

# 2019 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](http://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 2019 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 08 April 2020 at 02:57 PM by Jessica Kattwinkel (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 05 May 2020 at 02:59 PM by Tania Leech (School Council President)

## About Our School

### School context

Lismore Primary School is a co-educational primary school located in Lismore, Victoria approximately 80 kilometres from Ballarat, 100 kilometres from Geelong and 100 kilometres from Warrnambool.

At Lismore Primary School our mission is to develop each individual student to become confident, capable and creative lifelong learners. We are committed to student centred learning in an ever changing global society.

Our four school 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.

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 2019, Lismore PS had an enrolment of 21 students with a total of 2.3 FTE teaching staff including the principal, a Business Manager (FTE 0.39) and education support of (FTE 0.6). 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 utilising the schools Webex. All teaching and learning programs are enhanced by 1-1 iPads and a determined effort to use digital teaching and learning for collaboration and redefinition of tasks. Sharing learning and communication with families is enhanced using Seesaw and regular communication to parents and families about our learning focus and individual student achievements.

In 2019 we enhanced our approach to Student Wellbeing with the continuation of the Respectful Relationships Curriculum and a weekly focus in this area. Staff also attended professional learning on the Positive Education Curriculum facilitated by the Geelong Grammar School.

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)

In 2019, the school's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building practice excellence and Empowering students and building school pride. This included:

- \* Building teacher capacity to implement an instructional model and evaluate the impact of their teaching practice
- \* Building a culture of continuous improvement based on high quality feedback
- \* Building a stimulating learning environment that engages and challenges students in their learning.

To support implementation of these KIS, attention, commitment and focus was given to improving student learning objectives. PLCs enabled staff to monitor their individual practice against the school instructional model and to provide feedback and support to reflect and improve practice. Professional readings were used to support evidence based

practices and the school also purchased a SWIVL camera to allow staff the opportunity to reflect on practice and develop a heightened sense of what is happening in our classrooms for individual students, groups of students and the whole class. In addition, we developed a strong connection to Koroit & District P.S as the PLC link school which supported our work in PLC's and limited our professional isolation.

We also invested in professional learning with Russell Quaglia and allocated time to the development of what student voice and agency is and its impact on student learning. Having access to relevant resources was instrumental in supporting staff to develop the knowledge and understanding of student voice. Our work in this area was further supported by involvement in a Community of Practice at network level on Student Voice.

We used quality data and evidence in the monitoring of implementation plans and strategies. During PLC's we looked at data using Accelerus data tracking as well as other summative and formative assessments. Through this analysis we reviewed and revised our instructional model to ensure the needs of students were being met.

## Achievement

Lismore Primary School maintains a strong focus on improved literacy and numeracy outcomes for all students. Our NAPLAN results in 2019 were once again pleasing with 100% of year 3 students achieving in the top 3 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 similar school comparisons. Our NAPLAN writing data in 2019 indicates 75% of year 3 students in the top 2 bands compared to 51% for similar schools which is a big improvement from 2018. We also had 75% of year 3 students achieve in the top 2 bands for grammar and punctuation.

There is no available data on our Performance Summary for year 5 2019 NAPLAN due to the very small cohort however our 4 year average for year 5 NAPLAN data in reading and numeracy is above the median for all Victorian government schools.

The School Performance Summary data indicated that Teacher Judgement of student achievement in English and Mathematics was similar to the median of all Victorian schools but below that of the similar school comparison.

The school had a key improvement strategy that focused on empowering students and building school pride. Teachers focused their planning to ensure there were increased opportunities for students to have authentic voice and agency in their learning. The school achieved positive percentage endorsement outcomes in the Attitude to School Survey in the area of student voice and agency (64%), sense of inclusion (93%) and sense of connectedness (80%) – all increasing from 2018.

In 2020, we plan to continue our focus on the KIS of building teacher capacity to implement an instructional model and evaluate the impact of their teaching practice. We understand that feedback comes in many forms and can include teacher to student, student to teacher, peer to peer, parent to teacher, parent to student. Rather than change our focus, we want to embed practices across the school that are consistent and keep students learning growth at the forefront of our minds. Specifically we will focus on feedback during literacy to keep a narrow focus.

In 2020 we will review our detailed scope and sequence to ensure the 6 + 1 traits of writing are being used consistently throughout the week to support writing development. We will draw upon evidence from Misty Adoniou and use the Literacy Toolkit to guide this work as well as use the FISO improvement cycle during PLC's to monitor the impact of teaching practice.

## Engagement

In 2019, Lismore PS focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing and in 2019 involved our participation for the first time in the Student Leaders Congress. The Student Leaders Congress began with a full day event held at Deakin University Warrnambool where students listened and interacted with guest speakers. The program challenged student leaders and teachers to think differently about what it means to be a community leader. It asked them to think about issues and problems in their own communities, and how we can go about solving them. The project Lismore Primary School year 3-6 students decided to undertake was to give people in our community a variety of options to help them improve their mental health

and wellbeing. To do this, students ran three sessions at the Lismore Community Health Centre based around the ways 'Mindfulness and Gratitude' can improve our mental health. The sessions included a focus on Meditation, Yoga & Mindfulness Games and Mindfulness Eating sharing a healthy lunch and were very well received. Students felt a great sense of pride from being involved in this project. Our involvement in the Student Leaders Congress will continue in 2020.

A range of opportunities for student voice and development of student agency continued to be nurtured with an active Junior School Council organising and running a range of fundraisers throughout 2019 and providing suggestions on ways to improve our school.

In 2019, the average number of student absence days was similar to the middle 60% of Victorian Government Primary Schools. Parents were able to closely engage in their child's learning through active involvement in school activities or through the SeeSaw app. This gave clarity to what students were engaging in and learning at school and supported families to see the importance of having continuity in school attendance. Lismore PS will continue to employ strategies including same day contact and regular newsletter inserts to improve student attendance. In 2019 we also implemented recording of attendance using Accelerus with an intent to ensure accurate coding of absences.

2020 will see the introduction of Hands on Learning (HoL). HoL provides an innovative education program that caters to the different ways young people learn, giving participants the hope and aspiration to stay at school and realise their potential. It also gives students to work together and develop skills in team work, resilience and confidence.

## Wellbeing

Student wellbeing continues to be a priority in our school. Throughout 2019 we implemented the following initiatives and actions to ensure a focus on developing happy, healthy and resilient kids.

- \* 'Growing with Gratitude' and the use of the happiness wheel to focus on students developing habits of gratitude, empathy, kindness, positive reflection, mindfulness, optimism and service.
- \* Mindfulness activities to ensure students were ready to learn.
- \* Implementation of the Positive Education Curriculum to focus on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.
- \* Continuation of the SeeSaw application to engage our families in their children's learning with over 80% of our families connecting in 2019.
- \* 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 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. Our school is also part of the Achievement Program, supported by South West Health Care.

Student Wellbeing is measured by student responses to the Connectedness to School and Student Perceptions of Safety variables on the Attitude to School Survey, which is undertaken by the Year 4, 5 and 6 students. The results for students on the Student Attitudes to School – Sense of Connectedness variable indicate that student perception is similar to similar school comparison. Student response to the School Attitudes to School – Management of Bullying indicate that student perceptions are well above that of students from the similar schools group which is a big improvement from 2018 and fantastic result.

## Financial performance and position

The 2019 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities.

In 2019 we were fortunate to receive grants from the local land protection group (Lismore Landcare) that enabled us to engage in extra curricular activities including a visit to Mount Elephant and Mount Leura to experience the great outdoors and develop a sense of the importance of sustaining our environments for future generations. Additionally, we received a grant from the Arts Centre in Melbourne which allowed all students from F-6 to travel to Melbourne to

participate in a drama workshop where they had to use props to create a product and advertise it. Following this they viewed the live stage performance of Billionaire Boy at the Playhouse Theatre. During Term Two we participated in a workshop with actor Chris Thomson who encouraged and guided the students to make their own connections regarding Billionaire Boy. Finally we connected with 'Joe' the main character from the Sydney stage show via our Cisco Webex.

Our Parents & Friends and School Council ran some very successful fundraising activities throughout 2019 including another successful annual trivia night and multiple BBQ's to name a few. This money funded various school projects and equipment including new iPad covers for 20 iPads. Fundraising funds carried forward will go towards planned grounds works to occur in 2020 with the construction of a new outdoor eating space.

Equity funding was used to support further differentiation in the classroom and allow for the school to maintain two classrooms for the majority of the time as well as some literacy intervention.

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](http://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: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 21 students were enrolled at this school in 2019, 11 female and 10 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p>Below </p> <p>Below </p>

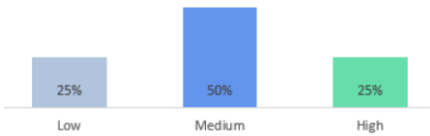
## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 24px;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 24px;">●</span></p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>No Data Available</p> <p>No Data Available</p>



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

## 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: ◆ Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <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>91 %</td> <td>96 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>81 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	96 %	94 %	93 %	93 %	81 %	87 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	96 %	94 %	93 %	93 %	81 %	87 %										

## 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>Above <span style="color: teal; font-size: 2em;">●</span></p>

## 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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$330,327	High Yield Investment Account	\$92,919
Government Provided DET Grants	\$85,224	Official Account	\$28,107
Government Grants Commonwealth	\$1,500	<b>Total Funds Available</b>	<b>\$121,027</b>
Revenue Other	\$20,845		
Locally Raised Funds	\$35,261		
<b>Total Operating Revenue</b>	<b>\$473,156</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$21,895		
<b>Equity Total</b>	<b>\$21,895</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$330,327	Operating Reserve	\$14,822
Communication Costs	\$2,302	School Based Programs	\$35,518
Consumables	\$5,971	Funds for Committees/Shared Arrangements	\$31,510
Miscellaneous Expense <sup>3</sup>	\$19,708	Maintenance - Buildings/Grounds < 12 months	\$33,978
Professional Development	\$1,322	<b>Total Financial Commitments</b>	<b>\$115,827</b>
Property and Equipment Services	\$53,751		
Salaries & Allowances <sup>4</sup>	\$9,322		
Trading & Fundraising	\$4,189		
Travel & Subsistence	\$9,171		
Utilities	\$5,958		
<b>Total Operating Expenditure</b>	<b>\$442,021</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$31,135</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 26 February 2020 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)

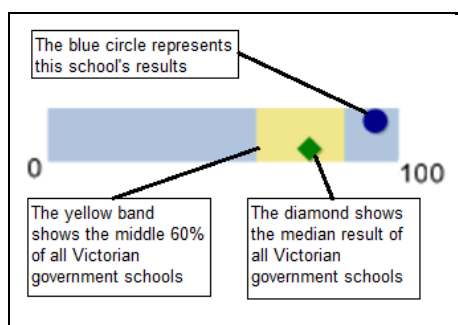
### Engagement

- 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).

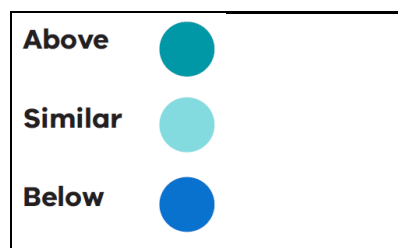


## What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').