

2020 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 2020 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 27 April 2021 at 10:57 AM by Stuart Robinson (Principal)

The 2020 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 12 May 2021 at 01:52 PM by Tania Leech (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 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 our personal best.

Our school motto 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.

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. 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.

During 2020, Lismore PS had an enrolment of 22 students with a total of 2.8 FTE teaching staff, including the principal, a Business Manager (FTE 0.39) and Education Support (FTE 0.6).

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.

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.

Framework for Improving Student Outcomes (FISO)

Lismore Primary School's FISO Annual Implementation Goal for 2020 was:

- By the end of 2020, we will build the capacity of teachers to plan, assess and deliver an engaging and contemporary curriculum so that all students achieve annual learning growth of at least 1.0 in Literacy and Numeracy, and the achievement gap between learners is reduced.

Lismore Primary School's Key Improvement Strategy was to:

- Build teacher capacity to implement an instructional model and evaluate the impact of their teaching practice.

Lismore Primary School delivered on its KIS to build teacher capacity through the implementation of an instructional model. However, some of the associated actions and professional development plans were modified as the year progressed to suit remote learning. PLC structures were maintained and the focus was responsive to students and community needs. Overall, the school is very happy with our achievements throughout Remote Learning and although some of these achievements did not directly align with the AIP, we certainly focused on the areas that required the most attention due to our changed circumstances throughout the year. Normal data collection processes were altered due to the Remote Learning period. PLC's continued to look at data using Accelerus data tracking as well as a range of other summative and formative assessments. Through this analysis, we reviewed, altered and revised our instructional model to fit the Remote Learning and ensure the needs of all students were being met.

Achievement
<p>During remote learning, staff sourced, critically evaluated, and implemented appropriately a range of online resources for content delivery and assessment and consequently develop new ways of differentiating for students. Some of our students coped well in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind (despite their best efforts and those of their families and teachers). We provided extra support to those who needed to catch up and those who have thrived to continue to extend their learning. Additionally, those students whose mental health and attendance to school were most affected were individually supported by leadership staff. A range of processes was implemented to adapt to the unique learning environment that was created by COVID-19.</p> <p>These included:</p> <ul style="list-style-type: none"> - Workshops run for teachers prior to the commencement of remote learning to provide them with skills to develop online learning environments - Provision of effectively evaluated learning programs best suited to remote learning - Monitoring of student engagement during remote learning through a range of platforms - Those students who are on the PSD program were accommodated with on-site learning
Engagement
<p>Student attendance at the commencement of the year was high. The introduction of remote learning daily check-in videos on Seesaw ensured that students were engaging during the remote and flexible learning period. Most students were actively engaged in their learning tasks but some were not due to a range of obstacles. A number of these students who were not engaging were invited to participate in on-site learning. Communication tools were utilised to maintain contact and support with students and families; telephone calls, WebEx class sessions, Seesaw learning management system, and emails. Teacher feedback on set tasks was maintained as per classroom activities, through comments on Seesaw.</p> <p>To support student engagement during the transition back to onsite learning, our school prioritised the Respectful Relationships curriculum, brain breaks, meditation and mindfulness. Staff also spent time discussing students at risk of disengaging and strategies specific to best support these individuals.</p>
Wellbeing
<p>Health and wellbeing supports such as weekly check-ins with all families, staff Webex catch-ups and 'Social time' Webex catch-ups for students were all prioritised during the remote learning period. Staff, students and families showed increased engagement and awareness of wellbeing during the remote and flexible learning period. Parents especially showed an increase awareness of the workload of staff during the period.</p> <p>Examples of our school modifying the delivery of health and wellbeing supports during the year were - preparing Breakfast Club food packs for families, creating opportunities for students to be social in a virtual space, delivery of remote learning resources to families and many more.</p> <p>The South West Region of DET has also been proactive in providing a health and wellbeing contact to support and guide staff and students with extra needs.</p>
Financial performance and position
<p>The annual result was a surplus of \$62,270 due to careful monitoring of the SRP. The 2020 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities. Our Parents & Friends were not able to run a number of their significant fundraisers this year due to COVID-19. Fundraising funds carried forward will go towards planned grounds works to occur in 2021. Equity funding was used to support further differentiation in the classroom, whilst also supporting students who attended for on-site learning. It also allowed for the school to maintain two classrooms for the majority of the time as well as some literacy intervention. School Council oversees the finances and monthly meetings track the school's financial position in order to achieve the educational outcomes outlined in the School Strategic Plan and AIP.</p>

For more detailed information regarding our school please visit our website at
<http://lismoreps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 22 students were enrolled at this school in 2020, 14 female and 8 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

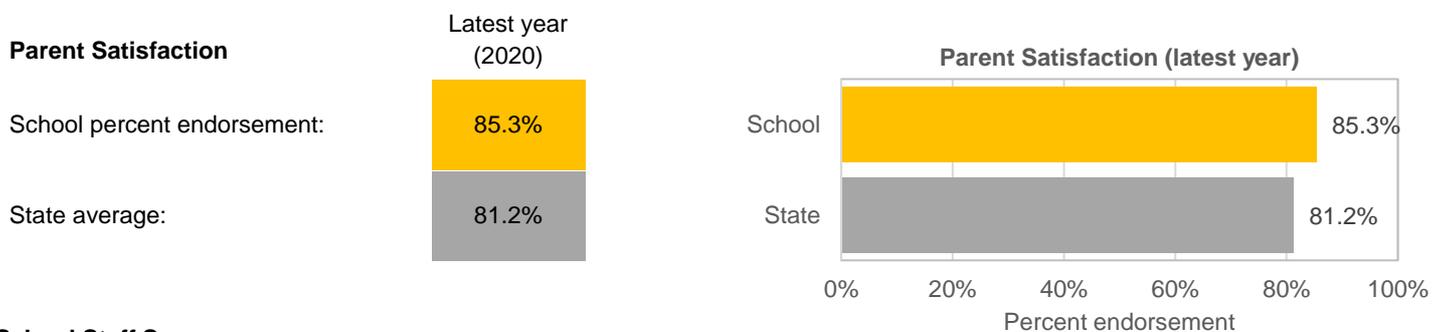
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

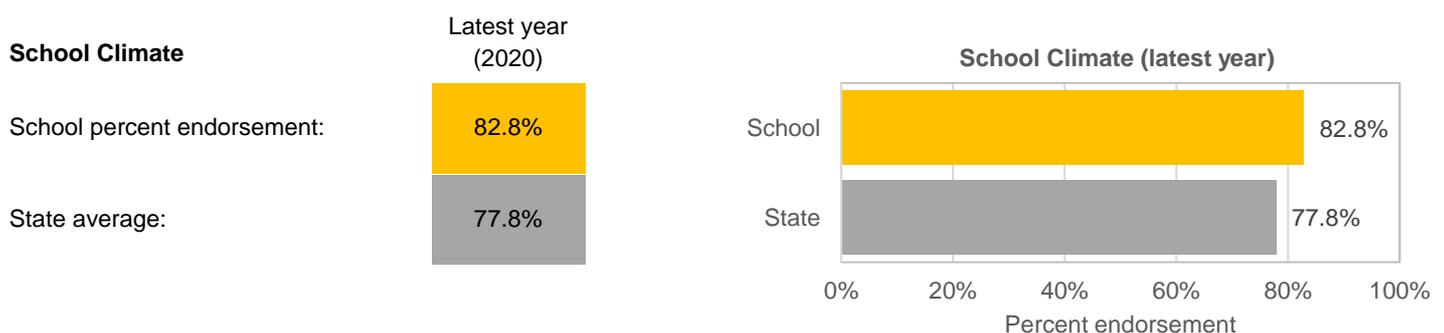


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

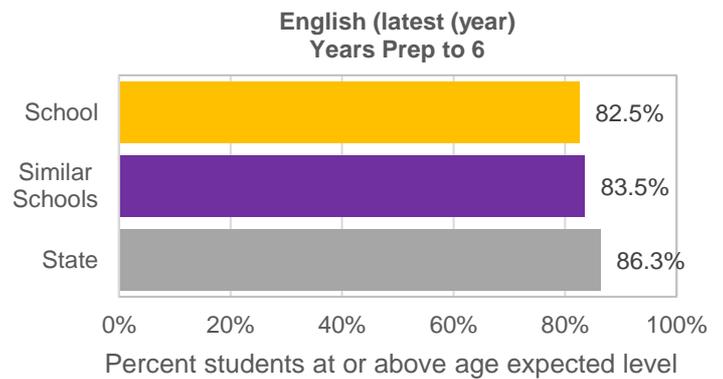
82.5%

Similar Schools average:

83.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

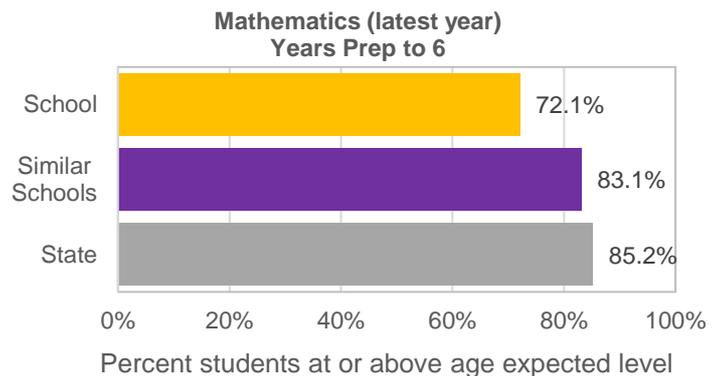
72.1%

Similar Schools average:

83.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

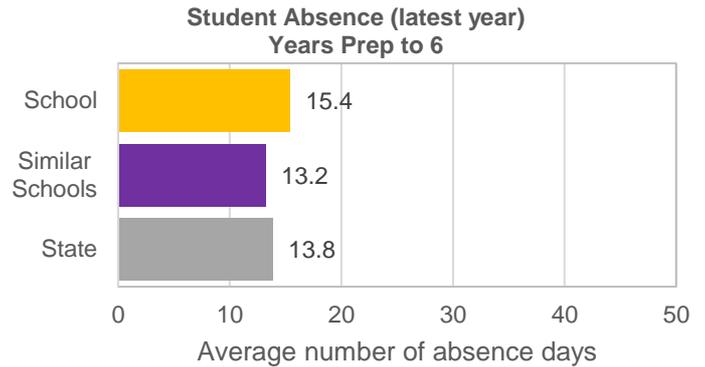
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.4	15.0
Similar Schools average:	13.2	15.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	88%	NDP	92%	NDP	89%	NDA

WELLBEING

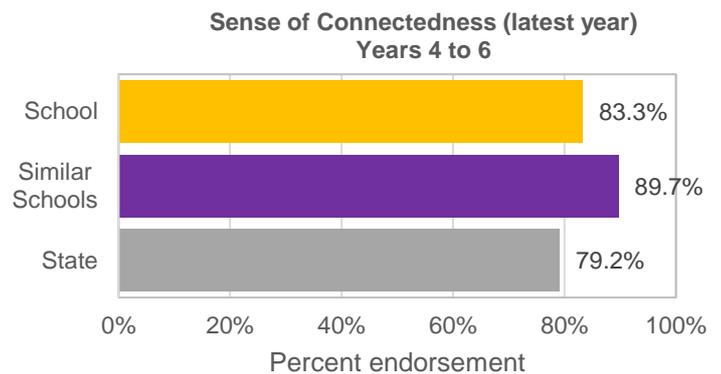
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	83.3%	71.9%
Similar Schools average:	89.7%	82.8%
State average:	79.2%	81.0%



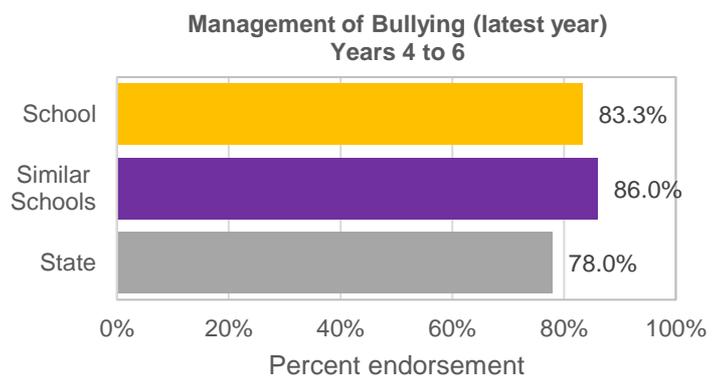
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	83.3%	80.2%
Similar Schools average:	86.0%	83.3%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$362,485
Government Provided DET Grants	\$132,152
Government Grants Commonwealth	NDA
Government Grants State	\$1,735
Revenue Other	\$5,298
Locally Raised Funds	\$34,727
Capital Grants	NDA
Total Operating Revenue	\$536,397

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,830
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$43,830

Expenditure	Actual
Student Resource Package ²	\$368,318
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$2,525
Communication Costs	\$2,562
Consumables	\$8,227
Miscellaneous Expense ³	\$9,161
Professional Development	\$2,245
Equipment/Maintenance/Hire	\$13,562
Property Services	\$40,019
Salaries & Allowances ⁴	\$12,246
Support Services	NDA
Trading & Fundraising	\$3,512
Motor Vehicle Expenses	\$4,262
Travel & Subsistence	NDA
Utilities	\$7,490
Total Operating Expenditure	\$474,128
Net Operating Surplus/-Deficit	\$62,270
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$178,285
Official Account	\$9,111
Other Accounts	NDA
Total Funds Available	\$187,396

Financial Commitments	Actual
Operating Reserve	\$14,455
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$57,223
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$28,608
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$40,886
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$141,172

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.