



Lathlain Primary School 2019  
Annual Report



# THE LATHLAIN WAY

The Lathlain Way is the guiding principle of our school culture and tone and is the combination of our vision, values and whole-school teaching practices.

## OUR VISION

Successful learners and empowered individuals.

## OUR MOTTO

Seek, Strive, Learn

## OUR VALUES

At Lathlain Primary School, our values are the guiding principles of our school. They define the culture and expectations of our staff, students and community.

Community	We as a community collaborate as partners with the school to support student learning, safety and wellbeing.
Attitude	We are active and responsible participants in our learning. We display resilience and learn and grow from our mistakes.
Respect	We create a welcoming school culture that values diversity, and promotes positivity and, respect. We treat others fairly, kindly and listen attentively.
Excellence	We encourage excellence and promote students to achieve their personal best. We take on new challenges and take risks. We value creativity.



# A PROUD HISTORY

Lathlain Park Primary School was opened in 1956. For the past six decades it has played a central role in the development of children in Lathlain.

The school was named after Sir William Lathlain, who was the City of Perth Mayor from 1918-1923 and then Lord Mayor from 1930-1932. He was also a member of the State's Legislative Council from 1926-1932.

During the early 1970s the student numbers rose to between 500 and 600. However, with the population changes in the area, the school decreased in size to a population low of approximately 170 students in 1994. At this time a rationalisation process engendered by the Ministry of Education saw the school threatened with closure. Carlisle Primary School and Lathlain Park Primary School were to amalgamate (though which school was to close was never decided). A last moment reprieve was given when a close look at the practicalities of children crossing a major street such as Orrong Road led to the decision to keep both schools independent.

During the 1980s Lathlain Park Primary School expanded for a few years when two demountables were added to the campus. These were to be used as school rooms for children with special needs. After approximately three years they were dispersed into standard classrooms at various schools with support aides.

In 1988 a time capsule was put into the front rose garden of the school. This was buried during Australia's Bicentennial Celebrations. Enclosed was a selection of children's work, letters and family histories. It was interred for 25 years and opened in 2013.

Over the past three years there has been a considerable increase in students due to development and changes in the local area and the suburb's proximity to the City of Perth. This growth has resulted in the provision of another transportable classroom in the school.

The active P&C and School Council are integral to the overall governance and activities of the school and its community. Parents are encouraged to be involved in supporting events and in learning, both in and out of the classrooms as well as supporting other families and the priority areas of the school.

In keeping with the school motto, Seek, Strive Learn, there is an emphasis at Lathlain on lifelong learning and how to learn.



# PRINCIPAL'S MESSAGE

It is with great pleasure that I present the 2019 Annual Report for Lathlain Primary School.

To commence the year, we had a new transportable building placed near the Library and this was completed prior to the start of the school year. The transportable provided extra room for our students as our school population continued to rise. At the beginning of the year we had 562 students enrolled and this number continued to increase over the year.

The school motto, 'Seek, Strive and Learn', is evident throughout the school and staff continue to provide a balanced curriculum targeting social and emotional well-being and academic success for all students.

The School Council remained active in 2019, welcoming new members and thanking others for their contributions. The School Council was proactive in reviewing school priorities and ratifying the school budget.

The School Council provided important feedback as representatives of the school community ensured there was transparency with the direction of school priorities. I would like to thank all members for their continued support and their valuable feedback on the direction and operations of our school.

The P&C has again been a fantastic source of support. The P&C continue to provide funding to the school which has been used to purchase additional resources for our students as well as providing a terrific number of events planned and executed which helped bring the school community closer together.

I would like to thank the previous Principal, Ms Cathy O'Dea for all her hard work in making Lathlain Primary School what it is today. Her time as Principal is to be commended and the staff, students and community are grateful for her commitment to the school.

I would like to thank the staff. I have really appreciated their commitment and passion in creating a positive school culture through which we have continued to implement school-wide approaches to teaching and learning as outlined in our School Improvement Plan.

Finally, thank you to the parents and school community who have provided ongoing support during their time at Lathlain Primary School. Your support and friendship is truly valued.

Kind regards

Ian Bersan  
A/Principal, May 2020

# FROM THE SCHOOL COUNCIL

The Lathlain Primary School Council works with the school to strengthen its capacity to best meet the need of students, and is comprised of six parent representatives and five staff representatives. The School Council welcomed new elected members in 2020: parent representatives, Alex King and staff representatives, Callum Morrison.

Throughout the year, the School Council continued to review and monitor the progress of the targets and strategies set in the School Plan 2018 – 2020. It was very pleasing to see continued progress on the School Plan objectives.

School Councils are required to hold at least two (2) meetings per year. In 2019, the School Council increased the frequency of meetings to support the school's improvement agenda, meeting on six (6) occasions during the year including the inaugural public/open meeting held in November.

Main business included, but was not limited to, reviewing and monitoring the Annual School Budget, approving 2020 voluntary contributions and charges, championing opportunities to improve school community engagement and communication, pursuing grant funding opportunities, and ensuring that school policies and practices keep abreast of relevant legislation and community expectations.

If you want to find out more about governance and strategic matters concerning the school, you can talk to one of the Councillors. Information about the School Council and contact information for the Councillors will be available on the revitalised Lathlain Primary School website in the coming weeks.

On behalf of the School Council and the school community, I would like to thank all of the teachers and support staff at the school for their work and efforts in ensuring our children have an environment and the assistance to enrich their learning experiences.

I would also like to thanks retiring Councillor Bennet Andrews for his great contribution to the Council over a number of years. Bennet brought a wealth of knowledge and experiences to the Council and provided valuable insights at each meeting.

Finally, I would like to say thank you to my fellow Councillors for their ongoing support and contributions made throughout the year.

Mark Wallace  
Lathlain Primary School Council Chair

# SCHOOL CONTEXT

Lathlain Primary School is situated in the South Metropolitan Education Region. It services the children in the Town of Victoria Park suburb of Lathlain and part of the Burswood Peninsula. Lathlain Primary School opened in 1956 and has varied in size during its history.

Over the past three years there has been a considerable increase in students due to development and changes in the local area and the suburb's proximity to the City of Perth. This growth has resulted in the provision of another transportable classroom in the school.

The active P&C and School Council are integral to the overall governance and activities of the school and its community.

Parents are encouraged to be involved in supporting events and in learning, both in and out of the classrooms as well as supporting other families and the priority areas of the school. In keeping with the school motto, Seek, Strive Learn, there is an emphasis at Lathlain on lifelong learning and how to learn.

In 2018, the school underwent a school review process by the Expert Review Group, with recommendations given for continued improvement. A school improvement plan was collaboratively developed by staff throughout 2018 with a focus on changing the culture of the school. This is an on-going, evolving process which involves the staff, students and the community of Lathlain.

With a growing number of enrolments and approximately one in four students coming from homes where English is a second language, it has been important to continue the ongoing employment of an EAL/D specialist.



# SCHOOL IMPROVEMENT PLAN

The focus of the School Improvement Plan was to implement and embed strategies and processes based on recommendations from the review.

Some key principles were:

- On-going development of staff culture
- Increased leadership opportunities
- Increased collegial collaboration
- Examined and selected evidence-based whole school programs
- Identified strategies and upskilled staff to improve student outcomes
- Increased ICT capabilities of students and staff
- Increased ICT infrastructure and resourcing
- Improved communication within the school and community

## STAFF CULTURE

In 2019, increasing the collaborative culture was extremely important. All staff needed the opportunity to voice their ideas and to be involved in decision making processes. This process fostered staff engagement and supported the development of whole school priorities and processes.

## LEADERSHIP ORGANISATION

In 2019, five committees were created by amalgamating the original School Review Committees, ensuring a fair distribution of work. From these committees an Executive Leadership Team was developed, with the committee leaders and a teacher representative from each, the administration team and an education assistant representative. The Executive Leadership Team met regularly each term, with the purpose being to monitor the progress of the School Improvement Plan, fostering a greater contribution by staff and support for each other. It also enabled two way communication to occur, where representatives fed back information to their colleagues allowing all staff to be cognizant of current progress and future agendas.

Within each committee, sub-committees were formed, allowing tasks to be distributed. From these groups, there were further opportunities for teachers to take on leadership roles.

## COLLEGIAL COLLABORATION

Increasing collegial collaboration was an essential component of the School Improvement Plan in order to improve both the school culture and outcomes for students. With all staff members in a committee, collaborative engagement is the norm. Staff have been driving change, evaluating current school processes and rigorously examining options for improvement. Committees met regularly, in staff meetings, on School Development Days and out of hours.

Opportunities for phases of learning (eg K-2, Years 3-4 and Years 5-6) collaboration assisted with examining both current and future whole school approaches. Class teachers have time for weekly collaboration scheduled within the school week, allowing them to meet, analyse data and the implementation of whole school programs, developing a consistent approach to teaching and learning across the school.

# SCHOOL IMPROVEMENT PLAN

## WHOLE SCHOOL PROGRAMS

Priorities for 2019 included the following whole school foci:

Improving student outcomes

- Talk4Writing
- Words Their Way Spelling program
- BeYou framework and establishment of BeYou Committee
- ICT infrastructure and skills

Increasing staff capacity and skills

- Using differentiation in the classroom
- Development of an Explicit Teaching model for Lathlain PS
- Teacher observation and feedback process
- ICT skills
- Student tracking and data literacy
- Strong performance management processes

Community

- Development of LPS Communication Guidelines
- School Vision and Values (ongoing review into 2020)
- Engagement with Andrew Watt from Creating Communities
  - Community Café
  - Combined School Council and P&C Executive workshop

## ICT INFRASTRUCTURE AND RESOURCING

Improving ICT capabilities in the school involved increasing the capacity of students and staff as well as improving availability of the necessary resources. The school's digital technologies specialist was employed to mentor and coach staff to further improve their ICT skills and understandings related to teaching and learning.

Over \$120 000 was spent on new hardware, the replacement of existing hardware and infrastructure and purchasing licences and programs to support the use of ICT in the school. This included more than 80 iPads, giving a 1:2 ratio of iPads into the Years 3 and 5 classrooms, expanding on the iPads purchased in 2018 which were placed into the Years 2 and

classrooms. These additional resources were to support students engaging in NAPLAN 2019 so that they could increase their familiarity with these devices.

## COMMUNICATION

During 2019 the school community was provided with information which related to many activities and programs in the school via the school newsletter, website and at various meetings with School Council, P&C and Parent Class Representatives. Communication about the School Improvement Plan and the work being undertaken was regularly addressed with broader parent community as well as the School Council, P&C and the Parent Class Representatives. Parent Class Representatives met with the Principal regularly each term to discuss school planning and other matters so that information could be dispersed and feedback sought from the wider parent body through their networks.

Communication with parents regarding individual students and their progress occurred through semester reporting processes, case management meetings, diary entries, teacher-parent meetings and through digital communication platforms, e.g. Class Dojo and e-mails.

The school has also utilized the Skoolbag app to send out broad communications to parents as well as more direct, targeted information via MessageU.



# SCHOOL IMPROVEMENT PLAN

## WELL BEING AT LATHLAIN

In 2019, the school transitioned from a KidsMatter School to the BeYou Framework.

This framework supports positive mental health from 0 to adolescence and into adulthood. A Be You Committee was established to support the improvement of student well-being and pastoral care. This committee consists of staff and parent representatives who met in Semester Two, 2019.

The BeYou Committee and staff determined that learning resilience was a priority for 2020, through the introduction of the BounceBack social and emotional learning program.

A Students at Educational Risk Committee (SAER) meets regularly in case management discussions with teachers, parents, therapists, and other agencies, to support students at risk. A school chaplain was employed in second semester through On Psych Chaplaincy to support students, staff and families. The Chaplain works closely with the Students at Educational Risk team.



## 2019 SCHOOL HIGHLIGHTS

Many opportunities and experiences were provided to the students and staff in 2019. The parent community engaged with the school throughout the year.

Events included:

### Students

- Harmony Day & National Dress
- Easter Hat Parade
- NAPLAN Testing
- Eagles' Cup
- Winter Sports Carnival
- Faction Swimming Carnival Years 4-6
- Funky Fitness Kindy
- Year 6 Camp
- Lathlain Year 3-6 Cross Country
- Book Fair
- Assemblies
- Scitech Incursion Year 5
- EdConnect Volunteers to Support Students' Learning
- Student Leadership - Year 6 Leaders and Faction Captains
- Grip Student Leaders' Excursion
- Funky Fitness Kindy

### Staff

- Induction of new staff
- Team Leader Meetings
- Executive Team Meetings
- Team Meetings
- Curtin Education Community Network Meetings
- Benq Interactive TV Training
- Talk for Writing Professional Learning
- Coach/Mentor Training
- Professional Learning in ICT
- Talk for Writing Professional Learning

### Community

- Easter Raffle
- Aboriginal Parent Meeting
- Parent Class Representative Meetings
- P&C Picnic and Movie Night
- EAL/D Parent Information Session
- NAPLAN Parent Information Session
- P&C Meetings
- Mother's Day Stall

# 2019 PRIORITY AREAS

## WRITING

In 2019, all teaching staff attended professional learning on the Talk 4 Writing program. The program, developed by Pie Corbett and offered by the Dyslexia-Speld Foundation of WA, is an explicit teaching program whereby teachers model the writing strategies and provide scaffolded and supported tasks to assist students in developing their writing processes. The fundamentals of writing are explicitly taught, including grammar and punctuation which are embedded, with students developing a ‘toolbox’ to draw on when writing. Talk4Writing allows for differentiation dependent on students’ abilities within the program.

Considerable emphasis was placed on upskilling staff in these vital strategies in order to improve the writing skills of students. Also group of teacher leaders attended a conference with Pie Corbett to further improve their knowledge and application of this program. The staff are committed to this program as a whole school approach to writing.

A teacher coordinator has led the staff in the development of planning documents for Talk4Writing class teachers and who has acted as a mentor to others on staff. New staff to the school in 2019 were sent to the two-day training course and supported by this coordinator back at school to implement this approach to writing instruction.

## SPELLING

Words Their Way has been introduced across the school to support and improve spelling. Diagnostic data is collected by teachers and used to target intervention at point of need for each student. Teachers are expected to implement the Words Their Way Inventories at the start and end of the year and this data assists in monitoring progress of students. Results have indicated growth in students’ knowledge and spelling skills over the course of the school year.

## MATHEMATICS

Analysis of Maths performance data has been examined by teachers and determined that this is a priority area for intervention. A subcommittee from the Teaching and Learning team have investigated explicit teaching in mathematics and have recommended the Prime Maths program across the school. This program originated in Singapore and has now been adapted for Australian Schools. Research has shown that the explicit teaching embedded within the program supports differentiation and skill improvement for students.

Staff have used the scope and sequence from the Western Australian Curriculum to program learning and assessments in Mathematics across year levels. With support from the Department’s primary maths advisory teacher, the staff have determined that there is a need to review teachers’ understanding of the proficiency strands of mathematics in their teaching of content. This will lead to an across the school set of strategies in the context of explicit teaching that all teachers will practise in their classrooms when teaching maths.



# 2019 PRIORITY AREAS

## ICT AND DIGITAL TECHNOLOGY

A Digital Technology Specialist continues to work with students across year levels and she supports class teachers' professional learning through café workshops.

Extracurricular work has been offered through the Coding Club and a team entered in the LEGO League competition. Lathlain's team won their regional final and were one of two school chosen in the state final held at Curtin University, to attend an international competition in July 2020 in Sydney.

There has been an increase in the use of BenQ interactive televisions across classes and the application of iPads.

There are several students with specific learning difficulties in the school who have been allocated their own laptops to assist them in class. Specific software has been purchased for some of these as recommended by educational consultants working for the School for Special Educational Needs.



# OUR SCHOOL COMMUNITY

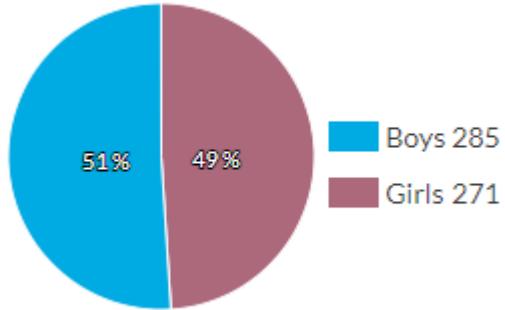
## Index of Community Socio-Educational Advantage (ICSEA)

- School ICSEA value 1073
- Average ICSEA value 1000
- Data source - Parent information

## Students

Total enrolments: 556  
(Full-time equivalent enrolments 524.8)

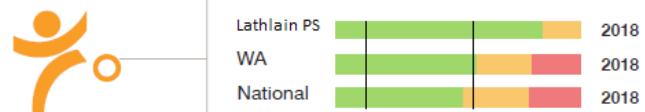
Boys: 285 Girls: 271



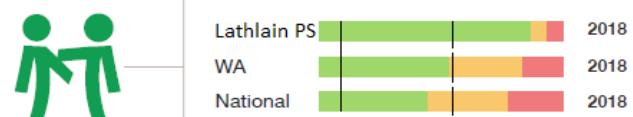
## AEDC Data

The Australian Early Development Census (AEDC) is a three-yearly data collection cycle that was introduced by the Australian Government in 2009. The AEDC measures the development of children in their first year of full-time schooling. To date, data has been collected in 2009, 2012, 2015 and 2018. The results for the 2018 Census became available to schools in 2019.

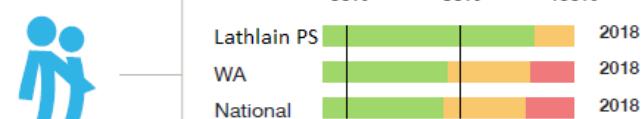
## Physical health and wellbeing



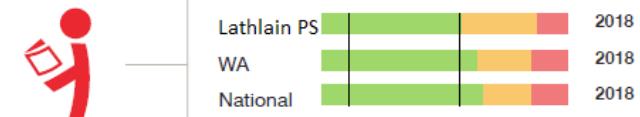
## Social competence



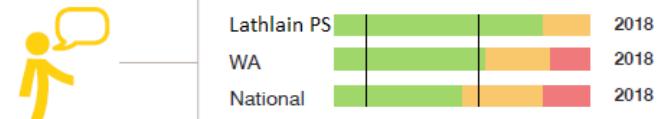
## Emotional maturity



## Language and cognitive skills (school-based)



## Communication skills and general knowledge



# OUR SCHOOL COMMUNITY

## COMMUNITY CAFE REPORT

Following an external review, the school identified an opportunity to optimise how it communicated and engaged with parents, families and the broader community.

To help inform this approach, the school engaged Creating Communities Australia Pty Ltd to conduct a series of workshops and gather feedback/input from staff on future opportunities to enhance the way in which the school communicates and engages with parents, families and the broader community.

The report outlined the findings from the feedback provided by staff at a workshop in February, feedback provided by the School Council and P&C at a workshop in September as well as the findings from the Community Conversation Cafe in November. The findings were used to help inform a whole school strategy on improving communication and engagement.

The staff workshop on February 1 focussed on the benefits to staff and the school of enhancing communication and engagement processes, discussing the proposed process that the school will be undertaking on how the school can better communicate and engage parents and the community. The staff workshop also focussed on strengths, aspirations, barriers, issues, challenges and opportunities related to community engagement at Lathlain Primary School to underpin the development of a future actions.

The School Council and P&C Workshop was conducted to gain an understanding of how the School Council and P&C currently felt about the school's communication and engagement with parents, families and the broader community and how the school could build and enhance communication and engagement moving forward.

On Thursday 7 November 2019 Andrew Watt, Director of Creating Communities conducted a

Conversation Cafe. The session included an introductory presentation on why parent and community support for the school is essential for school development and student learning.

The results for the three different workshops were:

### **Key findings:**

#### **Positive descriptions of Lathlain Primary School**

Staff Workshop results

- Friendly/safe, warm/ welcoming/caring/inclusive, and enjoyable/happy/positive.

Council/P&C Workshop

- Activity not undertaken

Community Conversation Cafe

- Friendly/ happy/fun/social, Alive/busy/buzzing/energetic

#### **Negative descriptions of Lathlain Primary School**

Staff Workshop results

- No result

Council/P&C Workshop

- Activity not undertaken

Community Conversation Cafe

- Frustrating /trying/challenging, confused/confusing/perplexing

#### **What the school currently does well in how it communicates and engages with parents and community.**

Council/P&C Workshop

- Various methods to engage with parents (including via email, text message and parent meetings, Dojo and Skoolbag).

Community Conversation Cafe

- Dojo, availability to communicate with staff in person and class representative system.

#### **What improvements could be made to better communicate and engage with parents and the community.**

Council/P&C Workshop

Parent/community engagement, raise awareness on roles of Council, P&C, governance and managing expectations

Community Conversation Cafe

- Communication methods, use of digital technology and accounts/administration.

# 2019 SCHOOL DATA

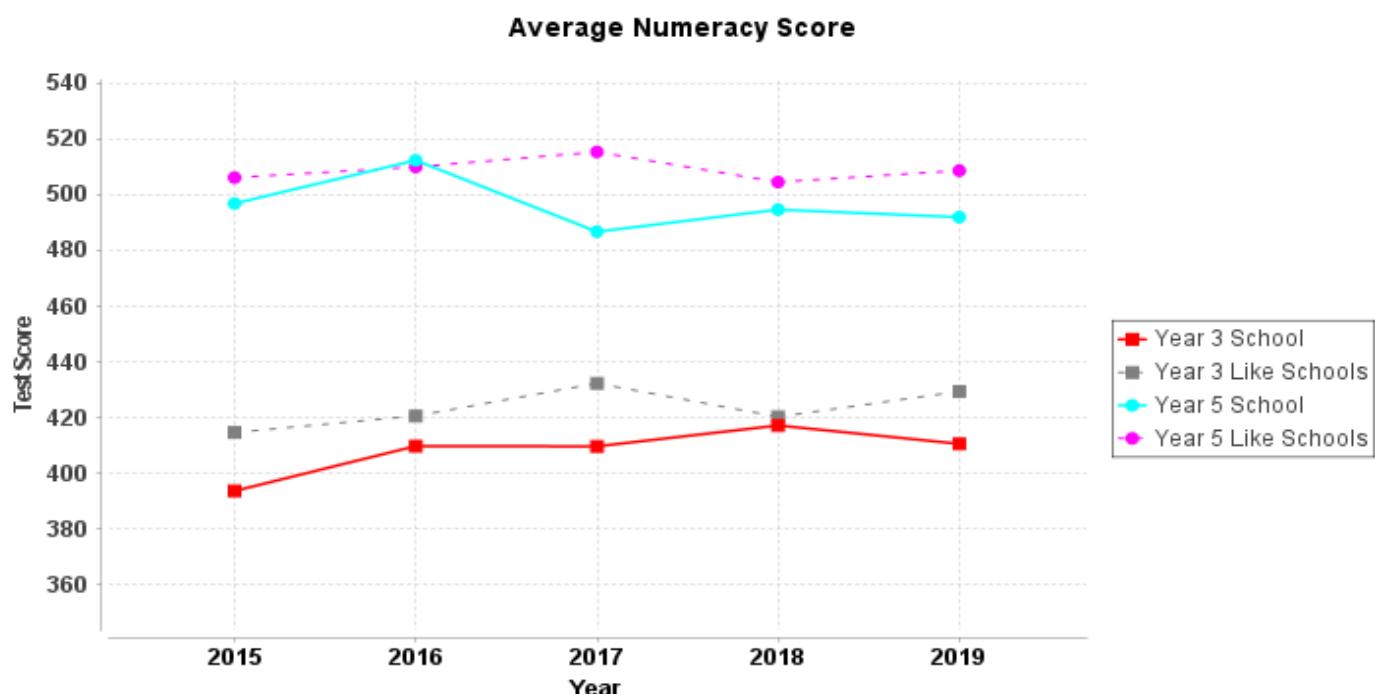
## NAPLAN Data

Whole school or cohort data is collected not only from NAPLAN results but also from the following sources:

- KAT - Tool for Kindergarten
- On Entry Assessments – Pre-Primary cohort assessed with some Year 1 & 2 students assessed as determined by teachers.
- PAT Math and Reading Comprehension across Years 1-6. (Progressive Achievement Tests)
- Words Their Way data across Year 1-6.

trial PR1ME maths which provides an explicit teaching approach and differentiated learning. Alongside this, professional learning on the WA curriculum maths proficiencies was planned for 2020 to develop staff understandings and enhance pedagogy across the school.

As a school we will continue to implement other forms of standardised testing such as Progressive Achievement Tests (PATM) and Early Years Maths to monitor and assist teachers in developing a differentiated maths curriculum for students in each class.



## NUMERACY

The analysis of data in this learning area reinforced the need for a whole school approach to the teaching of Maths and was identified by staff as a priority for 2020. The results outlined in the graph above indicates that both Year 3 and 5 students performed below like schools. Due to this result, the Teaching and Learning committee researched evidence-based, best practice Numeracy programs, discussed this information to the wider staff and a decision was made to

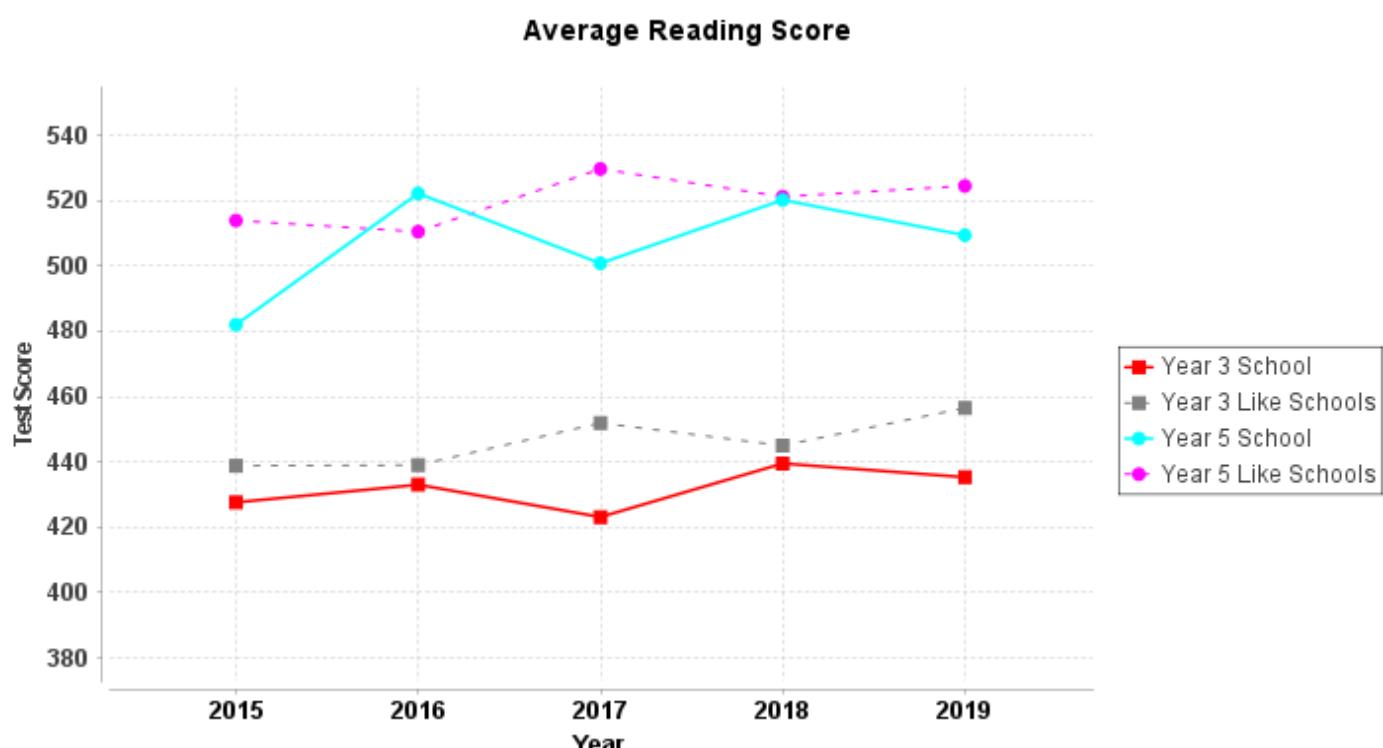
# 2019 SCHOOL DATA

## READING

The graph of NAPLAN Reading results below indicate performance less than other like schools in both Years 3 and 5.

The graph indicates inconsistencies with the 2018 results being close to like schools. Unfortunately in 2019 both year levels did acquire the levels similar to like schools.

wider staff. From this investigation, the decision to introduce Literacy Pro was made and resources purchased in preparation. Literacy Pro, a Lexile program for Years 3-6, was agreed upon for commencement in 2020, providing ability levelling of books based on student's ongoing assessment.



In 2019 students who were identified as 'at risk' through analysis of school and class data were assessed using the Mini-Lit and Multi Lit diagnostic tests. Support was provided to these students to consolidate the phonological skills and automatic recognition of sight words needed for fluency in reading. School funding employed an Education Assistant who was trained in the running of this program and also the purchase of necessary resources.

Reading and spelling are expected to improve through the use of Words Their Way, Key Links and Literacy Pro programs. These are whole school approaches to Literacy skill development.

To develop a whole school approach, the Teaching and Learning committee researched evidence-based, best practice Reading programs and discussed this information to the

A review of the current resources of Key Links reading books for students in Pre-Primary to Year 2 was undertaken with this also agreed as a focus for 2020.

In addition, Pre-Primary to Year 2 students will use the program, Reading Eggs. Reading Eggs is an online reading resource which contains online reading games and activities. The activities provide a variety of activities that promotes essential reading and phonic based skills. Teachers will also use standardised assessments such as PATR and Early Years Reading comprehension to monitor and assist teachers in developing a differentiated Literacy curriculum for students in their class.

# 2019 SCHOOL DATA

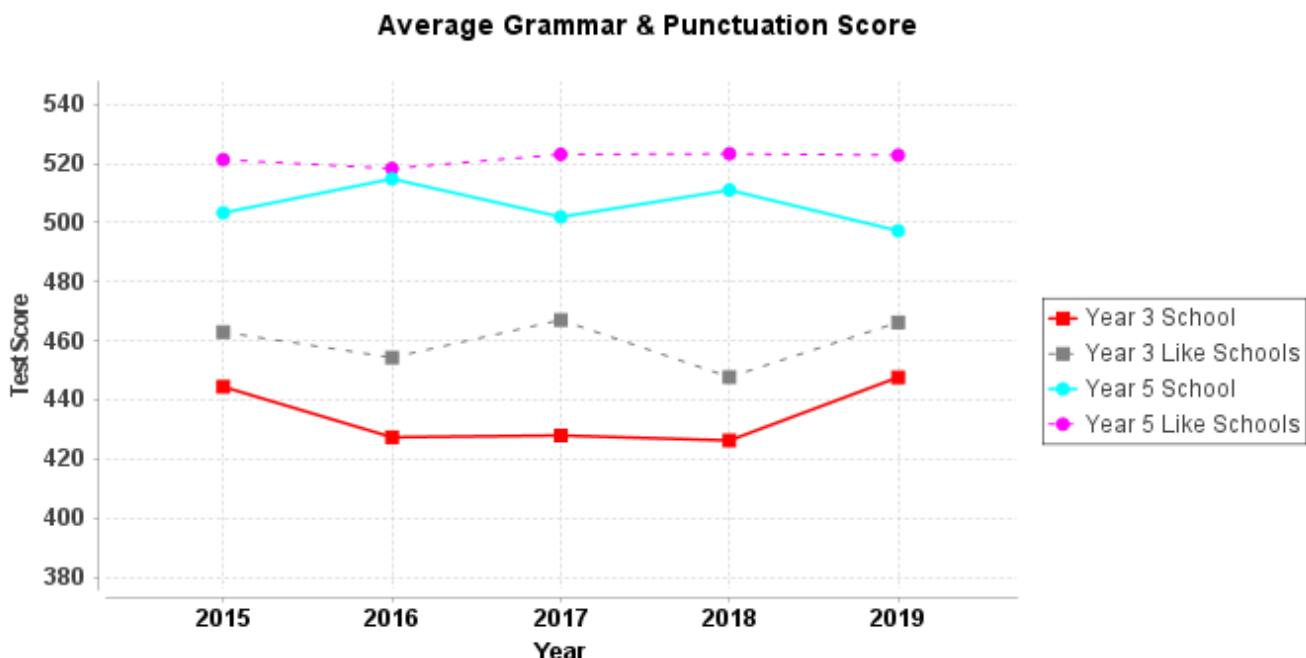
## GRAMMAR AND PUNCTUATION

The longitudinal Grammar and Punctuation results indicate that students in both Year 3 and Year 5 performed lower than students at like schools.

We will continue to monitor grammar and punctuation results and implement a range of strategies including:

- common assessment tasks relating to grammar and punctuation and
- teacher based discussions and planning during collaborative meetings to improve overall grammar and punctuation results.

Average Grammar & Punctuation Score



# 2019 SCHOOL DATA

## SPELLING

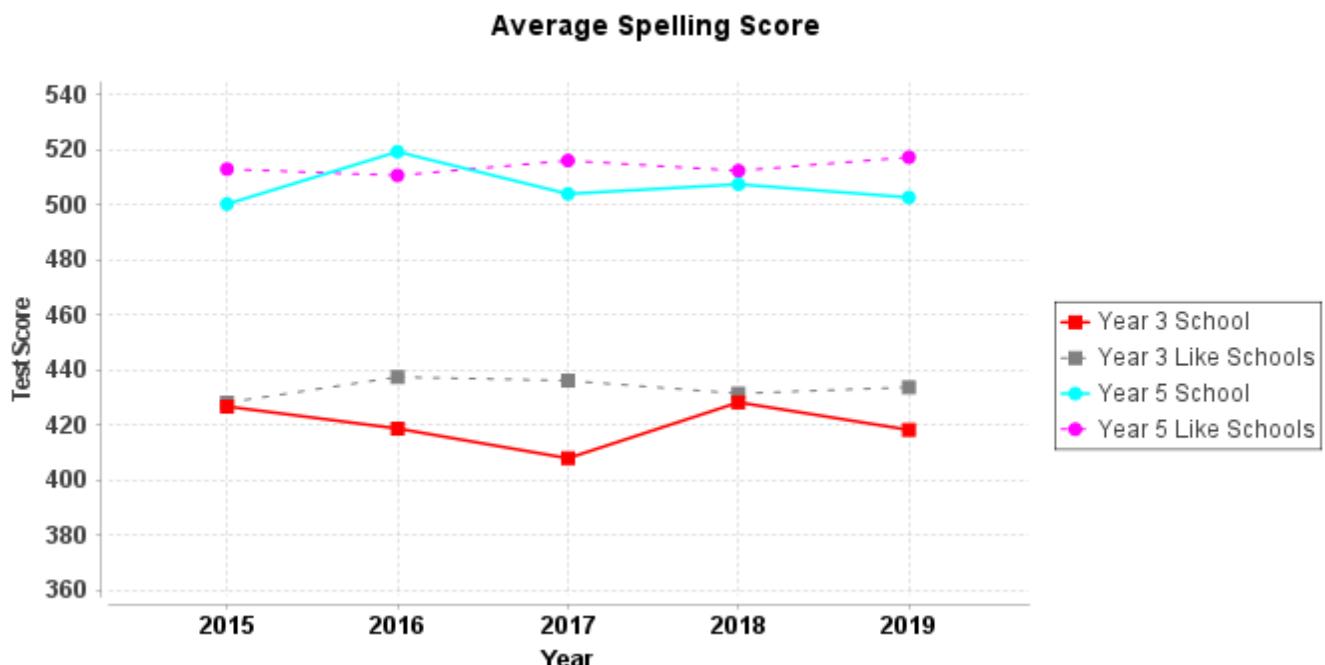
The longitudinal Spelling results indicate that students in both Year 3 and Year 5 performed lower than students at like schools.

The school has implemented the spelling program Words Their Way to provide a consistent spelling program throughout the school from Pre-Primary to Year 6.

We will continue to monitor spelling results and implement a range of strategies including:

- common assessment tasks relating to spelling and
- teacher based discussions and planning during collaborative meetings to improve overall spelling results.

Average Spelling Score

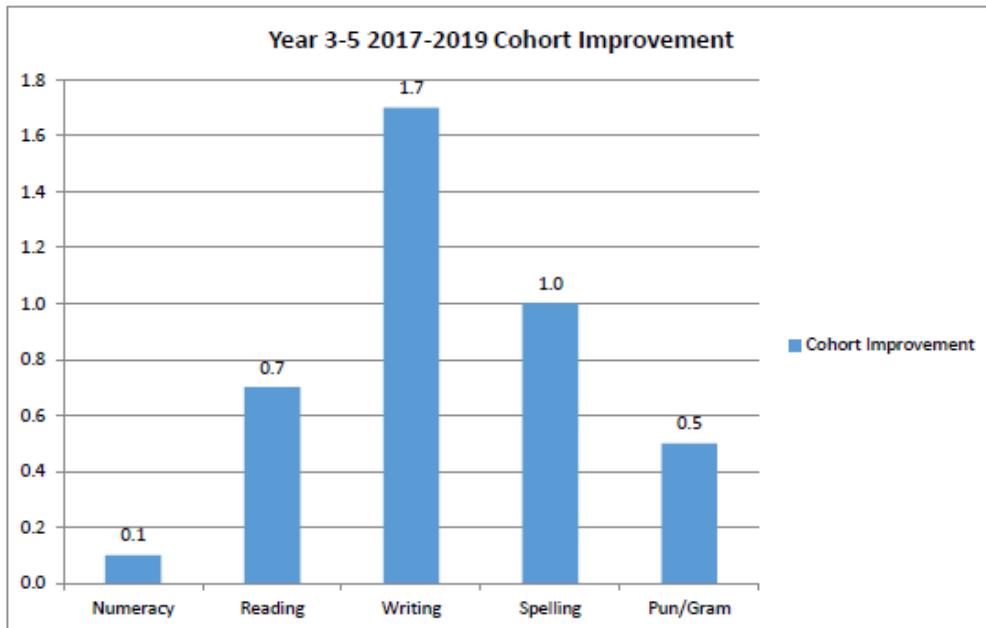


# 2019 SCHOOL DATA

## ACADEMIC PROGRESS

The table and the graph below outline the improvement of the same cohort from Year 3 to Year 5.

Lathlain Primary School - NAPLAN Data Cohort Improvement									
Academic Progress									
Year	Year 3				Year 5				Pun/Gram
	Numeracy	Reading	Writing	Spelling	Numeracy	Reading	Writing	Spelling	
2017	-0.8	-1.0	-1.5	-1.0	-1.0	-0.8	-1.0	-1.2	-1.0
2018	-0.2	-0.2	-0.9	0.0	-0.7	-0.5	0.3	-0.8	0.7
2019	-0.9	-0.7	-0.4	-0.5	-0.5	-0.7	-0.3	0.2	0.0
Average	<b>-0.6</b>	<b>-0.6</b>	<b>-0.9</b>	<b>-0.5</b>	<b>-0.7</b>	<b>-0.7</b>	<b>-0.3</b>	<b>-0.6</b>	<b>-0.1</b>
Cohort Improvement					0.1	0.7	1.7	1.0	0.5



The improvement in results based on standard deviations have increased in all areas especially in the area of Writing. We believe this can be attributed to the implementation of the Talk 4 Writing program.

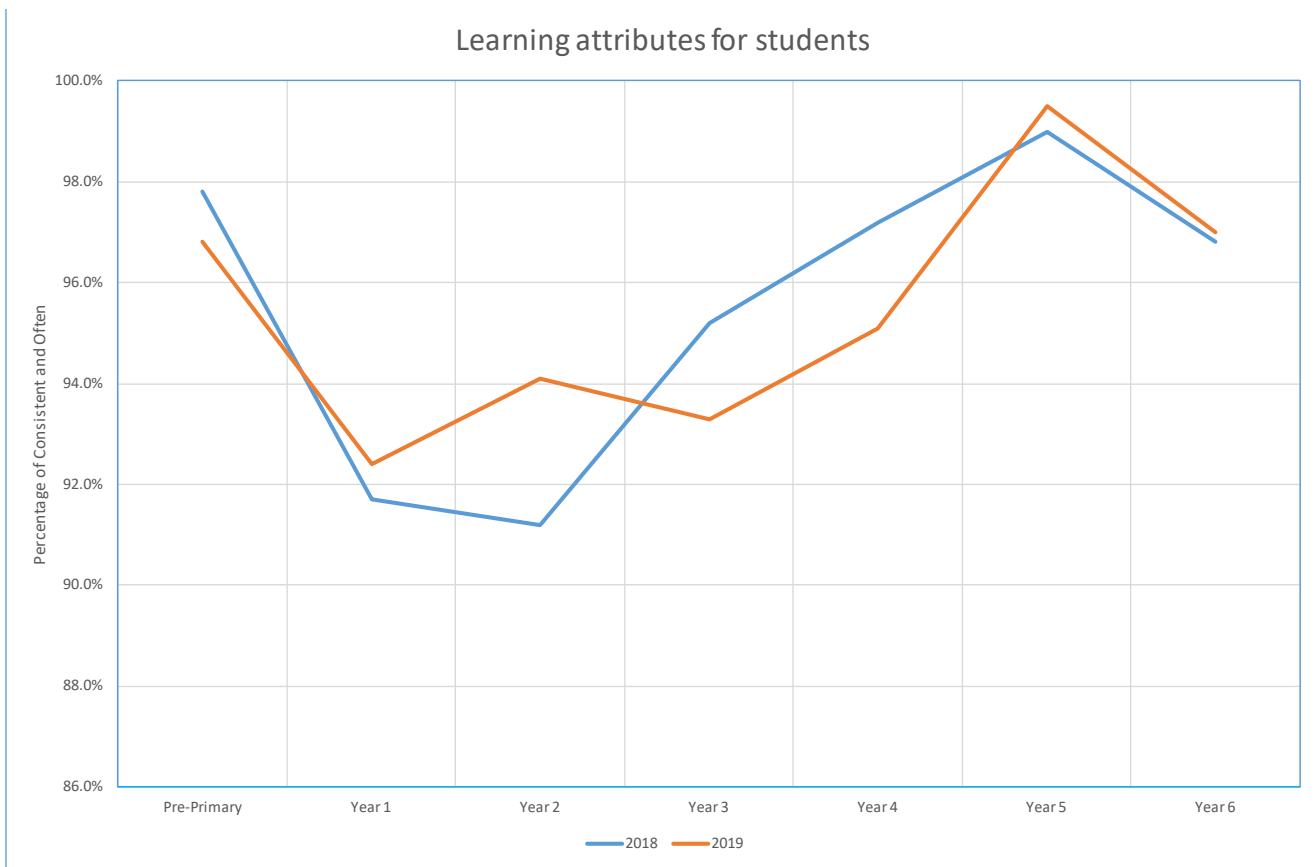
Staff have been made aware of the standard deviations, in particular negative values to identify learning areas which need improvement. Nevertheless it is gratifying to see an improvement of student results from Years 3 to Year 5.

# 2019 SCHOOL DATA

## Learning Attributes

Each semester, teachers report against learning attributes for students. These attributes are different depending on the year group.

- Participates responsibly in social and civic activities
- Cooperates productively and builds positive relationships with others



Students at Lathlain Primary School generally demonstrate positive attributes, as evident in the graph above. However, students in the early years are demonstrating more consistent enthusiasm about learning compared to students in Years 3-6.

As such, staff need to consider the reasons for the rise of students achieving often, rather than consistently, as they progress through their schooling.

The attributes assessed in PP-Year 2 are:

- Is enthusiastic about learning
- Participates responsibly and
- Sets goals and works towards them.

In Years 3 -6 the attributes assessed include:

- Works to the best of his/her ability
- Shows self-respect and care
- Shows courtesy and respect for the rights of others

- Is enthusiastic about learning
- Sets goals and works towards them with perseverance and
- Shows confidence in making positive choices and decisions

In 2019, developing staff understanding of differentiation and its implementation in the classroom was a focus.

This will be ongoing in 2020 with the intent to increase student engagement and participation.

The importance of social and emotional learning has also been identified. The Learning Environment team developed a joint community and staff 'BeYou' committee and an agreement was made to implement the BounceBack social and emotional learning program. Full implementation of this program will occur in 2020. This program will also address the importance of student voice, active participation and feedback.

# 2019 ATTENDANCE DATA

The results indicate 78.3% of students are regular in their attendance.

The Moderate and Severe non-attendance categories need to be reduced, however, it is recognised that the data is skewed due to a small number of transient students. Ongoing engagement with support agencies to further assist some families with improving student attendance is required.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2017</b>	81.3%	13.8%	3.6%	1.3%
<b>2018</b>	82.2%	12.8%	4.5%	0.4%
<b>2019</b>	78.3%	15.7%	3.5%	2.5%
<b>Like Schools 2019</b>	79.8%	15.7%	3.7%	0.7%
<b>WA Public Schools</b>	73.0%	19.0%	6.0%	2.0%

2019 results appear similar to those of like schools except for the Severe category where specific student and family circumstances have seen an increase in this category at Lathlain.

During 2019 there were several students who were not regular in their attendance.

In all cases, the school followed appropriate Attendance Policy procedures to improve students attendance and support the families. Five students were deemed to be 'whereabouts unknown' given they had left the school but had not enrolled elsewhere.

# 2019 ATTENDANCE DATA

The year level attendance analysis indicates our Year 4 students were less regular than students at other WA Public Schools. Further, this cohort was 3% above in the 'At Risk' and 1% above in the 'Severely At-Risk' categories. These anomalies relates to specific cases of non attendance and transiency.

	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch												
Regular	80%	67%	78%	72%	81%	74%	78%	75%	71%	75%	81%	74%	85%	74%
At Risk - Indicated	18%	22%	15%	20%	15%	18%	19%	17%	21%	18%	11%	18%	9%	18%
At Risk - Moderate	2%	8%	5%	6%	1%	6%	3%	6% +	5%	6%	3%	6%	7%	6%
At Risk - Severe	0%	2%	4%	2%	3%	2%	3%	2%	3%	2%	5%	2%	0%	2%

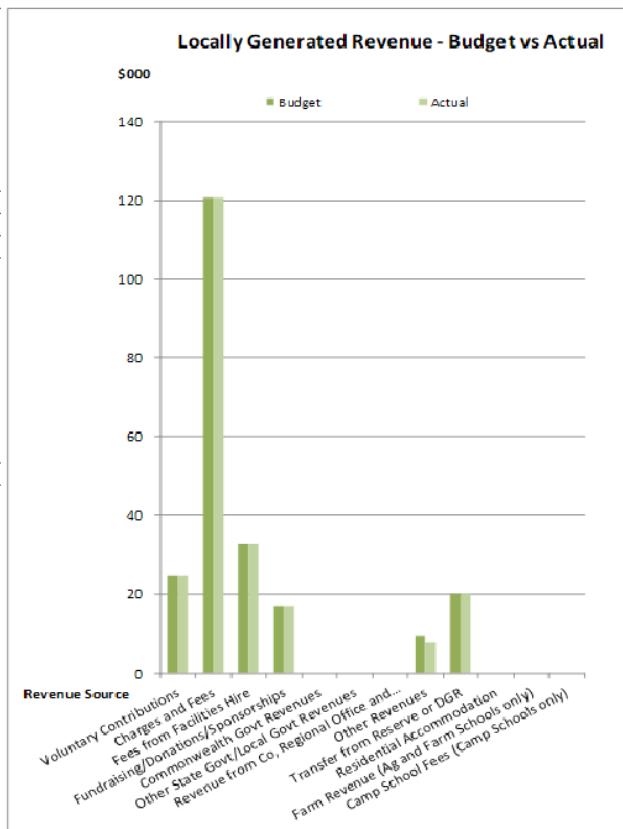
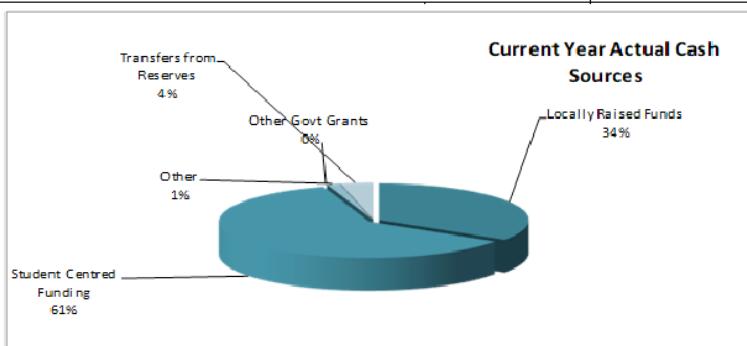
Students who have poor attendance are contacted by the school administration via email, telephone calls and home visits.

If these attempts fail, we are able to contact the regulative authorities to make contact with each student's parent(s) or caregiver(s).

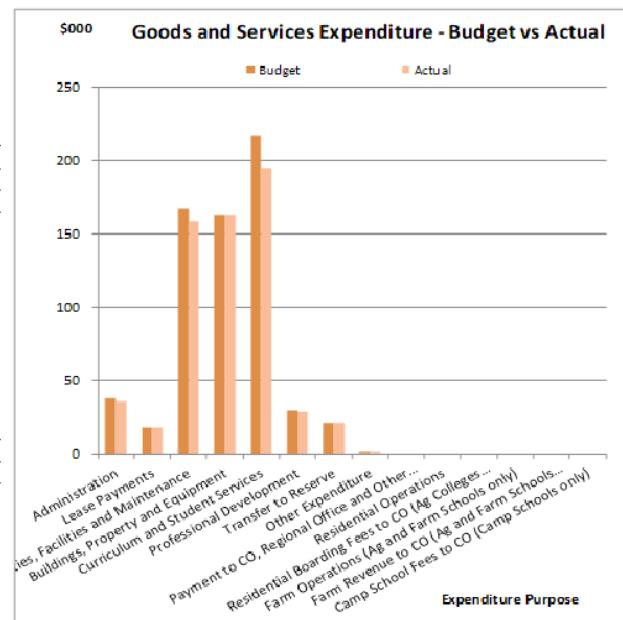
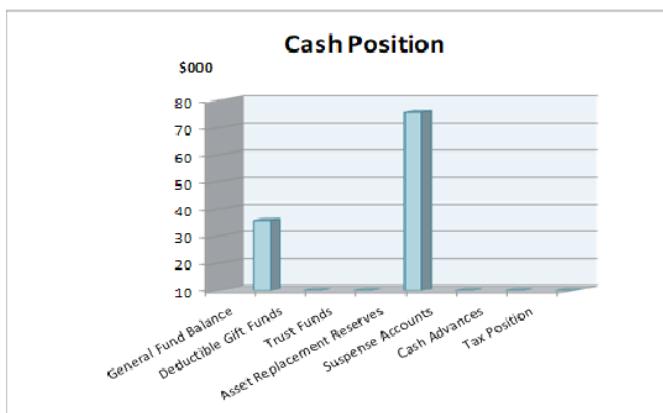


# 2019 FINANCE DATA

Revenue - Cash & Salary Allocation		Budget	Actual
1 Voluntary Contributions	\$ 24,720.00	\$ 24,719.50	
2 Charges and Fees	\$ 120,532.27	\$ 120,532.02	
3 Fees from Facilities Hire	\$ 32,807.00	\$ 32,807.27	
4 Fundraising/Donations/Sponsorships	\$ 16,947.00	\$ 16,947.78	
5 Commonwealth Govt Revenues	\$ -	\$ -	
6 Other State Govt/Local Govt Revenues	\$ -	\$ -	
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -	
8 Other Revenues	\$ 9,475.00	\$ 7,827.83	
9 Transfer from Reserve or DGR	\$ 20,000.00	\$ 20,000.00	
10 Residential Accommodation	\$ -	\$ -	
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -	
12 Camp School Fees (Camp Schools only)	\$ -	\$ -	
<b>Total Locally Raised Funds</b>	<b>\$ 224,481.27</b>	<b>\$ 222,834.40</b>	
<b>Opening Balance</b>	<b>\$ 84,000.00</b>	<b>\$ 84,106.17</b>	
<b>Student Centred Funding</b>	<b>\$ 345,248.76</b>	<b>\$ 346,899.22</b>	
<b>Total Cash Funds Available</b>	<b>\$ 653,730.03</b>	<b>\$ 653,839.79</b>	
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Total Funds Available</b>	<b>\$ 653,730.03</b>	<b>\$ 653,839.79</b>	



Expenditure - Cash and Salary		Budget	Actual
1 Administration	\$ 37,328.00	\$ 35,705.37	
2 Lease Payments	\$ 17,596.00	\$ 17,596.22	
3 Utilities, Facilities and Maintenance	\$ 166,596.00	\$ 158,541.56	
4 Buildings, Property and Equipment	\$ 162,237.00	\$ 162,237.50	
5 Curriculum and Student Services	\$ 216,789.76	\$ 194,443.89	
6 Professional Development	\$ 29,072.00	\$ 28,352.72	
7 Transfer to Reserve	\$ 20,790.00	\$ 20,790.00	
8 Other Expenditure	\$ 432.00	\$ 433.27	
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -	
10 Residential Operations	\$ -	\$ -	
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -	
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -	
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -	
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -	
<b>Total Goods and Services Expenditure</b>	<b>\$ 650,840.76</b>	<b>\$ 618,110.53</b>	
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Total Expenditure</b>	<b>\$ 650,840.76</b>	<b>\$ 618,110.53</b>	
<b>Cash Budget Variance</b>	<b>\$ 2,889.27</b>		



Cash Position as at:		
Bank Balance	\$	106,026.29
Made up of:	\$	
1 General Fund Balance	\$	35,729.26
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	75,563.19
5 Suspense Accounts	\$	3,424.84
6 Cash Advances	\$	-
7 Tax Position	\$	8,691.00
<b>Total Bank Balance</b>	<b>\$</b>	<b>106,026.29</b>

# 2020 PRIORITIES

The School Improvement Plan in 2019 focused on planning for the streamlining teaching and learning across the school, aligning practices and using common strategies across classes to improve the teaching and learning received by students.

Lathlain student performances have not been as close to like schools as expected in NAPLAN results in recent years. It is expected that the aligning of strategies and increased accountability by teachers in the rigorous analysis and use of data and consistent evidenced-based whole school teaching programs will bring about positive changes in these results over time.

The staff have identified the following school priorities for 2020.

1. Consolidation of 2018 - 2020 School Improvement Plan.
2. Engagement in Positive Behaviours WA approach to behaviour management. Commitment to Professional Learning and committee work.
3. Numeracy – Whole School approach which includes specific teaching. The school is utilising PRIME maths as a framework for teaching and learning across year levels
4. Extension of Talented and Gifted students in each classroom. This will include a policy and procedures review.
5. The Social and Emotional Learning Program, BounceBack, to be implemented by staff with the key focus areas for 2020 being ‘People bounce back’ and ‘Looking on the bright side’. The BeYou committee will continue in 2020 with a focus on the learning resilience module.
6. Play Based Learning - Further documents will be developed to support our Early Childhood Education philosophy statement
7. Digital Technology, ICT and STEM work to be further resourced and professional learning to continue to be offered to staff to up skill them for classroom embedding of ICT. Teachers to implement further digital technology with students.
8. Aboriginal Education - further implementation of the Department of Education’s Aboriginal Cultural Framework.
9. Development of a Lathlain whole school scope and sequence and program for Grammar and Spelling. Consolidation and embedding of the Words their Way and Talk 4 Writing programs.
10. Parent engagement forums to involve parents in school wide agendas.

