

# 2022 Annual Report to the School Community

School Name: Lysterfield Primary School (1866)



- 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 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 17 March 2023 at 11:04 AM by Kristine Roose (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 17 March 2023 at 11:52 AM by Nick Hubert (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 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.

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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

### 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)

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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

Lysterfield Primary School is nestled in the foothills of the Dandenong Ranges and located in the outer south-eastern suburbs of Metropolitan Melbourne. In 2022 the total student enrolment was 549 students. Enrolment is predicted to decline slightly in the coming years as the demographics of the local area change. There is a very small percentage of students with English as an additional language (EAL). In 2022, the school had a leadership profile of a principal and two assistant principals. The school also has two learning specialists (Mathematics and Literacy), who led the work in the areas of curriculum and pedagogy and assessment. There were 37 teaching staff (several part time) including specialist teachers for Performing Arts, Visual Arts, Physical Education, Mandarin, Tutoring and Literacy Intervention. To support teaching and learning there was 13 education support staff including administration staff, integration, first aid assistants and canteen staff. The school also employed a student counsellor for 2 days per week. The school has a before and after school care program provided by an external provider.

Lysterfield Primary School's vision is to develop students who are curious about the world around them and confident in their knowledge and skills to be successful in the future. We are guided by the following principles:

- Children are at the centre of everything that we do.
- Curiosity and a growth mindset fosters lifelong learning.
- Social and emotional learning are important to develop the whole child.
- The pursuit of excellence drives personal success.

Supporting our vision and guiding principles are our five core values:

- Curiosity: I ask questions to learn.
- Acceptance: I welcome differences and am accepting of others.
- Respect: I show respect to myself, others and the environment.
- Resilience: I show grit and perseverance.
- Integrity: I am honest and responsible for my actions.

The school's socio-economic profile, based on families' occupations and education, is considered in the low band which represents high parent education level and high socio-economic advantage.

The school follows the Victorian Curriculum and learning and teaching is designed with a focus on the core curriculum areas of English and Mathematics. Other learning areas are taught within an inquiry framework or as a specialist learning subject. We believe that curiosity drives learning and at Lysterfield we aim to develop students who are literate, numerate and curious. We design student learning to develop knowledge and understanding, as well as attitudes and capabilities. The school uses the Victorian Curriculum learning areas to design inquiry-based learning opportunities in the areas of Geography, History, Economics, Civics and Citizenship. The whole school studies the same area of inquiry so that learning progression is evident from Prep – Year 6. We offer a comprehensive curriculum driven by the implementation of a consistent Instructional Model and a focus on our Learner Profile traits. There is a strong focus on Literacy and Numeracy as well as effective development of the 'Whole Child' which includes curiosity, inquiry and creativity as well as personal and social capabilities and wellbeing. At Lysterfield Primary School specialist programs include, Physical Education, Performing Arts, Visual Arts, LOTE (Mandarin) and STEM.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Lysterfield Primary School prides itself on seeking to create a learning environment where every student can achieve their potential. In 2022, we continued to work towards our strategic goal of optimising the learning growth for all students in Literacy and Numeracy by focusing on point of need teaching, particularly in relation to Numeracy. The numeracy learning specialist worked closely with teachers to establish the structures, processes and knowledge to introduce Individual Learning Goals for every student in mathematics. This has resulted in students being taught directly at their point of need, and having clear goals to improve and progress in their own learning. Maths Masters, a whole school fluency program, which also specifically targets point of need teaching and learning, was also developed in 2022, with teachers undertaking extensive training, and this program will launch in 2023.

Despite the stronger focus on Numeracy, we continued to work on strategic improvement in Literacy too. The literacy learning specialist worked with teachers to plan more cohesive units of work. These units aligned reading and writing as vital and intertwined literacy skills, and focussed on the development of sequential goals within them.

Our student learning data has reflected the success of the strategies and initiatives implemented. Teacher judgement of students in

Prep - 6 working at or above the expected level remained high in both English (94.9%) and Maths (95.5%), outperforming similar schools and the state in both curriculum areas.

The percentage of students in the top 3 bands in NAPLAN was higher than the state average for both Reading and Numeracy in Grades 3 and 5. This percentage was however lower than the similar schools average for Reading in Grade 5 and Numeracy in Grades 3 and 5. We recognise the importance of ensuring our top students continue to succeed and achieve their potential. In 2023, we will focus on improving the embedding of individual learning goals, allocate more funding to Learning Specialist time, and implement extension reading and mathematics programs.

## Wellbeing

In 2022 we worked towards our strategic plan goal to support students' wellbeing and mental health, especially the most vulnerable by working to a whole school approach to support students and families. We recognise there was continued implications and challenges from COVID-19 and resultant lockdowns that impacted the health and wellbeing of our community. This was evident through the number of mental health referrals to the school counsellors, students' dialogue about forming and keeping friends, data taken throughout the year in surveys, check-ins and general conversation had with students, staff and parents.

As a whole school approach to addressing wellbeing and mental health. Staff timetabled daily mindfulness sessions, continued to teach social skills through the 4R's program and regularly shared student wellbeing needs in meetings.

In 2022 the school counsellor and social worker continued to assist students and parents with issues around anxiety, school refusal and friendships. Play therapy was offered to a select students and strategic support given to vulnerable students from integration aides. Initial investigations began into incorporating URstrong/Friendology in response to the attitudes to school data, parent feedback and the occurrence of restorative discussions with students.

Additional social and emotional programs run at Lysterfield. In the middle to senior school "Rock and Water" program provides young people and adults a pathway to self-awareness, and increased self-confidence and social functioning. In 2023, Peaceful kids in Year 1 & 2 will begin after two staff members have been trained.

## Engagement

At Lysterfield Primary School we are proud of the emphasis we place on student engagement as an enabler to learning. Our priority was on 'accepting each other' and 'working with our strengths'. The school prioritised professional learning relating to the PERMAH framework and identifying individual's character strengths. Subsequently, students identified their character strengths and lessons regularly involved working to students' strengths. Further focus on school events also prompted school engagement and connectedness. Camps, concerts, colour run, Lysterfield Got talent and Olympic games were timetabled and prioritised. The student leaders were instrumental in the running of many of these events which also promoted their student voice.

As part of our goal to improve school attendance, in Semester 2, a designated leader and one of the assistant principals monitored the attendance of at-risk students. They were responsible for analysis data trends, talking with at risk students and families and devised a watch list of students with significant attendance trends. Attendance was monitored daily, teacher's called families if students were away for 3 days, and offered support to help keep the student up to date with what is occurring in the class. Whilst Lysterfield Primary School did record slightly higher absences in 2022 than in previous years, this data is quite difficult to interpret given the circumstances around an increase in families taking extended holidays after two years of travel restrictions, and a higher percentage on illness in the school after lockdowns.

We recognise the importance of high and consistent attendance and will continue to monitor attendance closely, work closely with the school counsellor, devise attendance plans for specific students, running lunch time clubs and promote school events. All these strategies are designed to support students attending school and foster a sense of connectedness and excitement for school.

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## Other highlights from the school year

At Lysterfield we strive to include a range of additional programs and events that benefit the whole school community such as:

- Project based extension program where students created and designed murals for the whole school
- Lysterfield's Got talent - A show case of students talents from each year level
- Prep information sessions (Mathematics, Literacy & Wellbeing)
- Developing staff capacity through the Teacher Excellence Program
- Close affiliation with National Rugby league (in school clinics & after schools clinics)
- Fathering project
- Clinics held by the Rowville Police

- Strong parent association that organised events such as Colour Run, Father's and Mother's day stalls

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## Financial performance

In 2022, Lysterfield Primary School continues to be financially secure evidenced by our surplus.

The Finance Subcommittee ensures that the governance and financial controls required by the School Council and the Department of Education are in place and that good financial practices are being exercised. During the year, the sub-committee reviewed and evaluated the financial statements on a regular basis and reported to the School Council.

In 2022, equity funding was used to support at risk and vulnerable students in the classroom through a range of Integration Aide programs. Lysterfield Primary School received additional funding including \$185,929 for Tier 2 school level funding and \$109,367 for Tier 3 individualised funding. The overall staffing FTE increased slightly with the addition of a second Assistant Principal and two additional integration teacher aides.

Contracts that were renewed in 2022 were: - Premier Waste June 2022 until June 2024 (2 year contract), - Konika photocopies July 2022 for 5 years and Hungry Hamper (canteen) from July 2022 for 3 years.

The Parents and Friends' Association has a very successful year fundraising. The overall profit was \$32,333.08 with the Colour Run and Cadbury Chocolate drive being the major earnings.

A significant difference in the budget was to cover the cost of replacement staff due to illnesses and COVID-19 symptoms. The ICT budget spent (\$50, 553) which was allocated to the purchase of iPads, chrome books and replacing 5 interactive whiteboards/televisions.

The total funds available to the school at the end of 2022 and its overall financial position remains strong and allows the school to fund future improvement projects.

**For more detailed information regarding our school please visit our website at**

**<https://www.lysterps.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 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 538 students were enrolled at this school in 2022, 249 female and 289 male.

4 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).

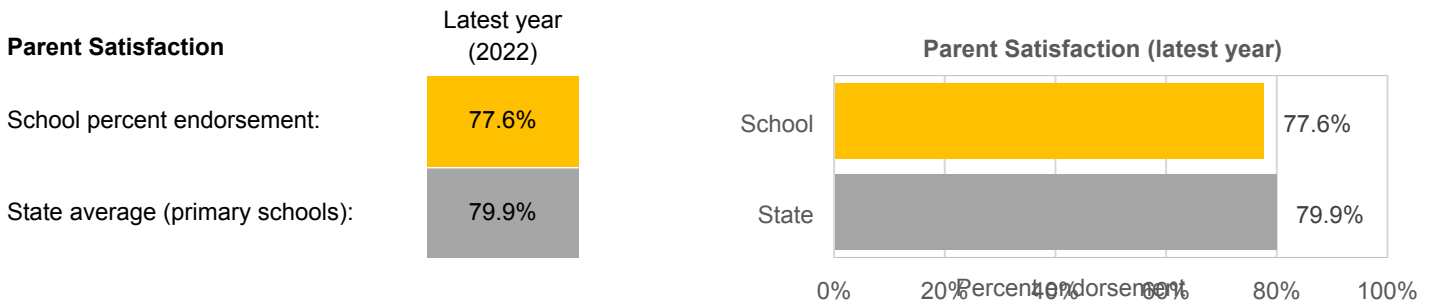
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

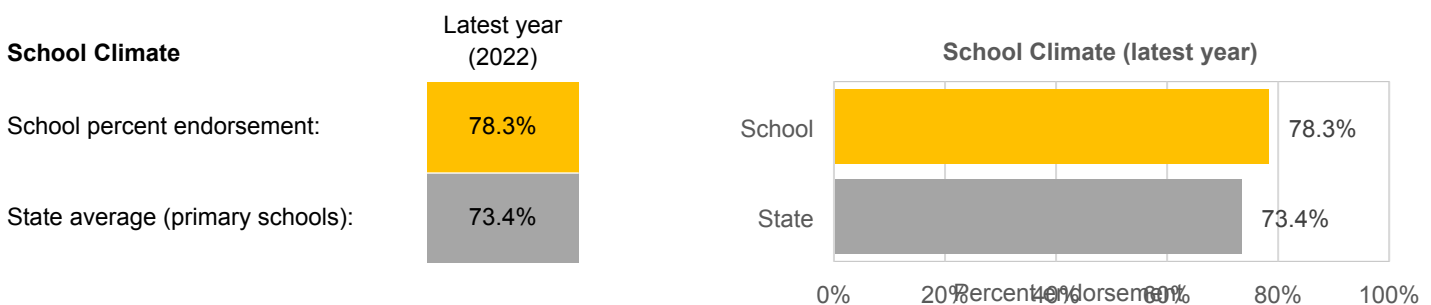


### School Staff Survey

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:

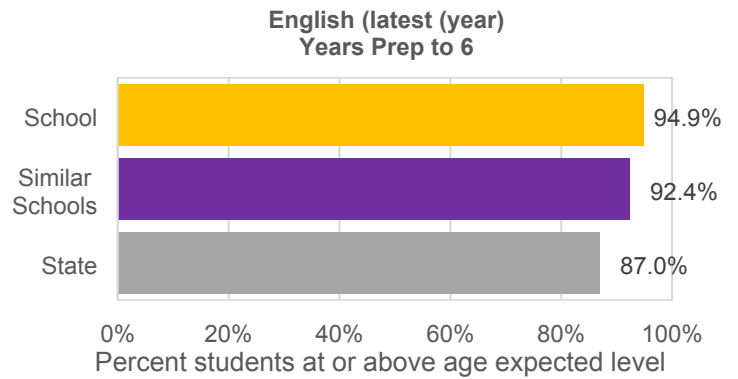
94.9%

Similar Schools average:

92.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

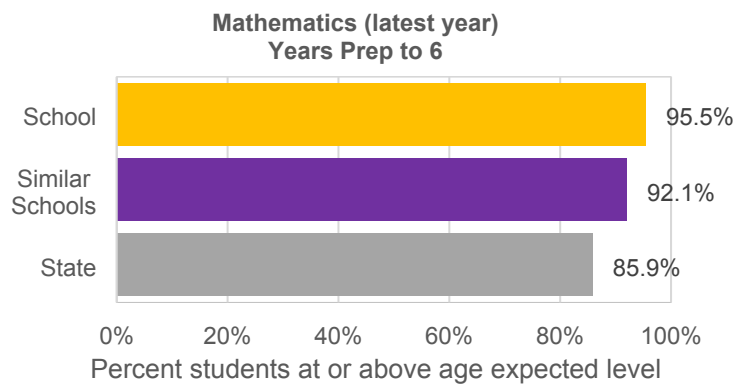
95.5%

Similar Schools average:

92.1%

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.

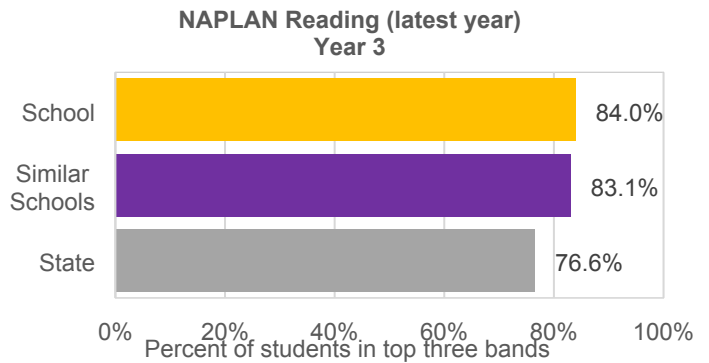
### NAPLAN

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.

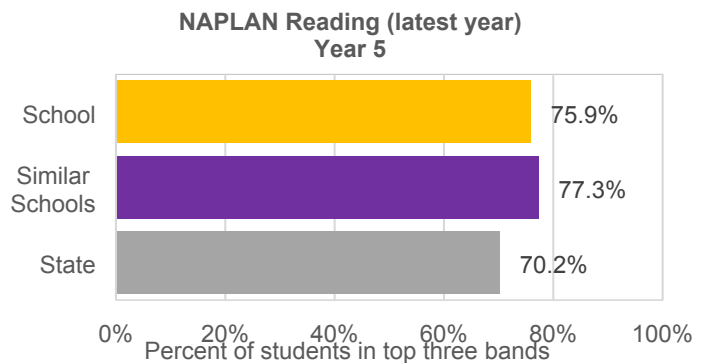
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.0%	80.5%
Similar Schools average:	83.1%	83.8%
State average:	76.6%	76.6%



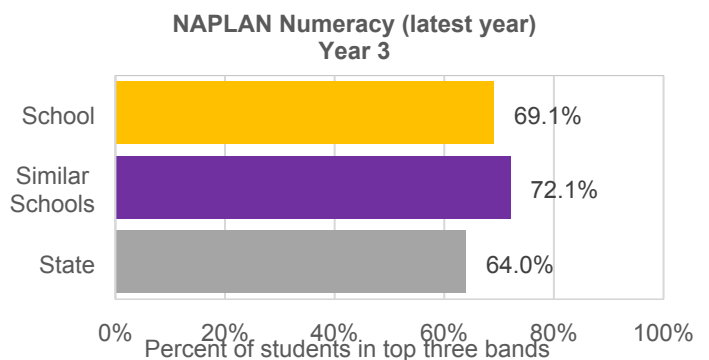
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.9%	72.9%
Similar Schools average:	77.3%	77.4%
State average:	70.2%	69.5%



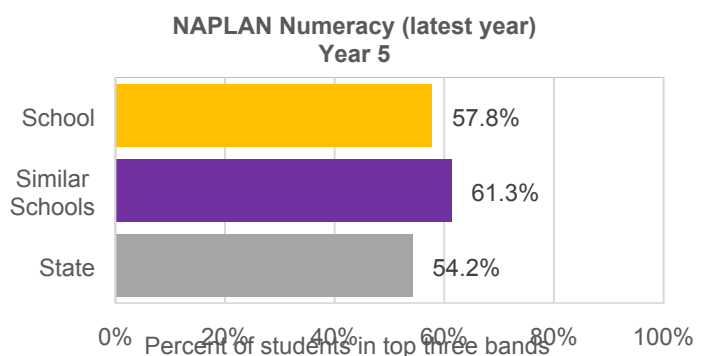
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.1%	72.4%
Similar Schools average:	72.1%	75.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.8%	60.1%
Similar Schools average:	61.3%	66.0%
State average:	54.2%	58.8%



## WELLBEING

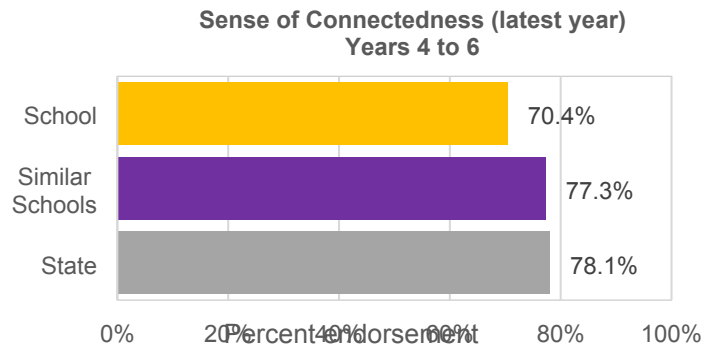
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	70.4%	82.6%
Similar Schools average:	77.3%	80.2%
State average:	78.1%	79.5%

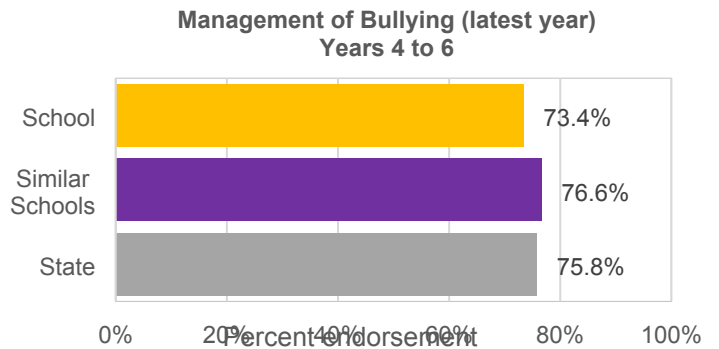


### Student Attitudes to School – Management of Bullying

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:	73.4%	81.5%
Similar Schools average:	76.6%	80.3%
State average:	75.8%	78.3%



## ENGAGEMENT

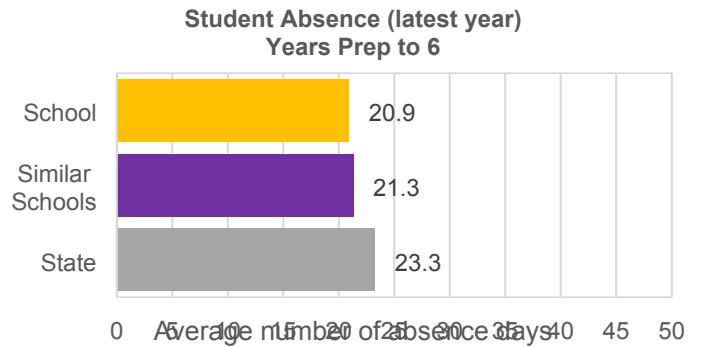
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	20.9	13.7
Similar Schools average:	21.3	14.9
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):	90%	89%	90%	90%	91%	89%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,787,410
Government Provided DET Grants	\$469,257
Government Grants Commonwealth	\$21,801
Government Grants State	\$0
Revenue Other	\$27,069
Locally Raised Funds	\$484,050
Capital Grants	\$18,160
<b>Total Operating Revenue</b>	<b>\$5,807,746</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$21,172
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$21,172</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,693,453
Adjustments	\$0
Books & Publications	\$2,642
Camps/Excursions/Activities	\$269,800
Communication Costs	\$4,260
Consumables	\$105,211
Miscellaneous Expense <sup>3</sup>	\$47,543
Professional Development	\$19,536
Equipment/Maintenance/Hire	\$84,689
Property Services	\$67,662
Salaries & Allowances <sup>4</sup>	\$256,028
Support Services	\$55,043
Trading & Fundraising	\$49,458
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$726
Utilities	\$31,546
<b>Total Operating Expenditure</b>	<b>\$5,687,598</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$101,989</b>
<b>Asset Acquisitions</b>	<b>\$38,582</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 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	\$441,012
Official Account	\$35,924
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$476,935</b>

Financial Commitments	Actual
Operating Reserve	\$157,187
Other Recurrent Expenditure	\$6,968
Provision Accounts	\$0
Funds Received in Advance	\$34,986
School Based Programs	\$18,152
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$106,338
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$403,632</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.*