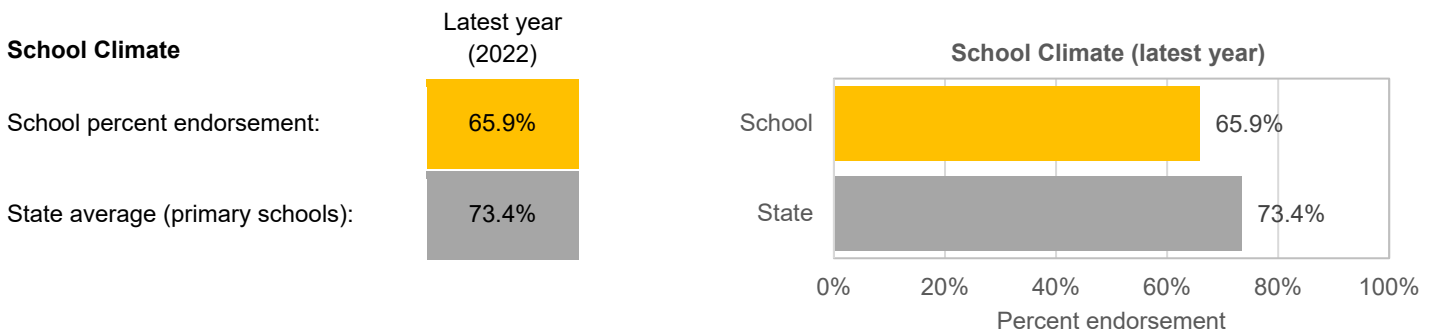


School Staff Survey

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:

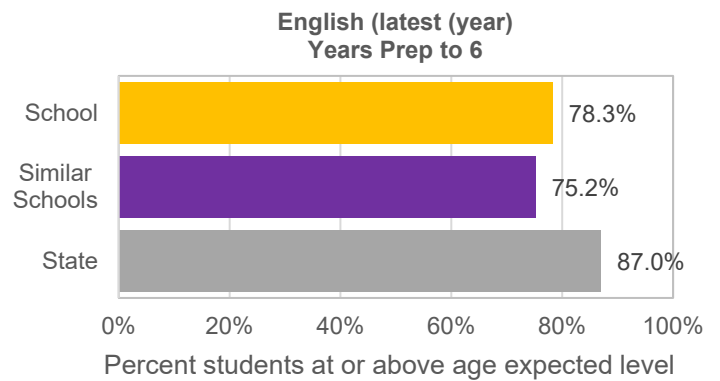
78.3%

Similar Schools average:

75.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

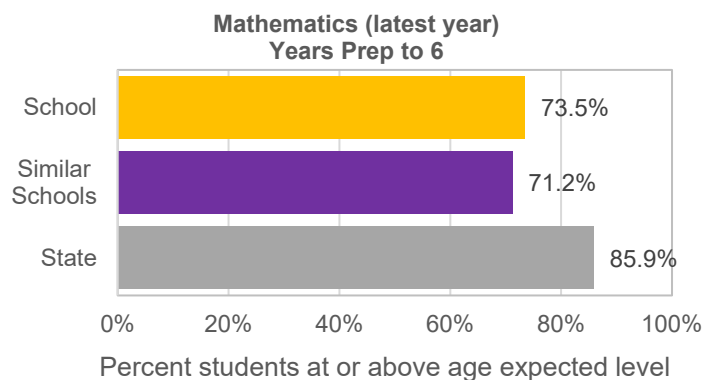
73.5%

Similar Schools average:

71.2%

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.

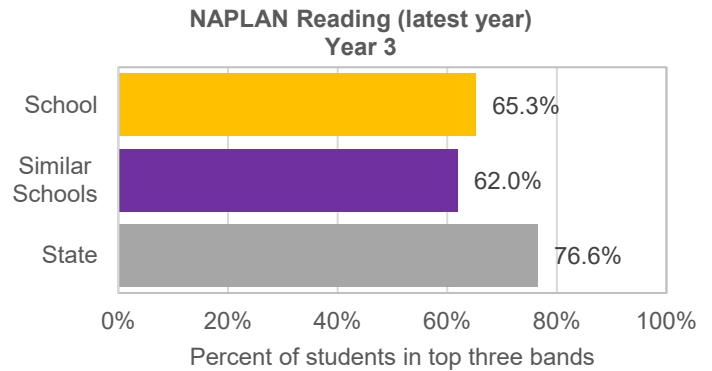
NAPLAN

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.

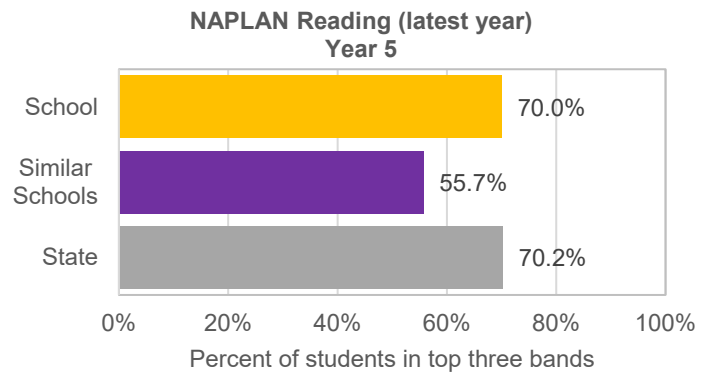
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.3%	72.4%
Similar Schools average:	62.0%	63.1%
State average:	76.6%	76.6%



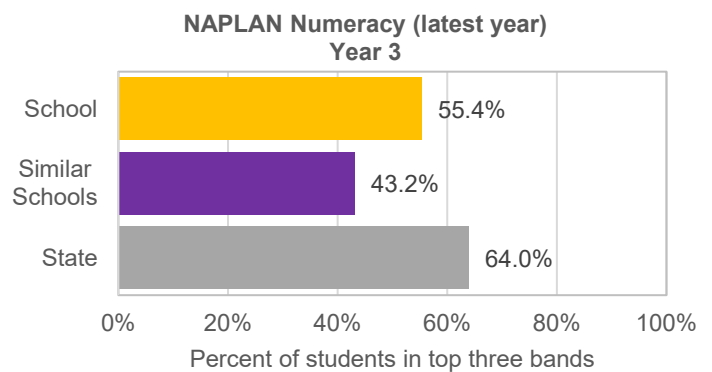
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	67.2%
Similar Schools average:	55.7%	54.2%
State average:	70.2%	69.5%



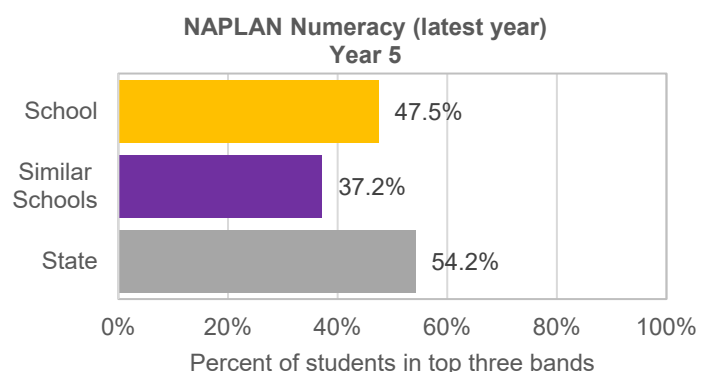
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.4%	60.5%
Similar Schools average:	43.2%	47.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.5%	53.1%
Similar Schools average:	37.2%	42.0%
State average:	54.2%	58.8%



WELLBEING

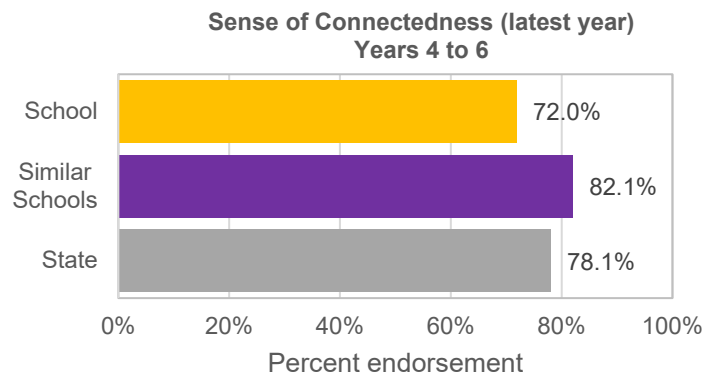
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	72.0%	82.8%
Similar Schools average:	82.1%	82.9%
State average:	78.1%	79.5%

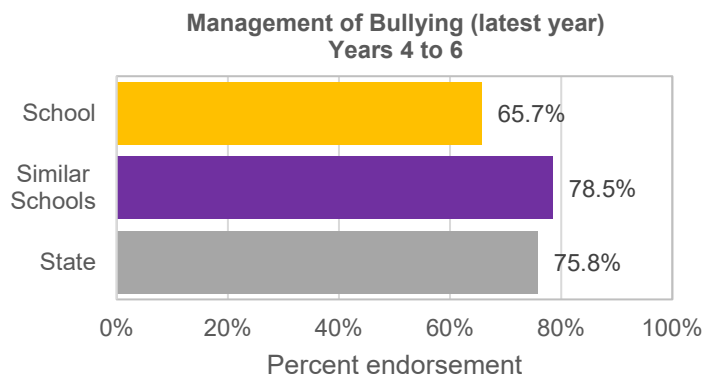


Student Attitudes to School – Management of Bullying

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:	65.7%	77.9%
Similar Schools average:	78.5%	80.6%
State average:	75.8%	78.3%



ENGAGEMENT

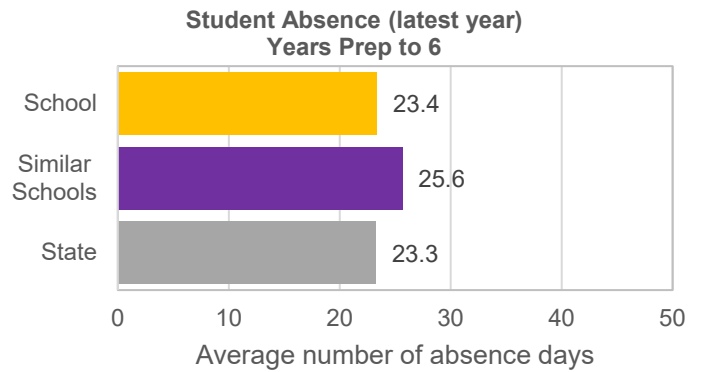
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.4	15.7
Similar Schools average:	25.6	20.2
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):	85%	90%	88%	88%	87%	90%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,412,342
Government Provided DET Grants	\$953,174
Government Grants Commonwealth	\$0
Government Grants State	\$3,098
Revenue Other	\$30,414
Locally Raised Funds	\$69,772
Capital Grants	\$20,000
Total Operating Revenue	\$6,488,800

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,108,856
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,108,856

Expenditure	Actual
Student Resource Package ²	\$5,424,217
Adjustments	\$0
Books & Publications	\$515
Camps/Excursions/Activities	\$53,962
Communication Costs	\$4,326
Consumables	\$145,903
Miscellaneous Expense ³	\$6,669
Professional Development	\$30,988
Equipment/Maintenance/Hire	\$52,998
Property Services	\$71,283
Salaries & Allowances ⁴	\$32,875
Support Services	\$367,418
Trading & Fundraising	\$28,190
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$308
Utilities	\$35,805
Total Operating Expenditure	\$6,255,455
Net Operating Surplus/-Deficit	\$213,345
Asset Acquisitions	\$91,800

- (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

Funds available	Actual
High Yield Investment Account	\$1,792,964
Official Account	\$31,142
Other Accounts	\$0
Total Funds Available	\$1,824,107

Financial Commitments	Actual
Operating Reserve	\$130,549
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,084,865
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$63,000
Capital - Buildings/Grounds < 12 months	\$248,800
Maintenance - Buildings/Grounds < 12 months	\$191,074
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,718,288

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.