

# 2025 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 March 2026 at 07:28 PM by Chelsey Marks (Principal)

- As executive officer of the school council, I attest that this 2025 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 18 March 2026 at 07:28 PM by Chelsey Marks (Principal)

## 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## 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 developing students to be effective and literate learners, mathematicians, problem solvers and good citizens. This approach supports our students to be inquisitive, critical thinkers, capable of deep and self-directed learning. With data analysis 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 2025, we had 6 full time classroom teachers, 1 principal class member, 1 business manager, 1 learning specialist, 1 Disability Inclusion coordinator, 3 part time teachers and 7 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 2025, our 112 students were placed in six classes. This included a Foundation class, two Year 1/2 classes, a Year 3/4 class, a Year 4/5 class and a Year 5/6 class. Within the main building four of our classrooms were utilised for the Foundation, Year 1/2 and Year 3/4 classes. Our remaining classes (Year 4/5 and Year 5/6) utilised the portable classrooms. Within our main building we have a large, shared learning space called the Learning Street, which also contains our school library. A fifth classroom in the main building was utilised as a classroom for our specialist program and generally used for STEM. Our Multi-Purpose Room was utilised for teaching Visual and Performing Arts.

### Our Enrolment Characteristics:

In 2025, our enrolment population of 112 included 53 female and 59 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 2025 was recorded as Medium.

### Special Programs:

Within our 2025 Student Resource Package (SRP), provision was made for the following programs:

- Literacy intervention: MiniLit program (supported by the Tutor Learning Initiative) and supported through Individual Intervention Plans
- Numeracy intervention: Individual Intervention Plans
- STEM
- The Arts (one semester of Visual Arts, one semester of Performing Arts including the Music in Schools Program)
- MARC Van
- Auslan
- Physical Education

In 2025, 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.

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

### Learning

In 2025, professional learning for the LPS teaching team centred on the Victorian Teaching and Learning Model 2.0. This work explored the elements of teaching and learning, and impacted the review of the school's Instructional Model. The LPS Instructional Playbook was also drafted, following professional learning provided through the Principal Network to work with education consultant Bron Ryrie-Jones. The Instructional Playbook will provide consistency in our pedagogical practice and support our work in ensuring our teaching is underpinned by research and evidence.

Teaching teams continued to work collaboratively to analyse data and develop learning plans to support learning growth. The development of the data wall provided significant guidance in providing differentiated learning programs for students, and in some cases; Individual Intervention Plans. These plans complemented the work of our Education Support Staff team where students worked in small groups or 1:1 on targeted skills. Multiple opportunities were also provided for enrichment in small groups, where students focused on conceptual understanding, inferred information, provided justification for their thinking, and reflected on their learning progress.

Students were guided using sample texts and questioning to use their oral language skills for interaction, collaboration and problem solving. Various students were also nominated and participated in the Victorian High Abilities Program for Literacy and Numeracy throughout 2025.

Curriculum Overviews were also revised in 2025, to align with the Victorian Curriculum 2.0. These overviews provided guidance for our instructional practices, evidence-informed resources and whole school assessment.

The 2025 NAPLAN results highlighted positive outcomes for our Year 5 students, with 73% of students achieving in the strong and exceeding proficiencies in reading, and 60% for numeracy. Pleasingly, Year 5 NAPLAN reading assessment showed 73% of students with medium and high growth.

## Wellbeing

In 2025, our House approach aimed to build strong relationships across the school and the sense of connectedness. House Captains, School Captains and Specialist Captains worked to collect, collate and act on student feedback for House Games, House Rewards, special events and discussions to improve playtime options at school. The Student Representative Council worked to raise money for charities and supported special events such as Footy Day and the Good Friday Appeal. Our work in Disability Inclusion continued successfully throughout 2025 to support students with reasonable adjustments, emotional regulation and connection with Allied Health professionals. Our success with Disability Inclusion Profiles provided the opportunity for additional resources to support inclusion and adjustments, including additional Education Support Staff.

During Semester One, alterations were made to the Education Support Staff schedule to improve continuity and consistency. The teaching team began working through a Professional Learning Community inquiry cycle focusing on behaviour in Term 2. This work was informed by current research and evidence, to build a whole school approach to responding to behaviours. Students and families were invited to provide feedback and information regarding the whole school approach was then confirmed and published through the school newsletter. The work involved reviewing our Expected Behaviours, developing a common and consistent language in responding to behaviours and providing the predictability for students regardless of the subject and learning space they were in.

Curriculum days throughout 2025 focused on staff participating in the Berry Street Education Model (BSEM) professional learning. The involvement of teaching staff, education support and administration staff in this learning provided a consistent understanding of the BSEM and therefore improvements to our Behaviour Response, adjustments for students and routines across the school day.

Staff began to collate our new learning regarding engagement and behaviour in our Engagement Playbook. Using professional learning regarding the Instructional Playbook, the same format was used to begin drafting a whole school approach. The Positive Classroom Management Strategies were used to inform an initial focus on Routines and Procedures, inclusive of Morning Circle, transitions and reset routines across the school.

## Engagement

To support student engagement and acknowledge success, each term families were invited to attend Learning Celebrations. The Learning Celebrations are a highlight of our termly calendar. They offer an opportunity to view learning, celebrate student effort and build pride in the school. These community events are often well-attended by families. Student Led Conferences were offered in Term 3. Students worked within their classrooms to select work samples for celebration and shared goals as part of the conference with their classroom teacher and parents.

Throughout 2025, student attendance was monitored using the whole school management system, Compass. Automated notifications were shared with parents when students were absent for unexplained reasons. In late 2025, Absence Letters for families were re-introduced to ensure attendance data was accurate and parents had another opportunity to monitor their child's attendance at school.

Across the school, students had an average of 24.9 days absent, slightly higher than similar schools and the state average.

## Financial performance

Lethbridge Primary School finished 2025 with a surplus. Budgeting was carefully monitored throughout the year and decisions were made to invest in the resources for our students. The success with the Disability Inclusion initiative provided additional resources for Education Support Staff throughout 2025. In Term 2, the Parents Club was introduced and their success in fundraising supported arrangements for new play options in the yard to be installed in 2026. A range of fundraising events were scheduled throughout the year including a colour run, Bunnings BBQ, special lunch days and Mother's and Father's Day Stalls.

The Tutor Learning Initiative and Equity funding contributed to the 2025 intervention programs, where staff worked with small groups of students targeting their learning needs and increasing learning confidence.

**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

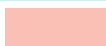


A total of 113 students were enrolled at this school in 2025, 53 female and 60 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	66.7%	
	Similar schools	80.5%	
	State	82.0%	

### School Staff Survey

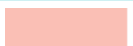
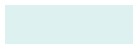


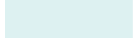

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	79.7%	
	Similar schools	81.0%	
	State	77.4%	

## LEARNING


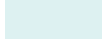


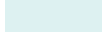







### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>79.0%</b>	
	Similar schools	85.0%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>66.7%</b>	
	Similar schools	83.5%	
	State	84.2%	

## NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


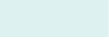




		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>53.3%</b>	 <b>54.3%</b>
	Similar schools	65.1%	 65.2%
	State	69.5%	 69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>73.3%</b>	 <b>70.0%</b>
	Similar schools	72.2%	 73.6%
	State	73.9%	 74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>53.3%</b>	 <b>52.2%</b>
	Similar schools	65.5%	 65.9%
	State	66.2%	 66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>60.0%</b>	 <b>62.0%</b>
	Similar schools	69.1%	 66.7%
	State	69.1%	 68.1%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.


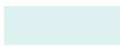

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>80.0%</b>	
	Similar schools	71.5%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>60.0%</b>	
	Similar schools	70.3%	
	State	74.0%	

## WELLBEING


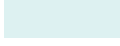

### Student Attitudes to School – Sense of Connectedness

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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>61.2%</b>		<b>65.4%</b>
	Similar schools	75.5%		76.0%
	State	77.1%		77.3%

### Student Attitudes to School – Managing 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>61.1%</b>		<b>60.2%</b>
	Similar schools	78.7%		78.1%
	State	76.4%		75.8%

## ENGAGEMENT








### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	24.9	21.1
	Similar schools	21.2	21.7
	State	21.5	21.7

### Attendance rate

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

		2025	
Prep	School	87.0%	
Year 1	School	86.3%	
Year 2	School	91.1%	
Year 3	School	89.9%	
Year 4	School	88.7%	
Year 5	School	84.7%	
Year 6	School	85.2%	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,993,347
Government Provided DET Grants	\$198,704
Government Grants Commonwealth	\$6,109
Government Grants State	\$0
Revenue Other	\$14,119
Locally Raised Funds	\$67,943
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,280,222</b>

Equity	Actual
Equity (Social Disadvantage)	\$23,267
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,267</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$1,737,924
Adjustments	\$0
Books & Publications	\$46
Camps/Excursions/Activities	\$27,436
Communication Costs	\$7,194
Consumables	\$45,954
Miscellaneous Expenses <sup>2</sup>	\$22,960
Agency Staff	\$36,635
Professional Development	\$21,050
Equipment/Maintenance/Hire	\$8,861
Property Services	\$73,224
Salaries & Allowances <sup>3</sup>	\$98,443
Support Services	\$6,071

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$11,051
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,915
Utilities	\$16,746
<b>Total Operating Expenditure</b>	<b>\$2,115,511</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$164,710</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$61,570
Official Account	\$22,954
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$84,524</b>

Financial Commitments	Actual
Operating Reserve	\$62,931
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,885
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,731
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
<b>Total Financial Commitments</b>	<b>\$85,547</b>

*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.*