

2024 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 24 April 2025 at 10:16 AM by Chelsey Marks (Principal)

- As executive officer of the school council, I attest that this 2024 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 30 April 2025 at 02:19 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
- 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data 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 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 2024, we had 6 full time classroom teachers, 1 principal class member, 1 business manager, 1 learning specialist, 2 part time teachers and 5 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 2024, our 113 students were placed in six classes. This included two Foundation/1 classes, a Year 2/3 class, a Year 3/4, and two Year 5/6 classes. Within the main building four of our classrooms were utilised for the Foundation to Year 4 classes. Our upper primary classes (Year 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 an Italian/STEM classroom. Our Multi-Purpose room was utilised for teaching Visual and Performing Arts.

Our Enrolment Characteristics:

In 2024, our enrolment population of 113 included 48 female and 65 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 2024 was recorded as Low-Medium.

Special Programs:

Within our 2024 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 2024, 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

Throughout 2024, there was a strong focus on literacy, particularly on the delivery of the Sounds Write program in the junior years. Staff also began exploring the Department's newly released Phonics Plus program. Due to staffing changes and a change in leadership in 2024, there was also an emphasis on data collection and analysis.

Data was used across the school for various purposes, including identifying students for intervention and enrichment opportunities and developing teaching and learning plans. Teachers continued to work in collaborative teams to make data-informed decisions when planning learning experiences for students. This approach supported the development of fluid student groupings within cohorts, the establishment of learning goals, and the tracking of student progress.

To further support student progress in literacy, MiniLit continued to be used as part of the Tutor Learning Initiative. Professional learning for MiniLit was provided to relevant staff, and resources were purchased throughout the year to support student participation.

To further strengthen our ability to support all students at Lethbridge Primary School, staff engaged in professional learning focused on supporting students with autism. This provided a valuable opportunity for staff to collaborate, share their expertise in this area, and discuss the reasonable adjustments being implemented in the classroom to better meet student needs.

The 2024 NAPLAN results highlighted positive outcomes for our Year 5 students, with 75% of students achieving in the strong and exceeding categories for reading and 68% in numeracy. Both

results were higher than those of similar schools and the state average, reflecting the effectiveness of our targeted teaching strategies and student support initiatives.

Wellbeing

In 2024, 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 2024. 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 raise funds for various charities throughout the year.

Engagement

Towards the end of each term, Student Showcase events were held, providing students with the opportunity to display pride in their school and present work samples for parents and families to view and discuss. In 2024, student-led conferences were introduced, encouraging students to share their goals and achievements with their families. This initiative created a valuable platform for students to reflect on their learning and strengthen student voice and agency.

Student attendance was monitored through the whole-school management system, Compass. Automated notifications were sent to parents when students were absent for unexplained reasons. For absences exceeding two consecutive days, follow-up contact with parents was made via phone to provide additional support and clarification.

Across the school, students had an average of 17.7 days absent—a result better than similar schools and the state average. In the Attitudes to School Survey completed by Year 4–6 students, 75% of students gave a positive endorsement for attitudes to attendance. A highlight from the Parent Opinion Survey was the 90% positive endorsement for student connectedness, which was higher than the results for similar schools and the state.

Other highlights from the school year

In 2024, Lethbridge Primary School celebrated 150 years of education. This was a fantastic event for our school community and it was great to welcome past and present students to celebrate the occasion.

Financial performance

Lethbridge Primary School finished 2024 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 and 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 113 students were enrolled at this school in 2024, 48 female and 65 male.

NDP percent of students had English as an additional language and 5 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).

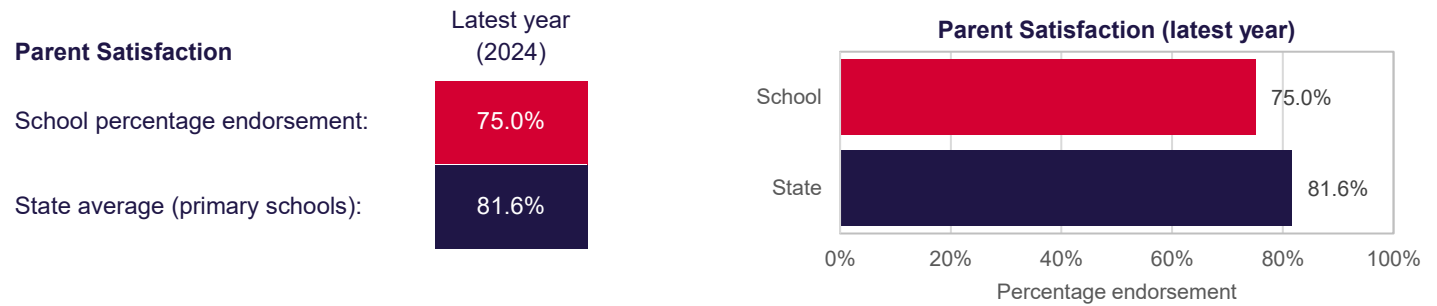
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

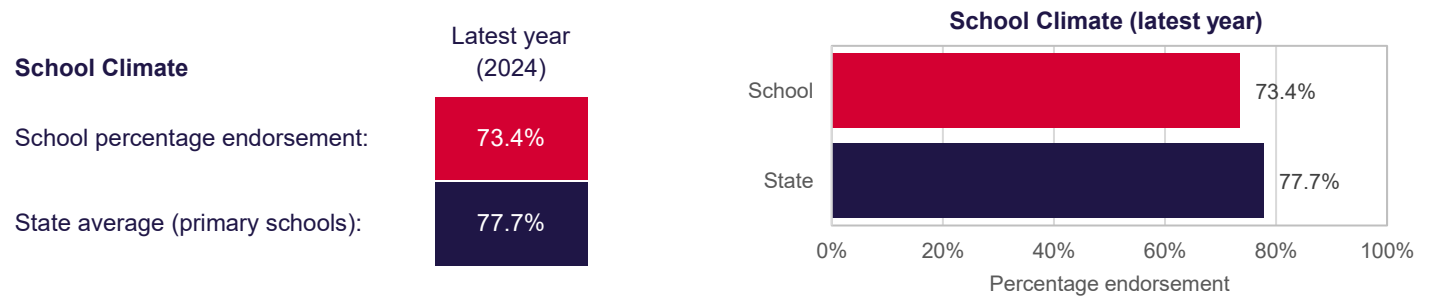


School Staff Survey

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.



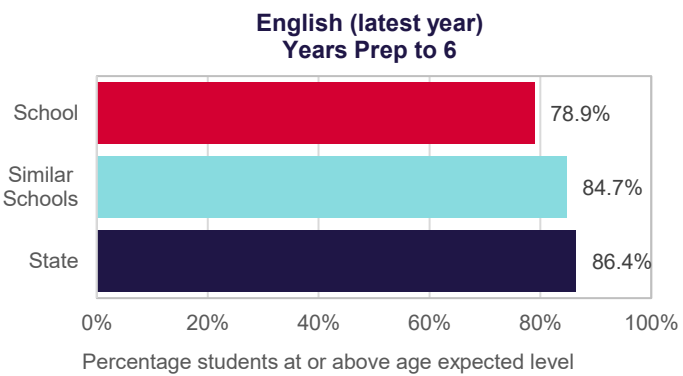
LEARNING

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.

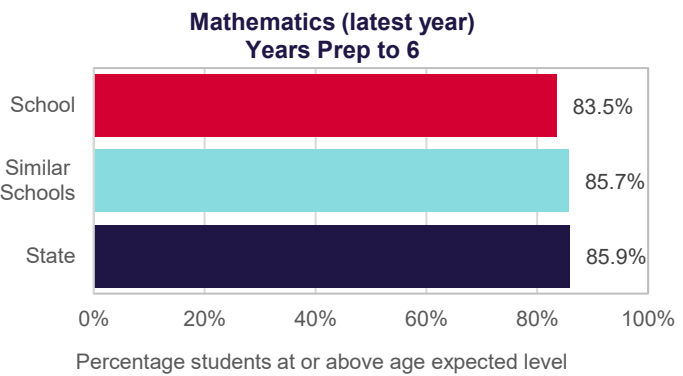
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	78.9%
Similar Schools average:	84.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	83.5%
Similar Schools average:	85.7%
State average:	85.9%



LEARNING (continued)

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

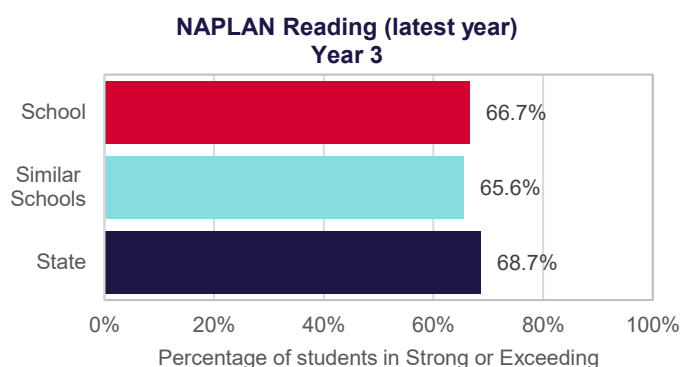
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

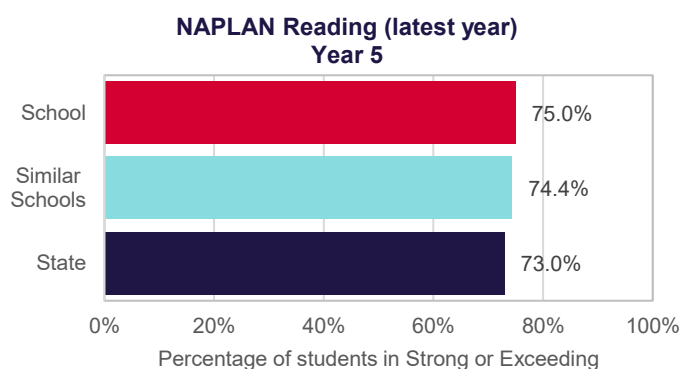
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	54.8%
Similar Schools average:	65.6%	65.2%
State average:	68.7%	69.2%



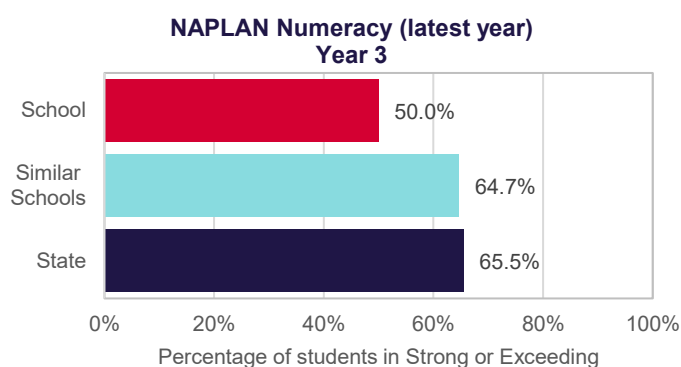
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	68.6%
Similar Schools average:	74.4%	74.3%
State average:	73.0%	75.0%



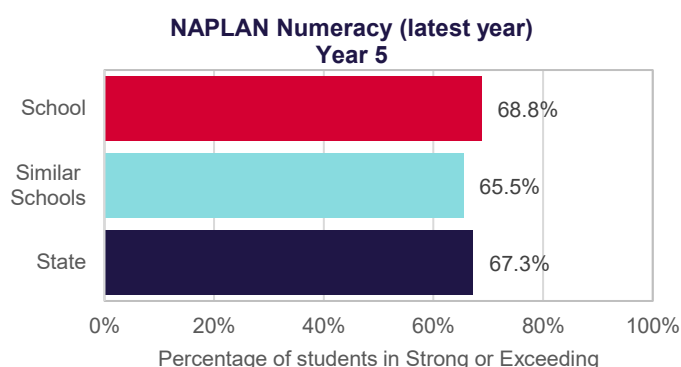
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	51.6%
Similar Schools average:	64.7%	66.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.8%	62.9%
Similar Schools average:	65.5%	65.5%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

62.5%

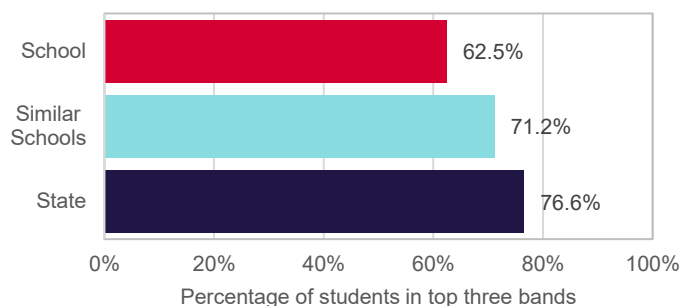
Similar Schools average:

71.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

81.8%

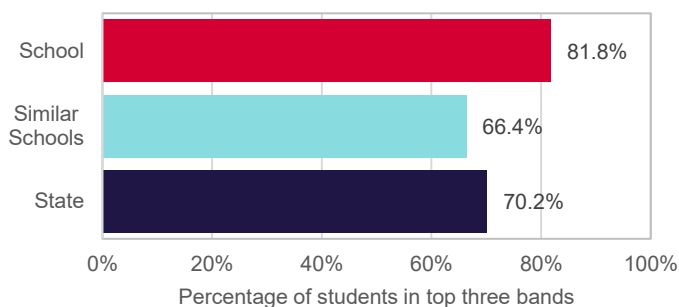
Similar Schools average:

66.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

62.5%

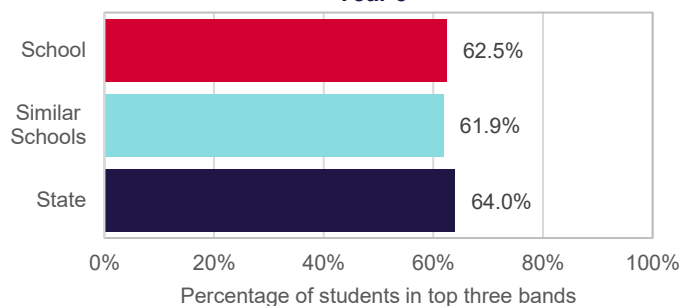
Similar Schools average:

61.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

54.5%

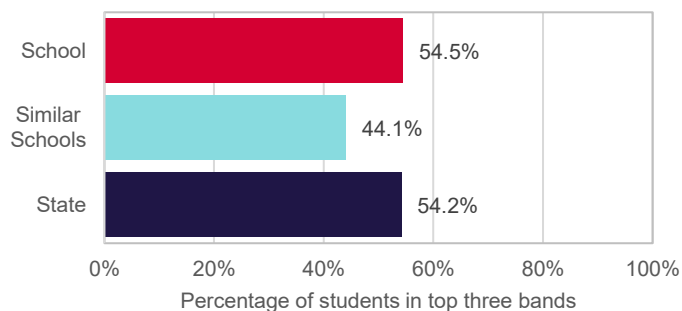
Similar Schools average:

44.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

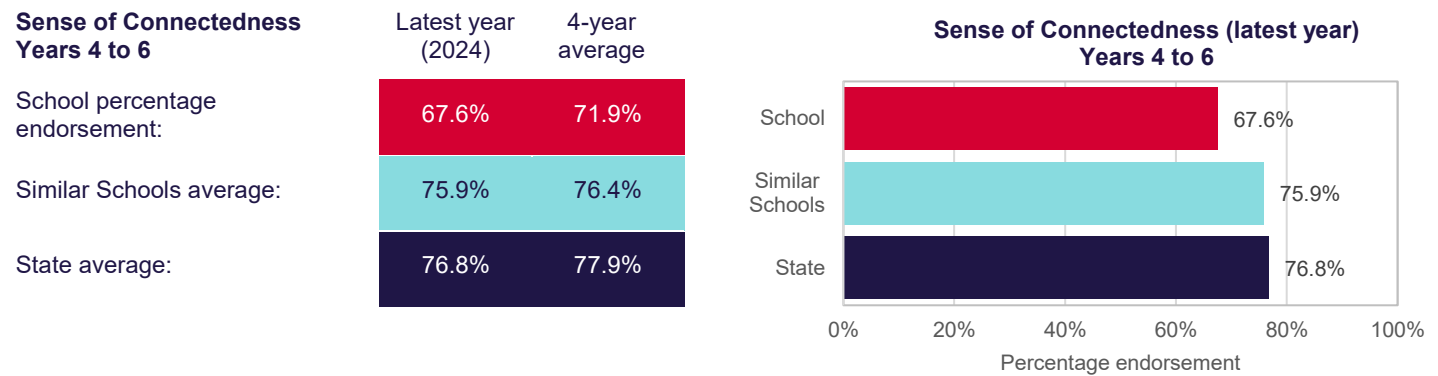


WELLBEING

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.

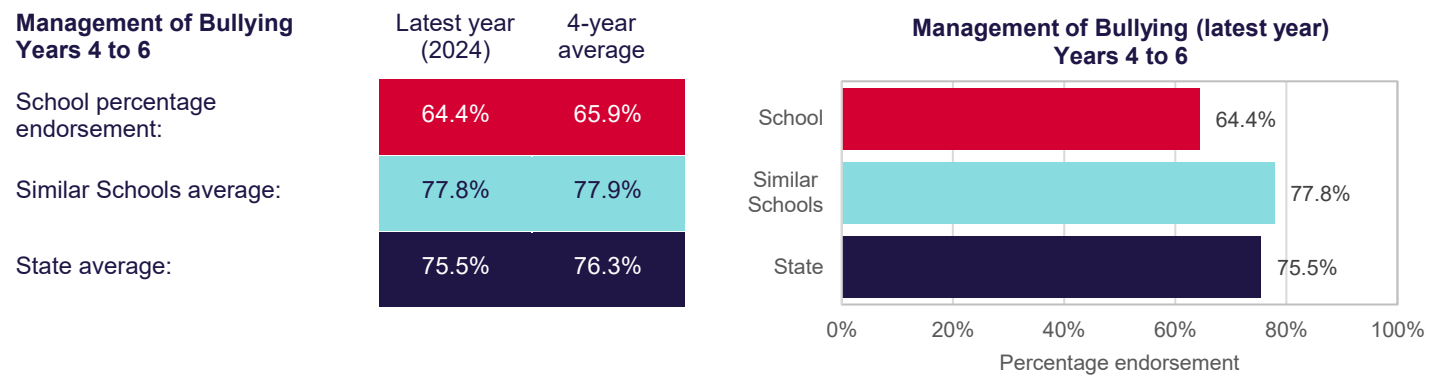
Student Attitudes to School – Sense of Connectedness

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).



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).

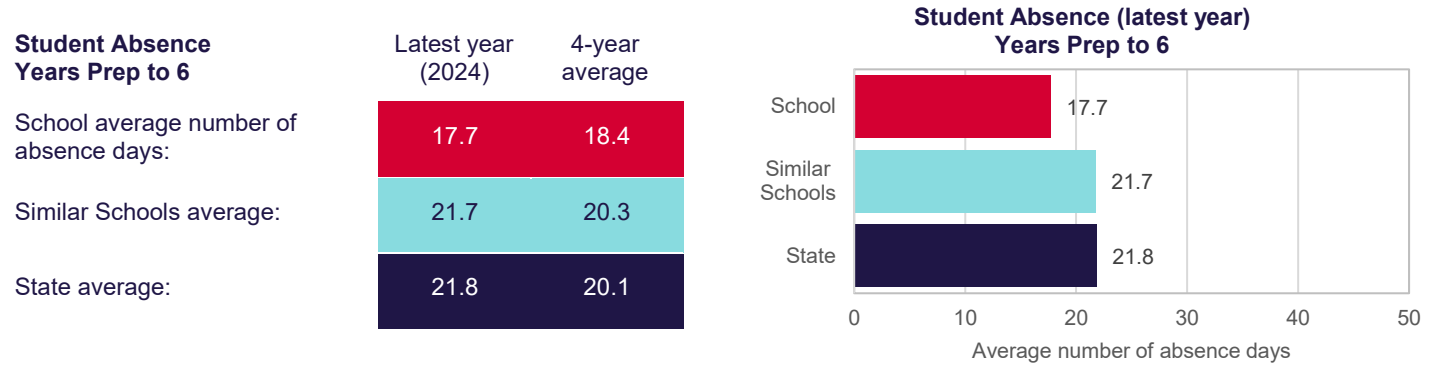


ENGAGEMENT

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.



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 (2024):	91%	94%	92%	93%	88%	92%	90%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,719,789
Government Provided DET Grants	\$175,245
Government Grants Commonwealth	\$9,876
Government Grants State	\$0
Revenue Other	\$9,733
Locally Raised Funds	\$59,112
Capital Grants	\$0
Total Operating Revenue	\$1,973,754

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,820
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,820

Expenditure	Actual
Student Resource Package ²	\$1,500,068
Adjustments	\$0
Books & Publications	\$968
Camps/Excursions/Activities	\$29,668
Communication Costs	\$2,452
Consumables	\$22,511
Miscellaneous Expense ³	\$29,702
Professional Development	\$3,180
Equipment/Maintenance/Hire	\$14,929
Property Services	\$47,263
Salaries & Allowances ⁴	\$96,795
Support Services	\$18,960
Trading & Fundraising	\$10,882
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,895
Total Operating Expenditure	\$1,791,273
Net Operating Surplus/-Deficit	\$182,481
Asset Acquisitions	\$5,389

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$194,896
Official Account	\$13,669
Other Accounts	\$0
Total Funds Available	\$208,565

Financial Commitments	Actual
Operating Reserve	\$48,534
Other Recurrent Expenditure	\$1,383
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	\$49,917

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.