2020 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 2020 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 28 April 2021 at 10:37 AM by Chelsey Marks (Principal)

The 2020 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 29 April 2021 at 11:23 AM by Alex James (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness

- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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.

What does *'NDP'* or '*NDA*' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is 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 a disability 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').

About Our School

School context

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 wellbeing 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 centre 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 2020, we had the equivalent of 10.3 full time staff, including one Principal, six full-time classroom teachers, two part-time specialist teachers, one Business Manager and three Education Support Staff. Earlier in 2020, we did have a situation where two part time classroom teachers shared a class. During Term 3, one of these teachers took leave in preparation for her baby and as a result the other classroom teacher increased her time fraction to full time.

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 2020, our 124 students were placed into six classrooms. This included two P/1 classes, one Year 2 class, one Year 3/4 class, one Year 4/5 class and a Year 5/6 class. Within the main building, four of our classrooms are utilised for these classes. Our upper primary classes (Year 4/5 and Year 5/6) utilised the portable classroom.
Within our main building we have a large shared learning space which also contains our school library. Our Multi-Purpose room is utilised for teaching Visual Arts and STEM.

Enrolment Characteristics:
In 2020, our population included 124 students, with 51 female students and 73 male students. The SOFE was 0.3887.

Special Programs:
Within our 2020 Student Resource Package (SRP), provision was made for the following programs to be implemented; Levelled Literacy Intervention, STEM, Visual Arts, MARC Van and Italian. Due to the pandemic, many excursions and three of our four camps were cancelled. We utilised video conferencing to participate in online incursions during this time.

Framework for Improving Student Outcomes (FISO)

In 2020, Lethbridge Primary School focused on the FISO Improvement Priorities of
•   Excellence in Teaching and Learning; Evaluating impact on learning and Evidence-based high impact teaching strategies
•   Positive Climate for Learning; Empowering students and building school pride.
Our overarching goal was to improve numeracy outcomes for students across the school. Key improvement strategies for this goal were;
•   Deepen teacher understanding to assess and use evidence to informs point of need teaching and learning

•   Develop teacher knowledge of the high impact teaching strategies

Due to the COVID 19 pandemic, NAPLAN assessments were not conducted across the country. Teachers have continued to utilise other forms of assessment to track student learning and achievement. These assessments included the use of Essential Assessment for Mathematics, Fountas and Pinnell reading benchmarks and Writing tasks. In Term 4, all students completed the Progressive Achievement Test (PAT) for reading and mathematics. These assessments were triangulated to inform student reports at the end of 2020 and will be utilised to set goals for 2021.

Our work towards our Key Improvement Strategies in 2020 is varied. Due to the pandemic, our priorities changed to develop teaching, learning and wellbeing plans to fit the learning from home model. Our results in the Attitudes to School Survey stayed relatively stable, with identical results in 2019 for differentiated learning challenge and effective teaching time. Survey results associated with student voice and agency decreased, from 65% to 57%. This will be a key focus during 2021 as students transition back to school full time. To begin this work, we have developed a student leadership information pack. Prospective student leaders will have access to this at the end of 2020 in order to determine their leadership capabilities and aspirations for 2021. Our School Captains in 2021 will work closely with our Student Representative Council.

Achievement

Improvements made across the school continued throughout 2020, regardless of the pandemic. These included:
•   Common release time for collaborative planning
•   Development of our Literacy Instructional Model
•   Professional learning regarding essential learnings and research based practice
•   Beginning stages of our guaranteed and viable curriculum
•   PLC initiative training began and continues into 2021
•   Review of our 'Launching into Lethbridge' program ready for 2021
•   Curriculum Leaders (Literacy, Mathematics and Student Wellbeing) drove improvement
•   Implementation of the Respectful Relationships initiative.

Future planning for 2021 includes;
•   Development of School Improvement Teams to improve Literacy, Mathematics and Student Wellbeing, Voice, Agency and Leadership.
•   Introducing Collaborative Team Leaders and Collaborative Team practices to ensure teaching and learning plans are data informed and evidence based
•   Professional learning – formative assessment, development of Guaranteed and Viable Curriculum in Mathematics (including essential learnings, planned sequences, common formative assessments and proficiency scales)
•   Increased intervention approaches using the Tutor Learning Initiative
•   Coaching from Learning Specialist
•   Review of Instructional Models
•   Implementation of the PLC initiative to support professional learning
•   Development of Student Leadership Team
•   Involvement of parents and carers as part of learning celebrations
•   Introduction of Peer Observations to share and improve teaching practice and student engagement
•   Analysis of school-developed student surveys to increase engagement and build school pride.

Engagement

In 2020, Lethbridge Primary School focused on the FISO Improvement Priorities of
•   Excellence in Teaching and Learning; Evaluating impact on learning and Evidence-based high impact teaching strategies
•   Positive Climate for Learning; Empowering students and building school pride.

Work towards this goal continued despite the COVID 19 pandemic. This included a teacher leading student wellbeing,

SWPBS and the Respectful Relationships program and an additional teacher leading student voice and agency. Our work included;
- Development of the Student Representative Council (SRC), regular meetings and fundraising
- Fundraising conducted by student leaders
- Use of Google Classroom and Class Dojo across the school to increase student engagement
- Use of Google Classroom and Class Dojo as platforms for Remote and Flexible Learning during the COVID-19 lockdowns
- The use of google classroom in the rooms as also improved student engagement. Students have learnt how to use the platform to showcase their learning and teachers are using digital ways to provide students with feedback on their work
- Lunch time clubs as an option for students to engage in during their lunch break. These are led by teachers and ESS. They focus on providing students with organised games to support social and emotional learning. During this time, many students access their learning preferences and strengths for areas such as digital technologies, singing and creative activities.
- Using expos to share student learning across the school
- Using digital technology for school assemblies throughout the pandemic to continue our engagement of students and the community
- Monitoring attendance data.

During Remote and Flexible learning, ESS made regular contact with families. Initially phone contact was made with every family to provide support in understanding the digital platforms, setting up a routine for their child/ren and offering assistance. During the pandemic all staff monitored the submission of student work and attendance in WebEx meetings. Students were identified as at-risk and supports were put in place. Conversations were rich amongst staff to ensure a smooth transition back to school, and strategies were planned to support students in reconnecting with school, their teachers and their peers.

In preparation for the return to school, staff developed activities to support students in transitioning back to school and contact was made with families to address any absences.

Wellbeing

In 2020, work continued in our implementation of the School Wide Positive Behaviour Support Program (SWPBS) The student wellbeing team met regularly to discuss data and needs within the school to improve student engagement and motivation for learning. This included;
- 'Launching into Lethbridge' program was reviewed ready for 2021
- Analysis of incident data
- Introduction of student reflection forms to support restorative conversations
- Development of the Lethbridge Primary School's vision for student voice and agency.

In response to the pandemic, we arranged;
- ESS to make regular phone contact with families during Remote and Flexible Learning
- Surveys to collate concerns of families and analysis of the results to provide additional support
- Differentiated and flexible learning options to support students learning at home

During the planning stages of remote and flexible learning, staff participated in professional learning connected to self care. During our meetings on Webex, the Wellbeing team also hosted activities to support the wellbeing of staff.

In 2021, we will work to further enhance student voice across the school. This will begin with opportunities for student leadership and SRC. The 2021 Student Wellbeing team will review our behaviour flow chart and response to incidents to support students in demonstrating expected behaviours.

Financial performance and position

The School finished 2020 with a surplus with careful management of the budget. This was particularly important during the COVID-19 pandemic and remote learning. The school's income was contributed to through government commonwealth grants ($5085) and fundraising ($1844). Targeted funding was connected to the Professional Learning Communities professional learning and a Bastow leadership course. A donation ($455) was also received and was allocated to special student events in lieu of cancelled camps. An additional $10224.81 was allocated from the

Department of Education for COVID cleaning.

Technology within the school was increased with iPads, a charging trolley and a HD TV for classroom learning use. Repair works included painting, ground maintenance and the power supply in the Multi Purpose Room. The school purchased a licence with Sentral in preparation for 2021, in addition to the assessment platform invoices for Essential Assessment and ACER.

Community OSH's contract with the school began in Term 3, 2020. Community OSH is a new provider for Lethbridge Primary School with a capped contract. Community OSH provides before and after school care. Community OSH was also open for care during Curriculum Days.

**For more detailed information regarding our school please visit our website at
http://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.

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 124 students were enrolled at this school in 2020, 51 female and 73 male.

NDP percent of students had English as an additional language and 0 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) which takes into account parents' occupations and education.
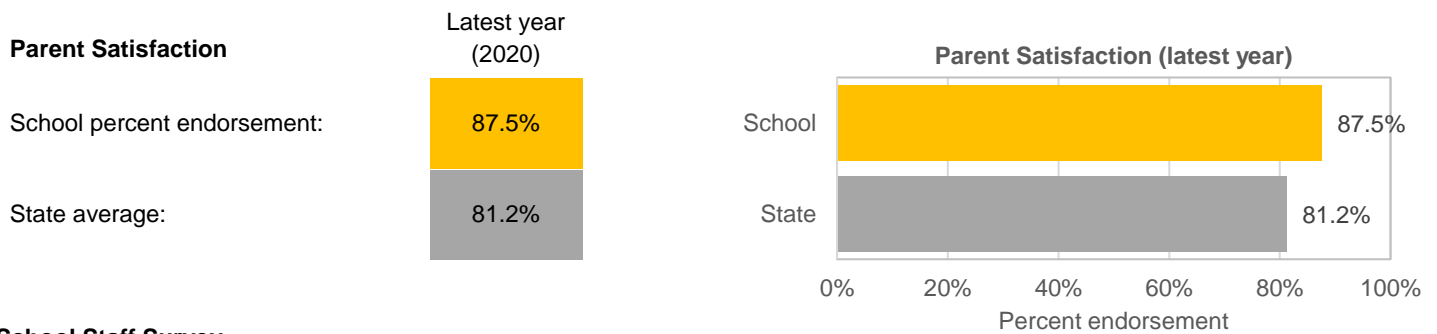
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
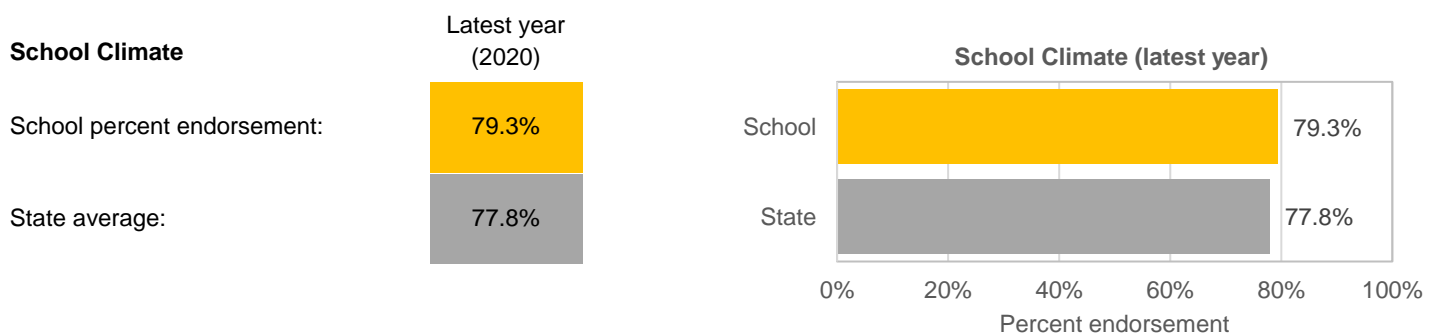
Parent Satisfaction	Latest year (2020)
School percent endorsement:	87.5%
State average:	81.2%

Parent Satisfaction (latest year)

	Percent endorsement
School	87.5%
State	81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	79.3%
State average:	77.8%

School Climate (latest year)

	Percent endorsement
School	79.3%
State	77.8%

ACHIEVEMENT

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

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

English **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	80.2%
Similar Schools average:	83.9%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	80.2%
Similar Schools	83.9%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
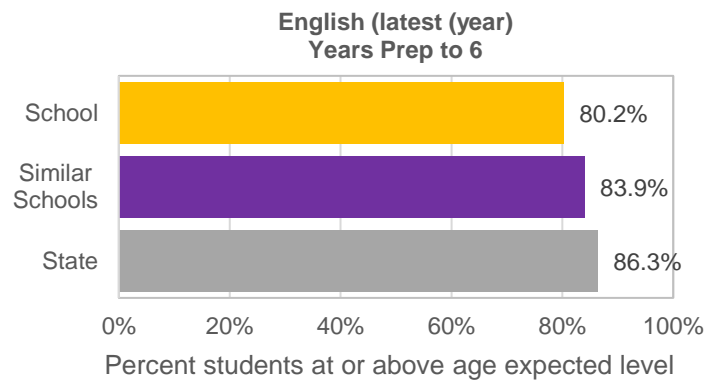
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	81.3%
Similar Schools average:	84.4%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	81.3%
Similar Schools	84.4%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
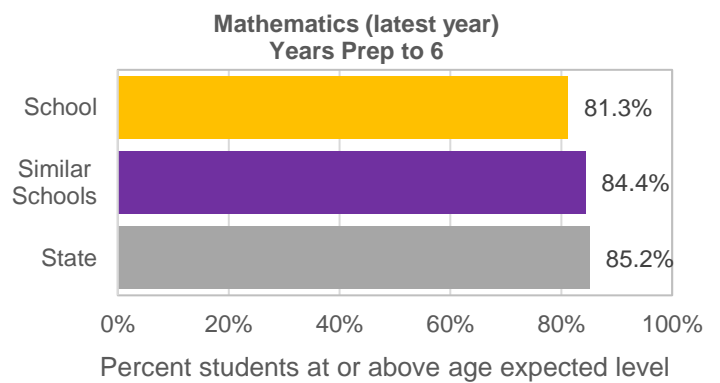
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).
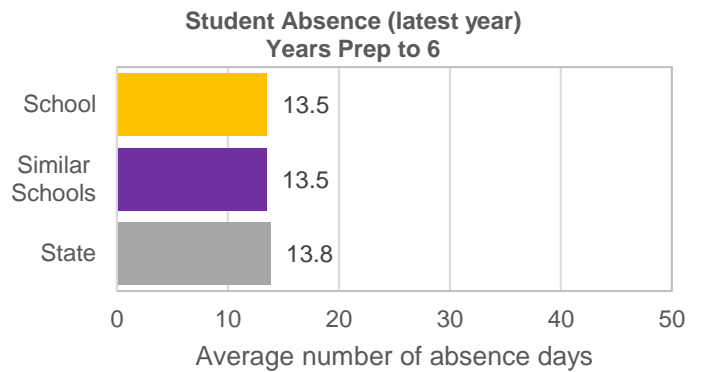
NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	13.5	13.1
Similar Schools average:	13.5	15.0
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	13.5
Similar Schools	13.5
State	13.8

Attendance Rate (latest year)

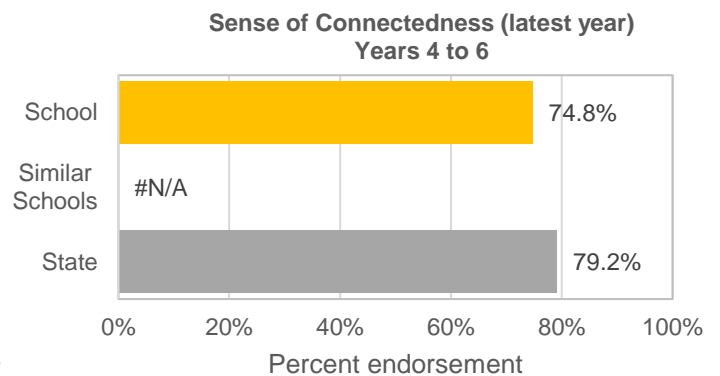|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	93%	92%	94%	92%	95%	93%

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 percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	74.8%	81.6%
Similar Schools average:	NDP	78.0%
State average:	79.2%	81.0%

Sense of Connectedness (latest year) Years 4 to 6

School	74.8%
Similar Schools	#N/A
State	79.2%

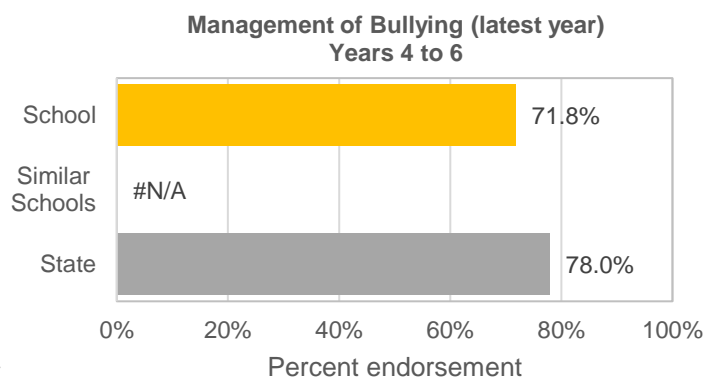0%   20%   40%   60%   80%   100%
Percent endorsement

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	71.8%	78.1%
Similar Schools average:	NDP	79.5%
State average:	78.0%	80.4%

Management of Bullying (latest year) Years 4 to 6

School	71.8%
Similar Schools	#N/A
State	78.0%

0%   20%   40%   60%   80%   100%
Percent endorsement

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$1,399,951
Government Provided DET Grants	$229,710
Government Grants Commonwealth	$5,085
Government Grants State	NDA
Revenue Other	$2,025
Locally Raised Funds	$42,249
Capital Grants	NDA
Total Operating Revenue	**$1,679,020**

Equity [1]	Actual
Equity (Social Disadvantage)	$24,163
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$24,163**

Expenditure	Actual
Student Resource Package [2]	$1,176,516
Adjustments	NDA
Books & Publications	$254
Camps/Excursions/Activities	$11,782
Communication Costs	$2,767
Consumables	$26,285
Miscellaneous Expense [3]	$13,617
Professional Development	$2,148
Equipment/Maintenance/Hire	$41,244
Property Services	$38,431
Salaries & Allowances [4]	$36,397
Support Services	NDA
Trading & Fundraising	$3,508
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$10,208
Total Operating Expenditure	**$1,363,158**
Net Operating Surplus/-Deficit	**$315,863**
Asset Acquisitions	**NDA**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$141,917
Official Account	$13,769
Other Accounts	NDA
Total Funds Available	**$155,686**

Financial Commitments	Actual
Operating Reserve	$29,908
Other Recurrent Expenditure	$240
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$2,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$20,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$15,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$67,148**

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.