

2022 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 of the previous calendar year 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 06 April 2023 at 02:49 PM by Brad Whittaker (Principal)

- This 2022 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 27 April 2023 at 04:51 PM by Tania Leech (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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

School context

Lismore Primary School is a co-educational primary school located in Lismore, Victoria approximately 75 kilometres from Ballarat, 100 kilometres from Melbourne. We support all individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe and supportive environment in which all students can thrive. Our 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 learning is active, meaningful, and must be relevant to each student.- That every child at Lismore Primary School is encouraged to be engaged and to thrive in a changing world by developing their social, emotional and academic capabilities and skills'. We are determined to achieve this purpose through our Specialist classes are provided in The Arts, Japanese Language, PE and Library. During 2022, Lismore Primary School had an enrolment of 210 students. Our staff includes a School Manager (FTE 0.39), Grounds Maintenance (FTE 0.08) and Education Support (FTE 1.19). Our school provides weekly newsletters to the community to celebrate student achievement. The school's SFOE band is 'high'. Parent satisfaction was pleasing with 92.6% positive endorsement.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Lismore Primary School elected to focus on the DET Priority KIS of supporting both those who need extra support and those who have advanced skills. We implemented a Scope & Sequence for teaching Mathematics, a working document that will continue to be built upon. Staff also worked in consultation with Anderson Primary School and saw some pleasing results in our students at or above age expected standards, as outlined in the graph below. School Leadership considered the small sample size received through NAPLAN testing. 90% of students achieved at least one Victorian Curriculum Level of growth in Mathematics. Lismore Primary School would prioritise KIS 2 from Goal 1 of the SSP. This KIS is to build teachers' knowledge of writing and their capacity to teach students above the expected Victorian Curriculum age level, and 91% of students achieving at or above age expected level in English. Data also shows an increase in students working above level indicates some areas of strength and areas of continued focus moving forward. During Semester 2, staff

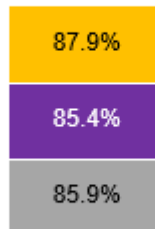
Mathematics Years Prep to 6

School percent of students at or above age expected standards:

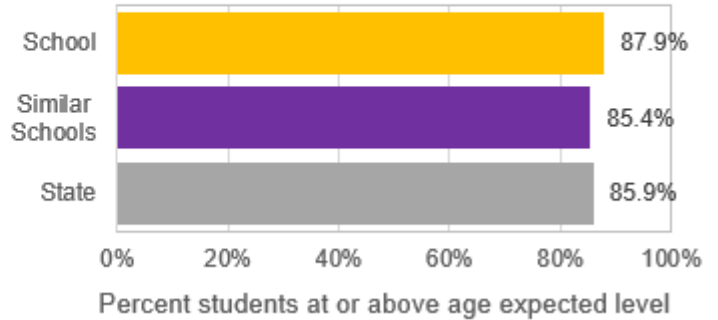
Similar Schools average:

State average:

Latest year
(2022)



Mathematics (latest year) Years Prep to 6



Wellbeing

The health and wellbeing of students, staff and families was at the forefront of planning and delivery in 2022. With the instability during Semester 1, staff supported students through periods of absence. This included messages and phone calls to parents, delivering work home, and speaking to students on the phone, just to let them know they were allowed at PLC meetings to discuss the delivering content based on the students' needs. Students spent time identifying who was in their support network and that 'the little things matter'. This meant staff made a planned effort to focus on language that encouraged students to do their personal best and live by our school values in the classroom. The students sense of connectedness on the adapted AtoSS was 88% positive endorsement, and the sense of safety was 91% positive endorsement in managing bullying. Data from the adapted AtoSS formed the basis of multiple inquiry cycles, including 'teacher concern' and 'student wellbeing' areas moving forward. Whilst there is no follow-up AtoSS data, the formative data through conversation with the JSC was very positive.

Engagement

As listed in the 'Wellbeing' section, there was a focus on keeping students engaged with school during the early part of 2022, where illness included absence days for students in 2022 was 25.3. This is significantly higher than the 4-year average, but leadership hasn't deemed this as an area of students' attitudes towards attending school. Data from the adapted AtoSS shows that 'attitudes to attendance' positive endorsement was 91% for school-home relationship and for families to connect through events such as open-mornings, a trivia night, morning and teas, a colour run, award

Financial performance

in 2022, Lismore Primary School's SRP operated in a \$35,746 deficit. The decision to manage a deficit for 2022 was made to help support vulnerable students program that is to be used to offset the decreased grants in Term 3&4 of 2023. The school has \$166,836 in total funds available, an excellent result. Aside from this, there were no extraordinary expenditure or revenue items for 2022. The PFA were able to run a variety of fundraising activities used to support staffing, others to support PL and resourcing to improve outcomes for disadvantaged students. School Council oversees the financial School Strategic Plan and Annual Implementation Plan.

For more detailed information regarding our school please

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 2.0 (FISO 2.0).

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 21 students were enrolled at this school in 2022, 13 female and 8 male.

0 percent of students had English as an additional language and 0 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).

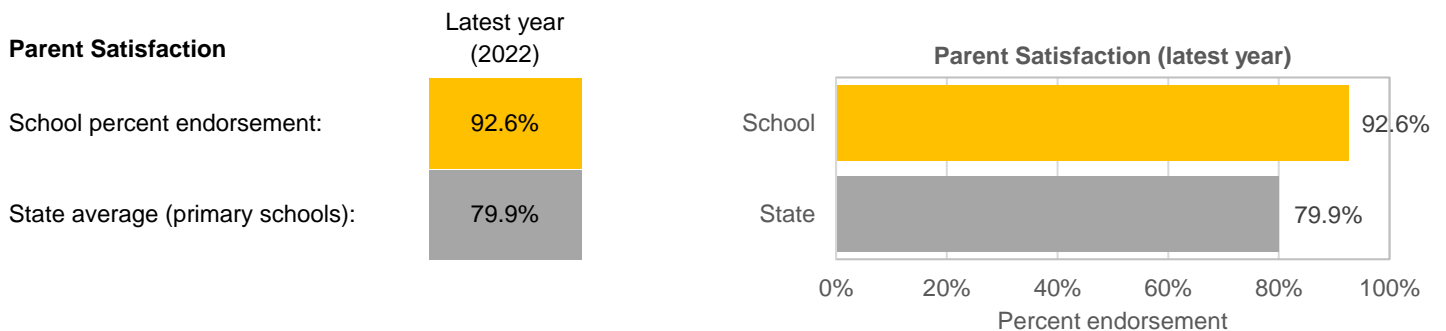
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

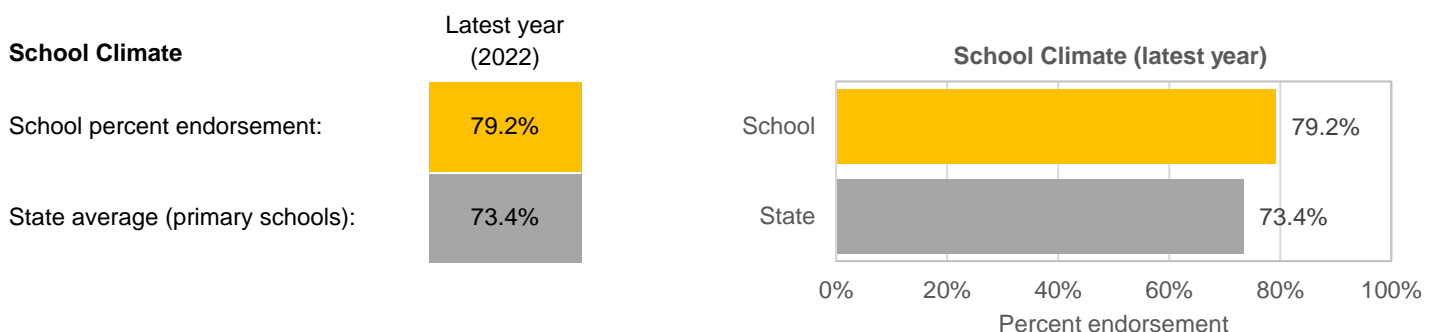


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

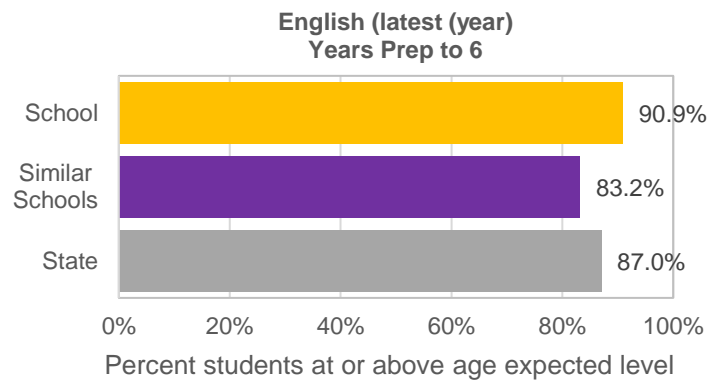
90.9%

Similar Schools average:

83.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

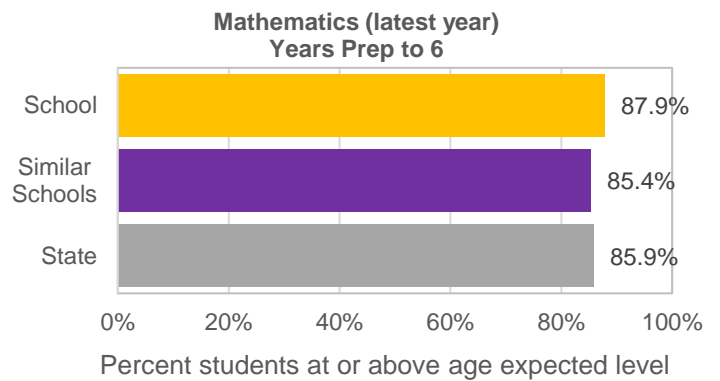
87.9%

Similar Schools average:

85.4%

State average:

85.9%



LEARNING (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.

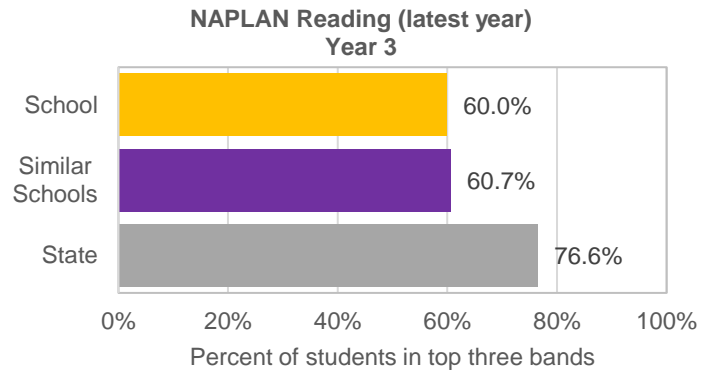
NAPLAN

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 2019, 2021 and 2022 data.

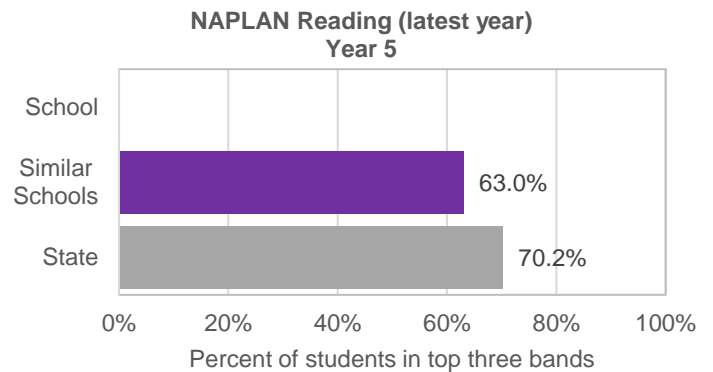
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	80.0%
Similar Schools average:	60.7%	67.0%
State average:	76.6%	76.6%



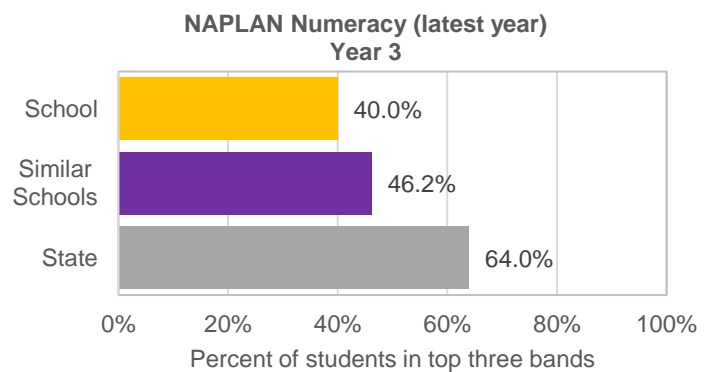
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	71.4%
Similar Schools average:	63.0%	63.1%
State average:	70.2%	69.5%



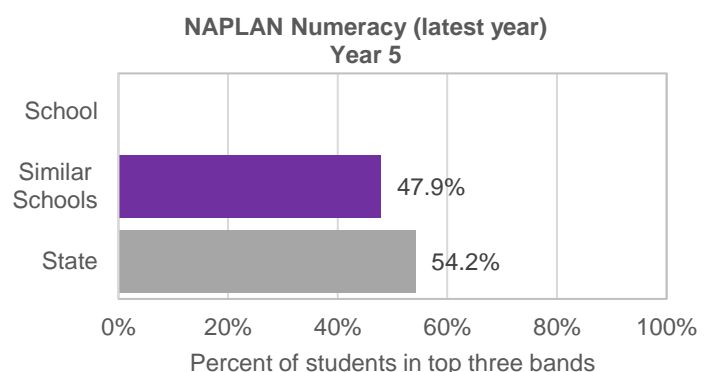
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	70.0%
Similar Schools average:	46.2%	60.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	42.9%
Similar Schools average:	47.9%	51.1%
State average:	54.2%	58.8%



WELLBEING

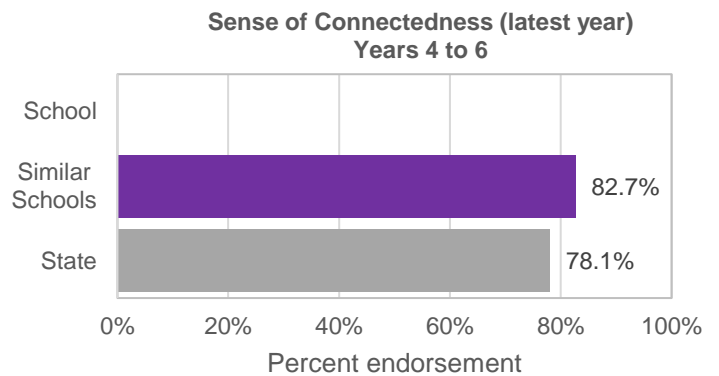
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	NDP	84.4%
Similar Schools average:	82.7%	82.9%
State average:	78.1%	79.5%

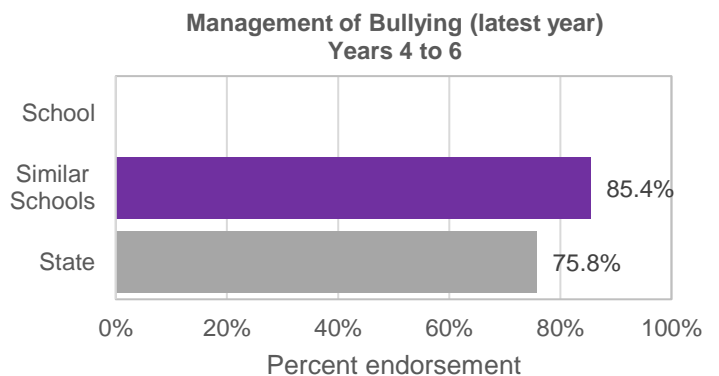


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	NDP	81.5%
Similar Schools average:	85.4%	85.3%
State average:	75.8%	78.3%



ENGAGEMENT

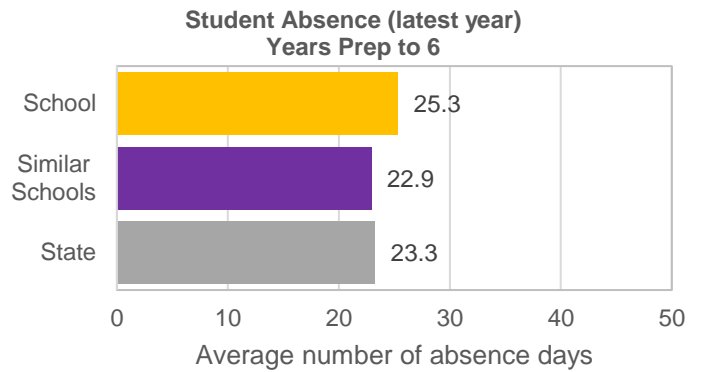
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.3	18.2
Similar Schools average:	22.9	16.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	85%	89%	88%	NDP	NDP	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$430,047
Government Provided DET Grants	\$128,507
Government Grants Commonwealth	\$1,500
Government Grants State	\$413
Revenue Other	\$10,053
Locally Raised Funds	\$11,848
Capital Grants	\$0
Total Operating Revenue	\$582,368

Equity ¹	Actual
Equity (Social Disadvantage)	\$40,658
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$40,658

Expenditure	Actual
Student Resource Package ²	\$473,556
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$4,768
Communication Costs	\$2,176
Consumables	\$9,956
Miscellaneous Expense ³	\$3,149
Professional Development	\$1,574
Equipment/Maintenance/Hire	\$10,677
Property Services	\$35,348
Salaries & Allowances ⁴	\$18,097
Support Services	\$980
Trading & Fundraising	\$7,111
Motor Vehicle Expenses	\$3,946
Travel & Subsistence	\$0
Utilities	\$7,608
Total Operating Expenditure	\$578,946
Net Operating Surplus/-Deficit	\$3,422
Asset Acquisitions	\$69,855

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$140,352
Official Account	\$26,483
Other Accounts	\$0
Total Funds Available	\$166,836

Financial Commitments	Actual
Operating Reserve	\$14,378
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$13,336
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,125
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$9,950
Maintenance - Buildings/Grounds < 12 months	\$55,311
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$111,100

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.