



Lyneham Primary School

Annual School Board Report 2022



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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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Reporting to the community

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

During 2022, the School Board engaged with the school review process to consider self assessments and external feedback and supported the school to develop a new five year plan. Community consultation which included families, staff and students led to the creation of a new school vision statement, *A collaborative community that inspires lifelong learning, integrity and wellbeing for each individual.*

The focus of the School Board's strategic work involved changes to school structures to enable learning. This included a decision to move to straight grade classes to create small teaching teams and adjusting the timetable to ensure consistent routines. The implementation of Positive Behaviour for Learning is building consistent expectations for students. Quality Teaching rounds were implemented as core professional learning to support consistent teaching practices across the school.

Curriculum delivery was the next focus area and the School Board supported the school's work with mapping curriculum to ensure a strong knowledge base in each year and reduce variance in learning experiences. The School Board was supportive of the school strengthening whole school practices in all learning areas.

The School Board continued in advocacy for the consideration of the physical facilities of the school. During the year, the creation of a master plan was approved and the school is working to secure a designer. Physical upgrades to boys toilets, learning spaces for the disability education program and five senior classrooms were made.

School Context

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

The school building is 64 years old and the school is working to upgrade internal and external learning spaces to create a contemporary learning environment for the high quality teaching practices that are a feature of the learning program.

The school currently has 523 students enrolled from Preschool to Year 6. We continue to welcome new students to all year levels throughout the year. All staff at Lyneham work in partnership with families to achieve academic and wellbeing outcomes at the highest level for each individual.

Each year level has three classes who collaborate across the learning program. 49% of students come from a language background other than English. 1% of students identify as Aboriginal or Torres Strait Islander. A full time EAL/D teacher supports language learning for many students. 21 students access the Inclusion Support Program and the school is implementing a disability education program from 2023.

Student Information

Student enrolment

In this reporting period there were a total of 480 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	247
Gender - Female	233
Aboriginal and Torres Strait Islander	9
LBOTE*	212
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
1	88.0
2	87.0
3	87.0
4	85.0
5	90.0
6	86.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

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, 153 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	27.86
Teaching Staff: Full Time Equivalent Temporary	0.60
Non Teaching Staff: Full Time Equivalent	10.45

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 2022. 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, 77.4% of parents and carers, 93.8% of staff, and 78.0% 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.

A total of 32 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.	88
Teachers give useful feedback	77
Teachers at this school treat students fairly.	94
This school is well maintained.	22
Students feel safe at this school.	78
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	56
Students like being at this school.	97
This school looks for ways to improve.	97
This school takes staff opinions seriously.	88

Teachers at this school motivate students to learn.	88
Students' learning needs are being met at this school.	59
This school works with parents to support students' learning.	88
Staff get quality feedback on their performance	42
Staff are well supported at this school.	78

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 84 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.	76
Teachers give useful feedback	75
Teachers at this school treat students fairly.	85
This school is well maintained.	59
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	71
My child likes being at this school.	87
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	67
Teachers at this school motivate my child to learn.	83
My child is making good progress at this school.	76
My child's learning needs are being met at this school.	70
This school works with me to support my child's learning.	66

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 191 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	
My teachers expect me to do my best.	85
Teachers give useful feedback	66
Teachers at my school treat students fairly.	70
My school is well maintained.	58
I feel safe at this school	71
I can talk to my teachers about my concerns.	58
Student behaviour is well managed at my school.	50

I like being at my school.	70
My school looks for ways to improve.	72
Staff takes students' concerns seriously	61
My teachers motivate me to learn.	76
My school gives me opportunities to do interesting things.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

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.

Table: Lyneham Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	65	127	41	58
ACT	65	122	40	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

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 this reporting period, 2.74 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	464	450	542	522

Writing	414	427	501	492
Spelling	437	420	518	510
Grammar & Punctuation	452	439	509	503
Numeracy	410	409	501	496

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-December
Directorate Funding	428837.55
Contributions and Donations	54379.25
Subject Contributions	8270.00
Hire of Facilities	14278.15
External Revenue	1090.91
Sale of Assets	0.00
Interest Received	8526.12
Other School Revenue	30767.14
TOTAL INCOME	546149.12
EXPENDITURE	
Utilities and General Overheads	101239.34
Security and Caretaking	2272.86
Maintenance	55001.20
Administration	24071.83
Staffing Expenditure	56752.00
Communication	4755.45
Assets & Leases	29373.35
General Expenses	41381.71
Educational Resources	62264.61
Subject Consumables	0.00
Directorate Funded Payments	14881.45
Other Payments	34451.52
TOTAL EXPENDITURE	426445.32

OPERATING RESULT	119703.80
Accumulated Funds	269198.60
BALANCE	388902.40

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
In 2022 the school did not have Reserves. In the Budgeting process for 2023, a Reserve was set up from accumulated funds to be used in the years 2024-2026. The purpose of the Reserve is to fund larger projects related to maintenance of the school.	\$150,000 was set aside as a Reserve at the end of 2022.	2026

Endorsement Page

Members of the School Board

Parent Representative(s): Mia Swainson Karlene Dickens

Community Representative(s):

Teacher Representative(s): Kerrie-Anne Grant, Tanya Fitzgerald

Board Chair: Tiffany Karlsson

Principal: Merryn O'Dea

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

2022 Board Chair Signature: Tiffany Karlsson

Date: 01/04/2023

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: Merryn O'Dea

Date: 01/04/2023