

LATHLAIN PRIMARY SCHOOL



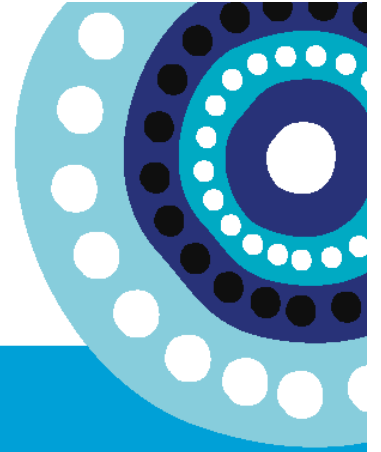
ANNUAL REPORT

2023





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.

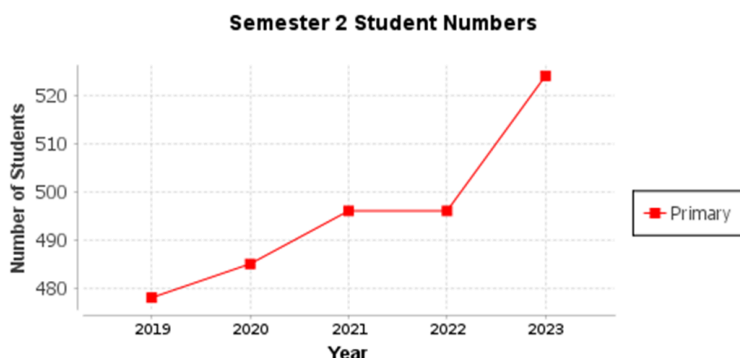
EXCELLENCE

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



Key Enrolment Data

- 93 Kindergarten students were enrolled during Semester 1, 2023.
- 52.9% of students enrolled were male.
- 47.1% of enrolled students are female.
- 5.7% of students (35) are First Nations

When Kindergarten numbers (93) are added to this data the school had a total enrolment of 617 students in Semester 2, 2023.



Staff Profile

Staff Numbers

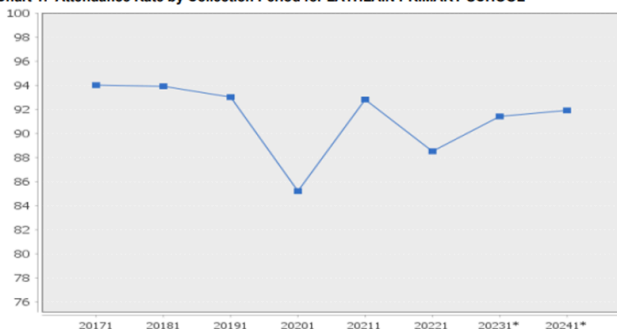
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Other Teaching Staff	43	31.8	0
Total Teaching Staff	43	31.8	0
School Support Staff			
Clerical / Administrative	4	3.2	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	20	15.7	0
Total School Support Staff	25	19.9	0
Total	72	54.7	0



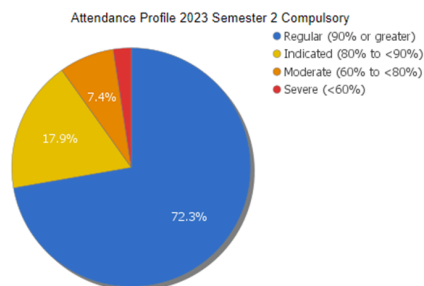
All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Attendance

Chart 1: Attendance Rate by Collection Period for LATHLAIN PRIMARY SCHOOL



* indicates that data is not final.



After dipping slightly last year attendance rates improved this year. The overall attendance rate for 2023 was 91%. Almost 75% of the school are classed as regular attenders, this is an increase from 68% at the same time last year.

Reporting on Progress

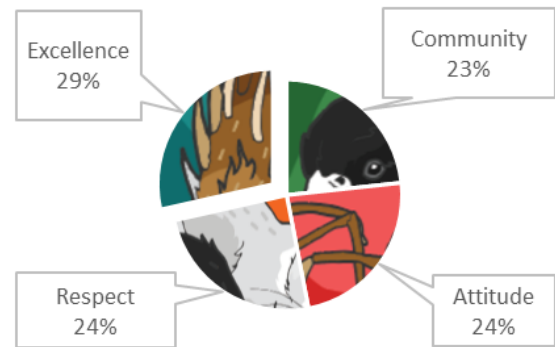
Positive Behaviour Report 2023

2023 saw a significant increase in the positive behaviour recognition as part of the school's ongoing focus on Positive Behaviour Support (PBS). CARE cards have continued as a means of instant reward for students meeting and exceeding behaviour expectations. The final number of CARE Cards received was 104,270. When compared to 2022's total of approximately 40,000 this is a 180% increase in the number of students being recognised for meeting behaviour expectations.

Term	Community	Attitude	Respect	Excellence	Total
1	4613	4630	5877	9198	21318
2	5282	5379	6078	6495	23234
3	7248	7839	6785	8568	30440
4	7154	6827	6820	8477	29278
TOTAL	24297	24675	25560	29738	104270

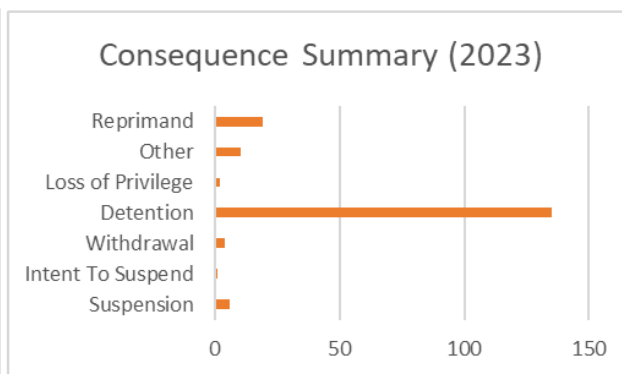
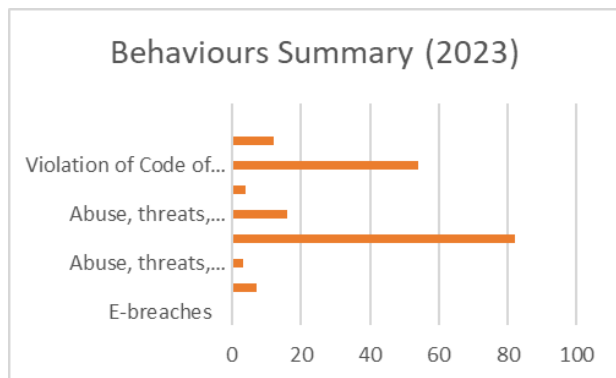
Our behaviour expectations (behaviour focuses) continued to be explicitly taught to classes every two weeks. This year, we had 19 focuses total, with 8 Community, 4 Attitude, 6 Respect, and 1 Excellence focus being explicitly taught in the classroom. Focuses were chosen by the PBS Committee to target specific behaviour areas of need or as a regular reminder of expectations. Some of these focuses included:

- Keep your hands and feet to yourself (Respect)
- Wearing appropriate school uniform (Community)
- Think the best of yourself and others (Attitude)
- Work to the best of YOUR ability (Excellence)




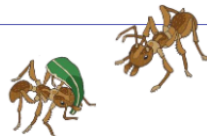
Despite having the fewest focuses, Excellence CARE cards were distributed the most frequently for the second year in a row. They were handed out 29% of the time, with Respect and Attitude tied at 24% and Community in last at 23%. Year 2, 4 and 5 handed out the most CARE cards, whilst Year 3 and 6 handed out the fewest. However, each year level saw considerable growth, with many more than doubly their recognition of these behaviours.

	2022	2023	Change
Pre-Primary	2527	11659	361% Increase
Year 1	8778	12039	37% Increase
Year 2	8363	14018	67% Increase
Year 3	4349	7417	70% Increase
Year 4	4013	20159	402% Increase
Year 5	5878	16206	175% Increase
Year 6	3089	11102	259% Increase



We continued to hand out significantly more positive rewards than consequences. There was a total of 178 negative student behaviours recorded. The largest portion of these being categorised as Physical aggression towards students or Violation of Code of Conduct or school rules. The consequences for these behaviours ranged from simple reprimand to suspension for more serious or repeated behaviours. The number of behaviours and consequences has dropped compared to 2022. Negative behaviours make up 0.17% of behaviours recognised.

Lathlain Primary School Behaviour Matrix Version 6 2023

	Community <i>Be caring Be Safe</i>	Attitude <i>Be positive Be resilient</i>	Respect <i>Be inclusive Be kind</i>	Excellence <i>Be your best Be responsible</i>
Lathlain Way	<ul style="list-style-type: none"> Clean up your area and put rubbish in the bin Wear appropriate school uniform Wear a school wide brim hat 	<ul style="list-style-type: none"> Follow teacher instructions the first time Interact with everyone positively and politely Before you speak: THINK 	<ul style="list-style-type: none"> Respectfully listen and speak to all adults and peers Keep hands and feet to yourself Use best manners around the school 	<ul style="list-style-type: none"> Try your hardest to complete work to the best of your ability Ensure all work is presented neatly and with pride
Learning Areas: <small>Classroom, specialist subjects and library</small>	<ul style="list-style-type: none"> Use technology such as iPads, smart TVs and computers safely and appropriately 	<ul style="list-style-type: none"> Arrive on time to class Come prepared for class Reset after break times and be ready to learn 	<ul style="list-style-type: none"> Raise your hand and wait for your turn to speak Respect other's space when they are learning Treat school, teachers, classmates and your own property with respect 	<ul style="list-style-type: none"> Work consistently across all learning areas to the best of your potential
Wet Areas: <small>Toilets, drink fountains and sinks</small>	<ul style="list-style-type: none"> Keep sinks clean Keep the bathroom clean 	<ul style="list-style-type: none"> Respect others' privacy and personal space in bathrooms 	<ul style="list-style-type: none"> Use drink fountains appropriately Use appropriate noise level in the bathroom 	
Pathways	<ul style="list-style-type: none"> Always walk on hard surfaces Always walk bikes, scooters or skateboards on school grounds 	<ul style="list-style-type: none"> Line up quietly outside your classroom after breaks 	<ul style="list-style-type: none"> Treat gardens with respect by staying on the pathways 	<ul style="list-style-type: none"> Walk quietly around the school
Verandah and Eating areas	<ul style="list-style-type: none"> Sit down in your eating area at all times when you are eating Wait to be dismissed by a duty teacher before going off to play at lunch Sit down in your appropriate area before your class opens in the morning Walk on the verandah at all times 		<ul style="list-style-type: none"> Respect our environment by placing rubbish in the bins Line up and use best manners at the school canteen 	<ul style="list-style-type: none"> Sit appropriately in the eating areas
Play Areas: <small>Quadrangle, Early Childhood, Senior and Junior Oval</small>	<ul style="list-style-type: none"> Sit on the limestone wall outside the Music Room before the Senior Oval gate opens Only use playground equipment at recess and lunch 	<ul style="list-style-type: none"> Show good sportsmanship when playing with other students Show resilience and 'Bounce Back' when small problems arise in the playground 	<ul style="list-style-type: none"> Treat all outdoor play and sports equipment with respect Play fairly and respectfully by keeping your hands and feet to yourself Use respectful and appropriate language 	<ul style="list-style-type: none"> Return all equipment to where you got it from

The school has continued to develop how the above behaviours are embedded in practice across all year levels. Every fortnight a different aspect of the above behaviour matrix is focussed on and explicitly addressed in every classroom and across the playground. Teachers are provided with a powerpoint at the start of the fortnight that highlights the focus and provides a simple teaching experience to implement with their class.

This focus has ensured that the C.A.R.E. values are clearly embedded across the school every day in every way.

Academic Performance Report

NAPLAN 2023

Proficiency Level	Year 3									
	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School
Exceeding	11%	16%	17%	24%	13%	14%	18%	22%	12%	13%
Strong	59%	59%	54%	52%	73%	74%	54%	51%	49%	52%
Developing	20%	18%	22%	17%	5%	8%	18%	21%	28%	27%
Needs Additional Support	9%	6%	8%	7%	9%	4%	9%	6%	11%	8%

Proficiency Level	Year 5									
	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School
Exceeding	29%	18%	29%	28%	16%	16%	21%	29%	19%	21%
Strong	45%	62%	45%	55%	67%	64%	59%	52%	41%	54%
Developing	17%	16%	14%	13%	11%	15%	12%	14%	29%	20%
Needs Additional Support	9%	5%	12%	4%	7%	5%	9%	5%	10%	5%

In 2023 NAPLAN moved to Term 1 and the scale on which reporting was made was also altered. This meant that comparisons to previous years data was not possible. There will however be able to be comparisons made moving forward.

Year 3 results indicate that Lathlain Primary School had a statistically similar percentage of students performing in the strong and exceeding categories combined compared to like schools across all areas. We did have slightly more students requiring additional support than like schools across each area.

Year 5 results likewise indicated that Lathlain Primary School had a statistically similar percentage of students in the exceeding and strong categories as like schools across all areas except grammar & punctuation, where we were slightly below like schools. Particularly pleasing was the high percentage of students in the exceeding category compared to like schools.

The school will work with the Board going forward into the next planning cycle to ensure that targets set in the new Business plan are reflective of the new proficiency levels.

PROGRESSIVE ACHIEVEMENT TEST

A copy of the 2023 PAT Summary Report, which contains the data sets can be accessed by clicking [here](#).

In summary the school has continued to perform well in comparison to the normed scores across all year levels. There remains a degree of growth across all of the areas tested in each year level tested, when compared to previous cohorts. It can be seen that in the box and whisker graphs that the Lathlain Primary School graph in almost all cases is sitting above the normed sample graphs.

We can also see from the distribution data that across many of the areas data indicates that we are growing the number of students in the top 20% of performance.

Be You Mental Health Initiative - Student Survey

Student Wellbeing is a continued core initiative with the Western Australian Department of Education. At Lathlain Primary, we provide students with two formal opportunities each year to complete a wellbeing survey, so they can tell us how they are coping at school. Students are encouraged to talk with their teachers, parents or admin to navigate problems and feelings, plus use the sensory tools available in the classrooms to self-regulate their behaviour. Emotional Regulation Plans list strategies to assist individual students in the middle and upper grades to develop independence in this area. Plans are constructed with the student and individualised with strategies they readily identify with.

The Be You Active Team supported the staff to analyse the longitudinal data and the 2023 cohort data to determine trends and recommended practices to support individuals, cohorts or whole school. The inclusion of a Health Specialist has been identified as a contributing factor in improving students' understanding of their emotions, friendships and conflict resolution.

The data has identified; some key areas that Lathlain Primary is targeting during Health lessons, in class and in the playground and in combination with our Positive Behaviour Support (PBS) and C.A.R.E approaches. Our concerted efforts are on:

- Developing and improving friendships with peers.
- Conflict resolution, particularly in the playground.
- Students coping with change, such as, my teacher being away.
- Encouraging students in Years 4-6, as they are less likely to seek support from their teacher about their work tasks and/or friendship issues and assist them in identifying trusted adults that they are able to approach and discuss their concerns.
- Fostering respectful relationships between staff, students and parents.

Refer to the Be You Longitudinal Data

The focus of the Be You Action Team during 2023 was the development of 'Size of Problem' class charts to teach students whether their responses and reactions matched the problem at hand. The aim is for our students to gain more resilience when difficulties come up. Also, a new Wellbeing Plan was developed for 2023-24 addressing the above points.

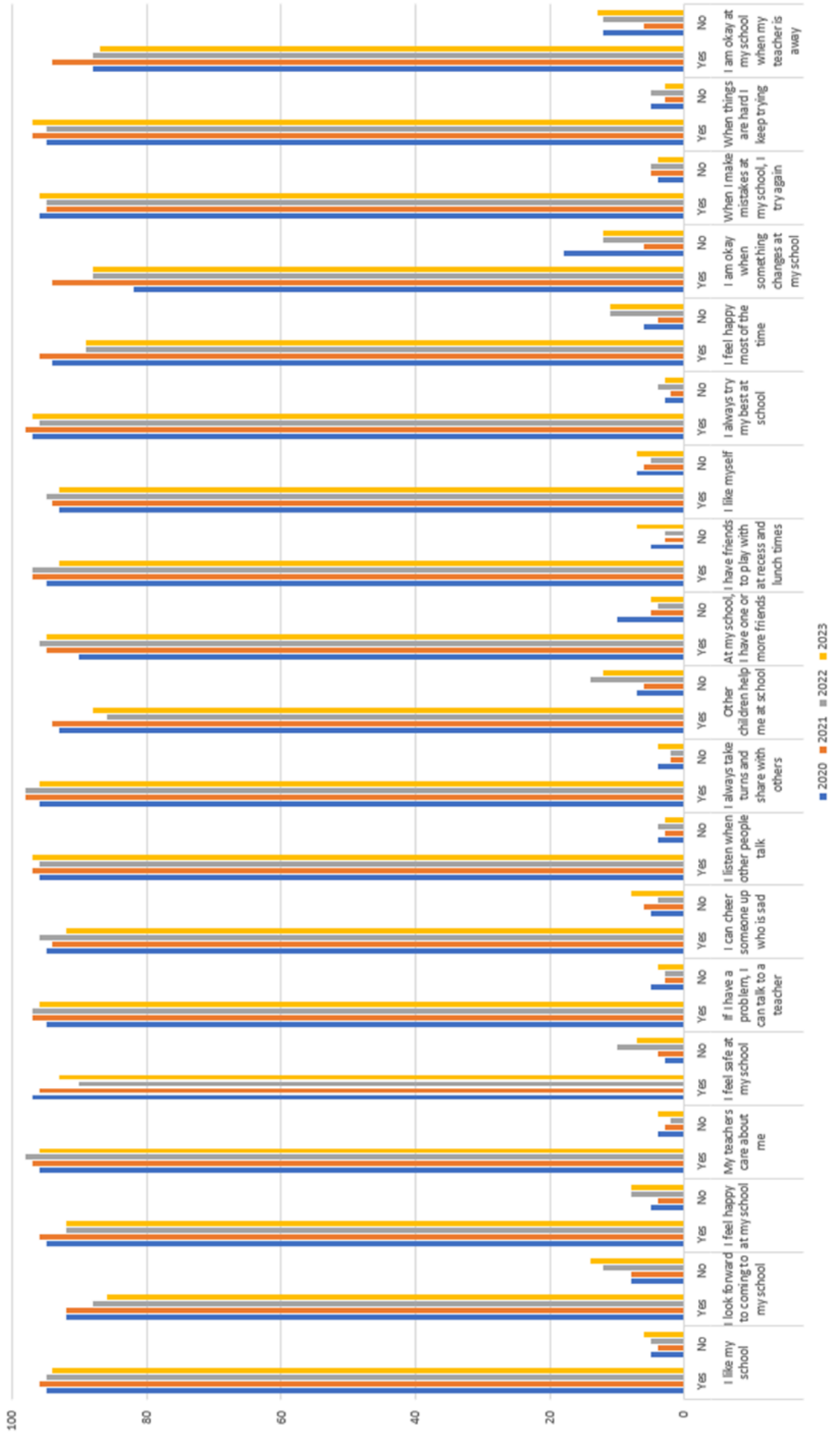
Implementation of our Health and Wellbeing policy and plan has been supported by a Mental Health Grant which has enabled Lathlain PS to organise an annual Wellbeing Week and recognition of R U Ok Day for students and staff. A \$22 000 grant was provided to the school to purchase the Little Spot of Feelings – Emotion Detective series, written by Diane Alber. These books provide information about emotions in a fun way. This resource will be utilised in each classroom in 2024.

Our school community engaged in R U OK Day and wrote special messages of care. Many positive messages and ideas were provided and reinforced throughout the day.

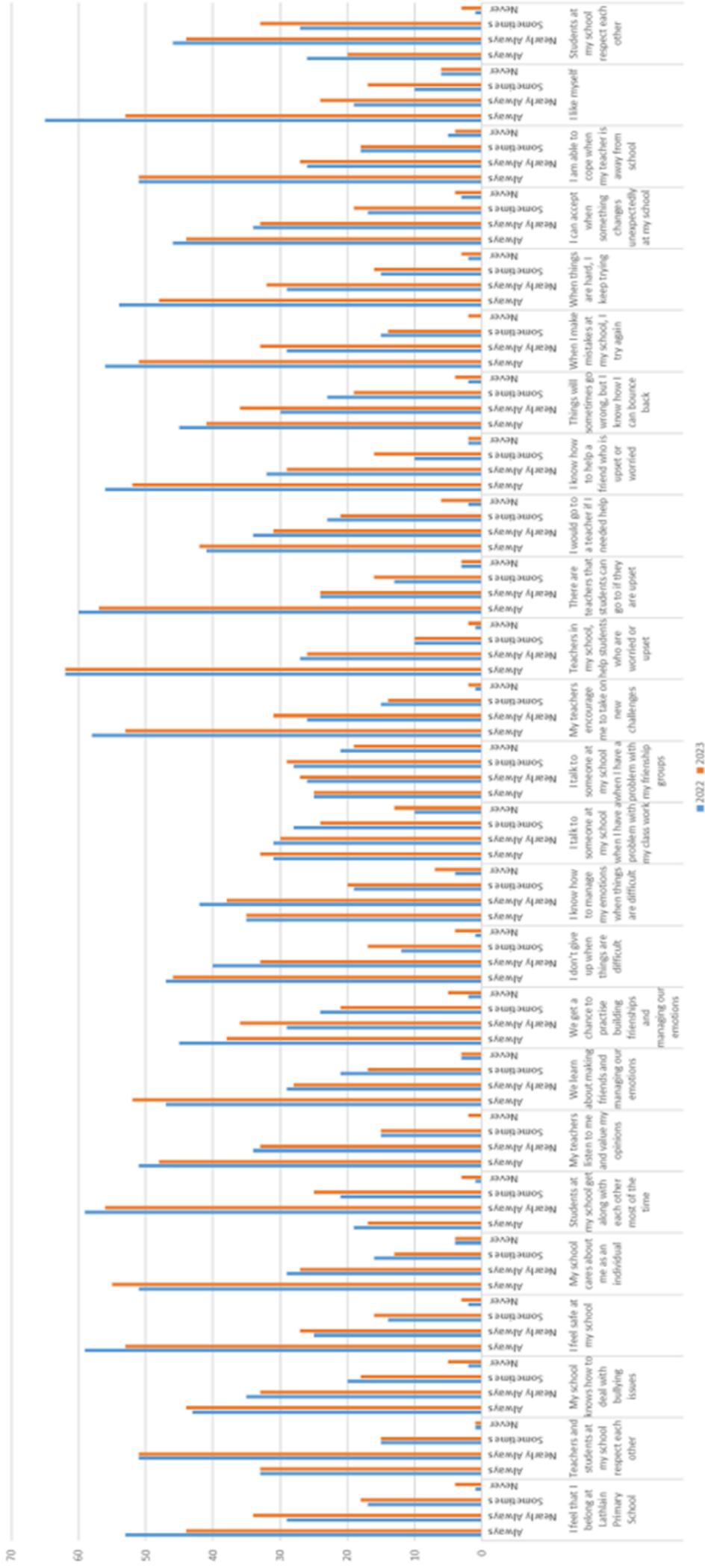
New yellow 'Friendship' benches were introduced into Kindy, Pre-Primary/Year 1 and the quadrangle to support students in connecting with others during break times. These have been utilised more in Kindy to Year 1.



Be You P - Year 2
Longitudinal Data



Be You Year 3-6
Longitudinal Data



2023 Progress towards Business Plan 2021 - 2024 Success Criteria

2023 Report on 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 assessment scale for NAPLAN changed for the first time in 2023. This meant that there was no longer a national minimum standard provided. Therefore the school is unable to fully satisfy making a full statement in this area.
	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 perform well against the all school mean score and has maintained progress against Like School mean scores in 2023. A focus going forward will be on ensuring that the school looks for ways to improve against the Like Schools.
	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 2023. Our overall performance is sitting at or above PAT norms consistently across most year levels. The school added in a second set of PAT assessments conducted at the commencement of the school year to provide baseline data.
	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 Accelerated Learning Program took on a STEAM based model in 2023, with the intention of continuing this in 2024.
	Delivery of whole school plan to address the Aboriginal Cultural Standards Framework.				The school finalized the development of the cultural awareness and inclusion plan at the commencement of the 2023 school year. Implementation of the plan began during the 2023 school year. This was evidenced through the staff engagement in Cultural awareness training at the
					WA Museum and through the development of the new mural in collaboration with a local First Nations Artist,
	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 2023. The school broadened access to these programs in 2023 by allocated more FTE to working with targeted students.
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.				There has continued to be development in the use of these strategies by staff across all year levels.
	Maintenance and implementation of a well-informed workforce plan.				The draft workforce plan will be presented to the School Board before the end of Term 3, 2024 for endorsement and will then be reviewed annually as circumstances change.
	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 improvement plan for this aspect of the school's operations will continue to be reviewed annually.
	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 2023. This again included PAT, NAPLAN, On-Entry and Teacher Judgement data sets. Tools to support teachers in this data analysis continue to be worked on by the school.
	All teachers participate in peer observation each term and are provided with constructive feedback.				The school has now trained several instructional coaches during 2023, who will work with staff to develop their teaching practices. Staff have demonstrated engagement with Peer Observation in 2023.

	All staff engage in Performance Management process annually with their line manager.				Staff engaged in Performance management in the 2023 school year. The alignment of line managers to year levels is now an embedded practice across the school which supports this process.
Fostering family, community and agency partnerships.	Maintaining an average of 4.0 or above on the National Opinion Survey (NSOS) results.				Students are surveyed on these areas twice annually through the Be You survey, which covers many of the areas of the opinion survey. Parent were surveyed late 2023 with summary results to be published, however the survey was discontinued and the full report was not available. A similar survey will be conducted in 2024.
	Evidence of formal communication channels being used consistently and effectively to communicate.				The school utilizes the website and Seesaw as the main tools for communication across the school community. Refinement and development in use of these tools continues to be informed by feedback from the school community.
	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.
	School community, staff and student survey data reflects 90% of all responses satisfied with the school.				Results gained demonstrated that the school was continuing to make improvements in this area in 2023.
	Evidence that the school is actively seeking the inclusion of families from all cultures.				The school has developed a cultural awareness and inclusion plan to address this area of our operations. This plan commenced implementation in the 2023 year and expectations are that practices will continue to be built and implemented around this plan.
Using evidence to drive all decision-making.	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. The school continues to look for ways to enhance the analysis process to ensure it is more effective in informing teaching and learning on an ongoing basis.
	Clear link between school planning and resource management.				There is a very clear link between the school planning and resource management. Clear targets for improvement are an embedded part of the school budgeting process now for the past two years.
	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. There is still scope for improvement in the use of data to more effectively inform this planning, although this has improved over time.
	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. The school continues to work with staff to build data literacy and develop meaningful structures to support decision-making.
	Delivery of resource management process that references links to planning, and demonstrates review of evidence.				The school now uses data effectively to inform planning for the use of physical, financial and human resources. The school budgeting process has clear links to the school plan with proposed budgets outlined clear improvement targets.
Strengthening the social and emotional wellbeing of all.	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 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. A positive was that the school was able to ensure a 20% increase in the percentage of students with regular attendance in 2023 (75%) as compared to 2022 (55%). The school was sitting
					above like schools (695) and all WA schools (61%) in the regular attendance category.
	Improvement in student wellbeing as evidenced by our annual wellbeing survey.				Whilst the 2023 wellbeing survey indicated a number of areas of improvement it also showed clearly other areas where further attention was warranted. Significant focus has been placed on wellbeing, with this to continue into the 2024 school year.

Summary of 2023 progress

The school has continued to make progress towards many of the Success Criteria as outlined in the Business Plan 2021 - 2024. The areas where less than desired progress was made in 2023 included:

- Attendance
- Consistency of implementation of the Explicit Teaching model
- Engagement with Peer Observation

Families undertaking Travel in school terms continues to be a significant factor in limited the growth of attendance across the school.

Attendance was a key target in 2023, with a school leader appointed to specifically monitor and implement improvement strategies in this area. This allowed for greater follow-up and targeting of students at risk in this area.

The Curriculum Committee had in place the start of an English whole school plan during 2023, with a focus on the explicit teaching model. Through this process the focus was placed back on this approach to teaching in 2023, thus aiming for greater consistency of implementation. The model was aligned to the approach used with the Department of Education's Quality Teaching Strategy.

A cultural inclusion committee was established in 2023, with the purpose to develop a Cultural Inclusion Plan for Lathlain Primary School within Semester 1. This plan was developed and published to the school staff and community at the start of Semester 2 2023.



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

Highlights of 2023

Semester 1

MARCH

March saw the new Kindy students visited by the Loose Parts Play group where they got to explore their creativity with items big and small.

The annual Lathlain P&C picnic was held on Friday 31 March. There was a fantastic turnout by families and the community enjoyed coming together to start the year.



APRIL

To support the school's commitment to health and wellbeing of students and the building of capacity for the staff, in April, staff attended a workshop on 'ADHD in the classroom' which was presented by our school psychologist, Ena Simic.

MAY

The first of May was the start of our Japanese Children's Day celebrations. Over the week, students participated in activities in Japanese lessons organised by Saito Sensei; dressed up in Japanese clothing and enjoyed both watching the Japanese drumming group 'Taiko On' and also participating in the 'hands on' performance of Taiko drumming. The week culminated in a Japanese themed lunch offered by the school canteen.



Mental Health Awareness Week was in mid-May and students participated in activities linked to conflict resolution and social skills in Health lessons with Miss Robinson, as well as activities in class. Linda Bancroft from Wellbeing 4 Kids visited and provided everyone with fun yoga and mindfulness to help students to learn how to calm their body and mind for optimum learning to take place.

JUNE

At the start of June, artist Kevin Bynders, a proud Whadjuk-Yuet-Ballardong man, came and worked with students on a First Nations Mural project. They learned about the use of symbols in Indigenous art and culture and were able to use these to create a base for the mural design. Kevin returned in Week 8 to add his own expert detailing to the design before it was installed on the outside of the Arts block.

On the sportsfield, Lathlain were crowned the overall champions in the VPSSA Winter Carnival competition for the first time in recent history.

The end of semester resulted in a circus takeover as part of our Positive Behaviour Support program. Students participated in activities, learning different circus tricks and developing their persistence and resilience alongside staff from CirQuest Circus school.



Semester 2

In July, we had our inaugural Writer's Festival, over two weeks with the event financially supported by the Lathlain P&C. Students had the wonderful experience of meeting author Frané Lessac as she hosted writing and illustration workshops for all year levels. Frané's passion for storytelling was contagious, leaving the children inspired to explore their own creativity.



Classes also engaged with the Littlewrite Mini-Writing Festival. This online program had classes engaging with a number of different authors in live and on demand sessions. These two different activities resulted in much more interest and enthusiasm for writing and culminated in the publishing of the Lathlain Junior Newsletter. This publication contained samples of writing from all the classes in the school.

JULY

AUGUST



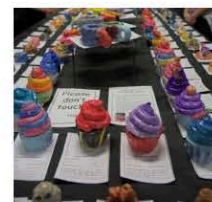
The start of August saw the Year 3 Choir members attend the One Big Voice performance at the RAC Arena. Students and parents thoroughly enjoyed the afternoon performance.

The Book Week Dress up parade was popular again this year with lots of students and staff dressing up as book characters.

September was a busy month. We had the two biggest sporting events being held; the school Athletics Carnival at Lathlain Park with Curtin Red being crowned champions. At the VPSSA Interscholar Athletics Carnival against other network schools, Lathlain placed second.

The school marked R U OK Day with activities in Health focusing on emotions throughout the week. We also had big banners for families and students to write messages on in the morning about how they can support others.

The Arts were showcased in the last weeks of term with Senior Choir participating in the Massed Choir performance at the Perth Concert Hall. The final week ended with the EduDance Concert and an Art exhibition which showcased student's work from the year.



SEPTEMBER

OCTOBER

Term Four started with the Maths Challenge and Spelling Bee Finals, with fierce competition in every year level. Students certainly demonstrated their knowledge and understandings.

Students in Pre-Primary to Year 6 participated in In Term Swimming Lessons and Kindy classes got to enjoy their Kindy Pirate Days which included dressing up, activities and a yummy fish, chip and salad lunch made from ingredients from their kitchen garden.

This month saw more movement around the neighbourhood with the WOW (Walk or Wheel to school) days taking off. The school quickly moved from Bronze to Gold in the Your Move program.

In late November the Year 6 students had a Hello High School session with presenter Claire Eaton, giving them some guidance on how to approach the transition to high school. In the evening, parents were invited to a presentation by Claire with the feedback from everyone who attended very positive.



NOVEMBER

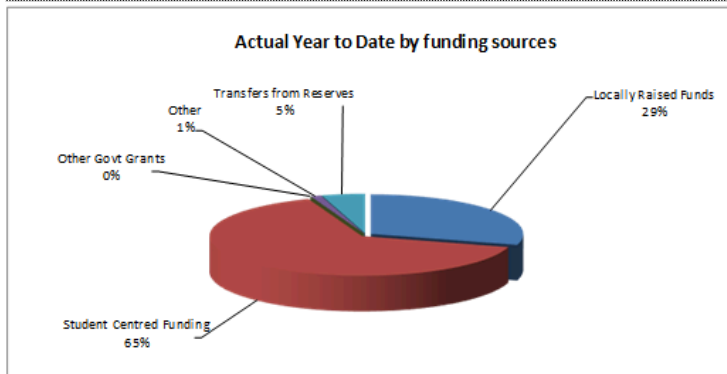
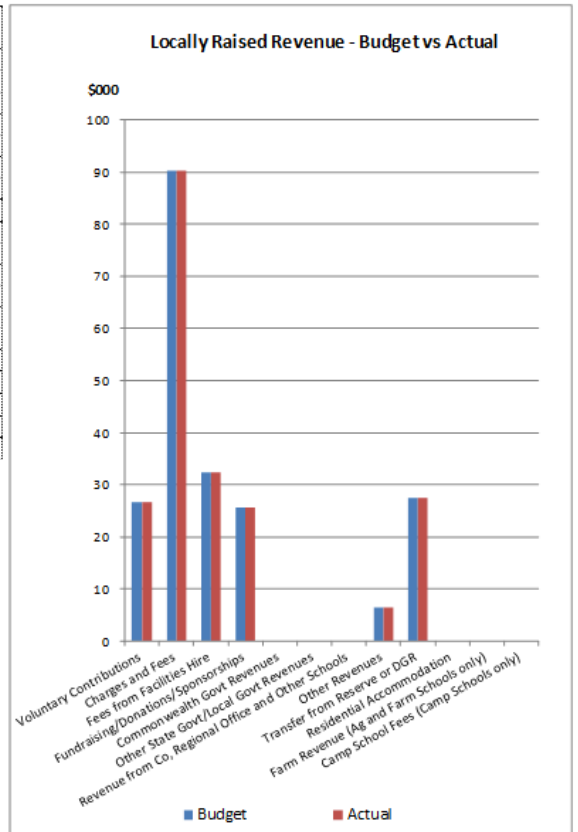
DECEMBER

In Health, students had First Aid sessions from the St John's Ambulance education team. Younger students learnt number to call in an emergency and older ones, some basic first aid skills.

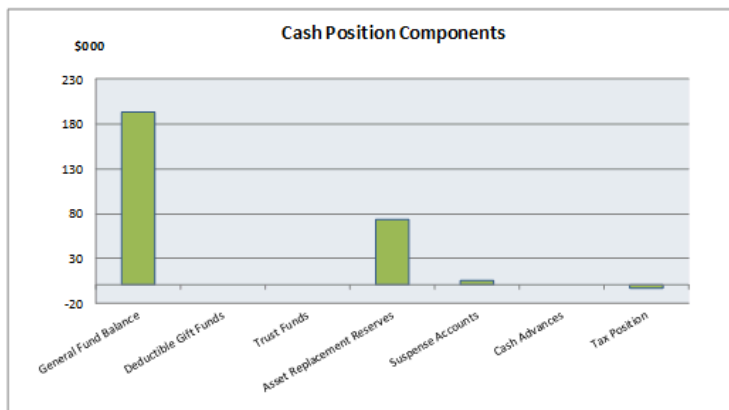
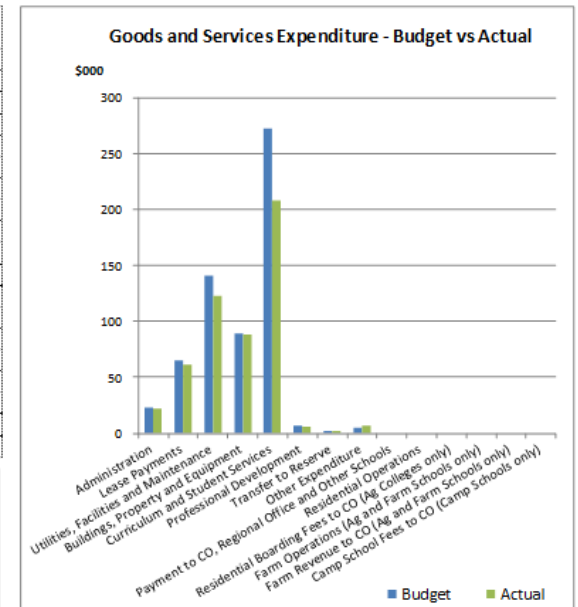
Alongside all of the traditional the end of year events, the school and community closed the year with a Twilight Carols event held at Rayment Park. Students from different classes performed for carols and it was lovely to see the community spirit that is Lathlain being celebrated.

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)	\$ -	\$ -
	Total Locally Raised Funds	\$ 208,641.21	\$ 208,802.06
	Opening Balance	\$ 115,604.62	\$ 115,604.62
	Student Centred Funding	\$ 384,469.75	\$ 384,469.75
	Total Cash Funds Available	\$ 708,715.58	\$ 708,876.43
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 708,715.58	\$ 708,876.43



	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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 604,677.80	\$ 516,152.30
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 604,677.80	\$ 516,152.30
	Cash Budget Variance	\$ 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	\$ -
7 Tax Position	\$ (2,592.98)
Total Bank Balance	\$ 269,218.02