



Lyndoch Primary School

2019 annual report to the school community



Government
of South Australia
Department for Education

Lyndoch Primary School Number: 237

Partnership: Greater Gawler

Name of school principal:

Ken Randall

Name of governing council chairperson:

Alex Carroll

Date of endorsement:

02/03/2020

School context and highlights

In 2019 LPS started with five classes. Our enrolment numbers at the beginning of the year were 133 of which 14% were school card holders and 9 students had recognised disabilities. Ken Randall was in his third year as Principal and Errol Pfitzner won the position Coordinator and Well-being Leader on a one year tenure.

Some of the highlights for the year included:

Term 1: Parent Teacher Interviews, Swimming lessons R-5.

Term 2: NAPLAN Online for Year 3, 5 and 7, School Disco run by P&F,

Term 3: Book week performance and dress up parade,

Term 4: Volunteers Morning tea, Year 7 Graduation, Carols Night,

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 canteen and the Sustainability Group.

The Parents and Friends Committee were once again very active within the school running numerous fundraising activities including Mothers and Fathers Day stalls, raffles and a fairy floss stall at Lyndoch Christmas party. In 2019 the school canteen continued to operate successfully for one day a week due to the generous support of volunteers.

Governing Council continued their positive work and provided ongoing support for the school. Alex Carroll was elected chairperson 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 who have supported our school during 2019.

Governing council report

2019 was another great year at Lyndoch Primary.

A change to the school day was proposed to the council with an early start each morning and normal finish time every day except Thursday which would finish earlier to allow for staff learning groups to meet.

A change to the lunch time break to 11:25am and an afternoon recess break at 2:00pm was also proposed.

A feedback form was sent to the school community which indicated mostly positive comments toward the idea but the end result was to only change the lunch and recess times due to being unable to meet the required minutes if instruction on Thursdays. Improvements in behaviour and concentration have been seen before the lunch session and is working well with a positive difference seen by teaching staff.

The Reading / Phonics program was started this year which ran four mornings a week with students working in small intensive group sessions. This program has shown that students have responded positively and teachers have reported this program was working really well and was producing great results.

In term 1 we said goodbye to Ilona White who took long service leave and then announced her retirement. Ilona has been teaching at Lyndoch Primary School since 1998. We wish Ilona all the best for the future.

Events that students took part in this year included:

Way2Go Ride2School day, Harmony day, District Athletics, School Skipathon, Crows visit, Sports day, School disco, Splash day and many more.

A group of very hard working volunteers helped Rachael Horn develop another garden and outdoor classroom / nature play area outside the 2/3 and 4/5 classrooms. This has been another great improvement to our school and we truly thank Rachael and volunteers for all their hard work.

One very special seminar that took place this year was the Carly Ryan Foundation information sessions. The Carly Ryan Foundation held a seminar for students in year levels 4 -7 and later in the evening a seminar for parents. Sonja Ryan gave a detailed talk about cyber harm prevention, online safety and cyber bullying. Students and Parents found this to be a very informative session and opened a lot of conversations.



Improvement planning - review and evaluate

Three priorities were identified on the Site Improvement Plan (SIP) for 2019;

1. Increase student achievement in mathematics, particularly in the number strand, in years 3-6,
2. Increase student achievement in reading R-3 and
3. Increase students' oral language skills in years R-4.

Targets were set as follows based on the cohorts of students and previous years data.

Goal 1.

PAT M; In number, students in years 5 and 6 an average of 60% correct, year 4, average 90% correct, year 3, average 70% correct.

Results:

Year 6; average 46% correct, an increase of 20% - target not met.

Year 5; average 37% correct, an increase of 4% - target not met.

Year 4; average 43% correct, a decrease of 34% - target not met.

Year 3; average 50% correct, an increase of 10% - target not met.

The previous years targets were based on % reaching SEA not percentage correct so targets were reached more easily.

Goal 2.

Running Records; Year 1 70% reach SEA (level 14), Year 2 70% reach SEA (level 21), Year 3 70% reach SEA (level 26).

Results:

Year 1; 71% - target met

Year 2; 70% - target met

Year 3 56% - target not met

Goal 3.

Student profiles in listening, interacting and speaking showed that more student voice was applied in all classrooms, including more opportunities for students to discuss and collaborate on solving problems particularly in mathematics.

As a result of regular reviewing of the 2019 plan the following success criteria were recorded.

In observations and work samples we saw year 3 to 6 students increasing their ability to demonstrate trusting the count, place value, multiplicative thinking and developing confidence in solving mathematical problems. This was not translated to higher scores in PAT M results.

Junior primary students were more able to recognise the letters of the alphabet, high frequency words, phonemes and apply phonic principles to unknown words.

Students were heard speaking clearly about their learning, listening and collaborating with peers and educators. Students increased their ability to use subject appropriate language as part of their problem solving and learning tasks.

2020 goals and targets were formulated based on the review process:

Goal 1 and goal 2 have been maintained for 2020 as there is still work required to raise standards in mathematics and reading.

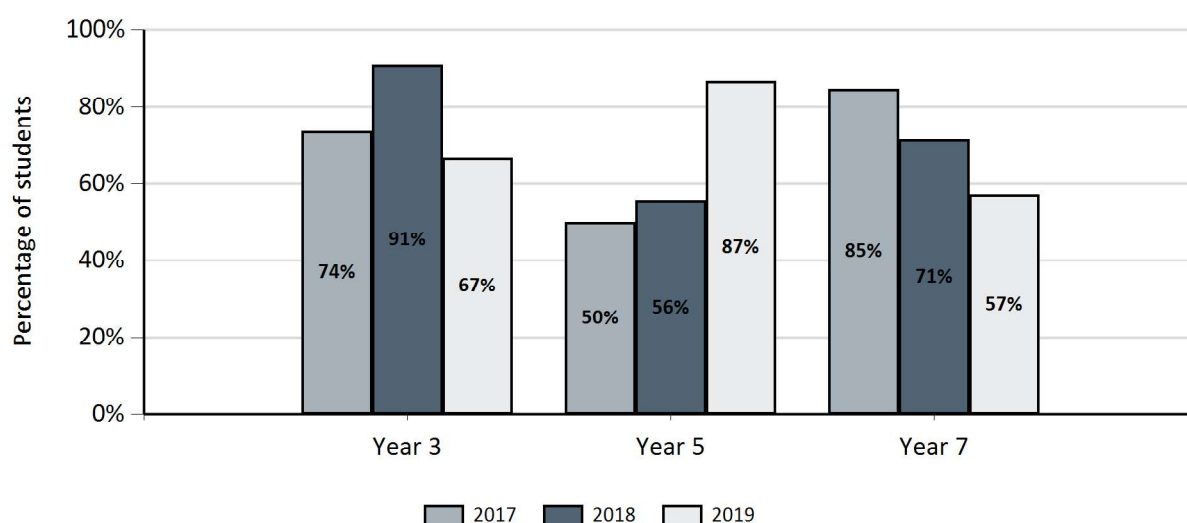
Targets in mathematics will be modified to more specifically relate to number sense so that teachers can monitor progress more easily and not have to wait for PAT M results.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

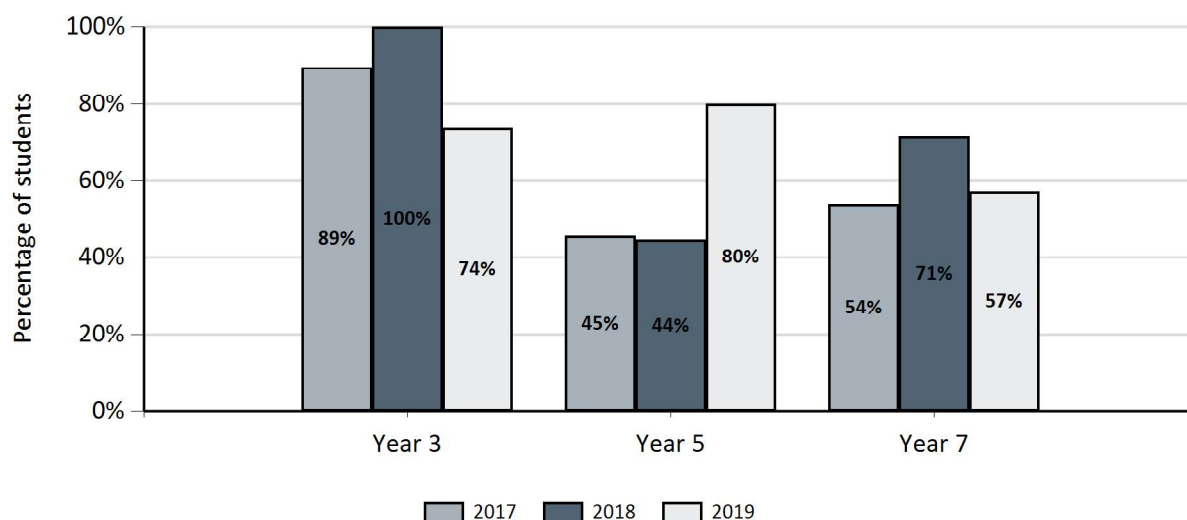
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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 | 21% | * | 25% |
| Middle progress group | 64% | * | 50% |
| Lower progress group | 14% | * | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 13% | 17% | 25% |
| Middle progress group | 40% | 17% | 50% |
| Lower progress group | 47% | 67% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019 | 18 | 19 | 4 | 0 | 22% | 0% |
| Year 3 2017-19 average | 16.0 | 16.3 | 6.0 | 4.3 | 38% | 27% |
| Year 5 2019 | 15 | 15 | 3 | 0 | 20% | 0% |
| Year 5 2017-19 average | 14.3 | 14.7 | 1.7 | 1.3 | 12% | 9% |
| Year 7 2019 | 7 | 7 | 2 | 1 | 29% | 14% |
| Year 7 2017-19 average | 11.3 | 11.3 | 1.0 | 0.3 | 9% | 3% |

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

"As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year."

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.

School Performance Summary.

The Year 3 NAPLAN results in 2019 showed a drop in the percentage of students achieving SEA from the previous year reflecting the particular cohort, however 67% of Year 3 students achieved at or above SEA in reading and 74% of Year 3 students achieved at or above SEA in numeracy.

In 2019 87% of Year 5 students achieved at or above SEA in reading up from 56% in 2018 and 80% achieved at or above SEA in numeracy, up from 44% in 2018 representing significant increases from the previous years cohort.

In 2019 57% of Year 7 students achieved at or above SEA in reading, down from 71% in 2018 and 57% achieved at or above SEA in numeracy down from 71% in 2018.

The percentage of students achieving in the upper two bands in reading and numeracy in Years 3, 5 and 7.

Year 3: 22% in reading and 0% in numeracy.

Year 5: 20% in reading and 0% in numeracy.

Year 7: 29% in reading and 14% in numeracy.

Attendance

| Year level | 2016 | 2017 | 2018 | 2019 |
|------------|-------|-------|-------|-------|
| Reception | 94.6% | 95.0% | 94.9% | 92.3% |
| Year 1 | 94.8% | 94.0% | 94.1% | 94.4% |
| Year 2 | 95.6% | 95.2% | 93.0% | 92.0% |
| Year 3 | 93.4% | 92.5% | 95.7% | 92.0% |
| Year 4 | 89.8% | 90.8% | 93.3% | 96.6% |
| Year 5 | 91.4% | 90.3% | 94.6% | 93.0% |
| Year 6 | 88.2% | 89.3% | 85.1% | 90.2% |
| Year 7 | 94.7% | 89.9% | 90.6% | 89.0% |
| Total | 92.7% | 92.1% | 93.1% | 92.5% |

Data Source: Site Performance Reporting System (SPER), 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 92.5% in 2019, which maintained an average attendance of over 90% from 2016 through to 2019.

Strategies that were adopted in 2019 to improve attendance included:

- Text and/or phone calls made to families with unexplained absences,
- Home visits as required,
- Regular newsletter articles on the importance of attendance at school,
- Attendance data communicated regularly in school newsletters and discussed at staff meetings,
- Working closely with regional staff in the following up of chronic non attendance.

Behaviour support comment

In 2019 we refined our behaviour management system which involves students moving from level 1 to level 4 for increasingly appropriate behaviour.

There were 43 behavioural incidents recorded in EDSAS compared with 80 in 2018. There were 18 incidents involving violence (threatened or actual), 4 involving threatening safety or wellbeing, 1 of theft, 4 involving interfering with teaching and learning and 15 involving persistent and wilful inattention.

Consequences: Time Out - Admin 28, Internal Suspension 3, Take Home 7, Suspension 6.

Client opinion summary

Parent Opinion Survey

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

Parents surveyed saw strengths as: Teachers at this school expect my child to do his or her best, 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, my child is making good progress at this school and my child's learning needs are being met at this school. One respondent marked strongly disagree on three statements; this school takes parents opinions seriously, this school works with me to support my child's learning and student behaviour is well managed using the behaviour levels system. Communication was seen as effective through School Newsletters, Seesaw App, Student Reports and Class Newsletters.

Student Opinion Survey

There were 34 responses from students.

The student's responses were varied and generally very positive. Almost all students thought their teachers expected them to do their best (average rating out of 5 = 4.4). My school looks for ways to improve and my teachers motivate me to learn rated at 3.8. My teachers provide me with useful feedback, teachers at my school treat students fairly and my school gives me opportunities to do interesting things were rated at 3.7. I feel safe at school and I can talk to my teachers about my concerns rated 3.6.

Staff Opinion Survey

There were 10 responses from staff members and all indicated high ratings.

Average ratings greater than 4.0 were for teachers expecting students to do their best, teachers providing useful feedback, treating students fairly, students feeling safe, students being able to talk to their teachers, students liking being at the school, the school looking for ways to improve, taking staff opinions seriously, motivating students to learn and student learning needs being met.

Parent, student and staff surveys indicated a high level of satisfaction with Lyndoch Primary school. All three surveys had high ratings for teachers expecting students to do their best, and students feeling safe at this school which are very important elements to being a successful school.

Intended destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 2 | 5.4% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 5 | 13.5% |
| Transfer to SA Govt School | 29 | 78.4% |
| Unknown | 1 | 2.7% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

The school has processes in place to ensure relevant history screening clearances/working with children checks are maintained to ensure compliance.

All staff, Governing Council members and parent volunteers who regularly work with children have current history screening.

Qualifications held by the teaching workforce 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 | 13 |
| Post Graduate Qualifications | 5 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 | 8.2 | 0.0 | 6.2 |
| Persons | 0 | 10 | 0 | 9 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

| Funding Source | Amount |
|----------------------|--------------|
| Grants: State | \$1635865.50 |
| Grants: Commonwealth | |
| Parent Contributions | \$29643.00 |
| Fund Raising | \$6480.70 |
| Other | \$2000.00 |

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress made towards these outcomes |
|--|--|---|---|
| Targeted funding for individual students | Improved behaviour management and engagement | SSO's worked with identified students supporting them in classrooms/yard. Students were also withdrawn and learning tasks were differentiated according to individual learning needs, interests and social/emotional needs. | Identified students reached goals specified in the individual plans. |
| | 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. | Individual goals reached as indicated in review meetings. |
| Targeted funding for groups of students | Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant | One Aboriginal student was supported by an SSO with a speech program. SSO's worked with identified students from Year 1-5 on the Mini-Lit, the Reading Tutor program and guided reading. Reception students were supported with speech programs that were recommended by speech pathologists. | Identified students' progression and outcomes achieved in individual plans. |
| | Australian Curriculum | All teachers participated in PLCs to learn, plan, observe and review programs based on student achievement data regularly collected to inform teaching and learning. | |
| Other discretionary funding | Aboriginal languages programs initiatives | N/A | |
| | Better schools funding | Funding used to supplement the implementation of intervention programs, Mini-Lit, and Reading Tutor. SSO's worked with identified students and progress monitored through ongoing data collection and analysis. | Identified students' progression and outcomes achieved in individual plans. |
| | 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 PDP discussions indicated improvement in teacher understanding. |
| | Primary school counsellor (if applicable) | The Counsellor had a positive school impact on student wellbeing by; providing leadership, teaching programs such as What's the Buzz and systematically monitoring targetted student groups. | Maintenance of Positive Education. Social skills programs implemented. |