2019 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 Registration 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 2019 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 15 June 2020 at 12:55 PM by Tina Barnett (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 June 2020 at 01:17 PM by Seetal Dodd (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 the well being and development of our children at the centre of all that we do.
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 Purpose:
We focus on personalised learning through the implementation of the inquiry model. This teaches our students to be 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 2019, we had the equivalent of 12.7 full time staff; including one Principal, seven full-time Classroom Teachers, two part-time Specialist Teachers, one Business Manager and four Education Support Officers.
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 2019, our 131 students were placed into seven classrooms, including two P/1 classes, two 2/3 classes, two 4/5 classes and a Year 6 class. Within our main building there are five classrooms, a spacious shared learning space. We also have on-site, a relocatable with two classrooms and a large multi-purpose room.
Enrolment Characteristics:
In 2019, our population included 62 female and 69 male students. The SFOE was 0.4083.
Special Programs:
Within our 2019 Student Resource Package, provision was made for the following programs to be implemented; Leveled Literacy Intervention, STEM, Visual Arts, Music, Library, MARC Van and Italian. Our students were provided with a broad curriculum, filled with a wide range of experiences including incursions and excursions.

Framework for Improving Student Outcomes (FISO)

In 2019, 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 goal of the school was to improve numeracy outcomes for all students.
Key Improvement strategies for this goal were:
- Develop teacher knowledge of the Victorian Curriculum.
- Deepen teacher understanding to assess and use evidence to inform point of need teaching and learning.
- Develop, document and implement a consistent whole school approach to teaching and learning.
- Develop teacher knowledge of the high impact teaching strategies.

This goal was largely achieved, with year 3 and 5 Naplan showing students above similar schools in Numeracy with more than 20% and 24% of students in the top two bands respectively. The positive gain in numeracy resulted in the school being identified as an 'Influence' school in Numeracy, which was a highlight for the school.

Achievement

The school progressed learning against our goals in a number of ways, with changes in practice including:
- Timetabled team planning meetings resulted in consistent team planning
- Differentiation is included within planners and appropriate data is used
- An Instructional Model has been implemented within Mathematics
- Learning Walks and Observations were implemented to improve practice
- The HITS continua of practice is used to set goals and improve practice
- The Learning Specialist was course completed by middle leaders
- Scope and sequences documentation was developed in Mathematics
- Professional learning opportunities increased knowledge of the curriculum and continuum of learning within Mathematics
- Professional learning opportunities increased understanding of and implementation of rich learning tasks
- Teachers increased their use of student voice to provide feedback
- There was increased use of data within the SIT team
- There was increased development of middle leadership

Future planning for the school includes focus on writing, and a continued focus on sustaining and further improving outcomes in numeracy.
In writing the school will take the following actions:
- Professional Development
- Pedagogical Model development
- Scope and Sequence development
- Moderation increase in frequency and range
- Use of student data to implement learning walks
- Use of student data to inform professional learning
- Conferencing to develop individual learning goals
- Use of student self assessment & reflection
- Teacher modelling books

In Numeracy the school will take the following actions:
Mathematics:
- Moderation
- Consistent collection of data
- Use of student data to implement learning walks
- Use of student data to inform professional learning
- Conferencing to develop individual learning goals
- Collaborative Learning in Mathematics (HITS)
- Open-ended/Rich learning tasks
- Integration of Maths areas
- Use of student self assessment & reflection
- Organisation of materials within the classroom & at the commencement of each lesson
- Increasing maths resources
- Teacher modelling books
- Use of IWB to promote student organisation
- Warm up resource activity bank
- Mentor texts in all areas
- Flexible seating options
- Student Voice and Agency

In 2020 it is essential for the staff to undertake formal Professional Learning Community (PLC) training to ensure that staff have the capacity to effectively implement a successful teaching and learning program using the inquiry cycle to provide evidence for success and signposts for evidence-based change.

Engagement

Lethbridge Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

In 2019 the school focused onthe FISO dimensions of Empowering Students and Building School Pride, and Setting Expectations and Promoting Inclusion.

A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Actions to support student engagement included the implementation of a student survey regarding voice.
Further actions included:
- A Student Representative Council was established in Term 4. This included the education of students about process and elections. Two students from each grade were included. A suggestion box was implemented in each classroom. Meetings were held and minutes taken.
- Google classroom was introduced to increase student engagement through increased use of integration of technology into day to day learning.
- Minecraft was integrated into the learning program, including a focus on Mini Melbourne, in preparation for our Melbourne camp.
- Digital portfolios and communication with parents via Seesaw and Class Dojo platforms was trialled.
- A student survey regarding the numeracy program was conducted resulting in changes to the teaching and learning program.
- Student run activities were introduced for whole school fun days.
- Peer presentations of learning were introduced– expos were conducted, opened to all students. Students used this as an opportunity for peer teaching.
- Year 6 students were peer teaching 4/5's in using Google classroom.

New Leadership has assumed the area of Student Voice and Agency and is revising the AIP actions for 2020 to prioritise student surveys, professional learning for staff and development of the Lethbridge Vision.

In 2019, Lethbridge Primary School continued to work with families to ensure students were at school and learning. The school continued to send SMS messages to parents, when a student was absent without explanation. The principal continued to call families to follow up any unexplained absence of 3 or more days.

Wellbeing

In 2019 the school continued to implement the School Wide Positive Behaviour Support Program, using a coach to progress the work of the well-being team.
Key actions included:
- Behaviour matrix reviewed
- Behaviour tiers developed and guide for major/minor behaviours reviewed
- Behaviour flow chart shared with students
- Explicit teaching of expected behaviours and what they look like incorporated into 'Launching into Lethbridge'
- Reporting of multiple, repeated behaviours and recording that data

Future directions for Well-being in 2020 will include the development of templates to support the SWPBS program implementation. The Wellbeing Team will be established to have a wholisitic perspective of the leadership of well-being at Lethrbdige Primary School, also planning for and responding to the needs of students in the PSD program, students deemed at risk, students in Out of Home Care, and indigenous students.

Financial performance and position

The school finished the year in surplus due to careful management of the budget. The Business Manager and Principal regularly monitored the budgets to ensure the financial stability of the school.

There was some extraordinary expenditure in 2019. The OSHC budget was exceeded due to the employment of a new provider. The service declined in use and resulted in the school being charged for the difference. A new provider has been appointed with a capped contract, to ensure that this issue does not arise in future.

In term 3 the school expended a significant sum in CRT replacement due to unexpected and unavoidable personal situations, necessitating replacement staff for extended periods.

In 2019 we were also required to replace the sewerage pumps, incurring an unexpected expenditure.

The school received a State Government Grant of $10,725 from DHHS to employ additional Education Support Staff.

We received the Department of Education Cash Grant of $134,876.16. We also received Leave Reimbursement totaling $5,975.31.

School fundraising in 2019 came to $4,073.

Equity funding was expended on implementing the peer observation and feedback program, supporting the investigation of a PLC approach to school improvement, developing and implementing an instructional model for teaching numeracy, and development of Scope and Sequence documentation in numeracy.

In additional Grants the school was successful in securing a Commonwealth Government Australian Sport Grant of $2,500.

Targeted funding was provided at $2,351,12 to support our staff to attend Bastow Leadership courses in 2020.

For more detailed information regarding our school please visit our website at
www.lethbridge.ps@education.vic.gov.au

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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.
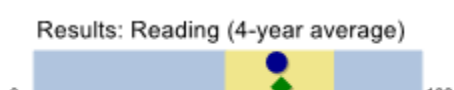
Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▮
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 131 students were enrolled at this school in 2019, 62 female and 69 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.

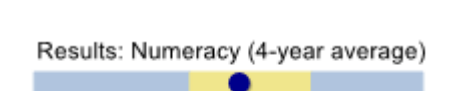# Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨 Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar 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 Results: Mathematics	Below Below

Performance Summary

Achievement	Student Outcomes	Similar 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)	Above Above
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)	Below Above

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: 🔷

Key: Similar School Comparison
🔵 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar 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** 36 % Low 43 % Medium 21 % High **Numeracy** 21 % Low 71 % Medium 7 % High **Writing** 80 % Low 20 % Medium **Spelling** 67 % Low 33 % Medium **Grammar and Punctuation** 20 % Low 53 % Medium 27 % High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% Low 50% Medium 25% High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar 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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ———————— 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ———————— 50 Few absences <------> Many absences	Above ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	93 %	93 %	91 %	93 %	93 %	94 %	92 %	

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: ◆ | Key: | Similar School Comparison
● Above ● Similar ● Below |

Wellbeing	Student Outcomes	Similar 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: 2019 0 ────────── 100 Results: 2017 - 2019 (3-year average) 0 ────────── 100	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: 2019 0 ────────── 100 Results: 2017 - 2019 (3-year average) 0 ────────── 100	Below

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, 2019	
Revenue	**Actual**
Student Resource Package	$1,470,158
Government Provided DET Grants	$143,945
Government Grants Commonwealth	$2,950
Government Grants State	$11,125
Revenue Other	$17,380
Locally Raised Funds	$68,355
Total Operating Revenue	**$1,713,912**

Equity[1]	
Equity (Social Disadvantage)	$22,177
Equity Total	**$22,177**

Expenditure	
Student Resource Package[2]	$1,234,788
Communication Costs	$2,248
Consumables	$21,908
Miscellaneous Expense[3]	$56,582
Professional Development	$5,883
Property and Equipment Services	$56,007
Salaries & Allowances[4]	$72,165
Trading & Fundraising	$49,945
Utilities	$14,091

Total Operating Expenditure	**$1,513,616**
Net Operating Surplus/-Deficit	**$200,296**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$49,377
Official Account	$11,272
Total Funds Available	**$60,649**

Financial Commitments	
Operating Reserve	$45,080
Other Recurrent Expenditure	$2,547
Funds Received in Advance	$6,100
School Based Programs	$2,500
Maintenance - Buildings/Grounds < 12 months	$13,000
Total Financial Commitments	**$69,227**

(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 26 February 2020 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)
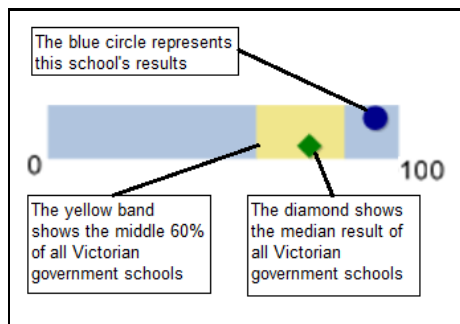
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

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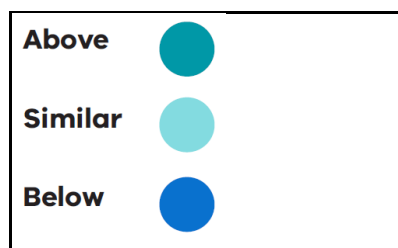
What does '*Data not available*' or *'ND'* mean?

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').