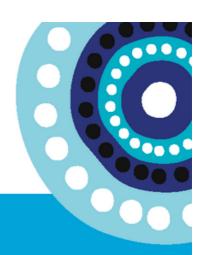


2022 ANNUAL REPORT







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

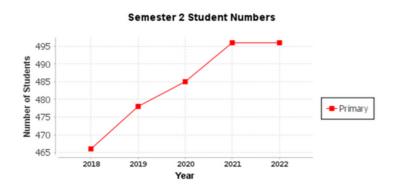
We create a welcoming school culture that values diversity, promotes positivity and respect. We treat each other fairly and kindly, and listen attentively.

EXCELLENCE

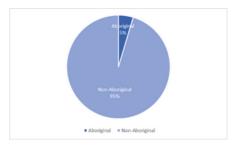
We promote excellence and encourage students to achieve their personal best. We take on new challenges and take risks. We value creativity.

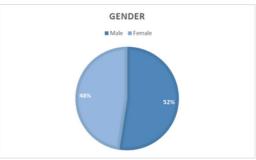
Contextual Information

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	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.6	0
Total Administration Staff	4	3.6	0
Teaching Staff			
Other Teaching Staff	42	30.6	0
Total Teaching Staff	42	30.6	0
School Support Staff			
Clerical / Administrative	4	3.0	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	20	14.8	0
Total School Support Staff	25	18.6	0
Total	71	52.8	0

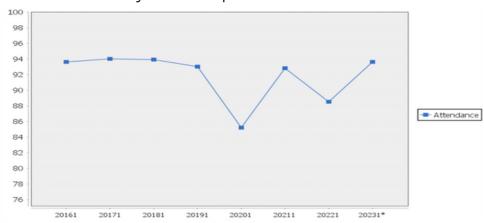




All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Attendance

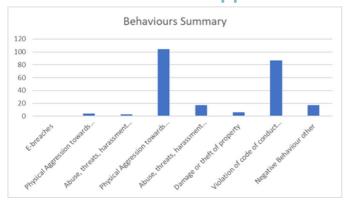
Attendance Rate by collection period

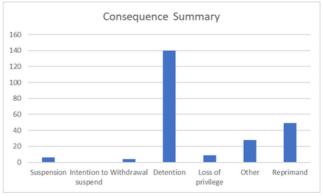


The overall attendance rate for Lathlain Primary School dipped by approximately 5% in Semester 1, 2022. This was largely due to COVID-19 impact and then families travelling once State borders were reopened.

Reporting on Progress

Positive Behaviour Support



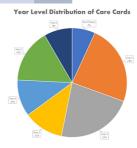


CARE Card 2022 Summary Count

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
TOTAL	7571	9084	9150	11192	36,997







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 bin 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

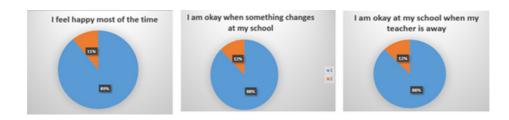
Social and Emotional wellbeing of our staff, students and community continues to be an ongoing focus for Lathlain Primary School and the Department of Education. At Lathlain Primary, we foster mental health and assist children and families who are managing mental health issues. One key factor is strengthening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

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making. collected and analysed data through operational planning. when across year levels.
operational planning.
Implementation of decision-making Discussions around evidence, including data are practices that involve the use of used when taking into account decision-making
evidence to inform decisions. 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 Staff were asked to link their requests for resour
process that references links to allocation to the Business Plan and the planning, and demonstrates review of achievement of its objectives. This process great
evidence. aligned resource allocation to the planning of the
school. School Values are consistently The school has continued to work tirelessly to
demonstrated and embedded across ensure that the school values are an embedded
Strengthening the social and emotional wellbeing of all. the school. part of the overall school community. They are visible and promoted across the school at all time.

		present to the whole class when a new whole
		school focus is introduced.
Increase regular attendance to 90% or		Attendance was again severely impacted by COVID
more.		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		Whilst the 2022 wellbeing survey indicated a
evidenced by our annual wellbeing		number of areas of improvement it also showed
survey.		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.

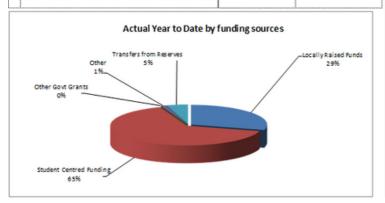


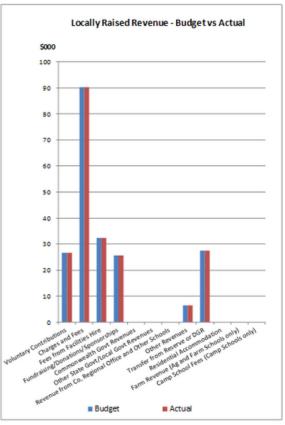
Design by Ashlee H and Nikelle H (Lathlain PS students)

Lathlain Primary School

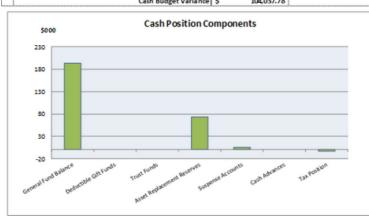
Financial Summary as at 31/12/2023

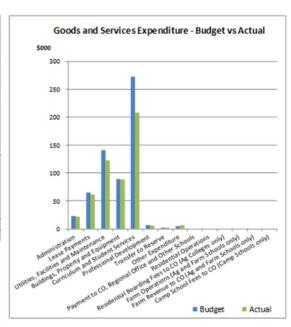
	Revenue - Cash & Salary Allocation		Budget		Actual
1	Voluntary Contributions	s	26, 616.00	s	26,616.00
2	Charges and Fees	s	90, 249.16	\$	90,301.15
3	Fees from Facilities Hire	S	32, 381.80	S	32,409.07
4	Fundraising/Donations/Sponsorships	\$	25, 584.66	\$	25,584.66
5	Commonwealth Govt Revenues	s	-	\$	-
6	Other State Govt/Local Govt Revenues	5	-	\$	-
7	Revenue from Co, Regional Office and Other Schools	S	-	S	
8	Other Revenues	\$	6,437.51	\$	6,519.10
9	Transfer from Reserve or DGR	S	27, 372.08	S	27,372.08
10	Residential Accommodation	\$	-	\$	-
11	Farm Revenue (Ag and Farm Schoolsonly)	S	-	S	-
12	Camp School Fees (Camp Schools only)	S	-	\$	
	Total Locally Raised Funds	s	208,641.21	S	208,802.06
	Opening Balance	5	115,604.62	\$	115,604.62
	Student Centred Funding	S	384,469.75	S	384,469.75
	Total Cash Funds Available	\$	708,715.58	\$	708,876.43
	Total Salary Allocation	S	-	\$	
	Total Funds Available	5	708,715.58	\$	708,876.43





Expenditure - Cash and Salary		Budget		Actual
1 Administration	s	23, 322.56	S	21,878.96
2 Lease Payments	S	65,000.00	S	61,439.16
3 Utilities, Facilities and Maintenance	S	141,359.62	\$	122,899.88
4 Buildings, Property and Equipment	S	88, 952.14	S	87,819.43
5 Curriculum and Student Services	5	272,393.00	\$	207,604.89
6 Professional Development	S	6,400.00	S	6,126.35
7 Transfer to Reserve	S	2,000.00	S	2,000.00
8 Other Expenditure	5	5,250.48	\$	6,383.63
9 Payment to CO, Regional Office and Other Schools	S	-	\$	-
10 Residential Operations	S		S	
11 Residential Boarding Fees to CO (Ag Colleges only)	S	-	\$	
12 Farm Operations (Ag and Farm Schools only)	S		S	
13 Farm Revenue to CO (Ag and Farm School sonly)	5	-	\$	-
14 Camp School Fees to CO (Camp Schools only)	S		S	
Total Goods and Services Expendi	ture S	604,677.80	s	516,152.30
Total Forecast Salary Expendi	ture S	-	S	-
Total Expendi	ture \$	604,677.80	\$	516,152.30
Cash Budget Varia	ance S	104,037.78		





	Cash Position Components		
	Bank Balance	\$	269,218.02
	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	S	
7	Tax Position	\$	(2,592.98
	Total Bank Balance	5	269.218.02