



Lyndoch Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Lyndoch Primary School Number: 237

Partnership: Greater Gawler

Name of School Principal:

Ken Randall

Name of Governing Council Chair:

Kerrie Fox

Date of Endorsement:

26/02/2018

School Context and Highlights

In 2017 LPS started with six classes. Our enrollment numbers at the beginning of the year were 137 of which 20% were school card holders and 10 students had recognised disabilities. Ken Randall took over as Principal at the beginning of 2017 on a five year tenure and Errol Pfitzner won the position Coordinator and Counsellor on a one year tenure. Some of the highlights for the year included:

Term 1: Acquaintance Night, Swimming lessons, Parent Teacher Interviews

Term 2: National Simultaneous Story, Indofest, Wellbeing Day

Term 3: Whole School Performance, "Wish You Were Here", Athletics Day, Book Week Celebrations, External Review

Term 4: Sports Day, Year 7 Graduation and Christmas Assembly, Splash Day

Student participation rates were very high in the Premiers Reading Challenge and also the Premiers Be Active Challenge. Our weekly whole school meetings provided the opportunity to recognise and celebrate student achievements.

Students were involved in leadership opportunities including peer tutoring, running weekly assemblies, working in the library and canteen as well as organising and running daily fitness activities.

The Parents and Friends group were once again very active within the school running numerous fundraising activities including Mothers and Fathers Day stalls, the Biggest Morning Tea and a very successful School Colour Fun Run. In 2017 the school canteen continued to operate successfully for one day a week and the P and F also managed the school banking as well as the pre-loved uniform cupboard within the school.

Governing Council continued their positive work and provided ongoing support for the school. Kerrie Fox was elected chairperson after Kylee Carmody left and she needs to be commended for her dedication and commitment to our school over a number of years.

Thank you to all our families and friends for ongoing involvement in the life of the school.

Governing Council Report

This year we welcomed Ken Randall as Principal. It always can be a challenge to find your feet at a new school but he has done it with ease & it has been a pleasure to work with him on Governing Council. I took on the role of president in Term 1, after our previous president Kylee Carmody left the school. I would like to thank her for all she has done over the years in her role as president & a parent of the school.

This year we had our external school review which including speaking to staff, parents & students about how the school manages teaching & supporting the children in their learning etc. Overall we had a very positive report, some recommendations were made and our next review is to be held in 4 years.

This year the school undertook an IT Infrastructure upgrade which was very much needed & time consuming. We also implemented Kickstart, which provided a free breakfast to the students one day a week, year 7 aquatics camp, Year 4/5 camp, sports day, whole school fitness organised by the upper classes, carols at the end of the year, year 7 graduation & our annual whole school splash day which was the last day of the school year.

The highlight of the year was the whole school performance "Wish you were here". Wow what a performance. It was amazing, the kids were brilliant & the audience learnt about different countries. A big thankyou to all staff & students who made this concert very entertaining & a joy to watch.

We had to say a sad Farwell to Di Barker, a long standing teacher of LPS who has retired from teaching. I'm sure she knows how much she will be missed & how beautiful it was to see the kids all make a farewell note to her which was made into a quilt & to sing a special song for her. We welcomed Fiona Reiman to take over the reins from Di & the kids adore her which is heart warming to see.

I would personally like to thank our current members of Governing council, Alex Carroll, Peri Simpson, Naomi Schultz, Kylie Heath, Robert Ferguson, Julie McCowat & Ynai Porter for volunteering their time & supporting the school. I would also like to thank the many other volunteers that we have at this school. It has been a privilege to be a part of Lyndoch Primary School's community & the dedication of all the staff to make it such a wonderful school that is is. As my family has now moved on, I would like to thank you all & I wish the staff, students & parents all the very best for 2018 & beyond.

Kerrie Fox
Chairperson of Governing Council 2017

Improvement Planning and Outcomes

We began 2017 by looking at how the Site Improvement Plan (SIP) could be structured so that a very clear single focus priority could be used to make a positive difference to pedagogy in each classroom. The SIP priorities initially included a numeracy component, a literacy component and a cross curricula component and as part of the ongoing self-review it was decided to condense and create a sub-plan with a priority written up as: To provide increasing opportunities for intellectual challenge for students in mathematics. The key components of the pedagogical shift were in questioning and feedback. To tie in with the previous SIP strategies the use of the 8 effective practices for the development of mathematics and numeracy, productive struggle and growth mindsets were components of the plan. Our staff training and resources were prioritised into the single focus priority and the target was to ask strategic questions instead of providing answers a higher percentage of time in maths lessons. Teachers observed each other teaching maths in term 3 and 4 and provided feedback on a proforma developed by two members of staff. Reviews indicated that teachers had changed their practice, were asking more strategic questions and felt that the process was successful in supporting them to improve their teaching.

The performance of students in relation to identified standards and targets were as follows:

NAPLAN: At or Above National Minimum Standards - Numeracy

Targets were set in consultation with Classroom Teachers and in relation to their current cohort of children

% Achieved Minimum standards or above

Year level	2016	2017 Target	Actual %	
3	63%	75%	94.8%	Achieved
5	80%	66%	100%	Achieved
7	88%	80%	100%	Achieved

NAPLAN: Upper 2 bands of Achievement-Mathematics

Year level	2016	2017 Target	Actual %	
3	11%	20%	42.1%	Achieved
5	20%	33%	33.3%	Achieved
7	13%	20%	33.3%	Achieved

These results indicate that priority in pedagogical shift in teaching mathematics has had a positive impact on both the percentage of students meeting or exceeding National Minimum standards and percentage of students in the upper two bands of achievement. Numeracy will continue to be a priority for 2018 so that the gains can be consolidated and momentum can be maintained. Targets will continue to be set in consultation with class teachers in relation to their current cohort of children.

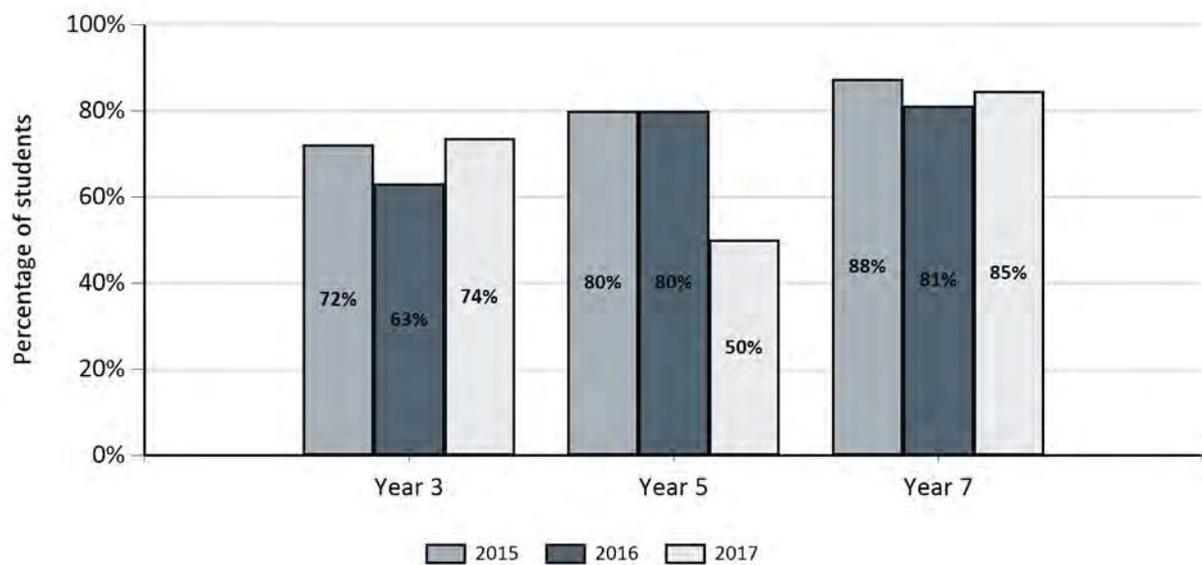
External review recommendation 1; to strengthen questioning and feedback practices so they become embedded and over time, develop teacher capacities in the use of meta-cognition, ICT for learning and student goal setting. School self-review indicated that the 2017 Site Improvement Plan (SIP) was on track and will continue to influence the Site Improvement Planning process for 2018.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

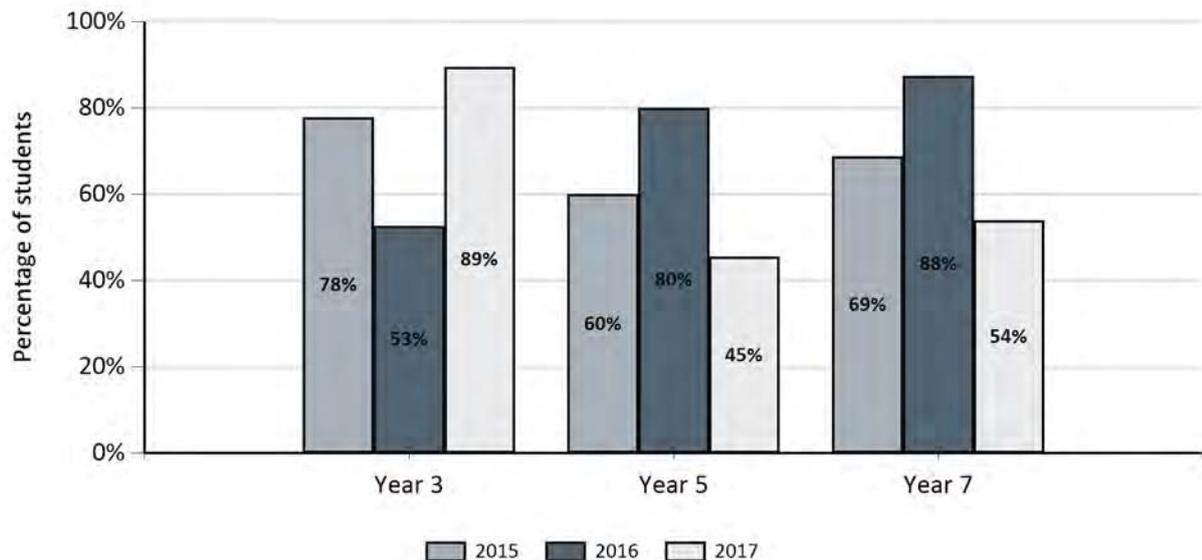
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	20%	17%	25%
Middle progress group	60%	58%	50%
Lower progress group	20%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	10%	14%	25%
Middle progress group	30%	57%	50%
Lower progress group	60%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	19	19	8	8	42%	42%
Year 3 2015-17 Average	18.7	18.7	5.3	5.0	29%	27%
Year 5 2017	10	11	2	3	20%	27%
Year 5 2015-17 Average	13.3	13.7	2.7	2.3	20%	17%
Year 7 2017	13	13	0	0	0%	0%
Year 7 2015-17 Average	15.0	15.0	3.0	1.3	20%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

At Lyndoch Primary we use Pat Data, A-E Data and NAPLAN Data to:

Track student's progress, inform teaching practice and to identify student learning needs so that class teachers can make adjustments to learning programs and arrange extra one on one support or small group tuition over a specific period of time.

NAPLAN Reading

Year 3: 74% of students achieved DECD SEA. This represented an increase of 10% from the 2016 result for Year 3.

Year 5: 50% of students achieved SEA which is a decrease of 30% from the 2016 result for Year 5.

Year 7: 85% achieved SEA, which is slightly above the 2016 result of 81%.

NAPLAN Numeracy

Year 3: 89% achieved SEA which is above the 2016 results where 78% achieved SEA.

Year 5: 45% achieved SEA which is below the 2016 result of 80%.

Year 7: 54% achieved SEA which is below the 2016 result of 85%.

Staff analyse these results to establish areas of weakness and strengths to help inform classroom planning and programming.

Pat Results

In 2017 we accessed two programs from "Acer." Pat M and Pat R.

Students were assigned tests commensurate with their ability. The data included a variety of comparative information.

Pat Maths: Percentage of students who achieved SEA:

Year 1: 81%, Year 2: 100%, Year 3: 88%, Year 4: 74%, Year 5: 75%, Year 6: 80%, Year 7: 75%

Improvement targets for 2017 were set based on the cohort of students in each year level and 2016 results.

Year 1 and 2: no targets set

Year 3 target 100% - not achieved

Year 4 target 74% - achieved

Year 5 target 93% - not achieved

Year 6 target 67% - achieved

Year 7 target 64% - achieved

Pat R: Percentage of students who achieved SEA:

Reception: 68%, Year 1: 24%, Year 2: 83%, Year 3: 88%, Year 4: 68%, Year 5: 58%, Year 6: 69%, Year 7: 83%

Improvement targets for 2017 were set based on the cohort of students in each year level and 2016 results.

Reception, Year 1, 2 and 3: no targets set

Year 4 target 73% - improvement seen but target not achieved

Year 5 target 57% - achieved

Year 6 target 71% - improvement seen but target not achieved

Year 7 target 93% - not achieved



Attendance

Year level	2014	2015	2016	2017
Reception	91.3%	91.9%	94.6%	95.0%
Year 1	93.2%	93.7%	94.8%	94.0%
Year 2	93.3%	93.5%	95.6%	95.2%
Year 3	93.9%	93.3%	93.4%	92.5%
Year 4	93.6%	95.7%	89.8%	90.8%
Year 5	92.6%	94.2%	91.4%	90.3%
Year 6	95.2%	93.3%	88.2%	89.3%
Year 7	92.5%	94.6%	94.7%	89.9%
Total	93.1%	93.8%	92.7%	92.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance at LPS continued to be good with an average of 92.1% in 2017, which is a slight decline of 0.6% from 2016.

Strategies that were adopted in 2017 to improve attendance included:

- Text and/or phone calls made to families with unexplained absences
- Home visits as required
- Attendance information in semester reports
- Attendance data communicated regularly in newsletter and discussed at staff meetings
- Working closely with regional staff in the following up of chronic non attendance

Behaviour Management Comment

In 2017 there were 27 EDSAS behavioural issues involving 16 students. Thirteen of these students were boys. Fourteen of the sixteen students had 2 entries or less. The 27 entries ranged from reception to year 6. Two of the students have verified disabilities. Three of the students had extra behavioural support through funding applied for through RAAP and two of the students had support of outside private providers (counselling).

Three were 8 incidents involving violence (threatened or actual), 7 involving threatening good order, 9 involving interfering with the rights of others and 3 involving persistent and willful inattention.

Consequences

Time Out - Admin 15

Internal Suspension 1

Take Home 6

Suspension 3

Other 2

TOTAL 27



Client Opinion Summary

Parent Opinion Survey

There were 16 parent responses. The responses overall were positive.

Parents surveyed saw strengths as: Teachers at this school expect my child to do his or her best, teachers at this school provide my child with useful feedback, my child feels safe at this school, I can talk to my child's teachers about my concerns, my child likes being at this school, this school looks for ways to improve, the school takes parents opinions seriously, teachers at this school motivate my child to learn, my child is making good progress at this school and my child's learning needs are being met at this school.

Several statements received slightly lower average ratings: Teachers at this school treat students fairly, this school is well maintained, student behaviour is well managed at this school and the school works with me to support my child's learning.

Staff Opinion Survey

There were 10 responses to the survey.

Statements where staff had strong agreement:

Teachers at this school expect students to do their best, teachers at this school treat students fairly, students feel safe at this school, students at this school can talk to their teachers about their concerns, students like being at this school, the school looks for ways to improve and the school takes staff opinions seriously.

Negative or neutral responses were reported around: Management of student behaviour, how the school is maintained and receiving useful feedback about their work.

Student Opinion Survey

There were 26 responses from students.

The student's responses were varied and generally quite positive. Almost all students thought their teachers expected them to do their best and the majority feel safe at school. Areas that received lower average ratings were: my school is well maintained and student behaviour is well managed at my school.

With staff, parents and students having behaviour management as a lower average rating there is a need to work on this area in 2018. How the school is maintained also being a lower average rating across the groups is no doubt a reflection of the aging and deteriorating buildings on site and we will continue to manage these as best we can within funding limitations.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	12.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	17.1%
Transfer to SA Govt School	29	70.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

The school has processes in place to ensure relevant history screening clearances are maintained to ensure compliance. All staff, Governing Council members and parent volunteers who regularly work with children have current history screening or are in the process of this happening.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	14
Post Graduate Qualifications	8

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.4	0.0	4.9
Persons	0	10	0	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	see separate state 
Grants: Commonwealth	"
Parent Contributions	"
Fund Raising	"
Other	

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	SSO's worked with identified students supporting them in classrooms. Students were also withdrawn and learning tasks were differentiated and modified according to individual learning needs and interests. +	Decrease in behaviour incidents reported in EDSAS for 2017 compared with 2017.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	SSO's worked regularly with students on identified areas of weakness as well as continuing to build their strengths. Essential life skills were taught and progress monitored through regular data collection. +	NEP goals reached as indicated in review meetings.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	SSO's worked with 15 identified students from Year 1-4 on the Mini-Lit and the Reading Tutor program. The Quicksmart program provided numeracy support to 20 students in year 4 and 5. Release time was provided for teachers to support the teaching of numeracy. +	Students completing intervention programs. Students not progressing after standard intervention were re-assessed and alternative programs implemented.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Funding used to supplement the implementation of intervention programs, Mini-Lit, Reading Tutor and Quicksmart. SSO's worked with identified students and progress monitored through ongoing data collection and analysis. +	Identified students' data progression.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	All teachers provided differentiated curriculum and pedagogy that enabled low floor/high ceiling opportunities and allowed gifted students to progress.	Observation and PLP data indicated improvement in teacher understanding.
	Primary School Counsellor (if applicable)	The Counsellor had a positive school impact on student wellbeing by: providing extra leadership, overseeing Positive Education programs and systematically monitoring targetted student groups. +	Positive Education continuing across school. Reduction in behaviour incidents.