



Lyneham Primary School

Annual School Board Report 2017



Figure 1 The entrance to Lyneham Primary School

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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School Board Chair Report

2017 was another fantastic year for Lyneham Primary School - another year down as we get closer to our 60th anniversary year in 2019.

The Board prioritised a number of improvements around the school this year. Ongoing maintenance and upgrade work to our school keeps it looking fresh and inviting for staff, students and the community alike. We also invested in a full refresh of the school's wireless network, so students can make the most of our ongoing investment in information technology, including our Chromebook program. In the playground, the sensory garden continues to be widely enjoyed by students, enhancing the outdoor environment.

One focus for the Board this year was our school review, completed by the Australian Council of Education Research, using the National School Improvement Tool. Using an evidence-based framework, the tool supports schoolwide conversations about aspects of current practice, areas for improvement and evidence on progress made. Staff, students, the Board, and our community, all participated in the review. The review panel recognised many of school's great achievements and improvements - a testament to the hard work of the school's executive team, staff and students. Many of the suggestions for improvements will be incorporated by the Board into the school's next five-year strategic plan.

I want to thank all those who contribute to making Lyneham Primary School the wonderful community that it is - Annamaria, and the outstanding team of staff she leads; our students, their families and the extended community; and our volunteers, who tirelessly cook sausages, make toast and jam, sell uniforms, run bike-a-thons, read in classrooms, go on excursions, and all the other ways you contribute - thank you.

Adam Sheppard

School Board Chair

School Context

Lyneham Primary School is proud of the diverse talents, backgrounds and cultures which form the rich tapestry of our school community. Our school welcomes families from all over the world.

In 2017 our student population increased in terms of total enrolments. Preschool enrolments increased overall with four groups, up from three in 2016, across two sites. We have been welcoming increasing enrolments from our priority enrolment area and have maintained 19 classes Kindergarten to Year 6 for the third year in a row.

Student Information

Student enrolment

In 2017 there were a total of 439 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	223
Female	216
Aboriginal and Torres Strait Islander	8
LBOTE*	151

*Language Background Other Than English
Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2017 Attendance rates in percentages

Year level	Attendance rate
K	93.0
1	93.0
2	92.0
3	92.0
4	92.0
5	92.0
6	92.0

Source: Planning and Analytics, December 2017

At Lyneham Primary, we recognise the importance of regular attendance at school. Parents and carers are required to provide written notification of student absences including reasons for absences. Team leaders work closely with classroom teachers to monitor the attendance of all students.

Lyneham Primary values close partnerships with families in improving outcomes for students. Where the attendance records indicate cause for concern, or parents/carers have not provided written notification, families are contacted. If deemed necessary, meetings are held with families, and attendance plans are negotiated.

In some instances, Individual Learning Plans will include the improvement of attendance as a goal, with accompanying strategies and measures of improvement. Where applicable, the school also

works collaboratively with other supporting agencies, and the Education Directorate (the Directorate).

We implement school-based procedures to manage attendance and late arrival to school.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	36

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Lyneham Primary School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	33
Teaching Staff: Full Time Equivalent Permanent	25.40
Teaching Staff: Full Time Equivalent Temporary	4.40
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	7.76

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander staff member at this school.

School Review and Development

In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Lyneham Primary School was reviewed in 2017. A copy of the Review Report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2017 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2017, 85% of parents and carers, 94% of staff, and 75% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

A total of 36 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff in agreement with each national opinion item

National opinion item	
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	91
Teachers at this school treat students fairly.	100
This school is well maintained.	83
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	77
Students like being at this school.	97
This school looks for ways to improve.	94
This school takes staff opinions seriously.	85
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	94
This school works with parents to support students' learning.	94
I receive useful feedback about my work at this school.	75
Staff are well supported at this school.	86

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 82 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
Teachers at this school expect my child to do his or her best.	89
Teachers at this school provide my child with useful feedback about his/her school work.	90
Teachers at this school treat students fairly.	89
This school is well maintained.	80
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	77
My child likes being at this school.	91
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	78
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	83
This school works with me to support my child's learning.	79

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 121 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 and 6 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	94
My teachers provide me with useful feedback about my school work.	74
Teachers at my school treat students fairly.	58
My school is well maintained.	52
I feel safe at my school.	79
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	39
I like being at my school.	74
My school looks for ways to improve.	63
My school takes students' opinions seriously.	47
My teachers motivate me to learn.	87
My school gives me opportunities to do interesting things.	71

Source: 2017 School Satisfaction Surveys, August/September 2017

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

Table: Lyneham Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	56	125	41	57
ACT	51	124	39	55

Source: Planning and Analytics

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In 2017, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2017 mean scores achieved by our students compared to the ACT.

Table: Lyneham Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	440	442	510	517
Writing	407	412	471	475
Spelling	412	411	495	494
Grammar & Punctuation	446	441	507	503
Numeracy	417	417	500	496

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

This year Science has again played a leading role at Lyneham Primary School. With the continuation of Science taught across the school and a focus on thinking scientifically, partnerships have continued with the CSIRO and ACT Astronomy Association. This is focusing on a futures driven approach for educating our young learners. We continued a Science Club for students who participated in weekly projects. This group of students entered a Solar Oven competition where they had to build solar ovens and test their inventions. We continued to practice sustainability, with produce grown in the school's garden sold to the community.

Lyneham Primary School has a strong Arts program with dance tutors, drama classes, a choir and bands in years 5 and 6. Again we performed at the cluster performances in term 4 at Lyneham High School. Our music tuition program partnership with the ACT Academy of Music, Bellchambers and other tutors offers individual music tuition as well as school group demonstrations and after school programs.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	219220.55	186477.68	405698.23
Voluntary contributions	22420.00	2567.50	24987.50
Contributions & donations	61893.41	35301.36	97194.77
Subject contributions	13788.60	1273.30	15061.90
External income (including community use)	2260.92	7707.09	9968.01
Proceeds from sale of assets	18820.42	0.00	18820.42
Bank Interest	4035.12	4514.45	8549.57
TOTAL INCOME	342439.02	237841.38	580280.40
EXPENDITURE			
Utilities and general overheads	28615.31	73179.30	101794.61
Cleaning	47569.15	46426.45	93995.60
Security	1774.66	104.27	1878.93
Maintenance	64692.54	60286.19	124978.73
Administration	7707.04	6336.72	14043.76
Staffing	0.00	0.00	0.00
Communication	9393.36	3982.66	13376.02
Assets	28362.72	10823.90	39186.62
Leases	0.00	0.00	0.00
General office expenditure	23218.40	39383.63	62602.03
Educational	20198.20	31090.82	51289.02
Subject consumables	6465.28	1049.10	7514.38
TOTAL EXPENDITURE	237996.66	272663.04	510659.70
OPERATING RESULT	104442.36	-34821.66	69620.70
Actual Accumulated Funds	174100.42	128325.90	128325.90
Outstanding commitments (minus)	-39608.84	0.00	-39608.84
BALANCE	238933.94	93504.24	158337.76

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$2,415.00.

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2017.

Reserves


Name and Purpose	Amount	Expected Completion
ICT Purchase 2018/19 – renewal of equipment for teaching and learning	\$50,000.00	12/2019

Endorsement Page

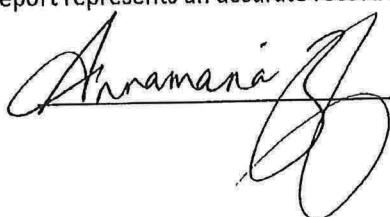
Members of the School Board

Parent Representative(s): Kathy Goth, Adam Sheppard, Adam Friedrich.
Community Representative(s): Tim Courtney.
Teacher Representative(s): Margle Green, Ben Roberts.
Board Chair: Adam Sheppard
Principal: Annamaria Zuffo

I approve the report, prepared in accordance with the provision of the *ACT Education Act 2004*, section 52.

Board Chair Signature:  Date: 22/5/18

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2017.

Principal Signature:  Date: 22/5/18