



SEEK - STRIVE - LEARN

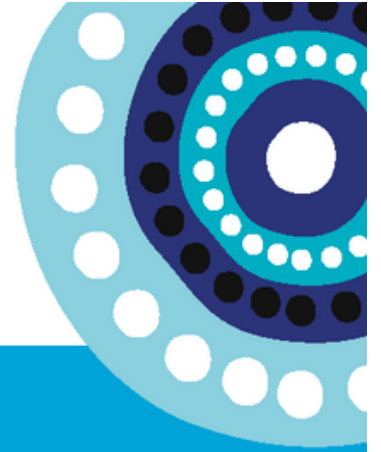
**Lathlain**  
Primary School

# 2022 ANNUAL REPORT





**Lathlain**  
Primary School



## Vision

Building successful lifelong learners and developing empowered individuals in a caring and connected community.

## Mission

Together we 'Seek, Strive and Learn' to maximise each child's cognitive, social, physical, cultural and emotional development. Staff promote values where everyone is respected, and acceptance of diversity is a part of the ethos across classrooms. Positive partnerships with parents and members of the wider community are important aspects of Lathlain's provision for its students.

## Shared Values

### COMMUNITY

We collaborate as a community 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, promotes positivity and respect. We treat each other fairly and kindly, and listen attentively.

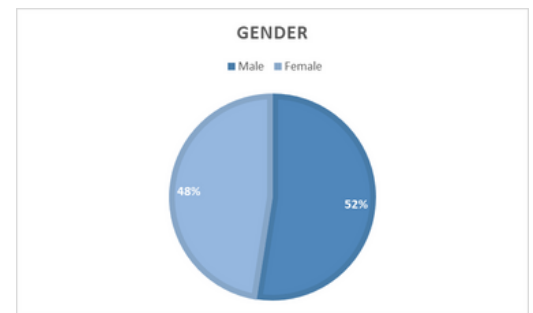
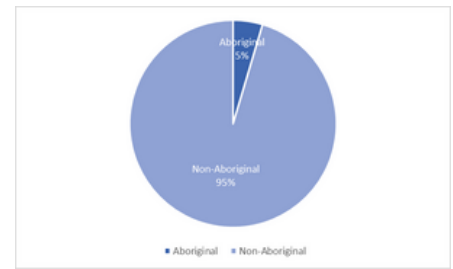
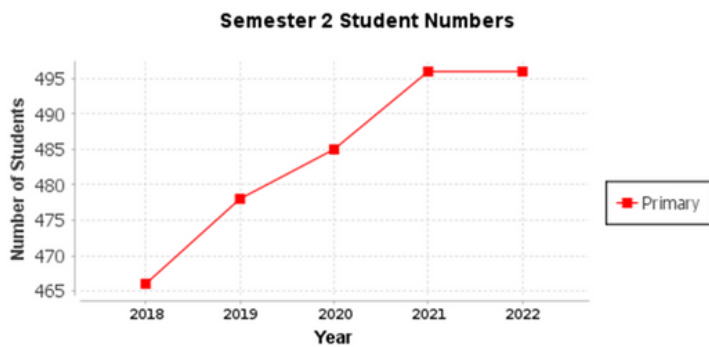
### EXCELLENCE

We promote excellence and encourage students to achieve their personal best. We take on new challenges and take risks. We value creativity.



# Contextual Information

## Enrolments



When Kindergarten numbers (89) are added to this data the school had a total enrolment of 585 students in Semester 2, 2022.

## Staff Profile

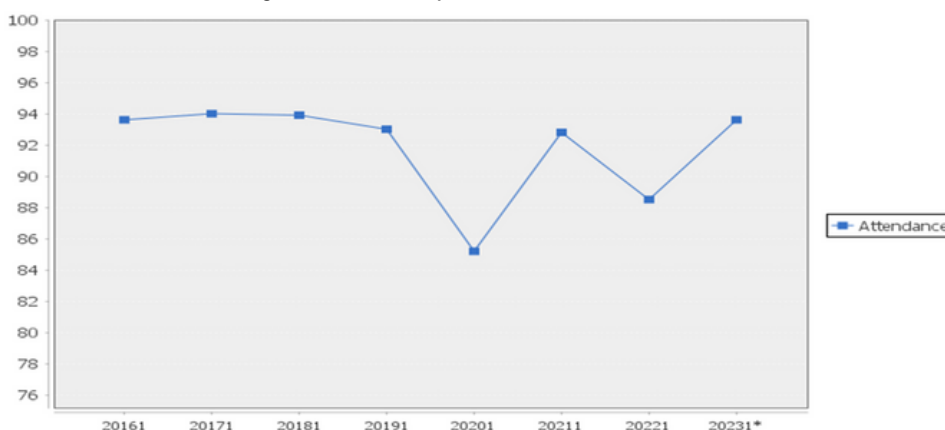
|                                      | No        | FTE         | ABL      |
|--------------------------------------|-----------|-------------|----------|
| <b>Administration Staff</b>          |           |             |          |
| Principals                           | 1         | 1.0         | 0        |
| Associate / Deputy / Vice Principals | 3         | 2.6         | 0        |
| <b>Total Administration Staff</b>    | <b>4</b>  | <b>3.6</b>  | <b>0</b> |
| <b>Teaching Staff</b>                |           |             |          |
| Other Teaching Staff                 | 42        | 30.6        | 0        |
| <b>Total Teaching Staff</b>          | <b>42</b> | <b>30.6</b> | <b>0</b> |
| <b>School Support Staff</b>          |           |             |          |
| Clerical / Administrative            | 4         | 3.0         | 0        |
| Gardening / Maintenance              | 1         | 0.8         | 0        |
| Other Allied Professionals           | 20        | 14.8        | 0        |
| <b>Total School Support Staff</b>    | <b>25</b> | <b>18.6</b> | <b>0</b> |
| <b>Total</b>                         | <b>71</b> | <b>52.8</b> | <b>0</b> |



All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

## Attendance

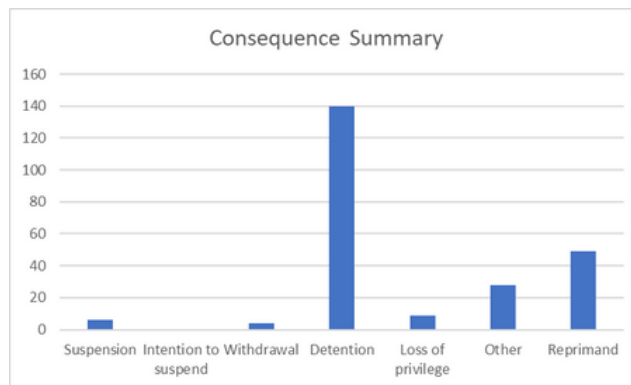
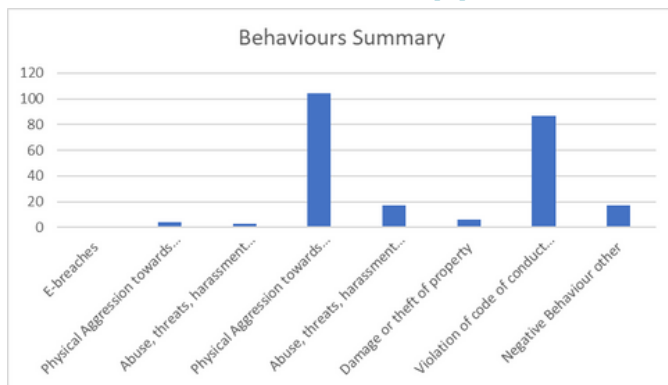
Attendance Rate by collection period



The overall attendance rate for Lathlain Primary School dipped by approximately 5% in Semester 1, 2022. This was largely due to COVID-19 impact and then families travelling once State borders were reopened.

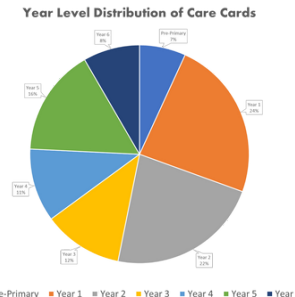
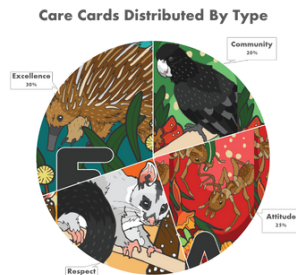
# Reporting on Progress

## Positive Behaviour Support



### CARE Card 2022 Summary Count

| Term         | Community   | Attitude    | Respect     | Excellence   | Total         |
|--------------|-------------|-------------|-------------|--------------|---------------|
| 1            | 1841        | 2650        | 2147        | 3381         | 10025         |
| 2            | 2599        | 2781        | 2825        | 3257         | 11462         |
| 3            | 1501        | 1900        | 2163        | 2386         | 7950          |
| 4*           | 1630        | 1753        | 2015        | 2168         | 7566          |
| <b>TOTAL</b> | <b>7571</b> | <b>9084</b> | <b>9150</b> | <b>11192</b> | <b>36,997</b> |



There was significantly more positive rewards provided than consequences as a part of the school's focus on Positive Behaviour Support. CARE cards are used as a means of rewarding instantly students who are displaying the expected behaviours. The count above, as shown in the CARE Cards distributed by type graphs, was two weeks prior to the end of the 2022 school year. The final count, as shown above in the CARE Card Summary Count table, was closer to 40,000 cards being issued throughout the 2022 school year. Added to this is the Honour Certificates, Student of the Month Certificates and CARE Certificates that are issued to deserving students at assemblies.

The school focussed on aspects of Community and Respect the most throughout 2022, closely followed by Attitude, with the least focus being on aspects of Excellence. Interestingly, Excellence CARE Cards were issued the most in 2022, despite the lack of focus on this area. Year 1 and Year 2 awarded the most CARE Cards in 2022, with Year 6 and Pre-Primary issuing the least.

Overall, there were 238 formal consequences being provided for behaviour inconsistent with school expectations. These ranged from a simple reprimand to suspension from school for more serious behaviour.

Feedback indicates that there is a link between an increase in the reinforcing the positive behaviours, to a decrease in undesired behaviours (Behaviours Summary Diagram), with teachers reporting less instances of negative behaviours. We will continue to track and monitor the progress of this approach to see further changes over time.

To view the Positive Behaviour Support, Behaviours Matrix [click here](#).

## Be You Mental Health Initiative - Student Feedback

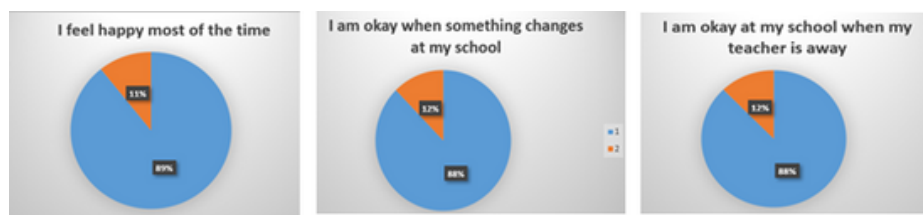
Social and Emotional wellbeing of our staff, students and community continues to be an ongoing focus for Lathlain Primary School and the Department of Education. At Lathlain Primary, we foster mental health and assist children and families who are managing mental health issues. One key factor is strengthening positive relationships with our students and families as connection is important to combatting mental health issues.

There are five key areas of the Be You initiative that are considered when supporting mental health;

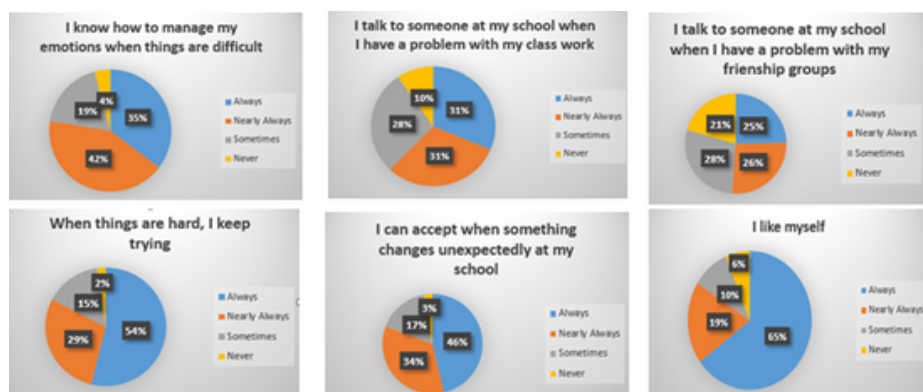
- Mentally Health Communities
- Family Partnerships
- Learning Resilience
- Early Support
- Responding Together

We now have longitudinal (3 years) data from our students which is examined twice a year (Terms 2 & 4), priority areas and focus strategies are established for the school. All the school's actions are reinforced by our Health Specialist Alessia Robinson, as well as in the classroom. This platform provides a voice for our students who may not otherwise say what is bothering them.

Students in Pre-Primary – Year 2 have demonstrated an improvement in their wellbeing with the following areas requiring following up. Key: Blue = yes, orange = no



Students in Years 3-6 are needing more support when at school. Particularly in these areas; Key: Blue = Always, Orange = Nearly Always, Grey = Sometimes, Yellow = Never



The data is examined by the whole staff to determine how to address these concerns, so we have consistent strategies being implemented in all classrooms Kindy to Year Six.

Lathlain has been fortunate to secure a grant for five years to further develop and strengthen strategies to improve the wellbeing of our school community.

# 2022 Progress towards Business Plan 2021 - 2024 Success Criteria

| Improvement Driver   | Success Criteria  | Progress towards Achievement |                   |          | Comments   |
|--|---|------------------------------|-------------------|----------|--|
|  |   | Limited Progress             | Moderate Progress | Achieved |  |
| Providing every student with pathways to be successful learners.   | 95% of Year 3 and Year 5 students to achieve above NAPLAN National Minimum Standard in Literacy and Numeracy.                               |                              |                   |          | The school has continued to make progress in this area, with 95% of students at or above the NMS across almost all areas, with 94% at or above in Y3 Spelling and Punctuation & Grammar.   |
|  | Achieve mean score equivalent to or higher than "Like Schools" in all year levels of NAPLAN in both Literacy and Numeracy.                  |                              |                   |          | The school has continued to hit this mark across most areas of the assessment undertaken in 2022. In those areas not achieved we sit very close, with the gap reduced again in 2022.   |
|  | Achieve at or above the norm mean score in all Progressive Achievement Test (PAT) assessments.  |                              |                   |          | The school has continued to hit this mark across most areas of the assessment undertaken in 2022. Our overall performance is sitting at or above PAT norms consistently.   |
|  | Increase the number of students achieving in the top 20% of performance in NAPLAN and PAT assessments in literacy and numeracy              |                              |                   |          | The school has continued to demonstrate a growth in the percentage of students achieving in the top 20% of performance.  |
|  | Increase the STEAM ability, engagement, participation and aspiration K-6  |                              |                   |          | The introduction of the ALP program in 2022 saw an increase in focus in this area. This program will take a different form in 2023, yet to be finalized.   |
|  | Delivery of whole school plan to address the Aboriginal Cultural Standards Framework.   |                              |                   |          | Whilst the plan is yet to be developed, the school has begun taking significant steps towards implementing practices that are consistent with this framework.  |
|  | Demonstrated level of progress for all students engaged in targeted improvement programs.   |                              |                   |          | Results collected have indicated that most students in these intervention programs continued to demonstrate improvement by the end of 2022.  |
| Building the capacity of staff, whilst strengthening support for teaching and learning excellence in all classrooms. | All teachers consistently use whole school literacy/numeracy strategies as articulated in whole school plans.                               |                              |                   |          | Whilst there has been an improvement in this area during 2022, this aspect will remain a high priority focus in 2023.  |
| and learning excellence in all classrooms.   | Maintenance and implementation of a well-informed workforce plan.   |                              |                   |          | Work has been undertaken to commence drafting this plan, which will then be discussed with the Board and also the staff for further input and detail.  |
|  | National Quality Standards are fully and consistently implemented across K-2.   |                              |                   |          | The school continues to ensure structures and practices K-2 are in line with the expectations of the National Quality Standards. The team has now drafted an improvement plan for this area.   |
|  | All teachers use the Lathlain PS Explicit Instruction model for the teaching of concepts in literacy and numeracy.                          |                              |                   |          | This needs to remain a focus as there is not the evidence to suggest that there is consistent implementation across the school. Improvement on this however was made in 2022.  |
|  | Learning Area Data is analysed and improvement is planned annually by all staff.  |                              |                   |          | Staff continued to develop their knowledge and skills of analysing and planning for improvement based on collected data in 2022. This again included PAT, NAPLAN, On-Entry and Teacher Judgement data sets.                                      |
|  | All teachers participate in peer observation each term and are provided with constructive feedback.   |                              |                   |          | This is listed as a priority for 2023. Whilst some staff continued to implement this process there was still a lack of consistent application. This in part was affected by COVID restrictions for a period of time.                             |
|  | All staff engage in Performance Management process annually with their line manager.  |                              |                   |          | Performance Management process was impacted significantly due to the disruptions caused by COVID-19. This will be a focus for 2023.  |
| Fostering family, community and agency partnerships.   | Maintaining an average of 4.0 or above on the National Opinion Survey (NSOS) results.   |                              |                   |          | This is due to be undertaken again in 2023 as part of the two yearly cycle.  |
|  | Evidence of formal communication channels being used consistently and effectively to communicate.   |                              |                   |          | The school continues to build upon the communication structures that have now been in place for over 12 months. We continue to respond to advice and suggestions from parents about refinements to the systems in place.                         |
|  | All Board documents publicly displayed through the school website.  |                              |                   |          | All Board minutes and any other key documents are continue to be available through the school website, thus making them accessible to the whole school community.  |
| Using evidence to drive all decision-making.   | School community, staff and student survey data reflects 90% of all responses satisfied with the school.                                    |                              |                   |          | This is due to be undertaken again in 2023 as part of the two yearly cycle.  |
|  | Evidence that the school is actively seeking the inclusion of families from all cultures.   |                              |                   |          | This has been defined as a focus for 2023. Whilst strategies have been in place these have yet to be formalised into planning. A plan will be developed in Semester One 2023.  |
|  | Consistent and effective implementation of an annual school self-assessment schedule, that is analysed and responded to in a timely manner. |                              |                   |          | The school has in place the Self-Assessment Schedule which is being implemented. Further refinements and progress with this are being made.  |
|  | Clear link between school planning and resource management.   |                              |                   |          | Staff were asked to link their requests for resource allocation to the Business Plan and the achievement of its objectives. This process greatly aligned resource allocation to the planning of the school.                                      |
|  | Evidence of year level / phase of learning planning in response to collected and analysed data through operational planning.                |                              |                   |          | Year level planning is now an embedded process which allows for consistent of what is being taught when across year levels.  |
| Strengthening the social and emotional wellbeing of all.   | Implementation of decision-making practices that involve the use of evidence to inform decisions.   |                              |                   |          | Discussions around evidence, including data are used when taking into account decision-making across the school. 2023 will see the recreation of several teams across the school to plan for improvement in targeted areas.                      |
|  | Delivery of resource management process that references links to planning, and demonstrates review of evidence.                             |                              |                   |          | Staff were asked to link their requests for resource allocation to the Business Plan and the achievement of its objectives. This process greatly aligned resource allocation to the planning of the school.                                      |
|  | School Values are consistently demonstrated and embedded across the school.   |                              |                   |          | The school has continued to work tirelessly to ensure that the school values are an embedded part of the overall school community. They are visible and promoted across the school at all times. Classes now have template activities which they |

|  |   |  |  |   |
|--|---|--|--|---|
|  |   |  |  | present to the whole class when a new whole school focus is introduced.   |
|  | increase regular attendance to 90% or more.                                   |  |  | Attendance was again severely impacted by COVID and then with the opening of borders families travelling to reunite with relatives that they had not seen in a number of years. This is a high priority focus for 2023. |
|  | improvement in student wellbeing as evidenced by our annual wellbeing survey. |  |  | Whilst the 2022 wellbeing survey indicated a number of areas of improvement it also showed clearly other areas where further attention was warranted. This has been included in the list of priorities for 2023.        |

The areas that are highlighted in yellow have been deemed key focus areas for the 2023 school year. It is expected that throughout 2023 the progress made towards these areas will grow considerably.

To access the **2022 NAPLAN Summary Data** [click here](#).

To access the **2022 Progressive Achievement Test (PAT) Summary report** [click here](#).

The school has continued to make progress towards many of the Success Criteria as outlined in the Business Plan 2021 - 2024. The areas where limited progress was made in 2022 included:

- Attendance
- Consistency of implementation of the Explicit Teaching model
- Delivery of a whole school plan to address the Aboriginal Cultural Standards framework.

Attendance continued to be affected by the prevalence of COVID-19 in Semester 1 2022. This was then compounded by a large number of families travelling in school term once the State Borders were reopened. Travel in school terms continues to be a significant factor in limited the growth of attendance across the school.

Attendance will be a key target in 2023, with a school leader appointed to specifically monitor and implement improvement strategies in this area.

It is expected that the Curriculum Committee will have in place an English whole school plan during 2023, with a focus on the explicit teaching model. Through this process the focus will be placed back on this approach to teaching in 2023, thus aiming for greater consistency of implementation.

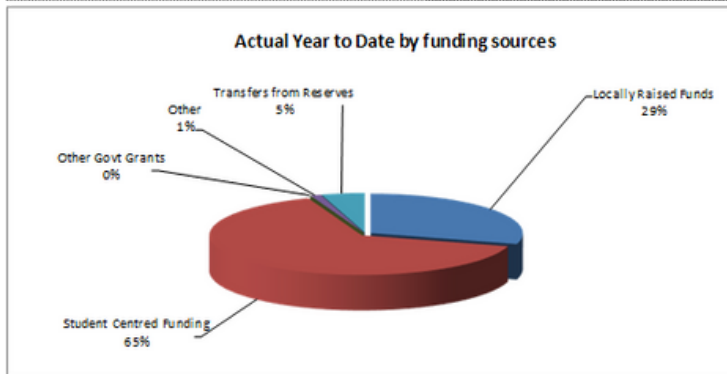
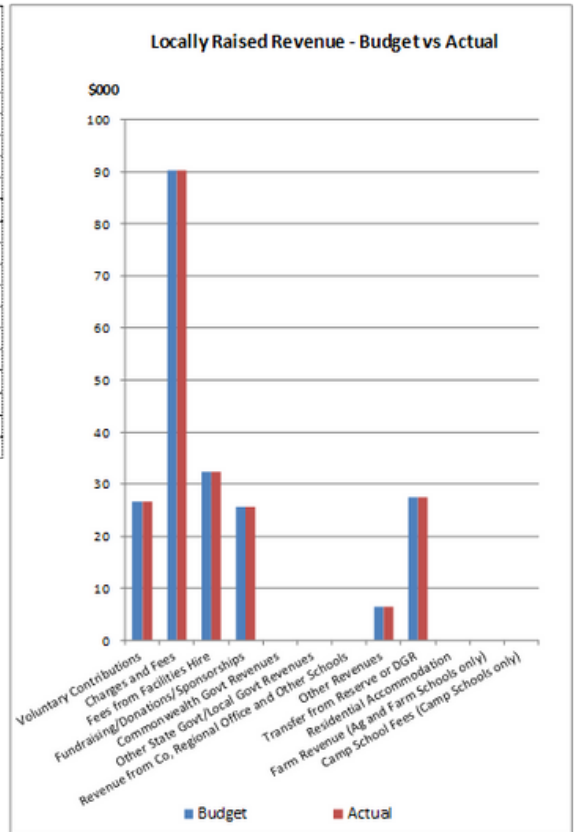
A cultural inclusion committee will be established in 2023, with the purpose to develop a Cultural Inclusion Plan for Lathlain Primary School within Semester 1. This group will them lead the implementation of this plan in Semester 2, 2023 and beyond.



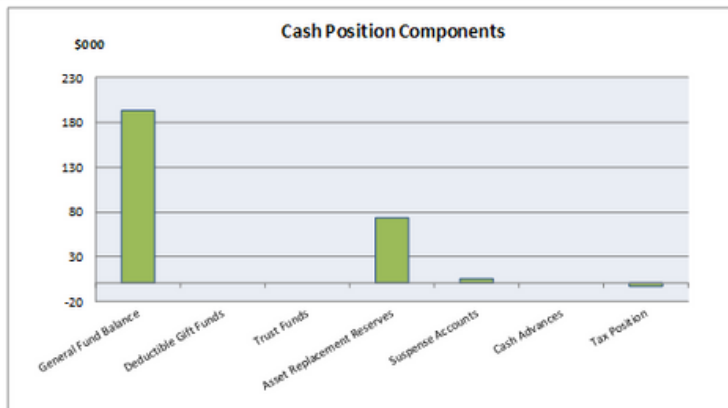
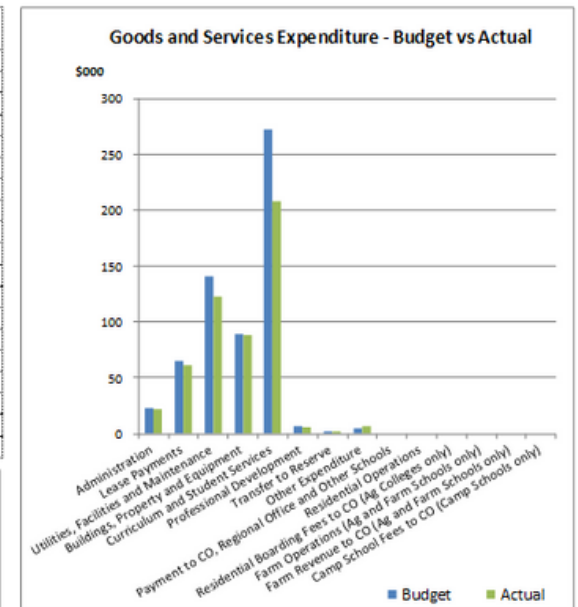
Design by Ashlee H and Nikelle H (Lathlain PS students)

**Lathlain Primary School**  
Financial Summary as at  
31/12/2023

|    | Revenue - Cash & Salary Allocation                 | Budget               | Actual               |
|----|--|----------------------|----------------------|
| 1  | Voluntary Contributions                            | \$ 26,616.00         | \$ 26,616.00         |
| 2  | Charges and Fees                                   | \$ 90,249.16         | \$ 90,301.15         |
| 3  | Fees from Facilities Hire                          | \$ 32,381.80         | \$ 32,409.07         |
| 4  | Fundraising/Donations/Sponsorships                 | \$ 25,584.66         | \$ 25,584.66         |
| 5  | Commonwealth Govt Revenues                         | \$ -                 | \$ -                 |
| 6  | Other State Govt/Local Govt Revenues               | \$ -                 | \$ -                 |
| 7  | Revenue from Co, Regional Office and Other Schools | \$ -                 | \$ -                 |
| 8  | Other Revenues                                     | \$ 6,437.51          | \$ 6,519.10          |
| 9  | Transfer from Reserve or DGR                       | \$ 27,372.08         | \$ 27,372.08         |
| 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>\$ 208,641.21</b> | <b>\$ 208,802.06</b> |
|    | Opening Balance                                    | \$ 115,604.62        | \$ 115,604.62        |
|    | <b>Student Centred Funding</b>                     | <b>\$ 384,469.75</b> | <b>\$ 384,469.75</b> |
|    | <b>Total Cash Funds Available</b>                  | <b>\$ 708,715.58</b> | <b>\$ 708,876.43</b> |
|    | Total Salary Allocation                            | \$ -                 | \$ -                 |
|    | <b>Total Funds Available</b>                       | <b>\$ 708,715.58</b> | <b>\$ 708,876.43</b> |



|    | Expenditure - Cash and Salary                      | Budget               | Actual               |
|----|--|----------------------|----------------------|
| 1  | Administration                                     | \$ 23,322.56         | \$ 21,878.96         |
| 2  | Lease Payments                                     | \$ 65,000.00         | \$ 61,439.16         |
| 3  | Utilities, Facilities and Maintenance              | \$ 141,359.62        | \$ 122,899.88        |
| 4  | Buildings, Property and Equipment                  | \$ 88,952.14         | \$ 87,819.43         |
| 5  | Curriculum and Student Services                    | \$ 272,393.00        | \$ 207,604.89        |
| 6  | Professional Development                           | \$ 6,400.00          | \$ 6,126.35          |
| 7  | Transfer to Reserve                                | \$ 2,000.00          | \$ 2,000.00          |
| 8  | Other Expenditure                                  | \$ 5,250.48          | \$ 6,383.63          |
| 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>\$ 604,677.80</b> | <b>\$ 516,152.30</b> |
|    | <b>Total Forecast Salary Expenditure</b>           | <b>\$ -</b>          | <b>\$ -</b>          |
|    | <b>Total Expenditure</b>                           | <b>\$ 604,677.80</b> | <b>\$ 516,152.30</b> |
|    | Cash Budget Variance                               | \$ 104,037.78        |                      |



| Cash Position Components     |                      |
|------------------------------|----------------------|
| <b>Bank Balance</b>          | <b>\$ 269,218.02</b> |
| Made up of:                  |                      |
| 1 General Fund Balance       | \$ 192,724.13        |
| 2 Deductible Gift Funds      | \$ -                 |
| 3 Trust Funds                | \$ -                 |
| 4 Asset Replacement Reserves | \$ 73,191.11         |
| 5 Suspense Accounts          | \$ 5,895.76          |
| 6 Cash Advances              | \$ -                 |
| 7 Tax Position               | \$ (2,592.98)        |
| <b>Total Bank Balance:</b>   | <b>\$ 269,218.02</b> |