

**2015 Annual Report to
the School Community**

Lilydale West Primary School

School Number: 5057



**Lilydale West
Primary School:
*Love of Learning,
Learning for Life***

Name of School Principal:

Anne Broadribb

Name of School Council President:

Matthew Ivan

Date of Endorsement: 13/04/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Lilydale West Primary School is situated in the outer-eastern suburb of Lilydale. In 2015, the school has 28.3 equivalent full-time staff: 1 principal, 1 assistant principal, 23.6 teachers and 4.7 education support staff and has 370 students in 16 classes. Specialist teaching areas are Visual Arts, Performing Arts, Physical Education, Sport, Indonesian and Literacy support.

Lilydale West continues to promote environmentally sustainable and healthy lifestyle practices. We endeavor to provide the best facilities possible. Our school has recently been painted and up-dated and locally-raised funds are being used to provide a wide range of ICT equipment for learning and teaching and to further develop our already expansive play spaces.

Our school's philosophy is based on the belief that children learn and grow in self-confidence and esteem as a result of positive attention to their individual learning needs. Lilydale West Primary School consistently works to develop the best possible environment in which children, parents and teachers can work together in a learning partnership. Our school values underpin our teaching and learning programs and are evident in classrooms, playground and in our school community. The school is committed to the development of strong Professional Learning Teams and the building of teacher capacity within a supportive environment.

Our teachers are dedicated and caring and have a focus on continuous improvement to benefit each child's learning. Our students are supported and encouraged to develop to their fullest potential with a strong focus on differentiation and provision for individual differences.

A continuing, strong focus has been on the development of students' numeracy and literacy skills with increased opportunities for parents to participate in student learning experiences in a range of ways to enhance opportunities for all.

Achievement

The development and use of collaborative planning documents through google docs and google apps for education has allowed teachers to work productively in teams and to support all students with a differentiated program. We have consistently achieved excellent student learning outcomes with results matching those achieved by similar schools. Year 3 and 5 NAPLAN 4-year average results are above the state median in both Reading and Numeracy. Data is collected from a range of assessments to inform teaching practice in every classroom. AusVELS teacher judgements indicate 30% of students F-6 are working above the expected level in Mathematics.

Professional learning is provided for all teaching staff to further develop teaching strategies which support improved learning outcomes for all students. 4 staff were involved in a project creating a High Performance Learning Community through Bastow. Students with additional needs are supported with a number of programs including Reading Recovery and MultiLit. Individual Learning Plans are written and implemented for students working 12 months above or below expected. A mathematics extension program is offered in Yr 5 and 6 and "Wiseones" program is run for eligible students in Yrs 1-6.

Engagement

Students at Lilydale West PS are highly engaged in their learning and have enjoyed the variety of learning offered at our school. Inquiry units valuing student voice and choice are developed each term and class programs are differentiated to meet student needs. Students become engaged through setting their own learning goals. Teachers worked with the students in 2015 to develop the students' ability to select relevant and challenging goals in different areas of the curriculum.

The school's ICT network continues to be improved, with updated Notebooks provided, sets of iPads purchased and infrastructure upgraded. Cybersafety continues to be a focus throughout the eSmart program. Year 6 Graduation was a highlight; we congratulated and acknowledged our students' academic and social excellence. Students, especially in Year 6, have many opportunities to develop leadership skills. Students from Lilydale West move to a range of secondary settings.

Feedback informs us that our students are well prepared, having the required skills for success and good work ethics. Close links exist with local kindergartens. A highly effective Transition Program is provided for incoming Foundation students, including information sessions for parents and opportunities for the students to become familiar with the school. A BBQ lunch with each child's Year 5 buddy at the end of the year is a highlight of the transition program. Parent responses overwhelmingly indicate our transition program prepares everyone for the exciting beginning of school life.

We ensure that all students transferring to Lilydale West from other schools are provided with a smooth transition and parents are encouraged to contact their teacher to ensure their child has settled in well. We also have highly effective transition programs to support students as they move into, through and exit the school. Strategies to increase student attendance and school arrival time continue to be a focus. Attendance rates indicate the average number of days absent are similar to the state median.

Wellbeing

The wellbeing of all of our students is of the highest priority. Teachers develop nurturing and caring relationships with students and much thought is given to the grouping of students within the school. Through the 'You Can Do It' program and restorative justice practices, students are supported in the development of social and emotional competence. Our Chaplaincy program continues to provide invaluable support to both our students and their families. The Buddy program is used to develop student connectedness.

Preps have a Year 5 Buddy and meet with each other regularly for fun and meaningful activities, starting during the previous year's transition program. Ensuring that each year level presents new challenges and presents a range of special activities is a focus. A range of programs are provided to enhance and support student wellbeing: Many opportunities are provided for a range of sporting and performing arts activities. Student leadership is highly valued and all students in Years 6 have a range of leadership opportunities, providing positive role models within the school and opportunities for student leadership growth.

The Junior School Council, with cross school representation, is an active group who provide opportunities for student feedback and support a range of student related charities. Students are encouraged to take personal responsibility for their own learning and behaviour. Making "good choices" underlies our proactive approach to developing appropriate social and co-operative learning skills. There is a strong expectation of personal behaviour which reflects our school values. Mutual respect is paramount across our school.

Productivity

Lilydale West PS has effectively utilized school resources to provide a high quality curriculum within a well-maintained and engaging learning environment. In 2015 the students were organized into 16 classrooms and were given weekly access to a full specialist program of Visual Arts, Performing Arts, Physical Education and Indonesian. Weekly visits to our well-appointed Library were also a feature. A number of student support programs were provided.

The school participated in Wakakirri performance and gained first place. This success builds further on our goal of improving student's self-esteem and showcases the school's talents. The continuing expansion of our ICT program has been a feature with students accessing laptops, netbooks, desktops and ipads regularly within their daily learning. We continue to prioritise Student Wellbeing within the curriculum and after a successful grant application, our Chaplain has been reappointed for 2015- 2016. Teachers have participated in a range of Professional Learning with a particular focus on Mathematics strategies as well as regular in-house professional development to further consolidate "best practice" and improve student learning outcomes. Our school is in a strong financial position. We have a surplus of funds and a sustainable plan for the future which will enable us to continue to provide an excellent education for all students.

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

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 371 students were enrolled at this school in 2015, 203 female and 168 male. There were 3% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

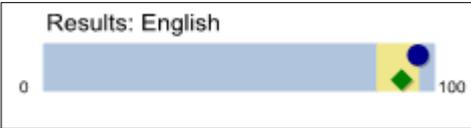
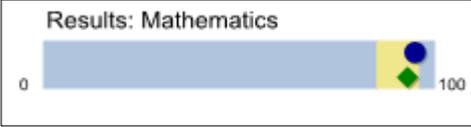
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



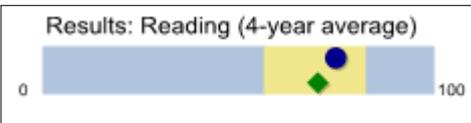
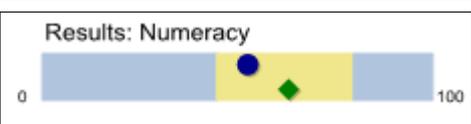
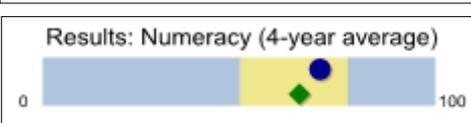
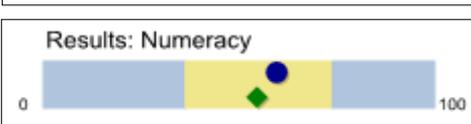
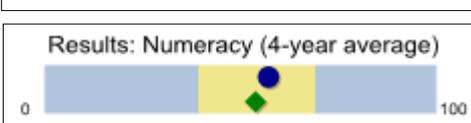
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

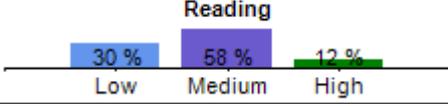
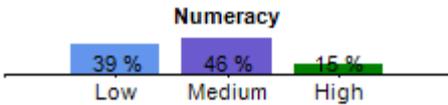
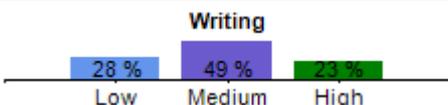
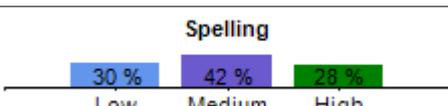
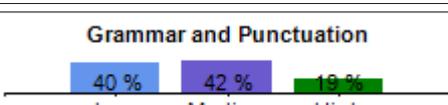
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div style="text-align: center;"> <p>Reading</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Numeracy</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Writing</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Spelling</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Grammar and Punctuation</p>  <p>Low Medium High</p> </div>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement

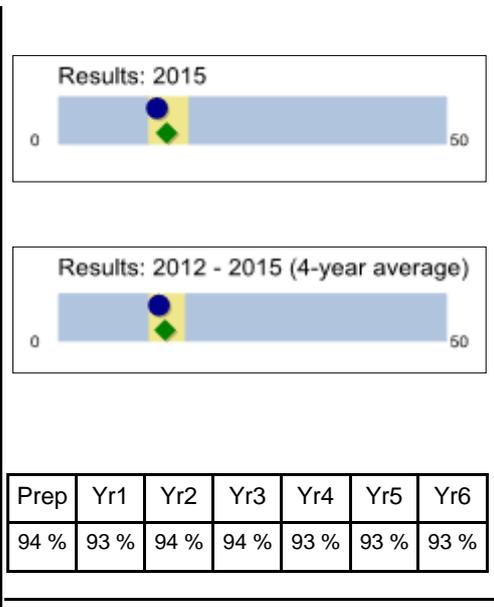
Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

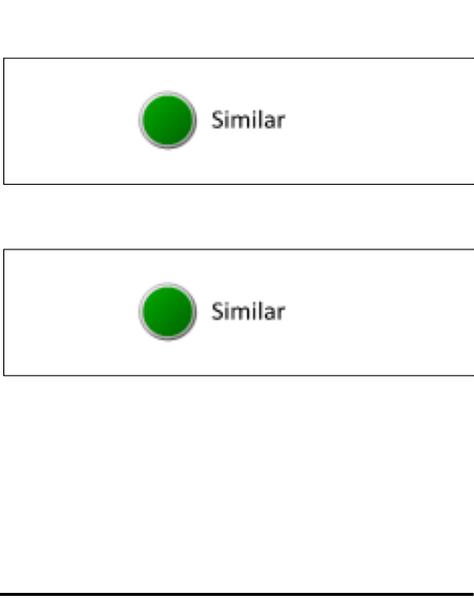
Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Student Outcomes

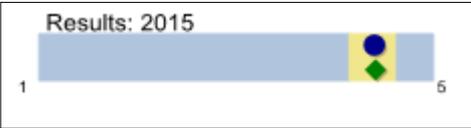
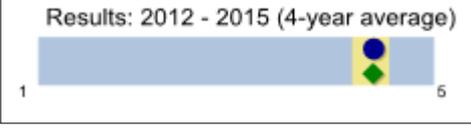
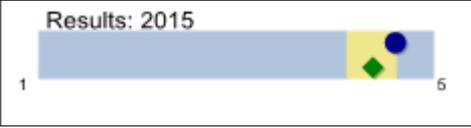
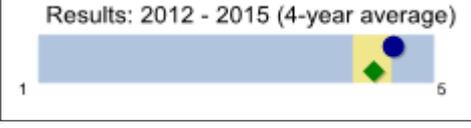


School Comparison



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	 Similar
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	 Similar  Similar

How to read the Performance Summary

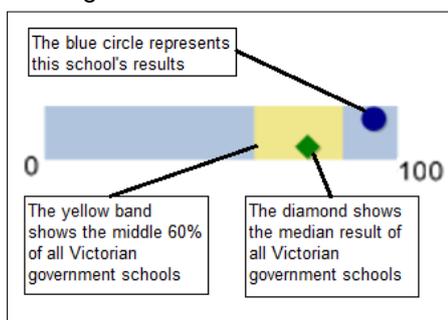
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

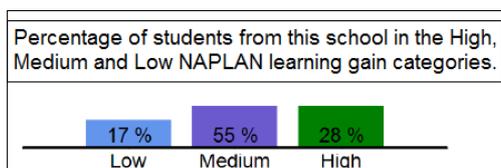
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



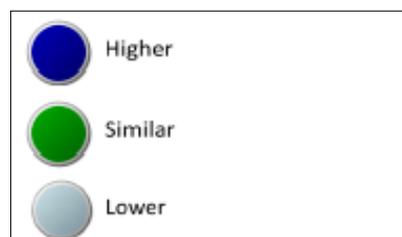
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

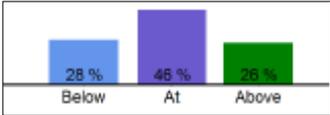
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a



summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,421,042	High Yield Investment Account	\$124,922
Government Provided DET Grants	\$274,258	Official Account	\$29,432
Government Grants Commonwealth	\$55,683	Other Accounts	\$114,040
Revenue Other	\$13,514	Total Funds Available	\$268,395
Locally Raised Funds	\$332,778		
Total Operating Revenue	\$3,097,274		
Expenditure		Financial Commitments	
Student Resource Package	\$2,262,616	Operating Reserve	\$126,297
Books & Publications	\$13,072	Asset/Equipment Replacement < 12 months	\$24,000
Communication Costs	\$6,930	Capital - Buildings/Grounds incl SMS<12 months	\$45,379
Consumables	\$62,177	Maintenance - Buildings/Grounds incl SMS<12 months	\$16,974
Miscellaneous Expense	\$143,468	Revenue Received in Advance	\$51,745
Professional Development	\$14,513	School/Network/Cluster Coordination	\$4,000
Property and Equipment Services	\$300,860	Total Financial Commitments	\$268,395
Salaries & Allowances	\$239,328		
Trading & Fundraising	\$87,381		
Utilities	\$40,496		
Total Operating Expenditure	\$3,170,841		
Net Operating Surplus/-Deficit	(\$73,567)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

In 2015 our initial painting update program completed, which accounted for a large portion of the allocated funds.