



Lockleys North Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Lockleys North Primary School Number: 911

Partnership: West Torrens

Name of School Principal:

Tyson Grinham

Name of Governing Council Chair:

George Constantinides

Date of Endorsement:

12/2/18

School Context and Highlights

Lockleys North Primary School continues its tradition of great whole school achievements. We are a Category 7 school nestled in the quiet suburban streets of Lockleys. Our general demographic includes middle class families, a wide range of cultural backgrounds, high numbers of professional parents and is characterised by high stability and parental expectation of excellence.

Staff and parent commitment to accessing the best possible opportunities for students has ensured that we are able to maintain very high standards. A continued strong increase in enrolments of students transferring from other state and independent schools to attend Lockleys North Primary confirms our high profile and popularity in the community. Priority enrolment procedures are in place to ensure local families have unhindered access to our high quality local school, with families entering from neighbouring areas where student numbers allow, thus ensuring maintenance of the overall funding base. At LNPS we pride ourselves on creating a school culture that promotes our values of Honesty, Respect, Care and Concern and Excellence. Across the school year there have been numerous special events which have added value and substance to the already high quality programs on offer at LNPS.

We have achieved a very stable staff community with a perfect blend of gender, experience and enthusiasm. With the school growing to over 500 students, our teaching staff works in 5 Professional Learning Teams focussing on maximising the achievement of every student in their care, while also engaging in ongoing professional development to ensure their teaching practice continues to improve.

As Principal I am proud of the diversity of curriculum, learning spaces and learning options available to our students and the professional commitment of staff to provide high quality learning experiences for all. We have an excellent culture across the school resulting in calm and supportive learning environments where everyone is cared for and their needs respected. Maintenance of this supportive culture and ongoing emphasis on students maximising their learning potential are the ongoing cornerstones of everything we do.

The following report details our performance in key learning areas and provides an insight into the programs and opportunities available to your child at Lockleys North Primary School.

Governing Council Report

What another busy year we have had in 2017. Although the year passed by quickly, our students received a great educational experience.

The Governing Council with the support of the school's committees (Finance, Education, Fundraising, Sport, OSHC and Grounds & Buildings) has worked hard to manage the various challenges throughout the year while continuing to provide the best opportunities and services we can offer. I'd like to formally recognise the efforts of the committees this year.

Changes and major events this year have included:

- Community Night – Critical and Critical Thinking through STEM was outstanding and well received by students and parents alike. A fantastic effort by both teachers and students in organise the event.
- Fisher Building STEM Works – works commenced in Term 4 and are due for completion in Term 1 so our students have a new learning space in 2018.

Our Principal Tyson Grinham has been busy as always ensuring that the best possible outcomes are achieved for LNPS and together with the leadership team is looking towards another successful year in 2018. The Governing Council sincerely thanks Tyson and the leadership team for all their efforts this year.

Our students could not perform at their best if we didn't have a dedicated group of teachers that always have the interests of the students first. They have provided a great teaching environment for our students to learn and grow. Thank you for another great year.

As always, the school would not be as successful without the great support of its community. We thank all those community members who volunteer – class reading, school camps, excursions, Top Shop, whole school events etc. – your time and skills are greatly appreciated.

I would also like to thank those on the Governing Council who have stepped down after many years of dedicated service: Tracey Noblet, Natasha Wegener and Samantha Hocking.

Governing Council wishes the whole community a safe and happy Christmas/New Year break. Congratulations and best wishes to our Year 7 graduating class of 2017, and wish you, and the community as a whole, a successful 2018 where we can all "Aim High".

Improvement Planning and Outcomes

Our Self-Review processes are a cyclic process of reviewing student achievement, perception, process and demographic data collaboratively with staff and the Governing Council. 2017 saw the continuation of the Current Site Improvement Plan focussing on the key elements of Quality Pedagogy, Wellbeing for Learning and Community Engagement. Over the last two years' staff, students and the community have strengthened their ownership of the site improvement and review process through building our collective capacity and the embedding of our, whole school agreements, school values, vision, guiding principles and agreed staff norms. A key element to our success is the support for teachers to refine and enhance their skills to be more intentional designers of learning by: understanding each learner's starting point, engaging and challenging every learner and maximising the learning growth and achievement for every child every year.

This focus paralleled the work of the Partnership and allowed for teacher development at a site level and across partnership sites through professional learning networks. To support the engagement and understanding of this approach an extensive self-review of the Site Improvement Plan was undertaken through Terms 2 and 3 and recommendations outlined the need to take a new approach to improvement.

'Future Focussed Education' is the strategic plan that will guide improvement at Lockleys North Primary School. This plan outlines the key priorities identified by students, staff, community and current research. The priorities include Our People, Our Culture and Our Way of Being and are underpinned by our goals to drive improvement. This strategic plan is a new approach to improvement planning at our site but has created a real excitement amongst our stakeholders. Further development of the plan will continue into 2018.

Running Records

All students in R-2 undertake Running Records throughout the year to inform teaching and learning and cater for individual learning needs.

The DECD Standard of Educational Achievement (SEA) by the end of Reception is Level 5. 65% of students achieved the SEA.

The DECD SEA by the end of Year 1 is Level 13. 77% of Year 1 students achieved the SEA.

The DECD SEA by the end of Year 2 is Level 21. 93% of Year 2 students achieved the SEA.

ACER Progressive Achievement Test (PAT)

Students in Year 3 to 7 undertake PAT Maths and Reading in Term 3 each year. Data gathered is used to inform teaching and learning, cater for individual learning needs of students and set learning goals.

PAT Comprehension

The DECD SEA for Year 3 is Scale Score 95. 96% of Year 3 students achieved the SEA. The DECD SEA for Year 4 is Scale Score 106. 86% of Year 4 students achieved the SEA. The DECD SEA for Year 5 is Scale Score 112. 95% of Year 5 students achieved the SEA. The DECD SEA for Year 6 is Scale Score 118. 90% of Year 6 students achieved the SEA. The DECD SEA for Year 7 is Scale Score 120. 89% of Year 7 students achieved the SEA.

PAT Maths

The DECD SEA for Year 3 is Scale Score 101. 94% of Year 3 students achieved the SEA. The DECD SEA for Year 4 is Scale Score 110. 56% of Year 4 students achieved the SEA. The DECD SEA for Year 5 is Scale Score 112. 82% of Year 5 students achieved the SEA. The DECD SEA for Year 6 is Scale Score 120. 79% of Year 6 students achieved the SEA. The DECD SEA for Year 7 is Scale Score 121. 93% of Year 7 students achieved the SEA.

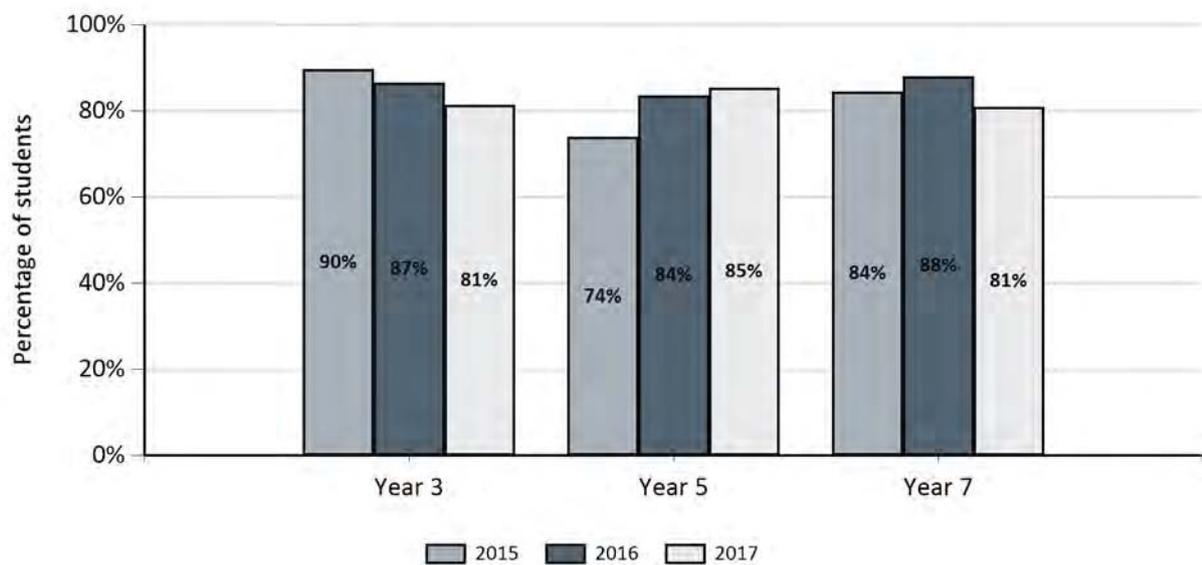
The data above outlines outstanding achievement and confirms that the focus on high quality teaching and learning is having a direct impact on improving student learning outcomes. Students and teachers should be congratulated on their commitment to learning. Students who did not achieve SEA have been identified for ongoing intervention support.

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.

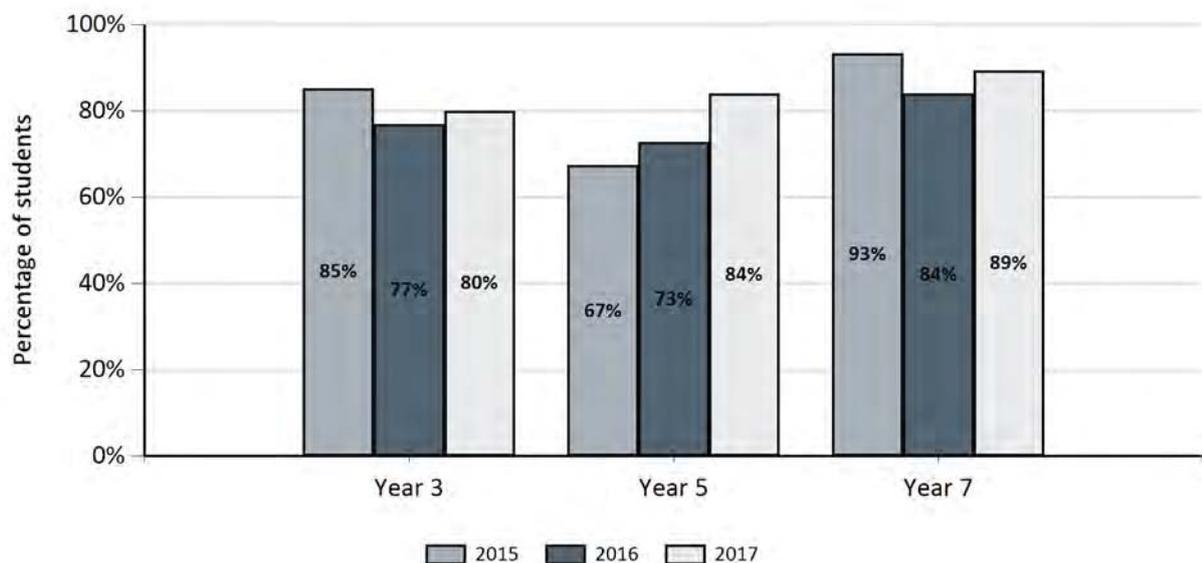
Reading



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 5-7	Year 3-5	State (average)
Upper progress group	16%	22%	25%
Middle progress group	57%	58%	50%
Lower progress group	27%	20%	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 3-5	Year 5-7	State (average)
Upper progress group	18%	46%	25%
Middle progress group	51%	30%	50%
Lower progress group	31%	24%	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	75	75	34	21	45%	28%
Year 3 2015-17 Average	65.0	65.0	32.3	20.0	50%	31%
Year 5 2017	75	75	24	13	32%	17%
Year 5 2015-17 Average	58.7	58.7	19.3	8.7	33%	15%
Year 7 2017	47	47	6	8	13%	17%
Year 7 2015-17 Average	47.3	47.3	15.7	11.7	33%	25%

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

NAPLAN data is only one piece of data that is collected to plan learning and monitor student achievement. NAPLAN data provides information about the current year's student cohort in Year 3,5 and 7 on that one day. Supplementary rich student data provides information on an ongoing basis. It should not be looked at in isolation to gather a true picture of student learning outcomes.

A key performance indicator at LNPS is to have a higher percentage of students at all year levels in the higher proficiency bands and in the Upper Progress Group. In proficiency bands traditionally the distribution is clustered in the medium to medium high bands with minimum to no students in the lower bands and some students performing at the upper end of the highest performance bands.

NAPLAN Reading

81% of Year 3 students achieved the DECD Standard of Educational Achievement compared to 87% in 2016 and 90% in 2015. 85% of Year 5 students achieved the DECD Standard of Educational Achievement compared to 84% in 2016 and 74% in 2015. 81% of Year 7 students achieved the DECD Standard of Educational Achievement compared to 88% in 2016 and 84% in 2015. Reading has seen a slight drop in SEA achievement in Year 3 and 7 and an a slight increase in Year 5 compared to 2016. These variations are very small and are in line with our historical trends. 3-5 and 5-7 Literacy growth is just below the National Norm. This is not cause for concern however is an area of focus for the Professional Learning Community.

NAPLAN Numeracy

80% of Year 3 students achieved the DECD Standard of Educational Achievement compared to 77% in 2016 and 85% in 2015. 84% of Year 5 students achieved the DECD Standard of Educational Achievement compared to 73% in 2016 and 67% in 2015. 3-5 Numeracy growth is just below the National Norm. This is not cause for concern however it does not reflect the high growth we have seen in previous years. 89% of Year 7 students achieved the DECD Standard of Educational Achievement compared to 84% in 2016 and 93% in 2015. Outstanding growth from 5 to 7 in Numeracy (24% low growth, 30% middle growth and 46% high growth)

The 2017 NAPLAN data confirms the growth of students at LNPS, particularly the Year 7's in Numeracy. This is cause to celebrate and acknowledge the high quality teaching and learning without falling into complacency.

The PLC and PLTs will continue analysing individual student NAPLAN data to identify areas of strength and areas for development. This will lay the foundation for further personalised learning that meets the learning needs of every student.

Attendance

Year level	2014	2015	2016	2017
Reception	92.9%	92.0%	91.4%	93.7%
Year 1	95.6%	94.3%	95.3%	93.3%
Year 2	94.9%	95.8%	93.7%	94.1%
Year 3	95.4%	95.3%	95.4%	94.4%
Year 4	95.6%	96.3%	93.7%	95.3%
Year 5	95.2%	94.4%	94.7%	93.9%
Year 6	95.0%	95.5%	94.0%	95.0%
Year 7	94.1%	93.8%	94.8%	94.1%
Total	94.8%	94.7%	94.0%	94.2%

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

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

Attendance Comment

LNPS has an admirable attendance record. The common reasons for non-attendance are illness and family holidays, plus scheduled appointments, which are part of everyday family life. The attached graph shows a very stable pattern over the last 3 years and indicates an attendance rate of no less than 94%.

Non-attendance for family holidays is a substantial part of our rate drop. Parents are encouraged not to travel during school time. This has been largely unsuccessful as access to leave, off-peak travel costs and greater frequency of travel in our community is high.

Behaviour Management Comment

LNPS had a strong focus on positive play and positive behaviour education in 2017.

This involved further development and implementation of strategies to support children in the development of positive social behaviour and implementation of restorative conversations when responding to behaviour.

In 2017 behaviour data was collated from EDSAS and specific areas around the school were targeted. This enabled staff to determine 'hot spots'. Class behaviour data collection is under review as the school is looking at implementing the Positive Behaviour Intervention Support Framework in 2018.

Client Opinion Summary

In 2017 LNPS utilised the ACARA School Survey process. This provides a consistent approach across schools Australia wide.

Student Survey

The 2017 Online Student Survey was undertaken by 247 Year 4-7 students in Term 4.

Areas of strength:

- My teachers expect me to do my best
- The school looks for ways to improve
- My teacher motivates me to learn

Areas identified for improvement in 2018 include:

- Student behaviour is well managed at my school
- My school takes students' opinions seriously

Staff Survey

The 2017 Online Staff Survey was undertaken by all staff in Term 4.

Areas of strength:

- Teachers at this school expect students to do their best.
- The school looks for ways to improve
- Parent's can talk to teachers about their concerns

Areas identified for improvement in 2018 include:

- Staff are well supported at the school
- I receive useful feedback about my work at this school

Parent Survey

The 2017 Online Parent Survey was distributed via the newsletter in Term 4. During this time 23 parents responded to the survey. This represents 4.5% of the parent community surveyed and is a decrease from the 21% in 2016.

Areas of strength:

- Teachers at this school expect my child to do their best
- My child feels safe at this school
- I can talk to my child's teachers about my concerns

Areas identified for improvement in 2018 include:

- Student behaviour is managed well
- Working with parents to support their child's learning

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	8.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	20	27.0%
Transfer to SA Govt School	47	63.5%
Unknown	1	1.4%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

The process for ensuring relevant Criminal History Screening has been effective. Full records are kept of all those who have attained the necessary clearance, attended induction sessions on Reporting Abuse and Neglect, Protective Practices and site OHSW procedures.

For the majority of parents/caregivers there has been no issue with the process and all who wish to be involved readily comply. All key personnel are cleared and ambiguity only exists over "helper" parents who attend.

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	49
Post Graduate Qualifications	2

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	25.7	0.0	7.1
Persons	0	32	0	9

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

Financial Statement

Funding Source	Amount
Grants: State	\$4,076,298.43
Grants: Commonwealth	\$61,948.67
Parent Contributions	\$202,632
Fund Raising	\$13,588
Other	\$13,563

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
	Improved Behaviour Management and Engagement	NA	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Learning support teachers teaching students individually and in small groups targeting individual needs of students based on triangulated data collated.	Improved learning outcomes in Literacy.
	Improved Outcomes for Students with Disabilities	Specialised SSO's and teachers supporting students individually and in small groups implementing strategies in Negotiated Education Plan's.	Students achieving learning goals outlined in Negotiated Education Plan's
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	NA LNPS received Transition Support Strategy funds to enable the transition from Greek FLMD as the school does not meet FLMD criteria. Students with Learning Difficulties Grant was utilised to increase SSO and teaching staff to better accommodate the needs of students who were not achieving learning goals. This funding was specifically used for Target Time, Learning Support and MinLit intervention groups.	Greek Language Program for Year 2 to 7 students Improved learning outcomes for targeted students. Increased staffs ability to use Australian Curriculum
Program Funding for all Students	Australian Curriculum	Australian Curriculum Funding was utilised for Pupil Free Days focusing on Assessment for Learning, Performance Development, LDAM and STEM.	
	Aboriginal Languages Programs Initiatives	NA	
Other Discretionary Funding	Better Schools Funding	Developing the capacity of staff to improve learning outcomes for all students. Areas of focus which are priority areas on the SIP included Quality Pedagogy, Wellbeing for Learning and Community Engagement.	Strong increase in teachers ability to cater for all student learning needs
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	Supporting students wellbeing through building of positive relationships and implementing the Behaviour Education Policy. Implementing student leadership program and 'What's The Buzz' program.	Student's developing ability to self manage behaviour & make positive choices.