



Lyneham Primary School

Annual School Board Report 2016



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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The school website is <http://www.lynehamps.act.edu.au>.

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School Board Chair Report

2016 was another big year for Lyneham Primary School, and the School Board continued its role in supporting the Principal, Deputy Principal and school executive. Student enrolments were strong – up from 2015 – which is always a nice endorsement of how things are tracking. The Board also welcomed new parent and staff representatives in 2016, key to ensuring a diversity of views

Maintaining and improving school facilities is a key focus for the Board, and 2016 saw the progress of a number of longer-term maintenance issues. Much needed improvements to the school hall were approved, including replacement of blinds and seating. Additional funding was also allocated to the school's sensory garden space, and long-overdue improvements to playground asphalt markings were also funded.

Technology is a key input into student learning at Lyneham, and the Board is always keen to ensure the school has sufficient information technology resources to enable students to thrive. With the assistance of the Education Directorate, a major upgrade of Lyneham's wireless technology was completed in 2016, and the Board supported additional purchasing of student IT resources, including Chromebooks.

As development continues in the Inner North, traffic safety has been an increasing issue at Lyneham. The Board, along with the school P&C, worked with the ACT Government to achieve a number of improvements to traffic management at the school, including installation of safety bollards, and changes to car parking arrangements in nearby streets. Lyneham Primary School will also be in the ACT Government's forthcoming trial of supervised crossings.

The Board would like to extend a gracious 'thank you' to the Principal Annamaria Zuffo and the school leadership team for continuing to support the work of the Board, and to Keren Williams in particular, who faithfully assists the Board in all its functions.

Adam Sheppard

School Board Chair

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 2016 our student population remained steady in terms of total enrolments. Preschool enrolments decreased overall with three groups, down from four in 2015, 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 second year in a row.

Our school values the range of family types and backgrounds from which our children come. This is a feature many enrolling families articulate they are seeking.

Student Information

Student enrolment

In 2016 there were a total of 422 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	209
Female	213
Indigenous	8
LBOTE	142

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	92.0
1	91.0
2	93.0
3	95.0
4	95.0
5	95.0
6	94.0

Source: Planning and Analytics, December 2016

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).

In 2014 we developed new procedures to manage attendance and late arrival to school. These procedures were endorsed by the Board and continue to be used.

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 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	39

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Lyneham Primary School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	29
Teaching Staff: Full Time Equivalent	26.4
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	5.9

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There is one indigenous staff member at this school.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2016 was 7500 volunteer hours across the school, from Preschool to Year 6. These hours related to the following areas:

classroom assistance, organisation and work at school events (Ride-a-thon, Family Fun Evening, election day stalls), organisation and management of school disco, P&C Executive, Working Bees, fundraising committee and meetings, Breakfast club, Uniform Shop, library assistance, enrichment programs, School Board membership and policy development, Preschool Associations and fundraising, experts and speakers and school banking.

School Review and Development

In 2016, 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 new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Lyneham Primary School will be reviewed in 2017. A copy of the most recent validation 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 2016 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 2016, 86% of parents and carers, 97% of staff, and 72% 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.

The results for the 30 staff who took part in the survey are tabled below.

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.	93
Teachers at this school treat students fairly.	97
This school is well maintained.	73
Students feel safe at this school.	93
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.	100
This school looks for ways to improve.	93
This school takes staff opinions seriously.	83
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	77
Staff are well supported at this school.	73

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 97 parents who took part in the survey are tabled below.

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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	79
Teachers at this school treat students fairly.	89
This school is well maintained.	80
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	76
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.	82
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	77

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 123 students who took part in the survey are tabled below.

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

National Opinion Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	76
Teachers at my school treat students fairly.	62
My school is well maintained.	53
I feel safe at my school.	76
I can talk to my teachers about my concerns.	52
Student behaviour is well managed at my school.	40
I like being at my school.	64
My school looks for ways to improve.	67
My school takes students' opinions seriously.	50
My teachers motivate me to learn.	78
My school gives me opportunities to do interesting things.	67

Source: 2016 School Satisfaction Surveys, August/September 2016

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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Lyneham Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	52	123	49	121
Mathematics	40	56	39	54

Source: Planning and Analytics

NAPLAN assessment

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 2016, 0.00 % of year 3 students and 3.00 % of year 5 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 2016 mean scores achieved by our students compared to the ACT.

Table: Lyneham Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	469	441	520	514
Writing	415	420	479	474
Spelling	447	421	491	490
Grammar & Punctuation	470	442	533	511
Numeracy	435	412	528	497

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 developed with the CSIRO and ACT Astronomy Association. This is focusing on a futures driven approach for educating our young learners. We introduced 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 also welcomed Professor Russell Boyce, Chair for Space Engineering at UNSW ADFA, and hosted the 2016 ACT Scientist of the Year Award, where an ex-student of the school won this prestigious award.

Lyneham Primary School has a strong Arts program with dance tutors, drama classes, a choir and bands in years 5 and 6. The continuation of a ukulele club has been a highlight for our students and staff. 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.

Progress Against School Priorities in 2016

Below is Lyneham Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self-management funds	195149.00	168884.00	364033.00
Voluntary contributions	17480.00	8193.25	25673.25
Contributions & donations	41271.27	0.00	41271.27
Subject contributions	11303.00	3570.00	14873.00
External income (including community use)	22138.93	9086.03	31224.96
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4371.94	3881.41	8253.35
TOTAL INCOME	291714.14	193614.69	485328.83
EXPENDITURE			
Utilities and general overheads	44534.18	65190.01	109724.19
Cleaning	45921.13	66833.17	112754.30
Security	60.00	0.00	60.00
Maintenance	23215.96	19001.68	42217.64
Administration	9156.57	2273.72	11430.29
Staffing	0.00	14940.00	14940.00
Communication	15266.93	1942.45	17209.38
Assets	3132.57	15396.16	18528.73
Leases	0.00	0.00	0.00
General office expenditure	32670.85	14892.95	47563.80
Educational	24660.97	52424.50	77085.47
Subject consumables	7003.14	891.83	7894.97
TOTAL EXPENDITURE	205622.30	253786.47	459408.77
OPERATING RESULT	86091.84	-60171.78	25920.06
Actual Accumulated Funds	135870.28	149838.54	149838.54
Outstanding commitments (minus)	-7307.55	0.00	-7307.55
BALANCE	214654.57	89666.76	168451.05

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$2128.00.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Staffing-to assist funding school projects	\$10000	During the month of September 2016 this was used.
Painting-to enhance the school environment	\$2000	Completed September 2016.

Endorsement Page

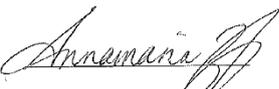
I declare that the Lyneham Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Adam Sheppard	Kathy Goth	Kate Callaghan
Community Representative(s):	Tim Courtney		
Teacher Representative(s):	Margie Green	Fiona Chesterfield	
Board Chair:	Adam Sheppard		
Principal:	Annamaria Zuffo		

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 2016.

Principal Signature: _____  _____ Date: 18 / 05 / 2017

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

Board Chair Signature: _____  _____ Date: 18 / 05 / 2017