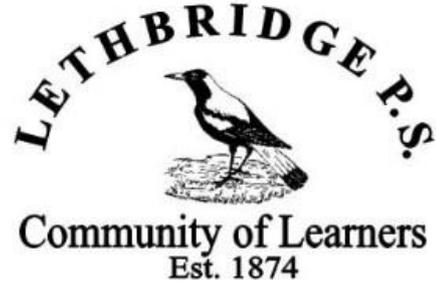


2016 Annual Report to the School Community



School Name: Lethbridge Primary School

School Number: 1386



Name of School Principal:	Tina Barnett
Name of School Council President:	Sharlene Jury
Date of Endorsement:	28.03.2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Lethbridge Primary School has a 135-year rural history. We are a well-established school community having moved in 2012 to our current school location in Stephenson St (located within the township of Lethbridge). We have over 130 students learning in five learning studios, a shared learning space, a relocatable with two classrooms, an administrative block, outdoor learning spaces and a multi-purpose room. These buildings provide a flexible, environmentally sustainable learning environment that supports our commitment to providing an engaging, child-centred and innovative curriculum that prepares our children to be productive, 21st century citizens. The school has a modern outdoor learning/passive play area in addition to a large outdoor fitness playground. We are a sustainable school and promote key initiatives such as rubbish free lunches and a no land fill policy to support this commitment. This belief is reflected in our curriculum, resource expenditure and our outdoor learning and play spaces.

In 2016 Lethbridge Primary School had 11.3 equivalent full time staff including 9 teachers, 1 Principal and 4 Education Support Staff. In addition we provided through the SRP for Japanese, MARC Van, Library, Science and Visual Arts.

We employed staff to provide intervention and enrichment programs for students in literacy and numeracy, and coaching for staff. Our Out of School Hours Program is offered after school five days per week through Camp Australia.

We focus on personalised learning through the implementation of the inquiry model. In 2016 we reduced the level of teaching based on the Developmental Model, and we are using only the Inquiry model from 2017 onwards. This ensures our students are inquisitive, critical thinkers, capable of deep and self-directed learning. With individual learning goals at the center of our planning, our students develop the skills to become self-led learners capable of identifying their learning needs and pursuing opportunities to develop academically, socially and emotionally.

Within the Lethbridge Primary School Community of Learners we have identified the key values that provide a foundation for the decisions, choices and actions of stakeholders in our school community. These values underpin the Student Agreement and school level policy documents and processes.

Along with the nine values for Australian schools which are displayed in our classrooms we also promote the following agreed values:

- care for self, others and the environment
- respect, value and embrace difference
- value and encourage community collaboration and involvement
- value life-long learning
- recognize perseverance and resilience as personal attributes that enhance effective learning

The school has a very strong focus on Student Engagement and Wellbeing initiatives that include PATHS (Promoting Alternative Thinking Strategies) Restorative Practices and Kids Matter.

Framework for Improving Student Outcomes (FISO)

In 2016 Lethbridge Primary School focussed on the Excellence in Teaching and Learning FISO Priorities of 'Building Practice Excellence' and 'Curriculum Planning and Assessment'.

To achieve our aims we invested heavily in the Leading Mathematics Program in which 3 staff attended 7 days of training and worked with the Professional Learning Team to introduce a whole school approach to mathematics. This work is ongoing in 2017 and complimented by our continuation of professional learning through the Leadership of Curriculum and Assessment course.

We introduced Whole School Assessment practices which allow us to measure the effectiveness of our programs and the growth of individual students and cohorts.

VCOP/Big Write was embedded as our chosen approach to teaching writing, with all students experiencing a consistent curriculum based around explicit teaching of writing skills, with a focus on sustained writing through the Big Writes and Cold Writes. This was further enhanced through the Cold Write moderation process implemented each term to measure and plan for point of need student learning programs.

We also focussed on providing teachers with the protocols and time to undertake Peer Observation and Coaching programs aimed at developing their own skills and capacity, by giving and receiving feedback on best practice principles. This program has become embedded at the school and supports teachers to be 'Continual Learners' as per our school motto, striving to always provide the best possible educational outcomes for students.

Achievement

There has been a steady increase in the scaled score achieved by Lethbridge Primary School students in year 3 reading of 72 points, with the increase from 2015 to 2016 being 27 points, showing clear growth in this area, which we expect will continue in 2017 with further consolidation of the reading program. NAPLAN Reading data showed that 80% of students made medium to high growth.

Our focus on Mathematics in 2016 has led to some outstanding results. While we were aiming for our whole school PAT Maths assessment to show an average of 0.45 growth (slightly greater than 12 months), a whole school average effect size of 0.73 was achieved (nearly 2 years' growth in 12 months), with 100% of year 5 students at or above the Expected Level in Naplan Numeracy. We also had a greater percentage of students overall assessed as working above the expected level in Naplan Numeracy.



The Peer Observation and Coaching Program is fully embedded, with all teaching staff participating and demonstrating continual improvement in practice. Consistent data collection and moderation practices, including triangulating data has leading to point of need teaching in 2017.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Our aim in 2016 was to deepen and strengthen student connectedness to school and engagement in learning. We focussed on three areas: Developmental and Inquiry learning, Student voice in learning through curriculum decision making, goal setting and assessment, and the 1:1 netbook program for students in years 3-6 with excellent access to and use of IT in Prep to 2.

The Kids Matter P-6 survey data showed that 97% of students in year P-3 felt that they are engaged and try their best at school. 98% of students in years 4-6 stated that “My teachers encourage me to take on new challenges”, indicating a high level of engagement with the teachers and the curriculum.

Attendance at Lethbridge Primary School is high and we are very pleased with our results in this area. We address non-attendance through a range of strategies. Proactively we use engaging programs that are based on and draw from students’ interests. We also have Individual Learning Plans for high and high-need achievers to ensure that diverse learning needs are addressed in our planning, implementation and assessment. We foster close relationships with our families to ensure that we are working together if an attendance issue does arise.

The teachers monitor attendance through the daily roll, and notify the Principal if there are 3 consecutive unexplained absences, or a potential trend of absences for a student. The Principal follows up with the family to put appropriate supports in place to address issues as identified.

We also celebrate excellent attendance through mid-year and end of year awards. Students and families have identified this as highly motivating.

Wellbeing

In 2016 we focussed on developing student resilience and confidence. We felt that this was a worthwhile goal as students who are willing to take risks and make mistakes, are more likely to ‘have a go’ and succeed through effort. We conducted the PATHS wellbeing program and values education throughout the year. We use Restorative Practices to resolve issues between students and to support students to learn ways to manage conflict. Growth Mindset principals, and mindfulness practices have also been incorporated into classrooms to complement our wellbeing programs.

Students were able to develop their voice and have a say in their learning through the use of Individual Learning Goals. Every student has an individual goal for Maths, Reading, Writing and Personal Learning, which they negotiate with the teacher. They are then responsible for showing the teacher that they have achieved competency in that goal in order to move on to the next.

Again, Kids Matter survey data provides powerful evidence that students feel cared for in our setting, with 100% of year 4-6 students stating that they feel like they belong at this school and that they feel safe at this school. Our well-being initiatives have supported students to feel connected, and safe at school, with a strong sense of belonging which stands them in good stead for learning.

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



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 132 students were enrolled at this school in 2016, 72 female and 60 male. There were 0% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>73%</td> <td>7%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>-</td> <td>47%</td> <td>53%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>40%</td> <td>47%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>87%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	73%	7%	Numeracy	20%	60%	20%	Writing	-	47%	53%	Spelling	13%	40%	47%	Grammar and Punctuation	7%	87%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	73%	7%																							
Numeracy	20%	60%	20%																							
Writing	-	47%	53%																							
Spelling	13%	40%	47%																							
Grammar and Punctuation	7%	87%	7%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

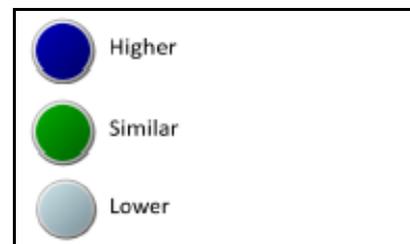
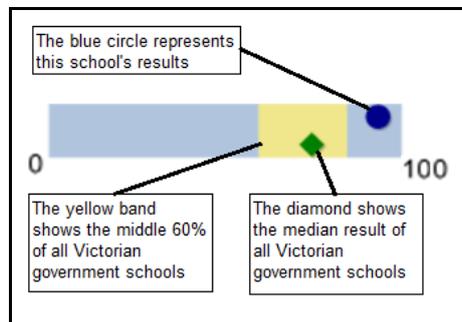
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

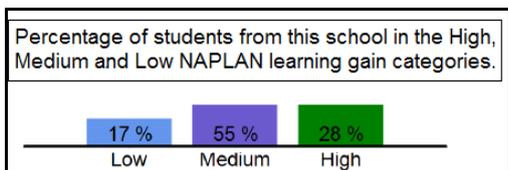
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Lethbridge Primary School continues to be in a healthy financial position, finishing the year in surplus. The Business Manager has managed the school's financial records and resources in a responsible and sustainable manner. There were no extraordinary revenue or expenditure items in 2016. The school continues to provide an After School Care program in partnership with Camp Australia. The expenditure for this is located in 'Miscellaneous Expense'. The school remains committed to supporting local families through the provision of this service. School based fundraising was used to subsidise the cost of excursions. This ensures the money raised by the community, supports our families.

The school received additional funding (State/Commonwealth) beyond the SRP for a Furniture and Equipment Grant of \$8,000 which was used to furnish the portable classrooms with Smart Screens, to ensure highly engaging teaching and learning is possible in all learning areas across the school. The school also received a \$700 Victorian Curriculum Grant which was used to support the implementation of the Victorian Curriculum through attending the Regional Forums, and professional learning ensuring all staff were ready to fully implement the Victorian Curriculum for 2017.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,372,152	High Yield Investment Account	\$83,172
Government Provided DET Grants	\$122,745	Official Account	\$9,979
Government Grants Commonwealth	\$2,025	Total Funds Available	\$93,151
Revenue Other	\$18,849		
Locally Raised Funds	\$75,520		
Total Operating Revenue	\$1,591,292		
Expenditure		Financial Commitments	
Student Resource Package	\$1,075,012	Operating Reserve	\$37,428
Books & Publications	\$299	Asset/Equipment Replacement < 12 months	\$10,000
Communication Costs	\$2,620	Revenue Receipted in Advance	\$3,600
Consumables	\$26,805	Provision Accounts	\$10,122
Miscellaneous Expense	\$64,972	Other recurrent expenditure	\$28,000
Professional Development	\$7,505	Capital - Buildings/Grounds incl SMS>12 months	\$4,000
Property and Equipment Services	\$62,446	Total Financial Commitments	\$93,151
Salaries & Allowances	\$43,742		
Trading & Fundraising	\$13,646		
Utilities	\$8,358		
Total Operating Expenditure	\$1,305,405		
Net Operating Surplus/-Deficit	\$285,887		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

