



Lyndoch Primary School 2016 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:

Kylee Carmody

Date of Endorsement:

27/02/2017

School Context and Highlights

In 2016 LPS started with five classes. Due to student numbers in the 6/7 age group it was decided that another 6/7 class be formed in Week 1 of term one.

Our enrolment numbers at the beginning of the year were 134 of which 20% were school card holders and 12 students had recognised disabilities.

During term three our principal of 5 years, Ros Frost won another position at East Para Primary School. During her tenure at LPS Ros's dedication and commitment has been very evident and she has had a huge impact on student learning outcomes. It was sad to see her go and all the community would like to wish her well in her new placement and thank her for her valuable contributions to LPS. Errol Pfitzner acted in the position of principal in Term 4 and Jody Burton was recruited from Tanunda Primary School to add support to the leadership team and to fill the position of Co-ordinator and Counsellor.

Some of the highlights for the year included:

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

Term 2: Cross Country

Term 3: Whole School Performance, "Australians All", Athletics Day, Book Week Celebrations

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

Student's 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.

Older students were involved in leadership opportunities including peer tutoring, running weekly assemblies, working in the library as well as organising and running daily fitness activities. Younger students also had opportunities to fulfil leadership tasks, including tasks related to environmental education.

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 as well as the annual Trivia Night. In 2016 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. Kylee Carmody was once again chairperson and she needs to be commended for her dedication and commitment.

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

Governing Council Report

I find myself as Governing Council Chairperson looking back on the year with absolute pride in our School community. The children at Lyndoch Primary continue to grow showing more and more respect, resilience, collaboration and self responsibility. The highlight of the year was the concert in term 3, the production was amazing and a big thank you goes out to all the staff and students who made this concert so brilliant.

Term 4 saw the school community farewell Mrs Ros Frost after 5 years of service. Ros took up a new role as Principal in another school. On behalf of Governing Council and the school community I would like to thank Ros for her time and dedication to Lyndoch Primary and would like to wish her all the best for her future endeavours. On behalf of Governing Council I would also like to thank Errol Pfitzner for taking on the role of acting Principal of Lyndoch Primary for Term 4 and would also like to welcome Ken Randall to the school. We on the Governing Council look forward to working with Ken for 2017.

The Governing Council is very thankful to all of the volunteers that we have at Lyndoch Primary School. The school community are very lucky to have such an amazing amount of parents whom freely donate their time to the school.

I would like to take this opportunity to introduce and thank the other members of the Governing Council for 2016:

Tara Cain
Penny Devlin
Naomi Schultz
Kerrie Fox
Peri Simpson
Julie Wilson
Alex Carroll

I have enjoyed the past 4 years as Chairperson of the Governing Council. I am privileged to be working with a great team that has a clear focus and various skills and expertise from a variety of backgrounds. This year has been rewarding in ways that I never imagined it could be.

It is important for me to point out to parents that the Governing Council is here to represent you, if you are interested in participating in Governing Council or in any of the volunteer roles within Lyndoch Primary School please contact Ken Randall and he will be more than happy to assist you.

I would like to thank Ros Frost, Errol Pfitzner and all of the Staff at Lyndoch Primary School for all of their hard work and dedication to the development and betterment of Lyndoch Primary during 2016.

Kylee Carmody



Improvement Planning and Outcomes

Priority 1: Increase the Percentage of students achieving SEA in Numeracy. Year 3: 2015- 77.8%-2016- 53% - Target not achieved. Year 5: 2015- 60%-2016-80%-Target achieved. Year 7: 2015- 68.8%- 2016-88%- Target achieved. Target achieved in 2 out of 3 categories.

Priority 2: Increase the percentage of students in the higher bands of Numeracy. Year 3: 2015- 27.8%- 2016- 11%- Target not met. Year 5: 2015-6.7%- 2016-20% - Target met. Year 7: 2015- 12.5% -2016- 13%- Target met. Target achieved in 2 out of 3 categories.

Strategies Included:

Analysing of 2015 PAT Maths Data and NAPLAN results, reviewing LPS whole Site Numeracy agreement, providing targeted intervention through the Quicksmart programs for students identified using PAT M data, celebrating students success with parents and identifying future goals upon graduating from the Quicksmart program, staff Performance and Development Plans to include a Numeracy Challenge, ongoing site support to assist teachers to interrogate student data sets with a pupil free day devoted to data analysis, PLC's established to share practice around the use of data sets, re-visiting the eight effective practices in teaching mathematics and sharing good practice, introduction to Jo Boaler resources, collection and analysis of student perception data in Numeracy, making the connection between growth mindsets and success in mathematics, continuing to support and be involved in the Greater Gawler Partnership initiatives and professional learning opportunities, small group instruction to identified talented students to extend their learning, peer mentoring by older students, teacher observation and written feedback provided with the purpose of improving identified aspects of teaching practice.

Positive Education/ Strategies Included:

Action plan developed and enacted by all staff, introduction to character strengths – older students doing VIA survey and younger students introduced to the relevant language, Positive Education day run by older students, training by principal and co-ordinator- 4 day course conducted by Geelong Grammar, staff training conducted on site- forming a regular part of staff meetings, staff attended Partnership training, whole school meetings used as a vehicle to showcase initiatives such as; recognising Specs of Gold, students reading Gratitude Journals and staff recognition of students that display a positive mindset, Kimochi training provided for 6 staff members and resources purchased to implement program, information sharing with parents through newsletters, an information night and at Governing Council and support for students through interest groups at lunch times.

2017 Planning

-Numeracy to continue to be the focus of teacher learning

-Pat M and NAPLAN data to be interrogated and used to inform teaching practices and also intervention strategies

-Staff share and refine strategies and continue to build capacity to interrogate data

-Staff to collect perception data in mathematics and to monitor and share how they use data to inform practice and improve learning outcomes

-PLC's formed to support and share practice around the 8 effective practices in teaching mathematics

-Jo Boaler modules "How to Learn Math Teacher and Parent Course" to be used to stimulate discussion and engagement amongst educators

-Protocols established with staff to support the deprivatisation of practice across own site as well as encouraging sharing of practice with sites in the Greater Gawler Partnership.

Positive Education

- To be embedded in all areas of learning

- Training undertaken by staff and opportunities provided to share good practice

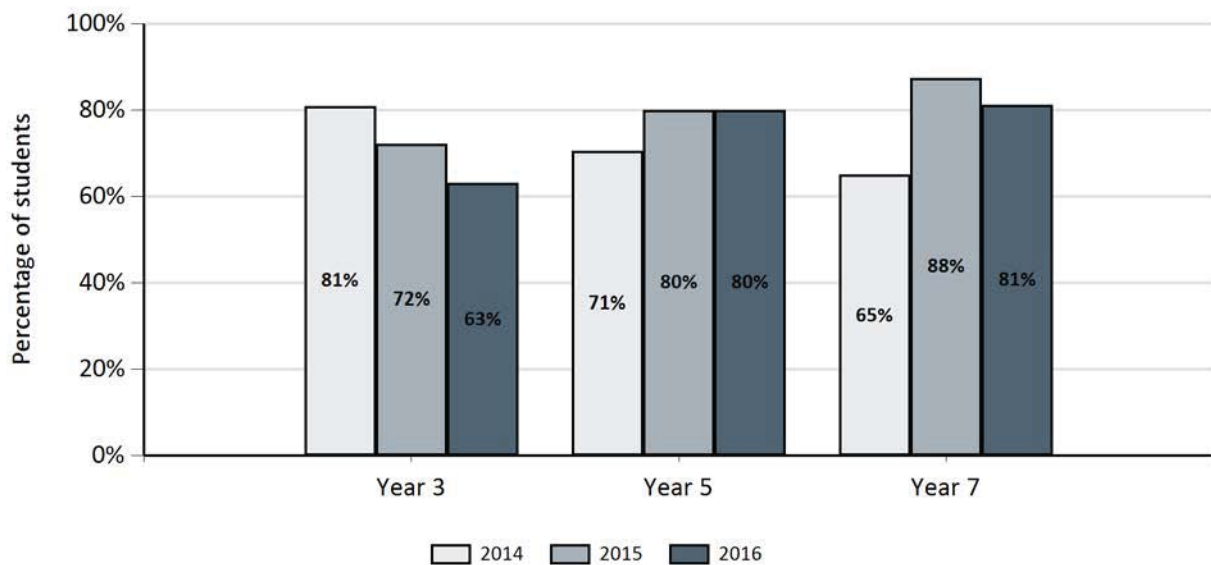
- Year 2 Action Plan developed and driven by interested staff

Performance Summary

NAPLAN Proficiency

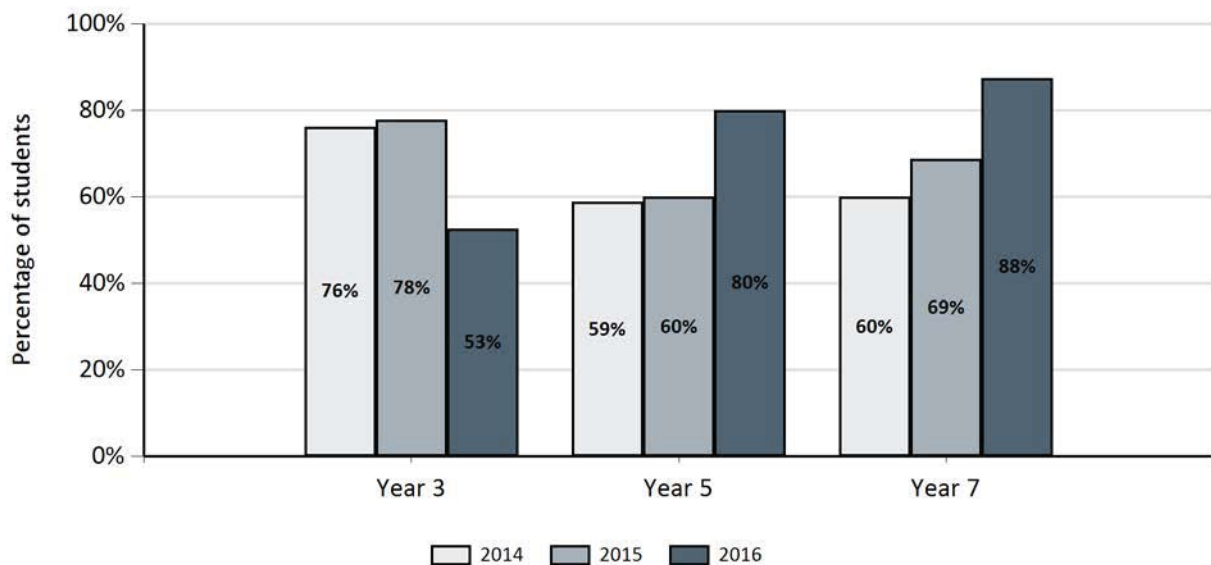
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	42%	31%	25%
Middle progress group	33%	46%	50%
Upper progress group	25%	23%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 3-5	Year 5-7	State (average)
Lower progress group	25%	25%	25%
Middle progress group	50%	58%	50%
Upper progress group	25%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	19	19	1	2	5%	11%
Year 3 2014-16 Average	19.3	19.3	4.7	4.0	24%	21%
Year 5 2016	15	15	4	3	27%	20%
Year 5 2014-16 Average	15.7	15.7	3.0	2.7	19%	17%
Year 7 2016	16	16	4	2	25%	13%
Year 7 2014-16 Average	17.3	17.3	4.3	2.3	25%	13%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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 our teaching practice and to identify student's learning needs which would benefit from extra one on one support or small group tuition over a specific period of time.

NAPLAN Reading

Year 3: 12 of the 19 students achieved DECD SEA. This continued the downward trend from 2015. Year 5: 12 of the 15 students achieved SEA. This is the same result as 2015. Year 7: 13 out of 16 achieved SEA- which is slightly below 2015 results.

NAPLAN Mathematics

Year 3: 10 out of 19 achieved SEA which is well below the 2015 results. Year 5: 12 out of 15 achieved SEA which is an improvement on 2015. Year 7: 14 out of 16 achieved SEA which is a significant improvement on 2015.

Staff will need to undertake an analysis of these results to establish areas of weakness and strengths to help inform classroom planning and programming.

Pat Results

In 2016 we accessed two programs from "Acer." The 2 tests which were conducted online were:

1. Pat Maths, 1-7, 2. Pat R- Reading Comprehension, R-7

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 7: 68%, Year 6: 59%, Year 5: 61%, Year 4: 71%, Year 3: 71%

Pat Reading Comprehension: Percentage of students who achieved SEA:

Year 7: 75%, Year 6: 83%, Year 5: 61%, Year 4: 47%, Year 3: 63%

R-2 data was not included as there is no SEA standards. Teachers however have analysed data and begun using information to inform programming.

Whilst there is room for improvement with these results it does supply us with a baseline from which we can set improvement targets for 2017.

Running Records

Achievement of SEA

Reception: 10 out of the 15 Reception students met the SEA standard. The 5 students who did not reach SEA will be receiving support in Mini-Lit in 2017. Year 1: 11 of 14 achieved target. The 3 students who did not reach standard will receive support in Mini Lit in 2017. Year 2: 15 of 17 students met target. The two students who did not reach SEA targets will continue to receive extra support during 2017. The Year 2 students had outstanding success and this coincided with the introduction of the Daily 5 program. In 2017 this program will be also be introduced to other classrooms.

Intervention Programs

The 3 major programs that we were involved in during 2016 were, Mini-Lit, Reading Tutor and Quicksmart.

Thirteen students were involved in the Mini-Lit program with 5 students completing the program with 8 continuing in 2017.

Four students worked on the Reading Tutor program in 2016 and all students made good progress.

During 2016 we saw 12 students graduate from the Quicksmart program. Twelve new students were identified from the year 4/5 classes and they will continue the program in 2017.

Attendance

Year level	2014	2015	2016
Reception	91.3%	91.9%	94.6%
Year 01	93.2%	93.7%	94.8%
Year 02	93.3%	93.5%	95.6%
Year 03	93.9%	93.3%	93.4%
Year 04	93.6%	95.7%	89.8%
Year 05	92.6%	94.2%	91.4%
Year 06	95.2%	93.3%	88.2%
Year 07	92.5%	94.6%	94.7%
Total	93.1%	93.8%	92.7%

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 92.7% although this being a slight decline of 1.1% from 2015. Strategies that were adopted in 2016 to improve attendance included:

- Text messages sent to families with unexplained absences
- Home visits as required
- Printed reminder notes for teachers to use in student diaries for unexplained lateness and absence
- Attendance letters sent each semester
- 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 2016 there were 89 EDSAS behavioural issues involving 23 students. Twenty two of these students were boys. Sixteen of the twenty three students had 2 entries or less.

The 89 entries ranged from year 2 to year 7. Of that cohort where most entries were recorded (7 students) 4 students are recognised as having a verified disability one is supported by behaviour funding and we work with the families of the other two students with the support of outside private providers.

In 2016 we also participated in DECD Wellbeing data collection for Year 6/7. The report covers a wide range of areas including: wellbeing summary, school experiences including victimisation and connectedness.

The full report is available on request.

Client Opinion Summary

Parent Opinion Survey

There were 14 parent responses. The responses were quite varied-overall there was a positive response of over 70% to 8 questions:

Teachers at this school expect my child to do their best, Teachers at this school treat students fairly, This school is well maintained, My child feels safe at this school, I can talk to my teachers about their concerns, My child likes being at this school, Teachers at this school motivate my child to learn.

The areas of most concern with 4 negative responses were:

Teachers at this school provide my child with useful feedback about his or her learning, Student behavior is well managed at this school.

These responses have been discussed at staff meeting and some teacher development will focus on how we can improve the feedback we provide. Extra information will be communicated to parents around how student issues are managed.

The parent survey was discussed at Governing Council and the format will be discussed in 2017.

Staff

There were 10 responses to the survey.

There were 6 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, The school takes staff opinions seriously.

Negative or neutral responses were reported around:

Management of student behaviour and how the school is maintained.

These issues have been raised at staff meeting and need to continue to be on the agenda.

Student Opinion Survey

There were 44 responses from the Year 5, 6 and 7 students.

The student's responses were varied and generally quite positive. Almost all students thought their teachers expected them to do their best.

Areas that conflicted with staff responses significantly were:

I can talk to my teachers about my concerns (9), I like being at this school (10), My school gives me opportunities to do interesting things (12), My school takes students' opinions seriously (8). Ten students also had concerns about how student behaviour is managed which coincides with parent and staff survey.

In 2017 a strong focus will be on leadership opportunities and authentic student voice.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	24.1%
Transfer to SA Govt School	22	75.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

The school has processes in place to ensure Criminal History 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	20
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	8.8	0.0	4.8
Persons	0	11	0	7

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	113881.58
Grants: Commonwealth	15181.00
Parent Contributions	31013.65
Fund Raising	9051.47
Other	

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

2016 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 2016 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.	
	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.	
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	In 2016 the R-1 class focused on the investigation approach to the teaching of oral language. Phonological Awareness Data was used by SSO's to provide support for individual students. SSO's worked with identified students from Year 1-3 on the Mini-Lit and the Reading Tutor program. Eight students in Year 3 and 4 received ongoing support with a SSO concentrating on reading fluency, specific comprehension skills as well as sight word recognition. The Quicksmart program provided numeracy support to 12 students in year 4 and 5. Release time was provided for teachers to support the teaching of numeracy.	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
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.	
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The Counsellor had a positive school impact on student wellbeing by; providing extra leadership, overseeing the implementation of Positive Education programs and systematically monitoring targetted student groups.	