



Figure 1 Lyneham Primary School logo

# Lyneham Primary School

## Annual School Board Report 2020



Figure 2 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 *Strategic Plan 2018-21: A Leading Learning Organisation*.

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# Contents

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Reporting to the community.....	1
Summary of School Board activity .....	1
School Context .....	1
Student Information .....	2
Student enrolment.....	2
Student attendance .....	<b>Error! Bookmark not defined.</b>
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition .....	3
School Review and Development .....	3
School Satisfaction .....	4
Overall Satisfaction .....	4
Learning and Assessment .....	6
Performance in Literacy and Numeracy .....	6
Early years assessment .....	6
NAPLAN .....	6
Outcomes for College Students .....	<b>Error! Bookmark not defined.</b>
Post School Destination .....	<b>Error! Bookmark not defined.</b>
Financial Summary .....	7
Voluntary Contributions .....	8
Reserves .....	8
Endorsement Page .....	9
Members of the School Board .....	9

## Reporting to the community

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Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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The two key strategic challenges for the board in 2020 were staff and student wellbeing through the COVID-19 pandemic and ongoing building maintenance and capacity issues.

The board was focused on the COVID risks this year. COVID brought a range of risks to the school including staff, student and community health, learning outcomes and financial risks. The board supported the school through its oversight role including monitoring risks and finances.

Congratulations to the school for all the hard work undertaken by all staff this year. Further, the very positive wellbeing results from students and staff in 2020 are even more remarkable given this context.

Building maintenance and capacity issues continued to be a focus for the board. Issues included working with the directorate on ageing building needs including windows, carpets, paint, bathrooms, cladding and signage. Capacity issues included ensuring sufficient classroom space and forward planning for future years.

The board also prioritised working closely with the P&C to help grow relationships and great learning and social outcomes for students through our cooperation open communications.

Thank you to Annamaria, staff, pupils for not only surviving but thriving the unique year that was 2020.

Tiffany Karlsson

School Board Chair

## School Context

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Lyneham Primary School is a Preschool to Year 6 educational setting situated in the inner north area of Canberra. It caters to the broad range of learning needs of over five hundred students.

At Lyneham Primary School we are welcoming, open and caring. We value our partnerships with the broader community to improve student outcomes. Because we believe in respectful relationships, the social justice principles of equity and fairness underpin our work with all students, staff and families. We encourage our students to seek to understand and value the perspectives of others. Lyneham Primary School strives to promote a culture of high expectations for our students' academic success.

Our school environment encourages curiosity, collaboration, critical and creative thinking. By 2022 our students and teachers will be working together, students and teachers questioning and noticing, and students and teachers displaying a sense of wonder. In 2022 you will see shared beliefs and consistent teaching and learning practices based on current research and data. You will consistently see students given the time to talk, to share and clarify ideas and provide feedback. Students will participate in purposeful and authentic writing and reading opportunities using quality literature.

Students will be engaged in open ended, purposeful and authentic maths opportunities, consistently using a shared language of Maths.

Lyneham will continue to be a place where students love to learn, where there is a strong culture of purposeful and creative learning and where students, staff and families are happy and engaged as a vibrant learning community.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 455 students enrolled at this school.

**Table: Student enrolment\***

Student type	Number of students
Gender - Male	236
Gender - Female	219
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	14
LBOTE**	174

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* To protect personally identifiable information any figures less than six are not reported.

\*\* Language Background Other Than English

### *Student attendance*

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

## Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

## Staff Information

### *Teacher qualifications*

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

### *Workforce composition*

Workforce composition for the current reporting period is provided 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	23.35
Teaching Staff: Full Time Equivalent Temporary	4.74
Non Teaching Staff: Full Time Equivalent	14.07

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). 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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2017. A copy of the Report of Review can be found on our school website.



## School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

## Overall Satisfaction

In this period of reporting, 81% of parents and carers, 98% of staff, and 77% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 42 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	
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	88
Staff get quality feedback on their performance.	69
Student behaviour is well managed at this school.	86
Students at this school can talk to their teachers about their concerns.	98
Students feel safe at this school.	95
Students like being at this school.	98
Students' learning needs are being met at this school.	91
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	95
This school is well maintained.	60
This school looks for ways to improve.	95
This school takes staff opinions seriously.	86
This school works with parents to support students' learning.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 140 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	
I can talk to my child's teachers about my concerns.	87
My child feels safe at this school.	91
My child is making good progress at this school.	81
My child likes being at this school.	91
My child's learning needs are being met at this school.	76
Student behaviour is well managed at this school.	75
Teachers at this school expect my child to do his or her best.	86
Teachers at this school give useful feedback.	76
Teachers at this school motivate my child to learn.	86
Teachers at this school treat students fairly.	82
This school is well maintained.	69
This school looks for ways to improve.	78
This school takes parents' opinions seriously.	65
This school works with me to support my child's learning.	77

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 185 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students\* in agreement with each national opinion item**

National opinion item	
I can talk to my teachers about my concerns.	59
I feel safe at this school.	75
I like being at my school.	78
My school gives me opportunities to do interesting things.	72
My school is well maintained.	59
My school looks for ways to improve.	67
My teachers expect me to do my best.	92
My teachers motivate me to learn.	78
Staff take students' concerns seriously.	71
Student behaviour is well managed at my school.	37
Teachers at my school treat students fairly.	72
Teachers give useful feedback.	75

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

#### *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.

\*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	165610.99	160208.49	325819.48
Voluntary contributions	0.00	0.00	0.00
Contributions & donations	7372.82	22109.65	29482.47
Subject contributions	3700.00	36218.00	39918.00
External income (including community use)	2377.51	1328.53	3706.04
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1207.26	1006.28	2213.54
<b>TOTAL INCOME</b>	<b>180268.58</b>	<b>220870.95</b>	<b>401139.53</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	40788.81	60703.15	101491.96
Cleaning	0.00	0.00	0.00
Security	981.54	667.10	1648.64
Maintenance	13668.89	25649.83	39318.72
Administration	8900.64	439.74	9340.38
Staffing	0.00	0.00	0.00
Communication	2376.57	2474.07	4850.64
Assets	33987.48	1799.08	35786.56
Leases	0.00	0.00	0.00
General office expenditure	14747.05	22680.54	37427.59
Educational	89492.75	23766.54	113259.29
Subject consumables	5900.00	935.21	6835.21
<b>TOTAL EXPENDITURE</b>	<b>210843.73</b>	<b>139115.26</b>	<b>349958.99</b>
<b>OPERATING RESULT</b>	<b>-30575.15</b>	<b>81755.69</b>	<b>51180.54</b>
<b>Actual</b> Accumulated Funds	111340.58	96587.19	96587.19
Outstanding commitments (minus)	-66618.63	0.00	-66618.63
<b>BALANCE</b>	<b>14146.80</b>	<b>178342.88</b>	<b>81149.10</b>

## 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 this reporting period.

## Reserves

Name and Purpose	Amount	Expected Completion
No reserves		

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Tiffany Karlsson,	Mia Swainson,	Karlene Dickens.
<b>Community Representative(s):</b>	Tim Courtney.		
<b>Teacher Representative(s):</b>	Olivia Neilson,	Gerard Clementine.	
<b>Board Chair:</b>	Tiffany Karlsson, Mia Swainson until March 2021		
<b>Principal:</b>	Annamaria Zuffo		

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

2020 Board Chair Signature: Tiffany Karlsson

Date: 29/ 06/ 2021

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Annamaria Zuffo

Date: 25 / 06 / 2021