

# 2021 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 2021 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 28 April 2022 at 03:48 PM by Brad Whittaker (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2022 at 06:28 PM by Tania Leech (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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).

### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 disabilities 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

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### 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 2021, Lismore PS had an enrolment of 29 students with a total of 3.0 FTE teaching staff, including the principal, a Business Manager (FTE 0.39) and Education Support (FTE 2.2).

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.

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### Framework for Improving Student Outcomes (FISO)

Lismore Primary School elected to focus on the DET 2021 Priorities Goal which had three chosen KIS related to the FISO dimensions of Building Practice Excellence, Health and Wellbeing and Building communities. This included:

- Learning catch-up and extension
- Happy, active and healthy kids
- Connected schools

To support the learning catch-up and extension KIS, Lismore Primary School implemented a tutoring program as part of the Tutor Learning Initiative. The tutor collaborated with teaching staff to develop learning goals for students and assess and monitor progress towards these goals. This was used to help students catch-up and to extend. This program was challenging to run throughout remote learning for a variety of reasons. Upon returning to school in term 4, staff undertook professional learning and inquiry cycles to improve their capacity to teach and assess writing.

The work to deliver the happy, active and healthy kids priority was regularly adjusted to suit the context of the learning, be it remote or onsite. During remote learning teachers checked-in with each student every day to ensure they knew that someone was there for them during the challenging circumstances. When students were onsite and restrictions allowed, effort was made to connect students through peer group work.

The connected schools priority was a strong focus throughout the whole year and encompassed many different layers. The Seesaw platform became a means of consistent communication between school and home, during both remote

and onsite learning. This was used as a place to share student learning with parents, and with teachers when students were learning remotely. There was an emphasis in Term 4 placed on hosting community events as restrictions allowed, as we saw the importance for students and their families of reconnecting with the school in this manner.

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## Achievement

During remote learning, staff were able to source, adapt and innovatively utilise a range of online resources for content delivery and consequently develop new ways of differentiating for students. Students in all grade levels continued to improve in both literacy and numeracy, but were not able to achieve the AIP outcome of 100% of students without a disability achieving at or above the expected level by the end of 2021. At the end of 2021 90% of students were at or above the expected level for Reading, 65% for Writing and 85% for Number and Algebra. The growth by students in the Tutor Learning Initiative was pleasing, but also didn't reach the mark of 100% of students achieving the required level of growth, with this result being at 85%. It was pleasing however to see many students from the TLI grow by more than the required 12 months, despite the challenging nature of the year.

There is little doubt that the level of engagement in remote learning impacted the learning progress of many students. Best efforts were made upon returning to school to support those students who had fallen behind, and to continue to extend those who had thrived in the remote learning setting. This was also done during remote learning through additional catch up video conferences or extension sessions for students who required additional challenges. The result of 65% of students being at or above level has been a strong contributing factor to helping guide the direction of resourcing and professional learning for staff for 2022.

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## Engagement

Lismore Primary School had a high level of engagement during the remote learning period. This is largely due to the daily check-ins completed by teacher's with each student, and their consistent follow up with families where engagement levels were lower. Staff communication to families through Seesaw and the phone helped ensure that students and family members could still feel connected to the school whilst learning in a remote setting. The success of this is evident with student motivation and support positive endorsement in the parent opinion survey increasing from 67% in 2020 to 93% in 2021, achieving the 90% target. Teacher feedback was maintained on online activities through comments on Seesaw. A small number of students whose engagement levels were of concern were invited to participate in on-site learning.

Student attendance and engagement upon return to school was always high. To support this transition back to school we prioritised the Respectful Relationships curriculum, mindfulness after lunch, community circles and peer group activities. It was also seen as important to invite families back into the school to re-engage them upon restrictions easing. Weekly assemblies were hosted outside near the fence to allow families to be involved, a Maths open-morning was held where families were invited to attend, and the school was also able to host it's annual colour run and Christmas celebration evening.

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## Wellbeing

Health and wellbeing supports such as daily check-ins with all students and families, Web-ex video calls and opportunities for social time were all prioritised for students during remote learning. Leadership consistently considered the workload of staff during this period and made every effort to try and decrease the stress levels of staff, including reducing the amount of time they worked onsite. Families were also more aware of the wellbeing of their children and school staff. COVID safe activities that families could complete together such as an Amazing Race and Where's Wally? challenge were organised by the school and placed around the local town. The wellbeing of individual students was discussed at all staff meetings and additional support was offered where necessary. Department health and wellbeing resources were shared amongst staff and families for those who needed extra support.

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## Finance performance and position

The annual result was a surplus of \$36,766 due to careful monitoring of the SRP and the allocation of equity funding to assist with staffing. Our Parents & Friends association were not able to run a number of significant fundraisers in 2021 due to COVID restrictions. Fundraising efforts will resume in 2022 and the funds from 2021 will be carried forward. The school received a \$25,000 grant to build a shade sail to promote outdoor learning spaces. The funds had not been received by the end of 2021, but approval had been communicated. Equity funding was used to help maintain two classrooms with full time teaching staff, as this was seen as important for student learning and wellbeing. School Council oversees the finance and monthly meetings track the school's financial position in order to achieve the educational outcomes outlined in the School Strategic Plan and Annual Implementation Plan.

**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 29 students were enrolled at this school in 2021, 17 female and 12 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).

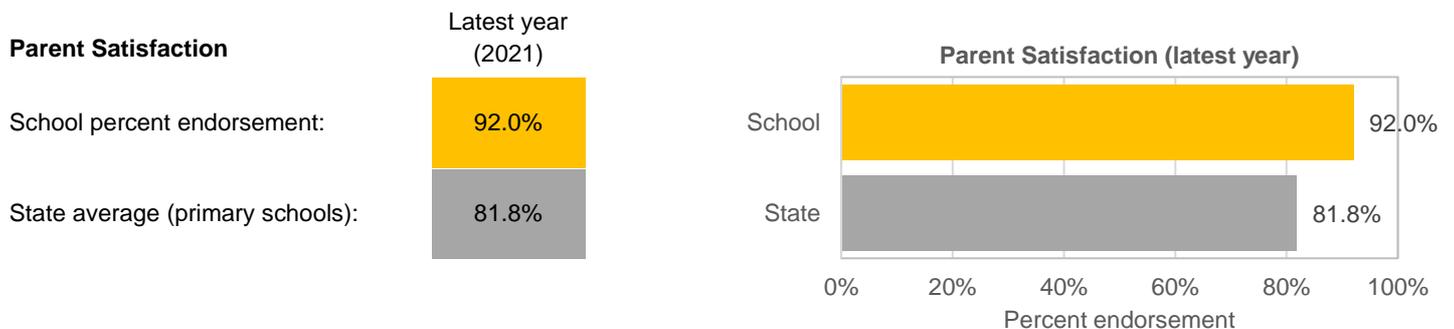
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

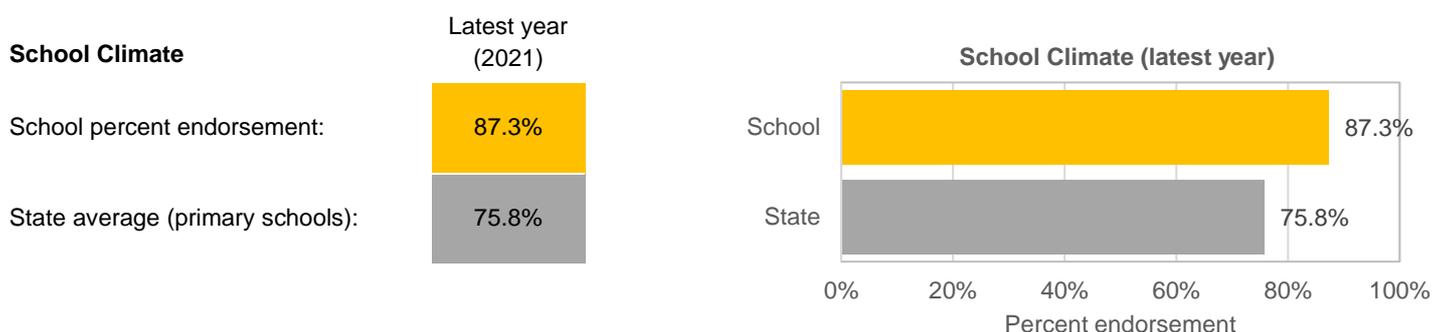


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

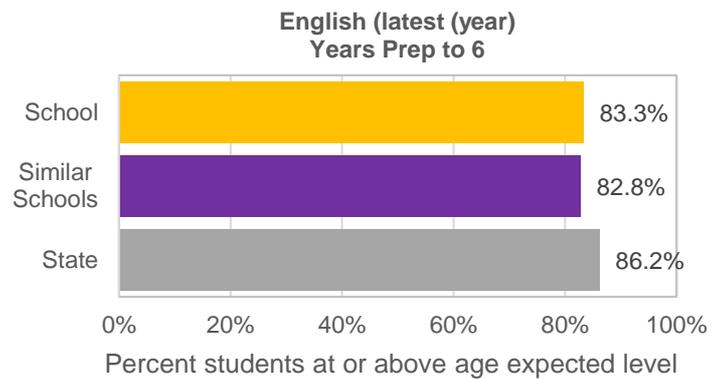
83.3%

Similar Schools average:

82.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

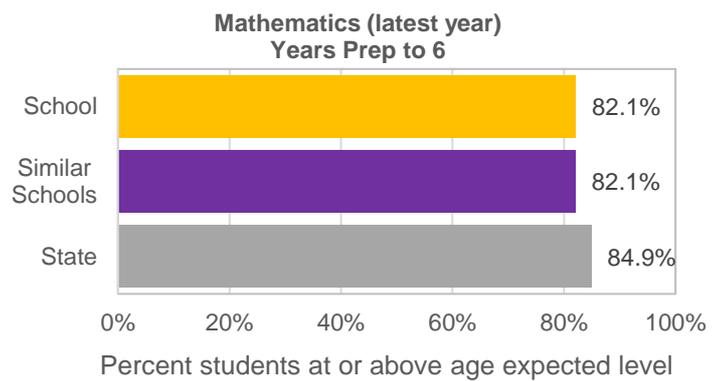
82.1%

Similar Schools average:

82.1%

State average:

84.9%



**ACHIEVEMENT (continued)**

**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.

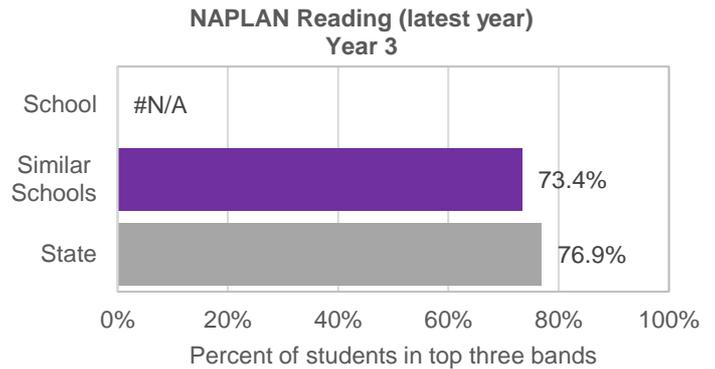
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

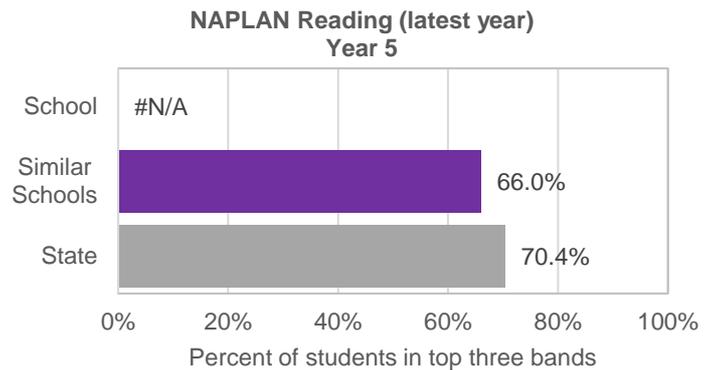
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	100.0%
Similar Schools average:	73.4%	67.5%
State average:	76.9%	76.5%



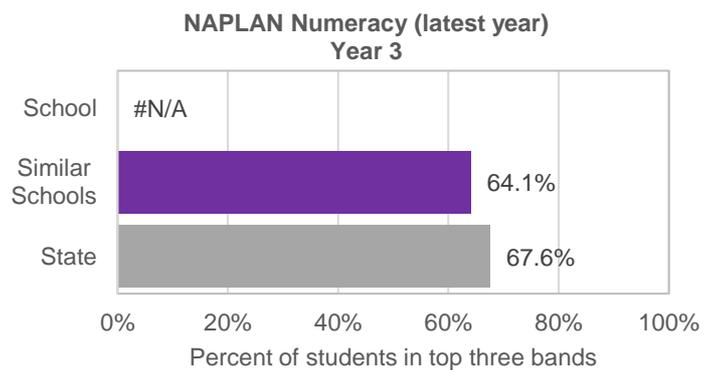
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	83.3%
Similar Schools average:	66.0%	61.4%
State average:	70.4%	67.7%



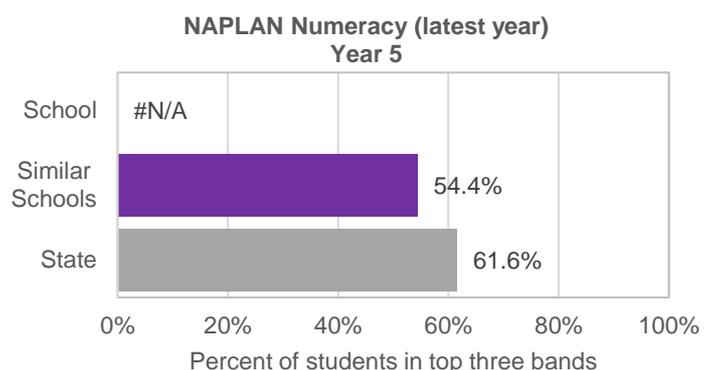
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	100.0%
Similar Schools average:	64.1%	69.1%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	54.4%	53.0%
State average:	61.6%	60.0%



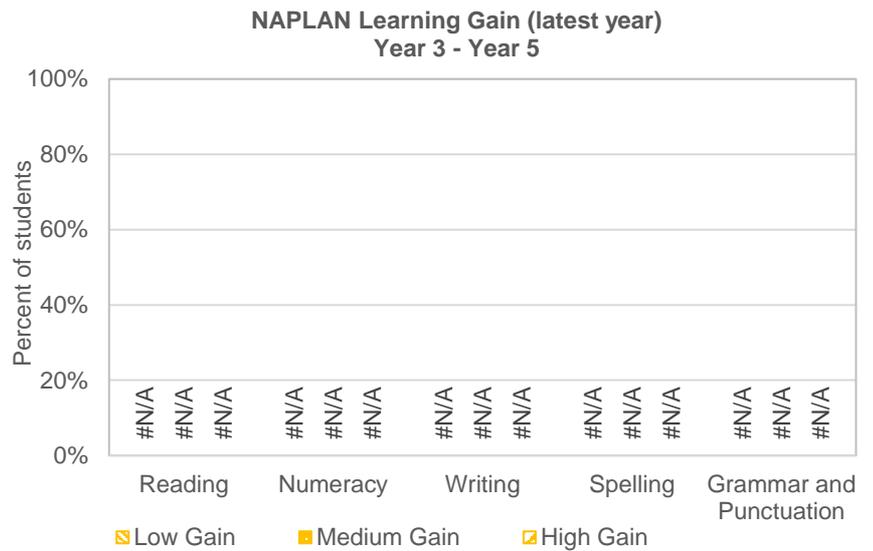
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	28%
Numeracy:	NDP	NDP	NDP	25%
Writing:	NDP	NDP	NDP	15%
Spelling:	NDP	NDP	NDP	23%
Grammar and Punctuation:	NDP	NDP	NDP	14%



## ENGAGEMENT

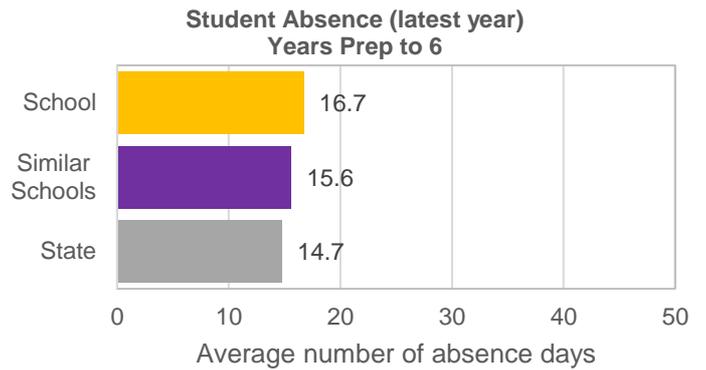
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.7	15.6
Similar Schools average:	15.6	15.0
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	92%	92%	NDP	92%	NDP	NDP

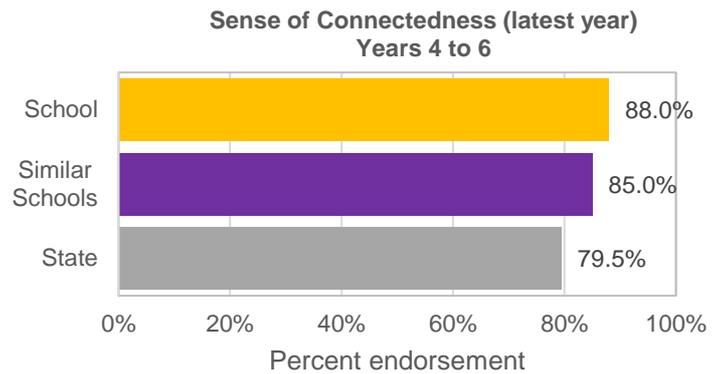
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.0%	80.0%
Similar Schools average:	85.0%	84.0%
State average:	79.5%	80.4%

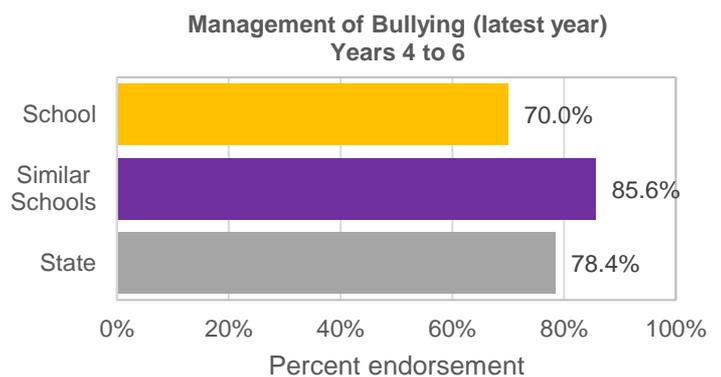


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	70.0%	79.8%
Similar Schools average:	85.6%	84.2%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$519,294
Government Provided DET Grants	\$126,343
Government Grants Commonwealth	\$3,000
Government Grants State	\$1,412
Revenue Other	\$4,272
Locally Raised Funds	\$11,228
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$665,549</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$40,767
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$40,767</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$482,527
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$3,923
Communication Costs	\$2,542
Consumables	\$8,833
Miscellaneous Expense <sup>3</sup>	\$9,122
Professional Development	\$3,162
Equipment/Maintenance/Hire	\$8,740
Property Services	\$69,210
Salaries & Allowances <sup>4</sup>	\$16,564
Support Services	\$0
Trading & Fundraising	\$5,042
Motor Vehicle Expenses	\$4,276
Travel & Subsistence	\$0
Utilities	\$7,619
<b>Total Operating Expenditure</b>	<b>\$621,559</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$43,990</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$190,076
Official Account	\$4,965
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$195,041</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$16,510
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$37,520
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,434
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$46,943
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$124,407</b>

*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.*