2018 Annual Report to The School Community

School Name: Lethbridge Primary School (1386)

- 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 Regulation 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 2018 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 21 March 2019 at 07:28 AM by Emma Remilton (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 March 2019 at 01:14 PM by Patricia Day (School Council President)

About Our School

School context

Our Vision:
As a community of learners we respect and value the differences that make us unique. We are committed to genuine and sustained collaboration and learning, that has he wellbeing and development of our children at the centre of all that we do.
Our School Values:
Caring - Care for self, others and the environment
Respecting - Respecting, valuing and embracing difference
Collaboration - community collaboration and lifelong cooperative learning
Resilience - Perseverance and resilience
Our Purpose -
We focus on personalised learning through the implementation of the inquiry model. 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.
Our Workforce Composition -
In 2018, we had the equivalent of 12.6 full time staff; including one Principal, seven full-time Classroom Teachers, two part-time Specialist Teachers, one part-time Teaching and Learning Coach, one Business Manager and three Education Support Officers.
Our Geographic Location -
We are a rural school, situated within the Golden Plains Shire.
Our Size and Structure -
In 2018, our 129 students were placed into seven classrooms; including a Prep, two Year 1/2s, two 3/4s, a Year 5 and a Year 6. Within our main building there are five open learning studios, a shared learning space, a relocatable with two classrooms and a multi-purpose room.
Enrolment Characteristics -
In 2018, we had a slight decrease to our enrolment numbers due to commencement of a catholic school in nearby Bannockburn, which is the first in the nearby area. Characteristically we have remained steady with our enrolments, with a slight increase prior to 2018.
Special Programs -
Within our 2018 Student Resource Package, the provision of the following programs were implemented; Leveled Literacy Intervention, STEM, Visual Arts, Music, Library, MARC Van and Italian.

Framework for Improving Student Outcomes (FISO)

In 2018, Lethbridge PS focused on the FISO improvement priority area of 'Excellence in Teaching and Learning', within the improvement initiatives of 'Building Practice Excellence' and Curriculum Planning and Assessment'. Our overarching goal was to improve literacy and numeracy outcomes for every student across the school
The two key improvement strategies to achieve our achievement goal were:
1) Build teacher capacity to collect, analyse and use student learning data to monitor and effectively intervene to ensure learning growth in reading, writing and numeracy.
2) Build teacher capacity to plan, implement and assess a differentiated curriculum using individual learning goals to ensure student learning growth.
Both of these key improvement strategies were partially met by the end of 2018.
The key highlights were the improved teacher practice of using the Essential Learning's and I Can statements to develop individual learning goals and their learning programs. Teachers also increased their confidence with collecting, analysing and using data; focusing on utilising formative data to plan for differentiation.

Achievement

The school has made solid progress with its student achievement goals and outcomes over the past year; achieving the majority of the 2018 A.I.P set targets.

A clear highlight for 2018 was our positive student Reading achievement data in NAPLAN and PAT. The school achieved pleasing progress with our Numeracy achievement data in NAPLAN and PAT.

The creation of our 2019-2022 School Strategic Plan has highlighted a focus on further increasing our Mathematics achievement data, especially achieving high growth in NAPLAN and increasing the amount of students achieving in the top two bands for Numeracy. We will also focus on aligning our Victorian Curriculum teacher judgements, with NAPLAN results. The strategy to achieve this is to ensure consistency is embed within teacher practice.

Engagement

The school has made pleasing progress with its student engagement goals and outcomes in 2018. Our student leadership roles were greatly increased, with them leading the implementation of more activities within the school. Student voice was a key focus, especially in Year's 3-6, were they assisted or led the development of their individual learning goals and were asked to produce evidence of achievement of these. Student voice and agency will continue to be an area of focus moving into our new School Strategic Plan, with the need reflected in our Students Attitudes to School Data.

In 2018, we achieved good attendance data across the whole school; with an attendance rate average of 94%. To address student non-attendance teachers, as well as the Business Manager are requested to report any absences of 3 days or more to the Principal. Families are requested to inform the school of any planned absences and were made direct contact with, via telephone if they did not. The Principal works closely with families to increase attendance and address any concerns that may arise. Students are supported to return to school by their classroom teacher and the Principal.

Wellbeing

Our 2018 Students Attitudes to School data provided pleasing results, especially in regards to Students Sense of Connectedness to School and School Management of Bullying, where we achieved similar to or above the state median. We believe this is a positive reflection of the implementation of the School Wide Positive Behaviour Program and consistent expectations across the whole school. In 2018, the Expected Behaviour Matrix was introduced across the whole school, as well as the Dojo reward system, which was based on our four school values. The Respectful Relationships program was also implemented throughout the school, with the expectation of one lesson to be taught in every classroom on a weekly basis. We have an established SWPBS team to monitor and develop the implementation of both of these programs, meeting on a fortnightly basis.

Financial performance and position

In 2018, our School Resource Package resulted in a surplus due to an accumulation over a number of years. This continual surplus is a result of staffing changeover, with an increase of graduates within our workforce. With planned budgeting and increments in mind, this surplus will slowly deplete over the next few years, as it did within 2018. The school received a number of government grants to support programs and the implementation of protocols, such as attendance tracking. Other targeted initiatives that we received grants for included; Primary Welfare, Swimming in Schools, Respectful Relationships, Inclusion Boost and Equipment Boost for Schools. The Inclusion Boost provided essential Professional Development for teachers to increase their knowledge of students with additional needs and how we can extend our inclusion of them within our classrooms. The Equipment Boost for Schools, was an   Our 2018 Equity Funding, allowed for targeted professional learning for staff to support of AIP goals and also funded the acquisition of a Teaching and Learning Coach.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 129 students were enrolled at this school in 2018, 65 female and 64 male.

ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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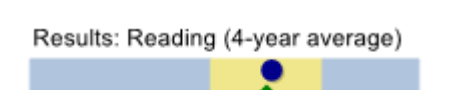
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
       Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	**Results: English** 0 ▬▬▬▬▬▬▬ 100 **Results: Mathematics** 0 ▬▬▬▬▬▬▬ 100	● Similar ● Similar

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 8 % (Low) 69 % (Medium) 23 % (High) **Numeracy** 31 % (Low) 62 % (Medium) 8 % (High) **Writing** 8 % (Low) 77 % (Medium) 15 % (High) **Spelling** 46 % (Low) 31 % (Medium) 23 % (High) **Grammar and Punctuation** 38 % (Low) 31 % (Medium) 31 % (High)	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 ——— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ——— 50 Few absences <------> Many absences	🔵 Higher 🔵 Higher

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	94 %	93 %	95 %	95 %	94 %	94 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	Similar Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	Similar Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$1,410,127
Government Provided DET Grants	$154,999
Government Grants Commonwealth	$1,725
Government Grants State	$3,300
Revenue Other	$22,622
Locally Raised Funds	$76,830
Total Operating Revenue	**$1,669,603**

Equity[1]	
Equity (Social Disadvantage)	$21,185
Equity Total	**$21,185**

Expenditure	
Student Resource Package[2]	$1,187,697
Communication Costs	$2,155
Consumables	$28,414
Miscellaneous Expense[3]	$63,518
Professional Development	$13,821
Property and Equipment Services	$57,507
Salaries & Allowances[4]	$61,944
Trading & Fundraising	$13,128
Travel & Subsistence	$315
Utilities	$7,511

Total Operating Expenditure	**$1,436,011**
Net Operating Surplus/-Deficit	**$233,592**
Asset Acquisitions	**$13,537**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$80,121
Official Account	$9,595
Total Funds Available	**$89,716**

Financial Commitments	
Operating Reserve	$39,604
Other Recurrent Expenditure	$29
School Based Programs	$1,583
Asset/Equipment Replacement < 12 months	$24,000
Maintenance - Buildings/Grounds < 12 months	$24,500
Total Financial Commitments	**$89,716**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
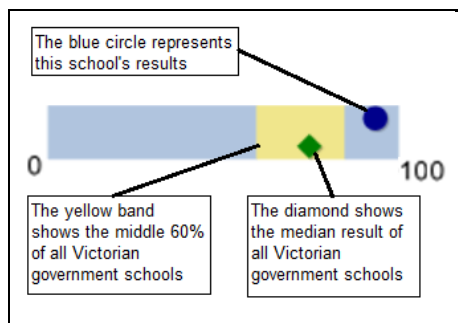
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
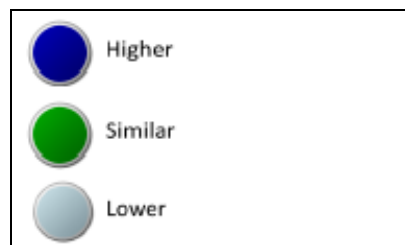
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').