2018 Annual Report to The School Community

School Name: Lismore Primary School (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 Registration 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 2018 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 12 April 2019 at 01:25 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 Registration 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 2018 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 29 April 2019 at 09:39 PM by Lyall BOND (School Council President)

About Our School

School context

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 our 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 centered learning approaches that embrace 21st century learning.

Our four values are:
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.
Excellence – We set high goals and strive for personal best.

Lismore Primary School believes in the education of the whole child so that all children have the opportunity to become responsible individuals. We have a strong focus on the Health & Wellbeing of all students and have established a dedicated space for students to engage in mindfulness activities. Our 'Growing with Gratitude' program aims to help teachers, students and families easily develop the habits of gratitude, kindness and mindfulness that have been identified as the stepping stones to greater happiness and success. Our community values a secure and happy learning environment which nurtures pride and develops positive attitudes.

Our school logo is "Our Best Always". In order to deliver Our Best Always, our school believes:

That every child at Lismore Primary School can achieve success.
That everyone in our school community is important and is valued.
That teachers and students are lifelong learners.
That learning is active, meaningful and must be relevant to each student.
That every child at Lismore Primary School is encouraged to be engaged in high quality education.

in 2018, Lismore PS had an enrolment of 24 students with a total of 2.6 FTE teaching staff including the principal, a Business Manager (FTE 0.39) and education support of (FTE 0.46). Lismore Primary school is committed to ensuring all students reach their full potential in a caring and professional environment. Specialist classes are provided in The Arts, Japanese Language, PE and Library. Our school has traditional links with neighbouring schools especially in the area of extra-curricular activities and has established regular links with a Sister School in Japan Hokuzan Elementary & Junior High School via video conferencing.

We are committed to continuous improvement and to achieving our purpose of 'preparing students to thrive in a changing world by developing their social, emotional and academic capabilities and skills'. We are determined to achieve this purpose by implementing high quality teaching and learning practices where our teaching philosophy revolves around the student.

Framework for Improving Student Outcomes (FISO)

During 2018, Lismore Primary School had a focus on the FISO improvement initiative of Building Practice Excellence.

A key improvement strategy was to develop and implement an agreed instructional model consistently across the whole school. Throughout 2018, staff collaboratively developed and reviewed the 'triple diamond reading instructional model' which identified the HITS strategies that should be used throughout the lesson to ensure improved student outcomes. This formed a major piece of shared work using information from the Leading Literacy Course, PLC initiative and evidence based professional readings and compliments our overall agreed instructional model - the explicit teaching model. Incorporating an agreed approach to the teaching of literacy ensured greater consistency in teaching and learning. The triangulation of data ensured teachers had a clear understanding of student abilities which ultimately led to students achieving 12 months learning growth for 12 months of schooling.

Another key improvement strategy was to embed the professional learning community framework. Staff embraced changes to our meeting structure and were able to identify and see the benefits of Professional Learning Communities through participation in the PLC initiative. This provided a common language and a clear and intentional focus on FISO and improving student outcomes.
Professional Learning built the capacity of teachers to plan and implement teaching strategies that ensure a focus on continual improvement in student outcomes. Professional learning relating to our priority areas formed a major part of our work in 2018, leading to some pleasing academic results.

Achievement

Lismore Primary School maintains a strong focus on improved literacy and numeracy outcomes for all students. Our NAPLAN results in 2018 were extremely pleasing with 100% of year 3 students achieving in the top 2 bands of reading and numeracy. Our performance summary also shows our 4 year average in NAPLAN year 3 results in reading and numeracy is significantly higher than all Victorian government schools.
Likewise, we had 100% of year 5 students achieving in the top 2 bands of reading and numeracy NAPLAN results. Our four year average in NAPLAN Year 5 Reading is at the top end of the middle 60% of all Victorian Government schools while our 4 year average in NAPLAN year 5 numeracy results are higher than that of all Victorian government schools.
Our NAPLAN writing data in 2018 indicates 33% of year 3 students in the top 2 bands compared to 41% for similar schools. We had no year 5 students achieve in the top 2 bands for NAPLAN writing however 100% of year 5 students achieve in the top 2 bands for Spelling. As a school we will continue to focus on improving the writing capabilities of our students with the introduction of individual writing goals across the school in 2019.

Overall, the school is very proud of its academic achievement. Building teacher capacity through the PLC structure, peer observation and feedback as well as the implementation of agreed instructional models is improving teacher practice and influencing the learning outcomes for all students.

Engagement

Student Attendance data for 2018 shows 18% of our students had 20 or more absence days compared to 25% of students in similar school. This is less than last year, indicating that the strategies we have employed including same day contact and regular newsletter inserts is having a positive impact.
Junior School Council operated throughout 2018 with all year 3-6 students participating and representatives from foundation, year 1 and 2 invited to attend. JSC initiated kids club twice a week in the second half of the year where students were involved in drawing and pulling things apart.
Lismore Primary School began to implement the Respectful Relationships curriculum in 2018, to promote and model respect, positive attitudes and behaviours and to teach our children how to build healthy relationships, resilience and confidence. This was done through role plays and hands on activities. This will continue in 2019 alongside our Growing with Gratitude program.

Wellbeing

Student wellbeing has a major focus in our school. Throughout 2018 we implemented the following initiatives and actions to ensure a focus on developing happy, healthy and resilient kids.

* 'Growing with Gratitude' was implemented which incorporates a wide range of positive psychology best practice, and aligns to elements of Dr Martin Seligman's PERMA theory. This program has explicit lessons and a happiness wheel which focuses on students developing habits of gratitude, empathy, kindness, positive reflection, mindfulness, optimism and service. Teachers implemented fortnightly lessons within the classroom and noticed an increased awareness in students ability to recognise empathy, gratitude and kindness. Each day also began with a mindfulness activity to ensure students were ready to learn.

* Lismore Primary School was also involved in the Peaceful Power 4 Kids program during 2018 which included a whole day workshop with students as well as a Parent Information session. This program provided useful strategies for students to use in order to flip their thinking to the positive. These strategies will continue to be used throughout 2019 and beyond and fit nicely with our Growing with Gratitude program.

* Implementation of the SeeSaw application to engage our families in their children's learning. This was received positively with over 80% of our families connecting.

* Delivery of 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. We also completed activities with Derrinallum College including multi-cultural day, further supporting the transition program from primary to secondary school.

* A strong link with South West Health Care was maintained with students visiting the health centre to engage with the elderly day care group. Older students and families were also invited to attend a Puberty Clues session. Our school is also part of the Achievement Program, supported by South West Health Care.

* Revision and development of policies including a new inclusion and diversity policy.

* Maintaining first aid requirements.

Financial performance and position

In 2018 we ended the year with a surplus, although some of this surplus carried forward from the previous year was utilised to maintain current teaching staff and classes.

In 2018 we were fortunate to receive grants from the local shire and land protection group that enabled us to engage in extra curricular activities including a detailed look at ecosystems, building bug hotels and an excursion to the Otway Fly. We were also able to improve the nature play opportunities for our students with the purchase of two outdoor kitchens as part of this money.

Additionally, we received a grant from the Arts Centre in Melbourne to view a live performance and engage in an interactive workshop to enhance our Performing Arts Curriculum.

Our Parents & Friends and School Council ran some very successful fund raising activities throughout 2018. This money funded various school projects and equipment including some upgrades to our Art room and new decodable books for our junior classes.

Equity funding enabled the provision of targeted professional learning to build teacher capacity to provide quality teaching and learning programs to increase student engagement and learning outcomes.

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.

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 24 students were enrolled at this school in 2018, 11 female and 13 male.

0 percent were EAL (English as an Additional Language) students and ND 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.

| low | low-mid | mid | high |

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).

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

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▭ 100 Results: Mathematics 0 ▭ 100	● Similar ● 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)	No Data Available Higher No Data Available 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 Higher
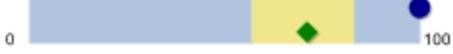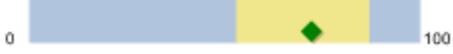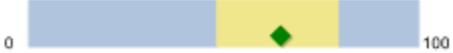
Performance Summary

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 Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
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 **School Comparison** 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. Average 2018 attendance rate by year level:	Results: 2018 0 ————————————— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ————————————— 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
96 %	92 %	93 %	91 %	98 %	90 %	NA

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 Results: 2017 - 2018 (2-year average)	No Data Available Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 Results: 2017 - 2018 (2-year average)	No Data Available Lower
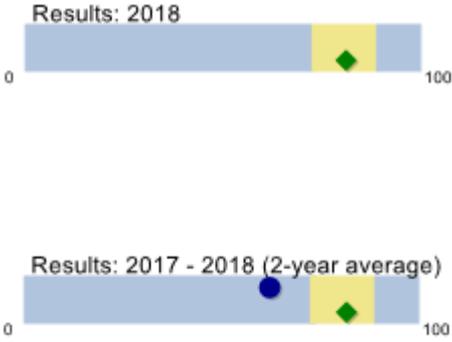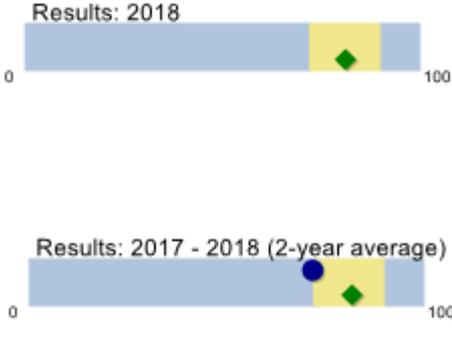
Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$350,419
Government Provided DET Grants	$91,879
Government Grants Commonwealth	$4,170
Revenue Other	$8,452
Locally Raised Funds	$28,408
Total Operating Revenue	**$483,328**

Equity[1]	
Equity (Social Disadvantage)	$11,007
Transition Funding	$5
Equity Total	**$11,012**

Expenditure	
Student Resource Package[2]	$328,128
Books & Publications	$211
Communication Costs	$2,226
Consumables	$10,992
Miscellaneous Expense[3]	$19,717
Professional Development	$1,578
Property and Equipment Services	$49,764
Salaries & Allowances[4]	$26,870
Trading & Fundraising	$4,622
Travel & Subsistence	$2,380
Utilities	$5,243

Total Operating Expenditure	**$451,730**
Net Operating Surplus/-Deficit	**$31,598**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$72,635
Official Account	$12,714
Total Funds Available	**$85,349**

Financial Commitments	
Operating Reserve	$17,451
School Based Programs	$13,270
Funds for Committees/Shared Arrangements	$32,300
Maintenance - Buildings/Grounds < 12 months	$15,250
Total Financial Commitments	**$78,271**

(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 15 March 2019 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.

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).
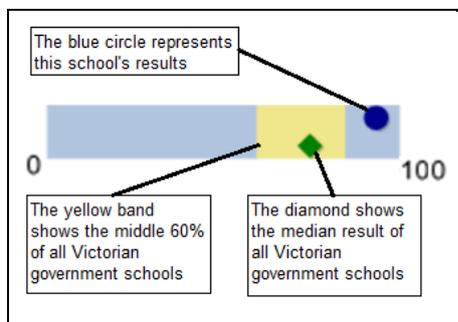
What does *School Comparison* refer to?

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.
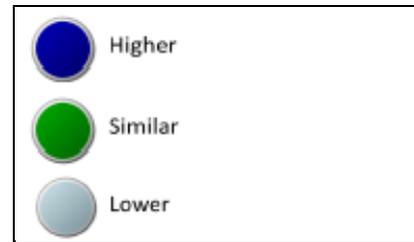
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* 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').