**Annual Report 2024**

**School Context**

In 2024, Le Page Primary School remained a highly inclusive learning community, committed to nurturing each student’s potential and fostering leadership qualities. The school’s vision—"Identify the talent, develop the confidence, and create the leader"—was embedded in daily practice, ensuring that every child was supported in their academic and personal growth. A strong foundation of values emphasized respect, responsibility, and community engagement, shaping a positive and proactive school culture.

Students actively engaged with Stephen Covey’s 7 Habits of Highly Effective People, integrating leadership principles into their daily routines. The Leader in Me program empowered students to set and achieve both academic and personal goals, reinforcing a culture of self-improvement, resilience, and collaboration.

The school implemented a multi-tiered system of supports framework to ensure all students received appropriate academic and wellbeing support. High-achieving students were connected to extension programs such as the Victorian High Ability and Student Excellence Programs, while students needing additional support benefited from Individual Education Plans (IEPs) and regular Student Support Group (SSG) meetings. These tailored strategies ensured every student had the opportunity to succeed.

A team of 47 dedicated educators and support staff, including Literacy and Numeracy Learning Specialists, a Wellbeing Teacher, and a Diversity & Inclusion (D&I) Leading Teacher, worked collaboratively to create an engaging and scaffolded learning environment. Their expertise played a key role in delivering high-quality instruction and student support, fostering a culture of academic excellence and emotional wellbeing.

Situated in Bayside Cheltenham, Le Page Primary School was part of a welcoming and diverse community. In 2024, the school underwent major facility upgrades, including the refurbishment of the school hall, the development of an Inclusive Garden, and the expansion of the Chicken Palace, enhancing both learning spaces and outdoor environments. The school’s **air-conditioning system** was upgraded to **enhance comfort and energy efficiency,** ensuring a better learning environment for students and staff. Additionally, the **external repainting of the main building** refreshed its appearance, significantly **boosting curb appeal and creating a more welcoming atmosphere** for the school community. The Social and Fundraising Team played a pivotal role in financing these improvements, funding new outdoor sound systems and school beautification projects.

With a diverse student body, the school prioritized student connectedness and family partnerships. Regular communication through Compass and a fortnightly newsletter kept families actively involved in their children’s educational journey, reinforcing a strong home-school connection.

**Learning**

In 2024, Le Page Primary School made significant progress in achieving the goals outlined in its Annual Implementation Plan (AIP). The school focused on enhancing teaching practices, fostering student wellbeing, and creating a positive learning environment. Special attention was given to cognitive load management and the establishment of effective classroom routines, including the widely adopted "Track the Speaker" strategy.

Teachers at Le Page Primary School successfully integrated cognitive load theory into their lesson planning, ensuring that content was delivered in manageable segments to enhance comprehension and retention. The introduction of the "Track the Speaker" routine across all classrooms significantly improved student focus and listening skills, leading to greater engagement and participation. This structured approach created a respectful and attentive classroom environment, where students actively demonstrated improved oral communication and critical listening skills.

In 2024, classrooms were redesigned with improved furniture arrangements, supporting greater focus. The decluttering of teaching spaces, particularly around screens and boards, reduced distractions and maximized student attention. Teachers observed that these modifications resulted in fewer disruptions and more immediate feedback on student learning. The use of mini whiteboards enabled teachers to quickly assess students' understanding, as students confidently displayed their responses in real-time.

Additionally, the school hall underwent major renovations, including new paint, carpeting, blinds, and window replacements. These upgrades transformed the space into a welcoming and functional area for Physical Education, Performing Arts, assemblies, and school performances. The improvements fostered a greater sense of pride and community among students and staff.

Le Page Primary School demonstrated outstanding academic growth in 2024, with 73.6% of students achieving at or above age-expected standards in English and 73.4% in Mathematics. Year 5 students excelled in Numeracy, with 75% performing at Strong or Exceeding proficiency levels, surpassing the state average and showcasing their advanced skills.

The school’s commitment to literacy was reflected in the NAPLAN results, where 62.1% of Year 3 and 66.7% of Year 5 students achieved Strong or Exceeding levels in Reading. Notably, 88% of Year 3 students ranked in the top three NAPLAN bands for Reading, outperforming both similar schools and the state average.

Le Page Primary School’s structured and supportive learning environment ensured that students continued to thrive in their academic journey. The successful implementation of evidence-based teaching strategies, improved classroom structures, and facility upgrades all contributed to a culture of continuous improvement. These achievements reflected the school’s unwavering dedication to student success, engagement, and lifelong learning.

**Wellbeing**

In 2024, Le Page Primary School made significant progress in enhancing student wellbeing, aligning with its Annual Implementation Plan (AIP) goals. The school adopted a holistic and proactive approach, integrating structured wellbeing frameworks and targeted programs to create a positive, inclusive, and supportive environment for all students.

Le Page Primary School effectively embedded a three-tiered wellbeing support structure, ensuring that every student received appropriate assistance. This approach combined universal, targeted, and individualized interventions, equipping students with the tools to develop resilience, emotional intelligence, and social awareness. Programs such as Respectful Relationships, Zones of Regulation, and The Leader in Me played a vital role in fostering empathy, mindfulness, and leadership across all year levels.

The Leader in Me program significantly strengthened student leadership and character development. By practicing Stephen Covey’s 7 Habits of Highly Effective People, students developed a proactive mindset, leading to noticeable improvements in self-regulation and goal setting. This initiative contributed to a 10% increase in students reporting a sense of personal responsibility and leadership in the annual wellbeing survey.

The appointment of a Wellbeing Teacher and Diversity & Inclusion (D&I) Leading Teacher enhanced the school’s capacity to address individual student needs effectively. Through Tier 2 and Tier 3 interventions, including Social Skills Development Sessions and referrals to external agencies, students received tailored social and emotional support. These initiatives resulted in 88% of students feeling supported by school staff, marking a 6% improvement from 2023.

The integration of Peaceful Classrooms and Body Bright into daily routines helped establish a calm and supportive learning atmosphere. Teachers observed fewer behavioral incidents, and 91% of students reported feeling safe and respected in class, reflecting a 5% increase from the previous year.

Student participation in leadership roles, including the Student Lighthouse Team, increased by 15%, giving students greater involvement in school-wide decision-making. This active engagement contributed to a 7% rise in students expressing strong school pride and connection.

The 2024 Student Attitudes to School Survey showed that 92% of students felt a strong sense of belonging, a 5% increase from 2023.

Teacher assessments and classroom observations revealed a 12% improvement in students’ ability to self-regulate emotions, directly linked to the consistent use of Zones of Regulation strategies.

Le Page Primary School’s Sense of Connectedness score reached 81.0%, significantly surpassing similar schools (75.1%) and the state average (76.8%). Additionally, the Management of Bullying score stood at 78.0%, exceeding similar schools (74.4%) and the state average (75.5%).

Le Page Primary School demonstrated exceptional dedication to student wellbeing, ensuring that every child felt valued, supported, and empowered. The school’s proactive programs, leadership opportunities, and targeted wellbeing initiatives contributed to a thriving, safe, and inclusive learning environment. These positive outcomes reinforced the school’s reputation as a leader in student care, emotional development, and community engagement.

**Engagement**

In 2024, Le Page Primary School made significant progress in enhancing student engagement, recognizing it as a key driver of learning and wellbeing. Guided by the Framework for Improving Student Outcomes (FISO) 2.0, the school fostered a sense of belonging, amplified student voice and agency, and provided diverse extracurricular opportunities. These initiatives created an environment where students felt motivated, connected, and actively engaged in their learning journey.

Student engagement was a cornerstone of the school year, with leadership opportunities empowering students to take an active role in decision-making. The Student Lighthouse Team played a central role in school governance, event planning, and student-led initiatives. Students organized and participated in major events such as the school concert, Trivia Night, Science Day, and the end-of-year Picnic Celebration, fostering a strong sense of school pride and community involvement.

The Leader in Me program further encouraged students to set personal and academic goals, instilling ownership over their learning. Additionally, the introduction of Auslan and continued emphasis on cultural inclusivity enriched the student experience, ensuring that all students felt valued and connected.

The Student Lighthouse Team expanded its influence in school decision-making, allowing students to lead and organize events such as fundraisers, Science Day, and school-wide celebrations. This initiative led to a 15% increase in student-reported engagement and satisfaction, as reflected in the annual student survey.

Participation in extracurricular programs surged by 20%, with increased enrollment in Chess Coaching, after-school sports clinics, the school choir, band, and inter-school sports teams. This growth reflected the school’s commitment to catering to a wide range of student interests.

Events such as Trivia Night, Science Day, and the school concert, "Songs of Love and Peace," provided platforms for students to showcase their talents and connect with peers. Sporting activities, school carnivals, excursions, and camps remained student favorites, fostering a strong sense of belonging and enthusiasm for learning.

Teachers enhanced classroom participation by implementing cognitive load management techniques and structured routines, including "Cold Calls, Transition Lines, Lining Up, Whiteboards, and Track the Speaker." These strategies, alongside flexible seating arrangements and collaborative learning models, created inclusive and engaging learning environments.

The 2024 Student Attitudes to School Survey revealed that 90% of students felt connected to their peers and teachers, a 7% increase from 2023.

Notably, Prep students achieved an outstanding 89% attendance rate, while Years 1, 2, and 3 maintained strong participation between 87-88%.

Le Page Primary School’s Wellbeing Teacher and Diversity & Inclusion Leading Teacher played a key role in identifying and addressing barriers to attendance, ensuring that students received the necessary support to remain engaged in their education.

Le Page Primary School’s dedication to student engagement resulted in meaningful improvements in attendance, retention, and overall student satisfaction. By prioritizing student voice, expanding extracurricular opportunities, and fostering an inclusive learning environment, the school successfully advanced its engagement goals. These efforts contributed to both academic achievement and student wellbeing, reinforcing Le Page Primary School as a thriving, supportive, and dynamic learning community.

**Other 2024 Highlights**

Le Page Primary School had an exciting and eventful 2024, filled with enriching experiences that fostered student growth, community engagement, and environmental responsibility.

The school organized a variety of camps and excursions, providing students with valuable learning experiences beyond the classroom. Senior students attended a multi-day camp, where they engaged in team-building activities, outdoor challenges, and leadership workshops. Excursions included visits to local museums, science centers, and cultural landmarks, enhancing students’ understanding of history, science, and the arts.

The school production, themed Songs of Love and Peace, was a highlight of the year. Every student participated in singing, dancing, or acting, showcasing their talents and confidence on stage. The production brought together families, staff, and the wider school community in a celebration of creativity and teamwork.

The 2024 Art Show was a spectacular celebration of student creativity and artistic expression. Showcasing a diverse range of artworks, including paintings and sculptures of animals and their habitats. the event highlighted the exceptional talent and imagination of students from all year levels. Families and community members attended in large numbers, admiring the vibrant displays and interactive installations. The event fostered pride, confidence, and artistic appreciation, reinforcing the school’s commitment to creative learning and student self-expression.

Throughout the year, whole-school events and celebrations strengthened school spirit. Science Day featured hands-on experiments and interactive workshops, while Harmony Day promoted cultural awareness and inclusivity. The end-of-year picnic was a memorable occasion, with student performances and a shared meal on the school oval.

Le Page Primary School achieved outstanding sporting success, with students excelling in athletics, cross country, and inter-school competitions. Several students progressed to district and regional levels, demonstrating exceptional skill and sportsmanship.

Through community partnerships and grants, the school introduced drama and public speaking classes, enriching students’ confidence and communication skills. Collaborations with local organizations supported programs such as Peaceful Classrooms and Body Bright, promoting student wellbeing.

Le Page Primary School’s Leadership Day in 2024 was a remarkable event that celebrated student empowerment and leadership development. Students confidently showcased their understanding of The Leader in Me program, demonstrating how they applied Stephen Covey’s 7 Habits of Highly Effective People in their daily lives. Parents attended workshops where students led discussions on goal setting, teamwork, and personal responsibility. The Student Lighthouse Team played a key role in organizing and presenting activities, reinforcing their leadership skills. The day fostered strong connections between students, staff, and families, highlighting the school’s commitment to nurturing confident, proactive, and responsible young leaders.

Environmental initiatives flourished, with students actively participating in tree planting, waste reduction campaigns, and the maintenance of the school’s vegetable garden. The new chicken fence, funded by the Social and Fundraising Team, allowed students to engage in sustainable farming practices.

Le Page Primary School’s 2024 activities reflected a commitment to holistic education, community involvement, and environmental stewardship.

**Financial Performance**

Le Page Primary School maintained a strong financial position in 2024, ensuring effective resource allocation to support student learning and wellbeing. The school reported a total operating revenue of $4,381,590, primarily derived from the Student Resource Package, government grants, and locally raised funds. Careful financial management resulted in a net operating surplus of $306,713, allowing for continued investment in school programs and facilities.

Extraordinary revenue items included $32,737 in equity funding, which was directed towards supporting students from disadvantaged backgrounds. Additionally, the school raised $223,423 through fundraising initiatives, and service provider revenue such as Before and After School Care, demonstrating strong community support. Major expenditure items included $183,028 for property services, ensuring ongoing maintenance and improvements to school infrastructure.

The school council entered into agreements for equipment maintenance and professional development programs, reinforcing staff training and school enhancements. The financial commitments of $228,977 included an operating reserve and funds received in advance. Overall, the school effectively utilized its financial resources to foster a high-quality learning environment while maintaining fiscal responsibility.