

2020 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 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 22 April 2021 at 04:42 PM by Karen Hall (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 04:43 PM by Imran Maniar (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

Lyndale Greens Primary School is situated within the City of Greater Dandenong and services a community representing a diversity of socio economic and multicultural backgrounds. The school's confirmed enrolment in 2020 was 585 students with an SFO (Student Family Occupation) in the High Band and a high proportion of students in the low socio-economic range, 71 percent of students have English as an additional language and 2 percent being Aboriginal or Torres Strait Islander. Our workforce in 2020 comprises the Principal and 2 Assistant Principals, 4 Leading Teachers, 3 Learning Specialists, 46 teachers and 20 ES staff.

The explicit teaching of literacy and numeracy underpins all learning experiences and remains a focus for our school and this is reflected in our school's decision making processes. At Lyndale Greens Primary School we continue building practice excellence across all areas of the school and have a focus on engaging students in high quality teaching and learning. Developing consistency of practice in planning and assessment and the acknowledgement of collective responsibility for improving outcomes for all students is a key element. Providing a curriculum program that responds to changing times was a priority in 2020 and all of the actions taken at Lyndale Greens Primary School has been driven by a commitment to provide our students with the best education possible. We challenge children intellectually by providing a wide range of educational experiences and opportunities to extend their academic, creative, social, emotional and physical development.

Our school's vision is to empower students to reach their personal best and enable them to contribute to society as happy, healthy young adults. We have a firm belief, and commitment, to providing our staff with the highest levels of professional development to ensure they are at the forefront of best practice. Coaching and professional development programs for teachers and education support staff continues to be a high priority in the provision of the very best learning opportunities for our students.

We maintain an excellent learning environment with our attractive classrooms and access to a range of resources. Our outdoor spaces have beautiful trees, gardens and lawns and many different areas for activities including a synthetic running track, oval and basketball courts and a variety of purposefully designed play equipment catering for Foundation (Prep) to Year 6. Our aim is to provide an inspiring place to connect with others and make the most of the learning opportunities that are offered.

Framework for Improving Student Outcomes (FISO)

Building practice excellence and Curriculum Planning and Assessment

The year 2020 has been an incredibly complex and unusual time for Victorian school communities with much of the year being spent delivering remote and flexible learning to our students. Throughout the year, including during the lockdown 'Learning from Home' period staff at Lyndale Greens PS continued the commitment to our FISO (Framework for Improving Student Outcomes) school improvement priority of Building Practice Excellence and Curriculum Planning and Assessment to provide an appropriate, rich curriculum and support for families to maximise learning growth and achievement for all students in this different context.

Staff continued to collaborate, adapt and share effective practices, for working both in the online environment and on the return to school. Planning and preparation continued to be done collaboratively, providing consistency across the school. The understanding of the importance of using the HITS such as Explicit Teaching, Questioning and use of Worked Examples continued to be embedded into teacher practice. Schools' Covid Safe plans meant much more preparation and planning needed to be done in all aspects of school life. All participants in the community had new situations, procedures and understandings and worked together to provide the best educational opportunities for our students.

An exceptional amount of preparation was done prior to the students returning to school in Term 4. The Principal saw the need for an intensive, targeted program providing explicit teaching and support, in small groups where possible. An

extensive support program was planned, including use of CRTs and additional professional development was provided to ES staff, so that they would also bring increased knowledge and understanding of the curriculum and effective strategies, to assist with the work of teachers. A high priority was placed on identifying the needs of students once they were back at school and on the provision of an intensive, focussed teaching program to support student learning. The skills teachers developed with using a wide range of digital technologies continued to be a part of their practice and used to enhance teaching and communication back at school.

In 2020 Lyndale Greens Primary School made significant progress with our Key Improvement Strategies goals, even though there was considerable time spent in remote and flexible learning. We continued to work on enhancing consistency through collaborative, high quality teacher practice and to build the capacity of staff to actively engage with students about their learning, to increase students' awareness of their progress and the learning behaviours required to be successful. In both the online and onsite environments we continued to target strengthening knowledge and skills in teaching and learning, including having a focus on relevant quality assessment practice across a range of domains.

Building leadership teams

The School Improvement Team were involved in Virtual Learning Walks (Webex sessions) regularly during 'Learning from Home', held meetings with Teams to discuss engagement of students, curriculum and consistency to continue building collaborative, high quality practice. Evidence based instruction was carried through in the remote learning setting. Our collaborative practice and consistency with strategies and programs has always remained at the forefront to achieve the best opportunities for our students. There has been an exponential growth in skills with using Digital Technology for staff and students, which will be utilised back onsite to enhance communication, collaborative practices and learning opportunities for students.

The planning and preparation that was put in place, prior to the return to onsite learning, meant the teachers were well prepared and supported for the return to onsite in Term 4, and were committed to maximising student learning time and supporting students to build their skills and understandings, in the compacted Term 4 timeframe. Staff continued to utilise their new digital skills and platforms for collaboration and have employed efficient ways to use these. Collaborative practices continue to be an integral component of our planning, preparation, assessment and classroom practice to provide a differentiated curriculum program.

Our future work will include an even greater focus on Literacy & Numeracy and explicit teaching, promoting consistency of programs across the school. Members of the SIT team will continue to participate in regular and ongoing Learning Walks to monitor consistency and quality in the delivery of explicit instruction of Reading strategies. Professional Development will be provided to develop teacher knowledge of the VTLM (Victorian Teaching and Learning Model) and with differentiation practices to support and extend students in Literacy & Numeracy. We will maintain an intensive focus on writing to support students to rebuild their skills.

Achievement

In 2020, schools moved to 'Learning from Home' due to the Coronavirus Pandemic lockdown and many changes took place. Staff at Lyndale Greens PS continued to provide an appropriate, rich curriculum and extensive support for families aiming to continue to maximise the learning growth and achievement for all students in this remote and flexible environment. Teachers developed their capacity to support students to work independently, to build their problem solving skills and to engage with learning.

At Lyndale Greens Primary School we had 19 students on the Program for Students with Disabilities (PSD.) 31% of those students are currently on the ABLES report. 2 students or 10% are working at or above the expected level in reading, writing and mathematics. 84% of students made progress with their goals in their Individual Learning Plans from Term 1 to Term 4.

Professional learning Teams (PLTs) and Specialist/EAL teachers collaborated to provide consistency with the delivery of lessons in the remote and flexible learning platforms (SeeSaw and OneNote). Regular meetings with staff, using Teams and Webex, were also valuable in supporting the delivery of high quality teaching and collaborative practices in the Learning from Home environment and identifying students' needs and differentiating the curriculum continued to be a priority. In Literacy & Numeracy we had an even greater focus on explicit teaching and promoting consistency of

programs across the school. Members of the SIT team participated in regular and ongoing Learning Walks in the online and onsite setting to monitor consistency and quality in the delivery of explicit instruction.

Naplan was not conducted in 2020 and with Teacher Judgements - the percentage of students at or above age expected standards for English was 75.3% and for Mathematics it was at 74.6%.

Teams continued to work together to build a consistent approach to using and analysing data to inform their teaching. This was particularly important with the return of students to onsite learning in Term 4 and with the need to efficiently assess students' understandings and skills to provide appropriate programs and specific, intensive support to address their needs. Teachers have also developed a broader understanding of the many different forms of data that contribute to understanding the point of need (ZPD) for students.

Use was made of online assessments throughout the 'Learning from Home' period and were continued to be used, as appropriate, in the onsite learning setting. Assessment practices such as guided reading sessions via WEBEX and use of Microsoft Forms were used to gain an understanding of student progress. Staff developed skills with new platforms such as Microsoft Stream and Microsoft Forms to support learning. Online applications such as Essential Assessment and Reading Platforms were utilised to provide efficient ways to collect data. PAT Reading Assessment results from November 2019 were used to inform planning of Reading for Term 1, 2020. Summative and formative assessment continued to be collected to inform teaching and to help develop student goals.

Our work in 2021 will focus on developing consistency in teachers' assessment practices. SIT members will regularly visit classrooms and PLT team meetings and we will continue to provide PD/coaching for teachers to consistently target Reading and the explicit teaching of comprehension strategies. We will continue to build on our collaborative practices and consistency. We will lead and model data analysis in meetings and planning sessions to continue improving data literacy knowledge and skills to identify student needs and to inform our targeted teaching practice. We will continue to focus on building staff capacity to support student learning with high expectations for all stakeholders. The implementation of the DET Tutor Learning Initiative will also be an important part of our work in 2021.

Engagement

Lyndale Greens PS maintains a focus on the importance of attendance at school and in 2020 we had significantly fewer absences than Similar Schools and the State.

Attendance was above 90% for all class levels.

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94%	93%	93%	96%	95%	96%	96%

The Wellbeing Leader and teachers tracked student attendance data and we regularly communicated to the community the importance of attendance and being on time in a range of ways such as in our newsletter, on the school website and via information sessions.

Class Teachers and the Assistant Principal monitored student attendance closely throughout the year and support for students and families during the Coronavirus Lockdown was an important part of our work in 2020 during this more complex time.

On the return to onsite learning we observed a real 'zest' for learning and student engagement with children being happy and eager to re-connect with their peers and achieve success.

As 2020 was a very different year, due to the extended lockdown period, a range of procedures were put in place to support students and their families. Re-engaging and reconnecting students to school in Term 4 was initially our main focus to assist students with the transition back to the onsite setting, along with the provision of extensive support to help them with the DET priorities of 'Health & Wellbeing and Catch-up & Extension'.

Wellbeing

Wellbeing is a high priority and Lyndale Greens PS continued the commitment to supporting students to be resilient and positive members of our community and to develop skills that will assist them to be successful adults. Our school values 'REACH' reflect this - Resilience, Excellence, Acceptance, Co-operation, Happy and Healthy. Our curriculum supports students to engage in a wide range of opportunities and to be actively engaged in learning activities. Teachers felt even more connected to our families through their regular checking in, during the Learning from Home period, and were very 'tuned in' to the needs of their students in this unusual year.

In 2020 we planned to build staff capacity to activate student voice, agency and leadership in classrooms and across the school and to build staff capacity to implement and assess an engaging inquiry learning program. Due to the extended period of lockdown and remote & flexible learning we were not able to deliver the key understandings of the Student Voice and Agency PD to the staff and complete a whole school action plan. However, some strategies were able to be utilised to provide opportunities for students to have input into their learning, including use of a Webex Help Desk and a 'question and answer' provision in response to student requests for this type of assistance with their learning and understanding. Student Voice and Agency was evident with students requesting 'Help Desk' sessions (Year 4s and 5s) and the 'Year 6 Collective' timetabled into the onsite learning program. Students were also seeking more sessions on Webex and feedback from students and parents demonstrated that students enjoyed the programs we delivered, i.e. 'Auslan Videos'.

During remote learning staff made regular weekly contact with families to check how home learning was going, attendance and also provided support as required. This increased the connection between families and the school and there was an increased sense of connectedness. A great deal of organisation went into the provision of devices and learning packs so all students could continue to access and learn remotely. Staff regularly communicated with students and families about procedures and expectations throughout the year and also with information about returning to school. Staff reported that students have generally settled well back at school after a long period of working remotely, with ongoing monitoring, and acknowledgement that this transition was also an emotional and complex time for students, staff and families. Support with all transitions was a high priority, and will continue to be, as we assist students through these. The intensive Support Program in place in Term 4 was an excellent strategy for helping students and staff with the transition back to onsite learning. The focus on small groups, individual support and a focus of honing in on what is most important with learning and wellbeing has been extremely valuable with supporting these transitions.

Our future work includes developing a whole school action plan for Student Voice & Agency and a focus on developing the connectedness of students. We will plan to increase the opportunities for student leadership, using the DET Amplify document to support greater voice and agency for our students across the school.

Financial performance and position

At the end of 2019, School Council had successfully managed school funds to meet the learning needs of students. The school continued to allocate resources to support student learning through Learning Intervention and Support Programs, Technical and CRT support and Student Well-being, through additional ES and teaching staff.

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

Lyndale Greens Primary School will finance its Strategic Plan goals and targets by continued responsible management of its resources.

The majority of the staff are employed in an ongoing basis and the school continues to allocate funding to develop and enhance their professional capacity through the employment of additional coaching staff and consultants

For more detailed information regarding our school please visit our website at
<http://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.

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 585 students were enrolled at this school in 2020, 296 female and 289 male.

71 percent of students had English as an additional language and 2 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.

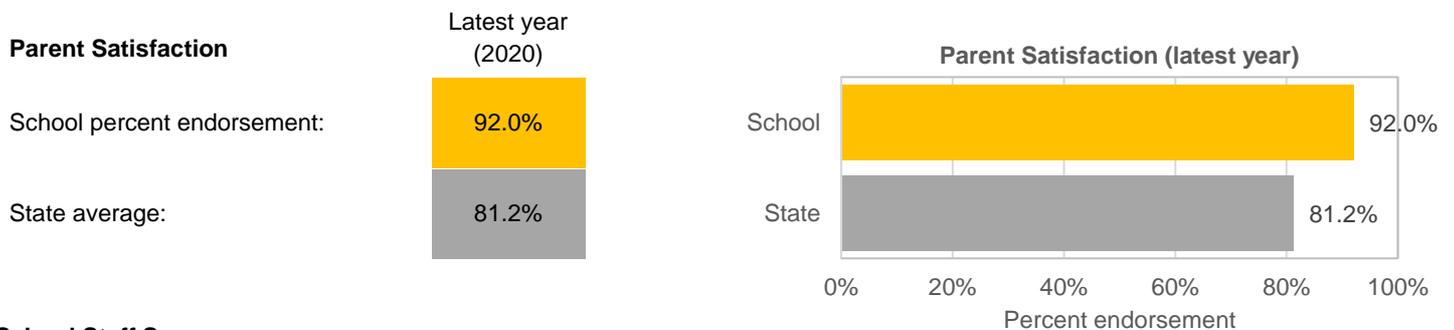
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

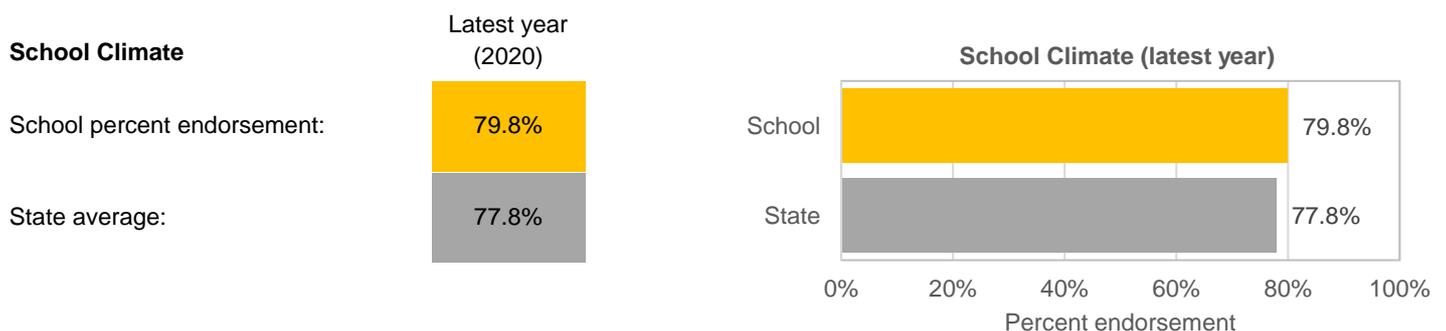


School Staff Survey

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.



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:

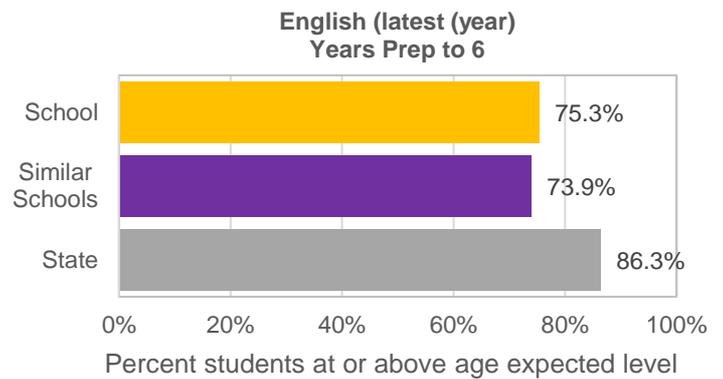
75.3%

Similar Schools average:

73.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

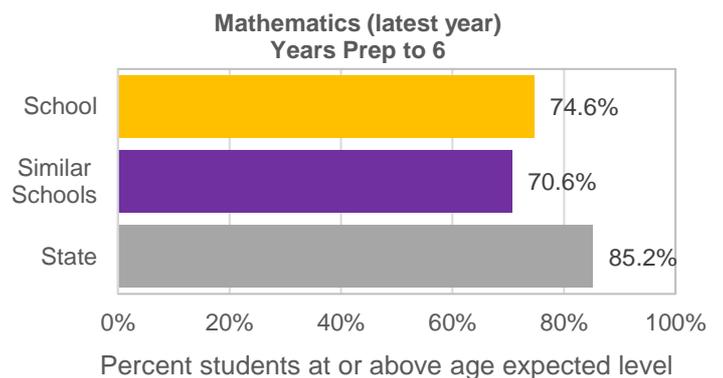
74.6%

Similar Schools average:

70.6%

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

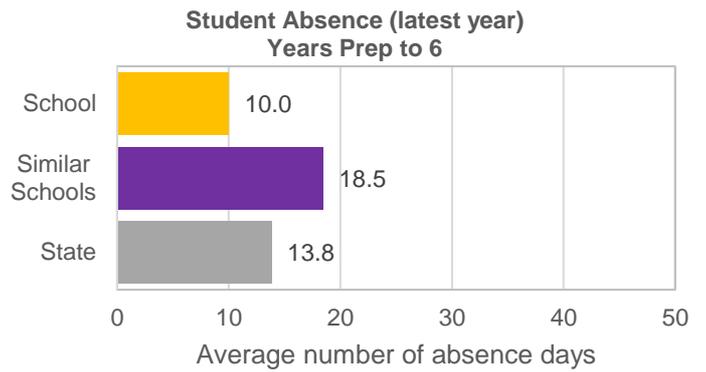
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.0	14.7
Similar Schools average:	18.5	17.7
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%	93%	93%	96%	95%	96%	96%

WELLBEING

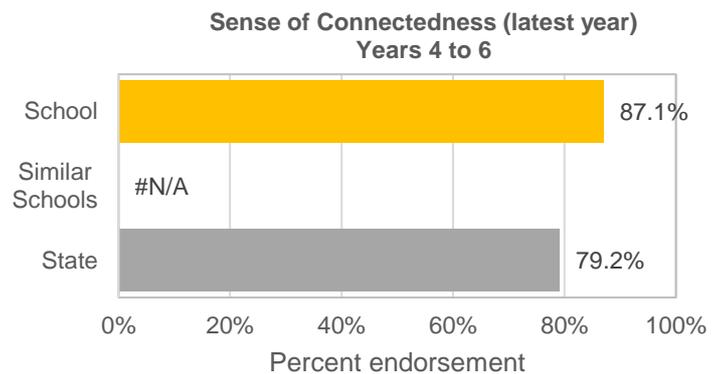
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	87.1%	86.9%
Similar Schools average:	NDP	84.6%
State average:	79.2%	81.0%



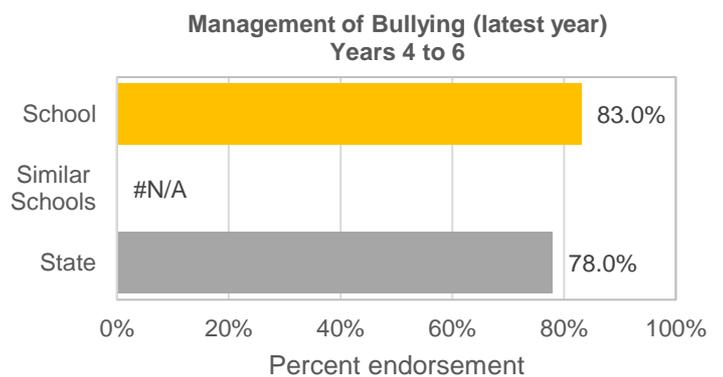
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	83.0%	82.0%
Similar Schools average:	NDP	82.6%
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	\$5,859,385
Government Provided DET Grants	\$1,104,310
Government Grants Commonwealth	\$600
Government Grants State	NDA
Revenue Other	\$59,869
Locally Raised Funds	\$112,134
Capital Grants	NDA
Total Operating Revenue	\$7,136,298

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,224,871
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,224,871

Expenditure	Actual
Student Resource Package ²	\$5,863,335
Adjustments	NDA
Books & Publications	\$1,024
Camps/Excursions/Activities	\$2,096
Communication Costs	\$7,903
Consumables	\$232,533
Miscellaneous Expense ³	\$6,854
Professional Development	\$27,256
Equipment/Maintenance/Hire	\$176,371
Property Services	\$80,072
Salaries & Allowances ⁴	\$120,504
Support Services	\$350,222
Trading & Fundraising	\$28,835
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,689
Total Operating Expenditure	\$6,937,694
Net Operating Surplus/-Deficit	\$198,603
Asset Acquisitions	\$43,023

- (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	\$1,478,655
Official Account	\$8,978
Other Accounts	NDA
Total Funds Available	\$1,487,634

Financial Commitments	Actual
Operating Reserve	\$170,762
Other Recurrent Expenditure	\$720
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$905,200
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$180,000
Capital - Buildings/Grounds < 12 months	\$160,000
Maintenance - Buildings/Grounds < 12 months	\$149,824
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,566,506

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.