

2017 Annual Report to the School Community



School Name: Lismore Primary School

School Number: 1293



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 20 April 2018 at 05:12 PM by Jessica Kattwinkel (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2018 at 09:50 PM by Lyall Bond (School Council President)

About Our School

School Context

Lismore Primary School – ‘Our Best Always’

Lismore Primary School’s core purpose is to develop each individual student to become confident, capable and creative lifelong learners in a constantly changing global society. We focus on the individual needs and student centred learning approaches that embrace 21st century learning.

Lismore Primary School serves a rural community in the Western Plains district. Our school is situated in a central position to major areas, and is 80 kilometres from Ballarat, 100 kilometres from Geelong and 100 kilometres from Warrnambool.

The school is set in spacious, attractive and well-maintained grounds which contain an oval, netball/basketball/tennis courts and two adventure playgrounds. The school building has five classrooms plus a library and a separate art/general purpose room.

At Lismore Primary School we have a strong focus on the following values-

Excellence – We set high goals and strive for personal best.

Respect- We show care, trust, concern and tolerance for ourselves, others and the environment.

Responsibility- We accept a personal responsibility for our words and actions.

Persistence- We maintain our expectations at all times in all things.

At Lismore P.S. parents are valued as partners in the education of their child/children. The school considers that parents and the school are a team working to achieve a common goal. We appreciate the involvement of parents in the life of the school and acknowledge the support our active parent group has had in helping to create a positive learning environment.

In 2017, Lismore Primary School provided differentiated, strategically structured teaching and learning programs including a focus on the Big 6 in Reading, VCOP and Big Write in Writing and a hands on approach to the teaching of Mathematics. The core curriculum was enhanced by visiting specialists who taught LOTE (Japanese), Library, Physical Education and Visual Arts. We communicated regularly throughout the year with a Sister School in Japan- Hokuzan Elementary & Junior High School via video conferencing. Video conferencing is used frequently to allow our students to access programs and communicate locally, nationally and internationally providing enhanced learning opportunities.

Lismore Primary School has well developed links with neighbouring schools particularly in the area of extra-curricular activities including swimming, athletics, winter and summer sports.

In 2017, our enrolment was 33 students with a total of 2.8 FTE teaching staff including the principal and a Business Manager (FTE 0.39).

Framework for Improving Student Outcomes (FISO)

In 2017 with a focus on Building Practice Excellence, Lismore Primary School researched and agreed upon an instructional model that set agreed standards and expectations for teaching and learning. Teacher capacity was built through the introduction of peer observations across the school with follow up feedback giving sessions scheduled into professional learning team meetings. An agreed protocol for providing feedback was established.

In 2017 with a focus on Curriculum Planning and Assessment, Lismore Primary School began to develop and document a Guaranteed and Viable Curriculum. A writing scope and sequence document was created aligned with Victorian Curriculum content descriptors for each year level. It outlines the genres to be taught throughout the year as well as important skills such as handwriting, editing, spelling and punctuation. The Lismore Primary School Assessment Schedule was reviewed and updated. Staff met in PLC’s weekly to collaboratively plan, analyse data and reflect on teaching practices to ensure a differentiated teaching and learning program. In PLC’s we began to research strategies to promote and enhance the learning that is occurring in the school.

Achievement



In 2017, teacher judgement data indicates that all students in the school were working at or above expected level for Mathematics and over 96% of students were working at or above expected level for English.

Lismore Primary School had 100% of students in the top three bands of testing in NAPLAN at year 3 for both reading and numeracy which is well above the state and national mean. Naplan results for year 5 showed 67% of students in the top two bands for reading and 33% of students in the top two bands for numeracy which is above the results for primary schools with similar characteristics.

In writing, our Naplan results for 2017 indicate 40% of year 3 students in the top two bands which again is above the results for like schools however below the state mean. In year 5 we had no students achieving in the top two bands for writing compared to 3% for like schools. With a continued focus on VCOP and Big Write we expect results in these areas to improve over the coming years.

Engagement

Student Attendance data for 2017 shows 24% of our students had 20 or more absence days which is slightly higher than that of similar schools. Lismore PS encourages parents to schedule their family holidays during school holidays however, due to seasonal conditions in the farming sector this is not always possible for some of families. Teachers provide student learning plans for students who are absent for extended periods of time to complete while out of school. All parents and guardians are expected to notify the school when their child/ren are absent for any reason.

Lismore Primary School offered a breakfast program two days each week throughout 2017. Research supports that a well-nourished child who starts the day with breakfast is more likely to be at school, a better learner, and willing to participate in the classroom.

In 2017, students in years 3-6 participated in Junior School Council with an executive committee elected at the beginning of the year to strengthen student voice within the school community. Representatives from Foundation, One and Two were invited to attend regular meetings also.

Students in years 5/6 were given the opportunity to attend young leaders' days in Melbourne or Ballarat to encourage and promote student leadership.

Wellbeing

Our Attitudes to School Survey data indicated that 64% of students felt connected to the school which was lower than like schools. Management of Bullying was also lower than like schools. Parent Opinion Data was lower than the state mean.

Research on the positive education philosophy started in 2017. Staff looked at a range of evidence based programs that would fit our school setting. A program called 'Growing with Gratitude' was selected and will be implemented in 2018 aimed to help children learn the basic life skills needed to develop their sense of wellbeing and increase their positive emotions. The program incorporates a wide range of positive psychology best practice, and aligns to elements of Dr Martin Seligman's PERMA theory, which has already been adopted by many schools.

In 2018, clear and consistent behaviour management strategies will be implemented and broader communication channels between school and home established.

Lismore PS continued to deliver a positive transition program from kindergarten to school with kinder children completing a range of informal and formal visits to our school throughout the year.

Our 3-6 students travelled to Derrinallum College in the second half of the year to participate in cooking classes run by the VCAL students, further supporting the transition program from primary to secondary school.

Lismore has developed strong links with South West Health Care.

For more detailed information regarding our school please visit our website at
www.lismoreps.vic.edu.au





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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile

Enrolment Profile

A total of 33 students were enrolled at this school in 2017, 13 female and 20 male.

0 percent were EAL (English as an Additional Language) students and 9 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none">• English• Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average) 	Higher Higher Higher Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average) 	No Data Available Similar No Data Available Similar



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison																
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison</p> <p>A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1"> <thead> <tr> <th>Year Level</th><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr> </thead> <tbody> <tr> <td>Avg %</td><td>93 %</td><td>90 %</td><td>98 %</td><td>94 %</td><td>94 %</td><td>95 %</td><td>88 %</td></tr> </tbody> </table>	Year Level	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Avg %	93 %	90 %	98 %	94 %	94 %	95 %	88 %	Similar Similar
Year Level	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6											
Avg %	93 %	90 %	98 %	94 %	94 %	95 %	88 %											

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower



How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

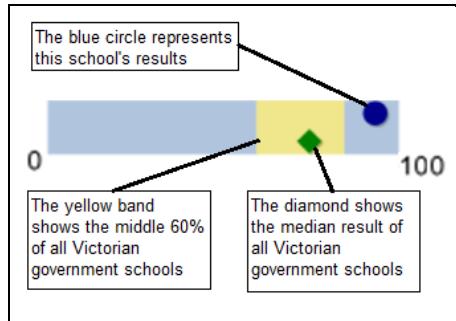
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

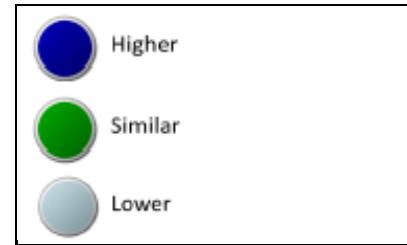


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

In 2017, we ended the year with a surplus due to careful management of existing resources. We received a shire grant for \$500 for investment in nature play and to encourage active, healthy children. We received a grant of just over \$600 from the Arts Centre in Melbourne to view a live performance and enhance our Performing Arts curriculum. We had an active PFA that completed multiple fundraising events including a successful trivia night, multiple BBQs, footy tipping. Funds from these events are being targeted towards Artroom upgrades to further support our breakfast club program, art lessons and to ensure aesthetically pleasing facilities for our students to learn in.

School Council oversees the School's financial position and monthly meetings track the school's financial position in order to achieve the educational outcomes outlined in the School Strategic Plan and AIP.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$380,997	High Yield Investment Account	\$66,334
Government Provided DET Grants	\$69,515	Official Account	\$11,786
Government Grants Commonwealth	\$7,500	Total Funds Available	\$78,119
Government Grants State	\$500		
Revenue Other	\$16,182		
Locally Raised Funds	\$27,339		
Total Operating Revenue	\$502,033		
Equity¹			
Equity (Social Disadvantage)	\$6,586		
Transition Funding	\$9		
Equity Total	\$6,596		
Expenditure		Financial Commitments	
Student Resource Package ²	\$340,445	Operating Reserve	\$16,965
Books & Publications	\$154	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Communication Costs	\$2,308	School Based Programs	\$32,225
Consumables	\$11,449	Other recurrent expenditure	\$3,429
Miscellaneous Expense ³	\$36,026	Asset/Equipment Replacement > 12 months	\$15,500
Professional Development	\$2,088	Total Financial Commitments	\$78,119
Property and Equipment Services	\$53,757		
Salaries & Allowances ⁴	\$11,957		
Trading & Fundraising	\$4,650		
Travel & Subsistence	\$3,010		
Utilities	\$6,288		
Total Operating Expenditure	\$472,133		
Net Operating Surplus/-Deficit	\$29,900		
Asset Acquisitions	\$0		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.