

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 April 2024 at 05:15 PM by Chelsey Marks (Principal)

- This 2023 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 29 April 2024 at 06:33 PM by Mandy Humpage (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

At Lethbridge Primary School, we pride ourselves on building relationships with our students and their families. As a community, we work in partnership with parents to ensure students are successful in their learning and wellbeing. Our staff know each child's interests, strengths and areas of improvement. Through our work, we focus on the academic and social learning of each student.

Our School Values:

Care - Care for self, others and the environment

Respect - Respecting, valuing and embracing difference

Collaboration - Community collaboration and lifelong cooperative learning

Resilience - Perseverance and resilience.

Our Vision: At Lethbridge Primary School, we provide students with a safe, welcoming and inclusive environment. Our purpose is to provide a program which supports all students to learn to the best of their ability.

Our Purpose:

At Lethbridge Primary School, we focus on personalised learning through the implementation of individual learning goals, and the inquiry model. This supports our students to be inquisitive, critical thinkers, capable of deep and self-directed learning. With individual learning goals at the centre of our planning, our students develop 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 2023, we had 5 full time classroom teachers, 1 principal class member, 1 business manager, 1 learning specialist, 2 part time teachers and 4 education support staff employed at various time fractions.

Our Geographic Location:

We are a rural school, situated within the Golden Plains Shire. Originally sited on the Midland Highway, between Bannockburn and Meredith, the school was rebuilt in the sports precinct in the Lethbridge Township in 2010.

Our Size and Structure:

In 2023, our 107 students were placed in five classes. This included a Foundation class, a Year 1/2, a Year 2/3, a Year 4/5 and a Year 5/6 class. Within the main building three of our classrooms were utilised for the Foundation to Year 3 classes. Our upper primary classes (Year 4/5 and 5/6) utilised the portable classrooms. Within our main building we have a large, shared learning space which also contains our school library. Another classroom in the main building was utilised as a teacher resource space and the fifth classroom in the main building was used as an Italian/STEM classroom. Our Multi-Purpose room was utilised for teaching Visual and Performing Arts.

Our Enrolment Characteristics:

In 2023, our enrolment population of 107 included 46 female and 61 male students. Students enrolled at Lethbridge Primary School draw from the township of Lethbridge and surrounding rural areas. Children from Maude, Meredith, Elaine and the outskirts of Bannockburn are a part of our student population. The SOFE band value in 2023 was recorded as Low-Medium.

Special Programs: Within our 2023 Student Resource Package (SRP), provision was made for the following programs:

- Literacy intervention: MiniLit program (supported by the Tutor Learning Initiative)
- Numeracy intervention: GRIN (Getting Ready in Numeracy) program
- STEM
- The Arts (one semester of Visual Arts, one semester of Performing Arts)
- MARC Van
- Italian
- Physical Education

In 2023, our camping program continued to be collaborative experiences with local neighbouring schools. Our collaborative camps were well received by students and their families as a means for networking and establishing relationships. Camps for students in Year 3, 4 and 6 in 2023 were funded by the Positive Start initiative.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023, our focus on Numeracy continued with the development of our Guaranteed and Viable Curriculum (GVC). Documentation has grown to include Essential Learnings, Learning Sequences and Proficiency Scales. Ongoing work was conducted to audit the curriculum, to ensure viability and the learning needs of students. The development of the GVC supported teaching staff to build assessment and differentiation practices across our school. Staff used the curriculum to develop a learning continuum. The continuum was then used to inform families of achievements and areas of focus through student reports. The use of clear documentation, teaching approaches and professional learning will continue to be a focus in 2024 as part of the School Review recommendations to use similar processes for English.

Data is used across the school for various reasons. This includes identifying students for intervention and enrichment opportunities and the development of teaching and learning plans. Teachers work in collaborative teams to make data informed decisions when planning learning experiences for students. This approach supports the development of fluid student groupings with cohorts, learning goals and tracking progress. To further support student progress in Literacy, MiniLit continued to be utilised as part of the Tutor Learning Initiative. Professional learning for MiniLit was provided for relevant staff and resources were purchased throughout the year to support student participation. Getting Ready In Numeracy (GRIN) continued to support students with their progress in Mathematics. Throughout 2023, LPS worked collaboratively with other schools to deliver an enrichment approach to support the learning in Mathematics for selected students. The significance of this collaborative work was recognised through our nomination for a Victorian Education Excellence Award.

Wellbeing

In 2023, our work to support student relationships throughout the school continued through our House approach. In addition to this, School Captains supported whole school events and the Student Representative Council led fundraisers for charities. Our work to embed the Disability and Inclusion initiative continued in 2023. This included professional learning for staff, connections with Allied Health experts and NDIS, and the implementation of tiered responses to learning and wellbeing needs. The established partnerships with families and Allied Health professionals supported the understanding of potential adjustments needed to support students and their success at school. Our success with Disability and Inclusion Profiles provided the opportunity for additional resources throughout the school, including further Education Support Staff.

Work to address the Sense of Connectedness data provided through the Attitudes to School Survey included tracking of social and academic behaviours. This information was used to inform improvements for small groups and individual students. Student Leaders collated the input of students across the school to inform lunch time activities, celebrations and resources used at the school. Student voice was also invited through the SRC to improve school facilities.

A highlight in the Parent Opinion Survey included 95% positive endorsement for student connectedness and was a higher than results for similar schools and the state.

Engagement

Our Specialist Showcase was held during term three to promote the specialist program. Student work samples were displayed for families to view, in addition to the student performances that were developed in Performing Arts sessions. Towards the end of each term, Student Showcase events were held. These events were an opportunity for students to display pride in their school and work samples for parents and families to view and ask questions. Student attendance was monitored through the whole school management system; Sentral. Automatic contact with parents was made when students were absent for unexplained reasons. Absences of more than two consecutive days were responded to through phone contact with parents.

Across the school, students had an average of 17.2 days. This data is better than similar schools and the state, however it is not as positive as the school's previous 4-year average of 16.3 days. Within the Attitudes to School Survey completed by Year 4-6 students, 75% of students provided positive endorsement for attitudes to attendance. A highlight in the Parent Opinion Survey included 80% positive endorsement for parent community engagement and was higher than results for similar schools and the state.

Financial performance

Lethbridge Primary School finished 2023 with a surplus. Budgeting was carefully considered throughout the year, particularly as our success within the Disability and Inclusion initiative provided additional opportunities for resources. The school's income was contributed to through government grants and fundraising. Targeted funding such as the Tutor Learning Initiative and Equity funding contributed towards the school's intervention programs, where staff were required to conduct literacy and numeracy small group programs. A range of fundraising events were held throughout the year, including a Bunnings BBQ, Pie Drive, Colour Run, Mother's and Father's Day stalls. Additional funding was received through the Sporting Schools Grants and supported the school in providing opportunities with specialist coaches for sporting clinics. The Student Representative Committee (SRC) also held fundraisers throughout the year to support selected charities.

For more detailed information regarding our school please visit our website at
<https://www.lethbridgeps.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 107 students were enrolled at this school in 2023, 46 female and 61 male.

NDP 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).

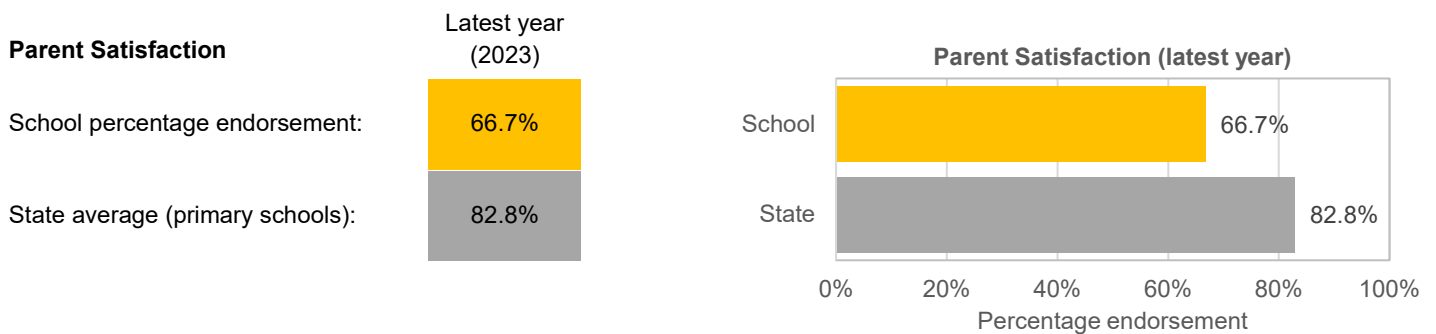
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

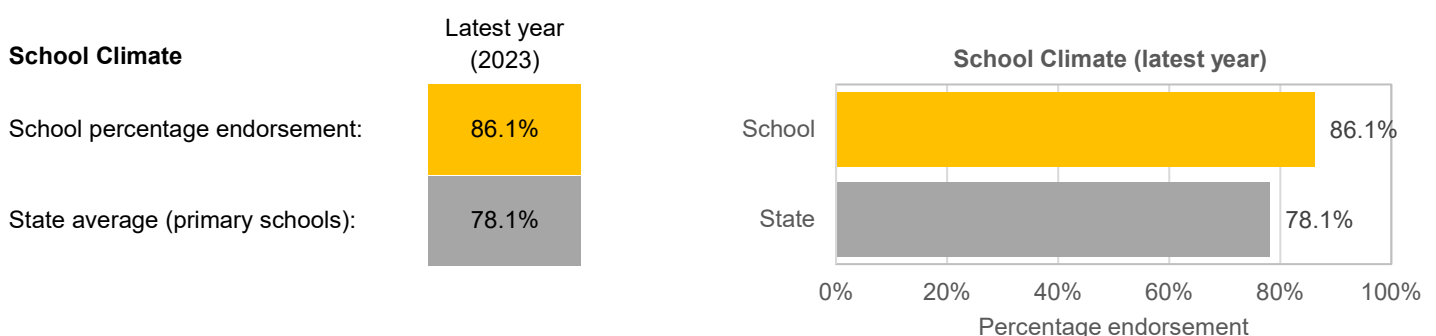


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

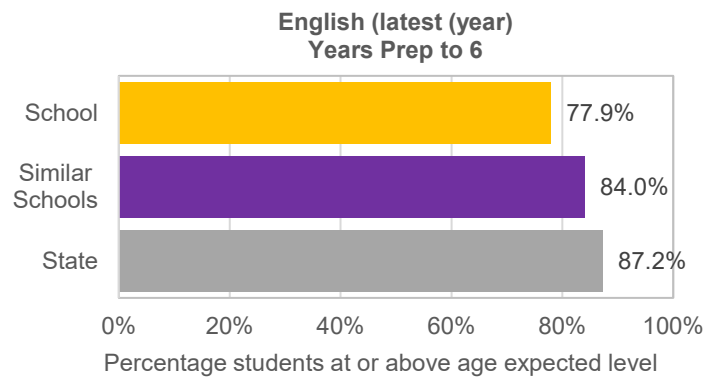
77.9%

Similar Schools average:

84.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

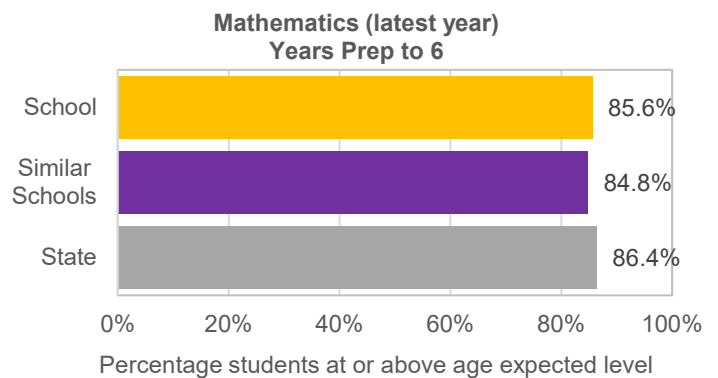
85.6%

Similar Schools average:

84.8%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.4%

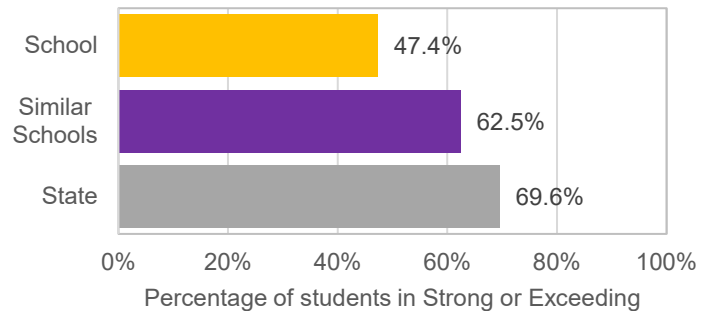
Similar Schools average:

62.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.2%

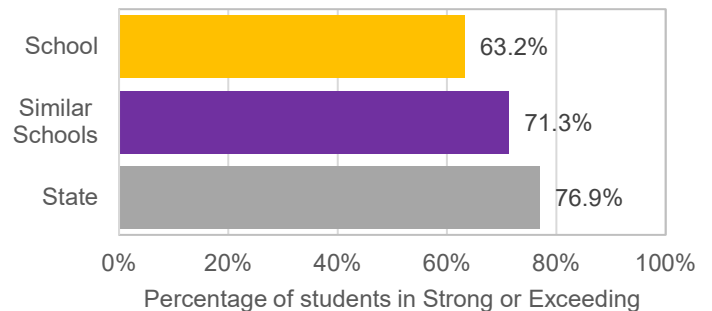
Similar Schools average:

71.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.6%

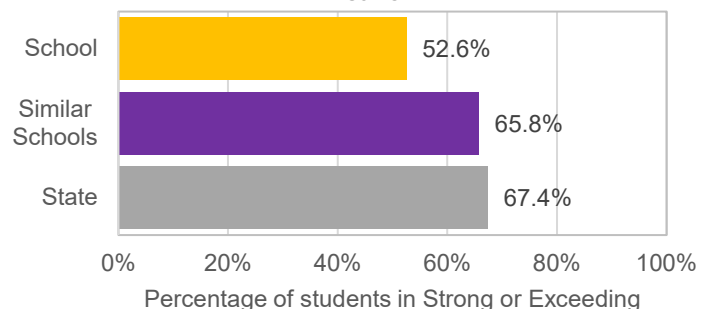
Similar Schools average:

65.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.9%

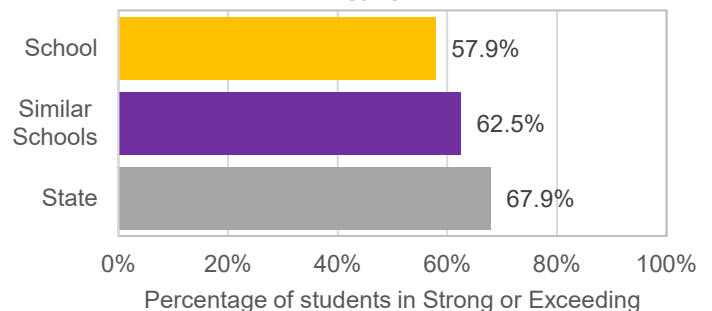
Similar Schools average:

62.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

62.5%

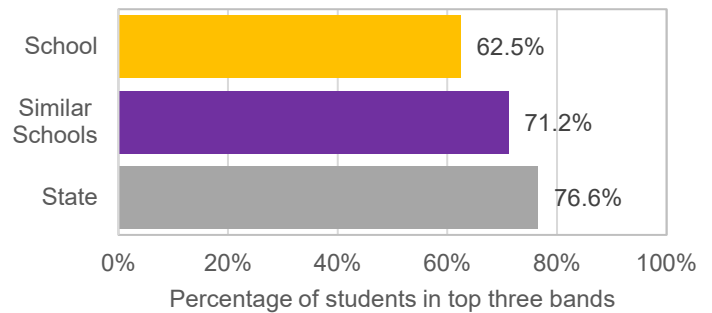
Similar Schools average:

71.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

81.8%

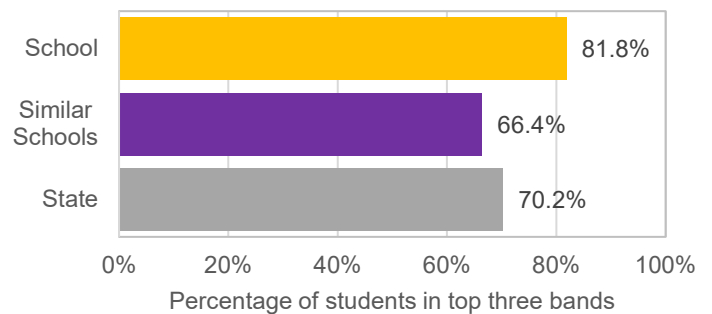
Similar Schools average:

66.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

62.5%

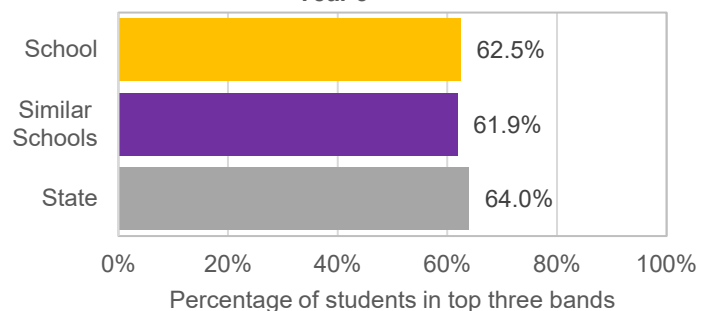
Similar Schools average:

61.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

54.5%

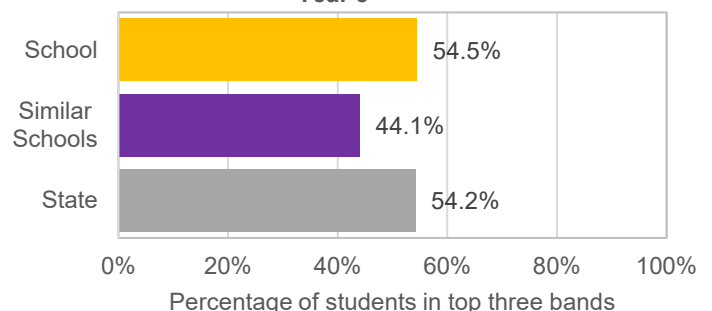
Similar Schools average:

44.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

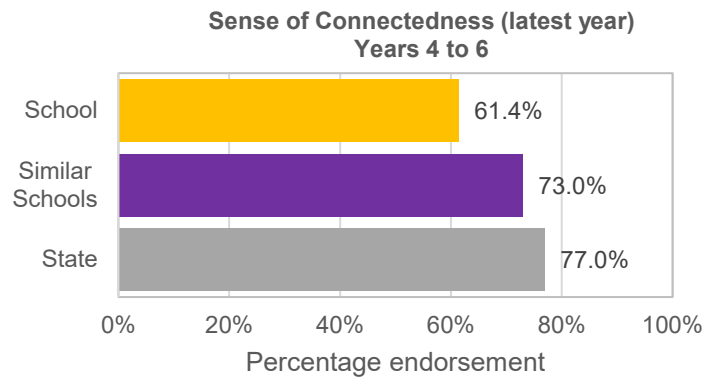
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	61.4%	73.7%
Similar Schools average:	73.0%	75.0%
State average:	77.0%	78.5%

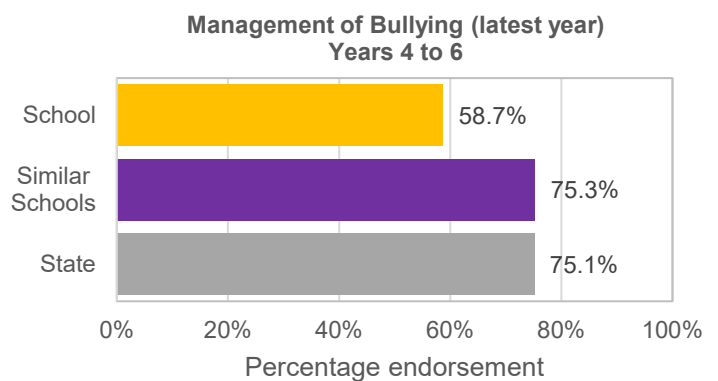


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	58.7%	68.0%
Similar Schools average:	75.3%	76.5%
State average:	75.1%	76.9%



ENGAGEMENT

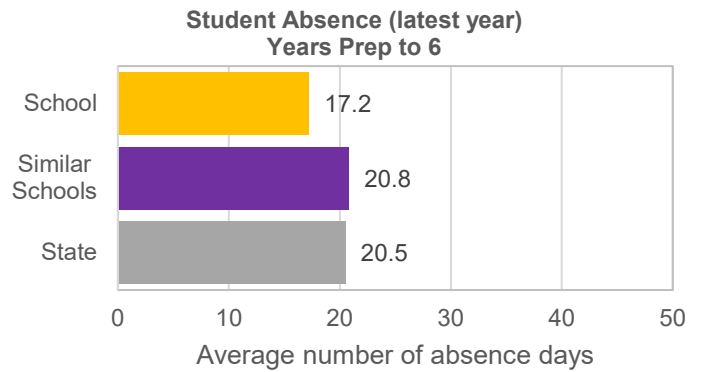
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.2	17.2
Similar Schools average:	20.8	18.4
State average:	20.5	18.1



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 (2023):	93%	91%	91%	91%	91%	89%	94%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,452,877
Government Provided DET Grants	\$188,327
Government Grants Commonwealth	\$6,600
Government Grants State	\$0
Revenue Other	\$11,455
Locally Raised Funds	\$38,753
Capital Grants	\$0
Total Operating Revenue	\$1,698,013

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,184
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,184

Expenditure	Actual
Student Resource Package ²	\$1,230,690
Adjustments	\$0
Books & Publications	\$5,612
Camps/Excursions/Activities	\$21,327
Communication Costs	\$2,103
Consumables	\$20,000
Miscellaneous Expense ³	\$8,551
Professional Development	\$4,876
Equipment/Maintenance/Hire	\$8,331
Property Services	\$46,363
Salaries & Allowances ⁴	\$70,331
Support Services	\$29,024
Trading & Fundraising	\$6,735
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,605
Total Operating Expenditure	\$1,467,547
Net Operating Surplus/-Deficit	\$230,466
Asset Acquisitions	\$16,727

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$188,168
Official Account	\$17,263
Other Accounts	\$0
Total Funds Available	\$205,431

Financial Commitments	Actual
Operating Reserve	\$36,449
Other Recurrent Expenditure	\$411
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$36,861

All funds received from the Department of Education, 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.