

2022 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 of the previous calendar year 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 27 March 2023 at 09:52 AM by Chelsey Marks (Principal)

- This 2022 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 March 2023 at 01:36 PM by Alex James (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

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. Despite the pandemic, Lethbridge Primary School continued to work with families to support learning and wellbeing.

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 2022, we had 6 full time classroom teachers, 1 principal class member, 1 business manager, 1 learning specialist, 2 part time teachers and 2 education support staff. Throughout 2022, we experienced staff enter and exit the school for other employment opportunities. During the times of these changes, our successful recruitment processes provided for a smooth transition, as familiar staff members returned to the school.

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 2022, our 111 students were placed in six classes. This included two Foundation/Year One class, two Year 2/3 classes, a Year 4/5 class and Year 5/6 class. Within the main building four of our classrooms are utilised for the Foundation to Year 3 classes. Our upper primary classes (Year 4/5 and 5/6) utilised the portable classrooms. Within our main building we have a large, shared learning space which also contains our school library. A fifth classroom in the main building was used as an Italian classroom. Our Multi-Purpose room was utilised for teaching Visual Arts and STEM.

Our Enrolment Characteristics:

In 2022, our enrolment population of 111 included 42 female and 69 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 2022 was recorded as Low-Medium.

Special Programs:

Within our 2022 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 2022, our camping program returned 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 rebuilding relationships.

Progress towards strategic goals, student outcomes and student engagement

Learning

Lethbridge Primary School participated in a School Review during 2022. This was an opportunity for all staff, students and our school community to reflect on achievements, celebrate milestones and plan further improvements. Throughout 2022, our focus on Numeracy continued with the development of our Guaranteed and Viable Curriculum (GVC). Documentation has grown to include Essential Learnings, Learning Sequences and Proficiency Scales. Ongoing work was conducted to audit the curriculum, to ensure viability and the learning needs of students. The development of the GVC supported teaching staff to build assessment and differentiation practices across our school. The use of clear documentation and professional learning will continue to be a focus in 2023 as part of the School Review recommendations to use similar processes for English. Data is used across the school for various reasons. This includes identifying students for intervention and enrichment opportunities and the development of teaching and learning plans. Throughout 2022, teachers worked in collaborative teams to make data informed decisions when planning learning experiences for students. This approach supported the development of fluid student groupings with cohorts, learning goals and tracking progress. To further support student progress in Literacy, a new intervention program was introduced. Professional learning for MiniLit was provided for relevant staff and resources were purchased throughout the year. Getting Ready In Numeracy (GRIN) continued to support students with their progress in Mathematics. From Term 4, LPS worked collaboratively with other schools to deliver an enrichment approach to support the learning in Mathematics for selected students.

Highlights within the school's achievement data include the percentage of students in Foundation to Year 6 at or above expected standard in Mathematics according to Teacher Judgement being above similar schools and the State. NAPLAN results in Year 5 Reading and Numeracy were also above similar schools and the State.

Wellbeing

At the beginning of 2022, the student leadership responsibilities were improved to support student voice and agency. The approach to sporting Houses was reinvigorated with House Games and House Rewards to support the collaboration and connection across the school. In addition to this, School Captains supported whole school events and the Student Representative Council led fundraisers for charities.

Disability and Inclusion was implemented in Central Highlands from 2022. The Learning Specialist attended various professional learning opportunities in order to understand the new initiative. As a whole staff, all teachers participated in professional learning focusing on Individual Education Plans. Due to the implementation of the Disability and Inclusion initiative, professional learning was offered to teachers. This focused on the tiered systems of support. Further professional learning for staff included the levels of adjustments required by students to be successful and the allocation of resources to support student learning and wellbeing. Throughout 2022, the school built partnerships with Allied Health professionals connected to families and students. These partnerships supported the communication of strategies and goals for individual students, and the possible adjustments to support student success at school.

The Wellbeing School Improvement Team focused on reviewing the Behaviour Matrix. This work included student input in reviewing expected behaviours, acknowledgements of positive behaviours and possible consequences. In 2022, Zones of Regulation were introduced by all teachers to support students in returning to school full time. The implementation of the Zones of Regulation continued to be complemented by the Respectful Relationships curriculum and restorative practices.

Engagement

As the first year of full-time attendance at school since the beginning of the pandemic, significant focus aligned to re-establishing expectations at school and connections with families. In addition to School Council, a parent fundraising committee was formulated

to support the school. Parent volunteers worked collaboratively with school leadership to engage the community in whole school events and fundraising opportunities.

An Art Show was held during term four to showcase the specialist program. Student artwork was displayed for families to view, in addition to the student performances that were developed in Performing Arts sessions. Towards the end of each term, Student Showcase events were held. These events were an opportunity for students to display pride in their school and work samples for parents and families to view and ask questions.

Student attendance was monitored through the whole school management system; Sentral. Automatic contact with parents was made when students were absent for unexplained reasons. Absences of more than two consecutive days were responded to through phone calls to parents. Across the school, students were absent 24.5 days. This data is slightly above similar schools and the state. It is very high compared to the school's 4-year average of 16.3 days.

Within the Attitudes to School Survey completed by Year 4-6 students, 76% of students provided positive endorsement for attitudes to attendance and 71% of students provided positive endorsement to a sense of connectedness.

A highlight in the Parent Opinion Survey included 88% positive endorsement for parent community engagement, and was significantly higher than similar schools and the state.

Financial performance

Lethbridge Primary School finished 2022 with a surplus. Budgeting was carefully considered throughout the year, particularly due to staffing needs. Isolation requirements due to COVID-19 and staffing changes throughout 2022 meant that additional funds were allocated to casual relief teachers than initially expected.

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, Art Show, Pie Drive, Mango trays, Mother's and Father's Day stalls. Additional funding was received through the Sporting Schools Grants. 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 111 students were enrolled at this school in 2022, 42 female and 69 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

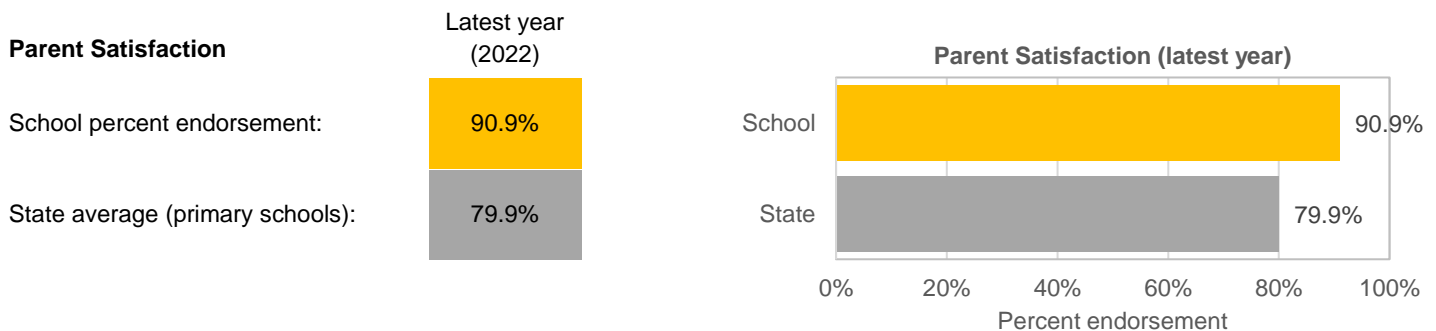
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

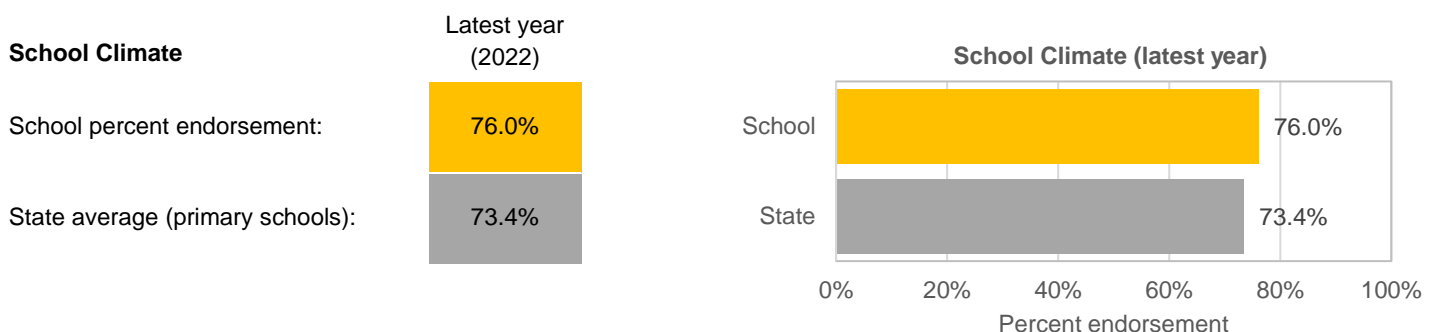


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

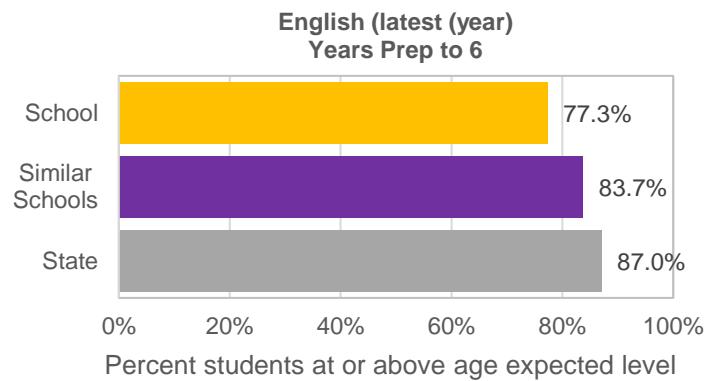
77.3%

Similar Schools average:

83.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

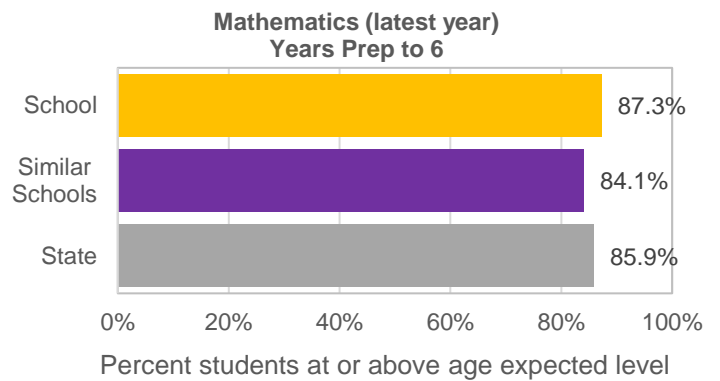
87.3%

Similar Schools average:

84.1%

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.

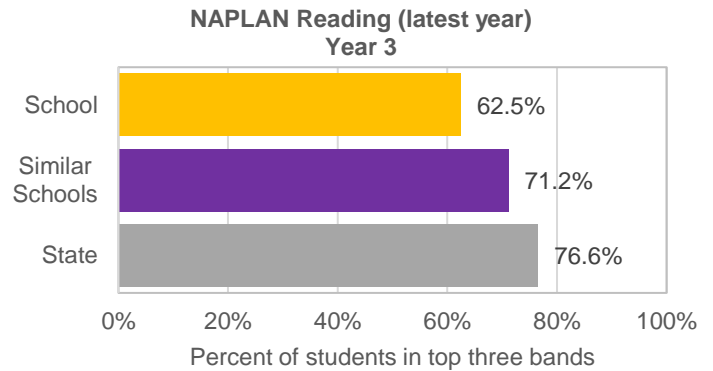
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

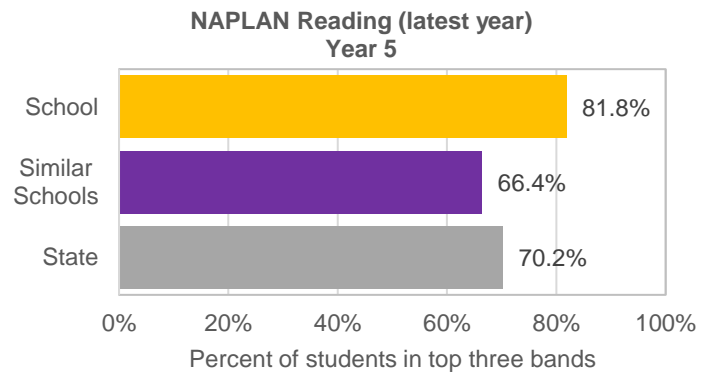
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	77.8%
Similar Schools average:	71.2%	70.5%
State average:	76.6%	76.6%



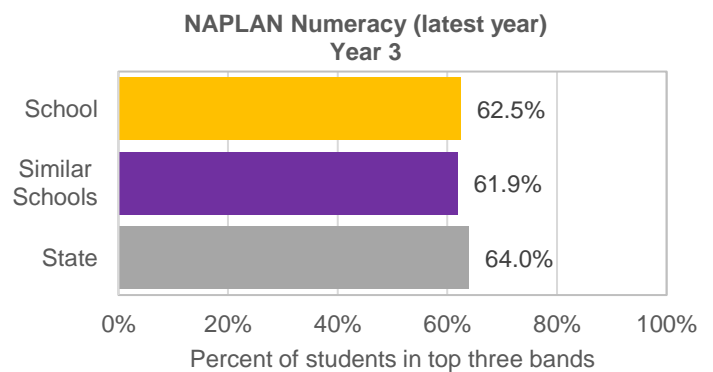
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	71.7%
Similar Schools average:	66.4%	66.5%
State average:	70.2%	69.5%



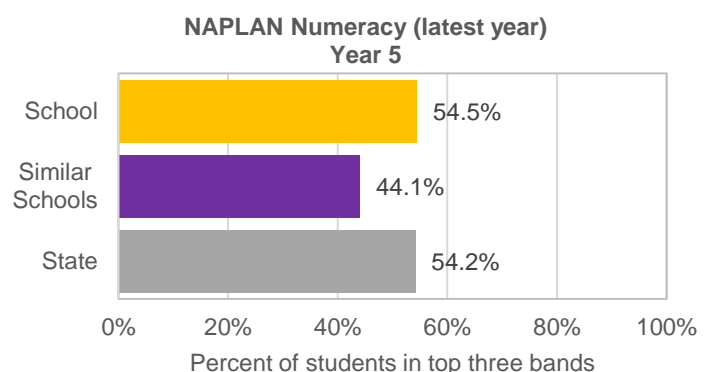
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	72.2%
Similar Schools average:	61.9%	63.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.5%	62.3%
Similar Schools average:	44.1%	51.2%
State average:	54.2%	58.8%



WELLBEING

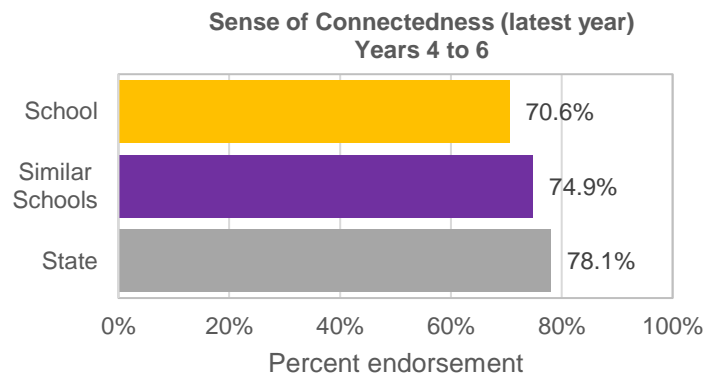
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.6%	77.6%
Similar Schools average:	74.9%	76.6%
State average:	78.1%	79.5%

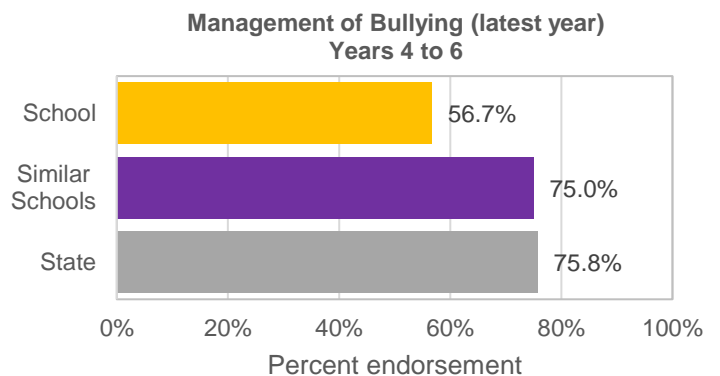


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	56.7%	70.8%
Similar Schools average:	75.0%	77.7%
State average:	75.8%	78.3%



ENGAGEMENT

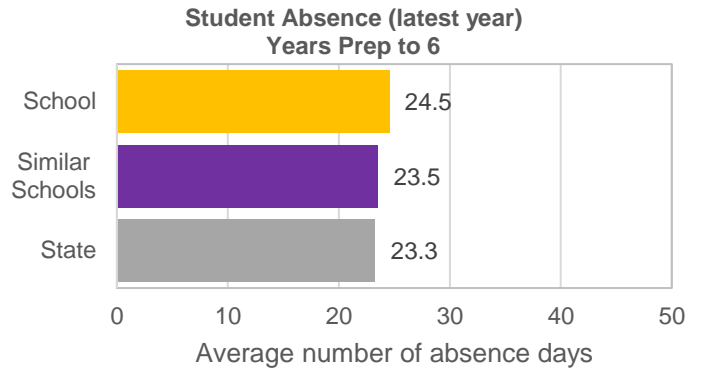
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.5	16.3
Similar Schools average:	23.5	17.2
State average:	23.3	17.0



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 (2022):	90%	88%	88%	88%	86%	91%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,408,638
Government Provided DET Grants	\$171,753
Government Grants Commonwealth	\$675
Government Grants State	\$0
Revenue Other	\$10,857
Locally Raised Funds	\$44,605
Capital Grants	\$0
Total Operating Revenue	\$1,636,529

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,537
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,537

Expenditure	Actual
Student Resource Package ²	\$1,310,104
Adjustments	\$0
Books & Publications	\$56
Camps/Excursions/Activities	\$20,909
Communication Costs	\$2,199
Consumables	\$14,995
Miscellaneous Expense ³	\$16,874
Professional Development	\$6,808
Equipment/Maintenance/Hire	\$10,406
Property Services	\$42,591
Salaries & Allowances ⁴	\$54,694
Support Services	\$5,227
Trading & Fundraising	\$10,105
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,764
Total Operating Expenditure	\$1,512,732
Net Operating Surplus/-Deficit	\$123,797
Asset Acquisitions	\$8,732

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$190,070
Official Account	\$16,952
Other Accounts	\$0
Total Funds Available	\$207,022

Financial Commitments	Actual
Operating Reserve	\$31,527
Other Recurrent Expenditure	\$822
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,480
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$8,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$63,829

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.