



Lenswood Primary School

2022 annual report to the community

Lenswood Primary School Number: 136

Partnership: Mount Lofty

Signature

School principal:

Mrs Renee Lynn

Governing council chair:

Mrs Emily Ebdell

Date of endorsement:

13 February 2023



Government
of South Australia
Department for Education

Context and highlights

Lenswood Primary School is a small F-7 school within the Mount Lofty Partnership. At the conclusion of 2021 there were 62 enrolments across three classes which was a 17% increase from the previous year. Our school ensures a strong emphasis on building a community of learners who display the school values of Excellence, Independence, Resilience, Creativity and Community. Lenswood Primary School is supported by a dedicated community, a productive Governing Council and a hardworking P & F group. The staffing at Lenswood Primary School has been predominantly consistent for the past 7 years, with 2022 bringing about some staffing changes. At the end of 2021, principal, Jess Moroney will be concluding his time at the school and Renee Lynn has been appointed as principal for the beginning of 2022.

Staff at Lenswood Primary School work collaboratively to provide engaging learning experiences and have benefited greatly from engaging with high quality professional learning through the Literacy Guarantee Unit. The major focus for professional learning has been linked to evidence based teaching of reading, as a result we have noted exceptional growth in student achievement data in this area.

There has been an ongoing focus on the arts at Lenswood Primary School, which was highlighted by a whole school theatrical performance in term three. Lenswood Primary School is also the host school for the Torrens Valley Music Hub, seeing children from 4 local schools coming to us for their music lessons. Our school band performed at our schools Arts Spectacular.

While there were a few interruptions with the global pandemic, we still had a wide range of spectacular highlights. Classes attended a series of excursions and camps to enhance the delivery of the Australian Curriculum. Our school was recognised with a 'highly commended' award in the Australian Resilient Australia Awards, noting the contribution to the Adelaide Hills and nationally by developing professional learning resources post natural disaster. We also enjoyed the relaxation of restrictions allowing a series of quality fundraisers and community events to occur throughout the year.

Governing council report

2022 saw Lenswood welcome three new staff members, new Principal Renee Lynn won a 5 year position with the school and was welcomed with open arms into the school community. We also saw the appointment of new Reception/1 teacher Elle Wiseman, and 2/3/4 teacher James Waddington to the school. Both have been well received by students and parents alike, and it has been a pleasure to have them join the Lenswood community.

An interesting start to the year in 2022 with a staggered return to face to face learning thanks once again to COVID-19. Again, a fantastic example of the resilience of both our staff and students to manage this somewhat unorthodox start to the school year. A special mention to James Waddington, who managed his first few weeks at the new school in an online environment, and was able to navigate this and build solid relationships with his students via the online environment – well done!

Governing Council set about updating several policies this year, and were able to update the Governing Council Constitution, the Attendance policy and Behaviour policy to bring them in line and up to date with departmental guidelines. We are still continuing to pursue tenders for the new playground space which has been delayed by COVID related issues, however remain hopeful to make progress on this much needed upgrade in 2023.

2022 was the return of the whole school camp, and the children and staff were lucky enough to attend the Arbury Park camp at Mt George, which was thoroughly enjoyed by all. All reports from staff from both the school and Arbury Park in relation to student behaviour were fantastic, and again a huge credit to the students and families to see them representing our school in a respectful and proud manner.

Finally, due to relaxing of COVID restrictions, the school was able to recommence facilitating the playgroup for local families, which is now running fortnightly. Attendance has been positive, and we have seen the attendance of several new families, which is a positive sign for the school moving forward. At this stage we are commencing 2023 with steady enrolment numbers, and we are hopeful that the playgroup will further strengthen these numbers moving forward.

I would like to take this opportunity to thank the staff, students and families at Lenswood for a fantastic year, and look forward to seeing the school grow in 2023.

Quality improvement planning

The staff at Lenswood have built a consistency of approach and language across both literacy and numeracy, with all staff embedding evidence-based best practice aligned to our literacy and numeracy agreements. A major action was to embed a tracking and monitoring system aligned to the Big Six in Reading, which was to be utilized for all students at Lenswood Primary to monitor reading progress at regular intervals throughout the year. The staff commenced this learning to use the Acadience tracking system throughout 2021 and now all have confidence when assessing their students' reading ability to identify their next steps in learning. Staff are monitoring student reading data from Acadience testing and implementing teaching strategies to support improvement.

Staff have also embedded the use of the Brightpath assessment tool for writing and use the data to create personalized success criteria for their students. In the coming years, this will shift to enable children to analyse their own data and co-plan their learning with the teachers.

In mathematics, our staff have adapted their mathematics sessions to ensure the four proficiencies were addressed across all aspects of the mathematics curriculum. This has included developing a learning culture where students are encouraged to take risks, think, act and speak like mathematicians. Staff attending professional learning through Be Brave and Lead, Be Fearless and Lead and Big Ideas in Number Diagnostic Test. Staff learning has been shared through staff meetings and feedback from sessions. Teachers are continuing to develop a stronger understanding of the Big Ideas in Number to ensure tracking and monitoring of student progress is embedded in mathematics like it now is in literacy.

All staff were involved in the writing of the Site Improvement Plan. Staff used student data to set targets for 2023 and use strategies from our professional learning in 2022.

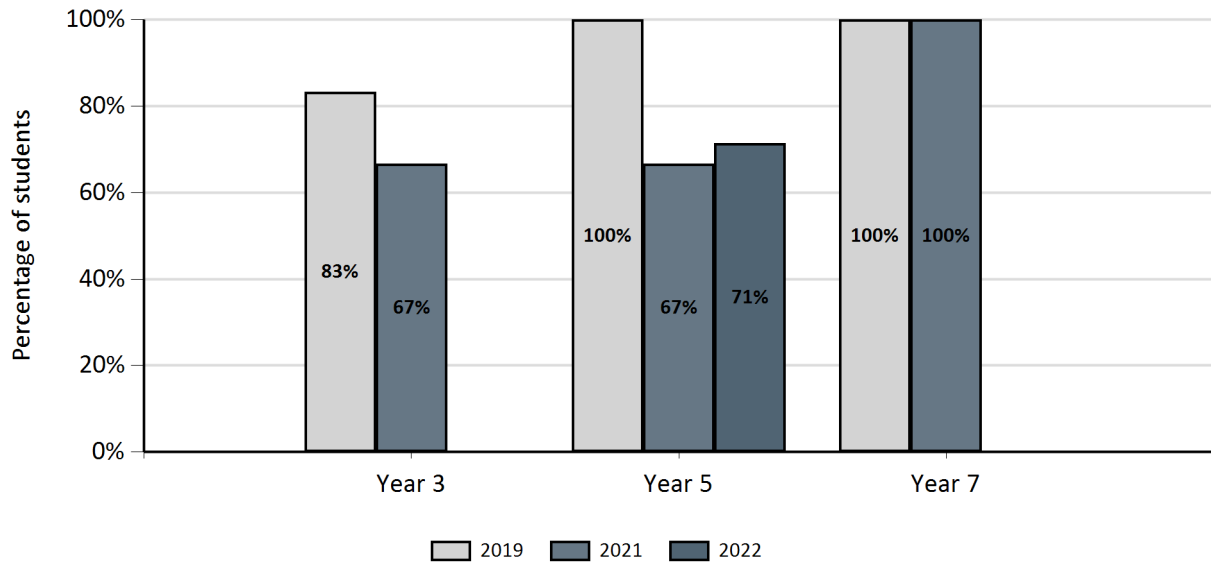
There is a lot of communication between teachers and SSO when planning learning activities for children, especially around supporting all children to be successful.

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

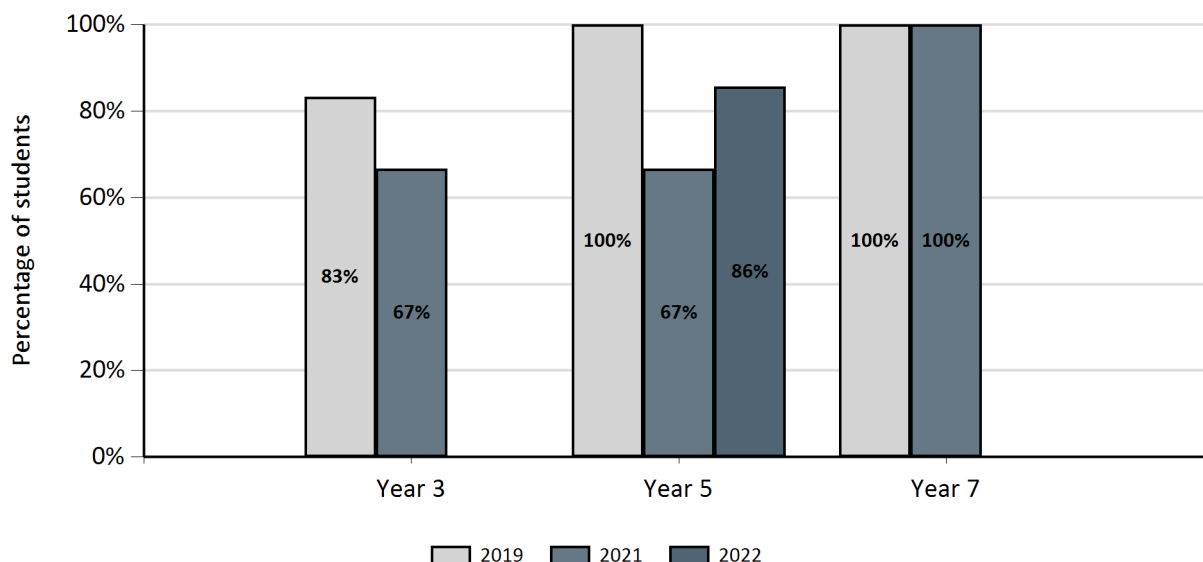


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	7.0	7.0	4.0	2.0	57%	29%
Year 05 2022	7	7	0	1	0%	14%
Year 05 2021-2022 Average	6.5	6.5	1.0	1.0	15%	15%
Year 07 2021-2022 Average	7.0	7.0	3.0	4.0	43%	57%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

NA

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

NA

School performance comment

Lenswood Primary School is a small F-7 school within the Mount Lofty Partnership. At the conclusion of 2022 there were 50 enrolments across three classes which was a decrease from the previous year as a result of year 7 students starting high school. Our school ensures a strong emphasis on building a community of learners who display the school values of Excellence, Independence, Resilience, Creativity and Community. Lenswood Primary School is supported by a dedicated community, a productive Governing Council and a hardworking P & F group. The staffing at Lenswood Primary School has been predominantly consistent for the past 7 years, but this year saw 2 new class teachers and a principal. Next year there will be more staff changes due to a staff members taking leave. Staff at Lenswood Primary School work collaboratively to provide engaging learning experiences and have benefited greatly from engaging with high quality professional learning through the Be Brave professional development suite offered by Mount Barker 1 Portfolio. The major focus for professional learning has been linked to evidence based teaching numeracy, as a result we have noted exceptional growth in student achievement data in this area. There has been an ongoing focus on the arts at Lenswood Primary School, which was highlighted by a whole school arts show in term four, featuring visual arts and music. Lenswood Primary School is also the host school for the Torrens Valley Music Hub, seeing children from 4 local schools coming to us for their music lessons. While there was a rolling start to the year due to the global pandemic, we still had a wide range of spectacular highlights. Classes attended a series of excursions/incursions and our R-6 camp to Arbury Park to enhance the delivery of the Australian Curriculum. Sports Day was a highlight with families involved in our day. Our P&F group organised a Spring Fling which brought the community together. Staff completed Berry Street Education Model professional development with 4 other schools forming the scenic cluster.

Attendance

Year level	2019	2020	2021	2022
Reception	87.2%	94.6%	93.5%	73.3%
Year 1	92.9%	86.1%	94.1%	85.0%
Year 2	93.1%	91.4%	97.4%	86.0%
Year 3	94.5%	93.2%	95.4%	89.9%
Year 4	91.4%	91.2%	90.1%	83.9%
Year 5	95.7%	93.4%	94.6%	85.3%
Year 6	91.6%	91.6%	94.0%	86.6%
Year 7	96.1%	87.6%	94.5%	N/A
Total	92.6%	91.2%	94.0%	84.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Lenswood Primary School has experienced lower levels of attendance this year due to COVID-19 at the end of term 1 and beginning of term 2. There is also 1 student who has been referred to Social Work - Truancy. Attendance at Lenswood Primary School for 2022 was an overall rate of 86.6% across the school. All absences were explained with illness accounting for 3.9% of absences and a combined total of 2.4% were exemptions for family holidays and family days. The school regularly supports families who are showing signs of habitual non-attendance. The school outlines attendance strategies in the newsletter and on each student report there is a comment including personal attendance data and the impact of attendance on learning.

Behaviour support comment

The students at Lenswood Primary School are respectful and uphold the whole school values. Our students have a strong ability to hold mature conversations and greet visitors with respect. In 2022, we had a zero suspensions and no take homes, demonstrating that our students understand the clear expectations of our school. Behaviour is managed with an emphasis on Restorative Practices, repairing relationships and learning to self-regulate behaviour. A vast majority of students show positive wellbeing in most categories of the Wellbeing Engagement Collection. The school works in a restorative manner with any students identifying bullying or behaviour concerns, which attributes to the positive wellbeing in the school.

Parent opinion survey summary

The 2022 Parent Survey conducted by the Department for Education saw 51% of parent responses. Highlights included positive comments about the respectful nature of the school with more than 90% of parents responding with agree or strongly agree in both questions. Areas of growth include learning at school and learning at home and how we communicate with parents. 55% of parents feeling they would like to receive tips to support their child's learning. Both of these points will be discussed with staff and governing council to provide a positive outcome for all.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Relevant history screening for all volunteers at the school is managed in accordance with the departmental guidelines. Staff have received additional training to ensure all are familiar with the new WWCC regulations. The school also supports all volunteers to participate in RRHAN training either on-site or at home and has commenced processes to ensure volunteers will be double vaccinated prior to commencing in the new year.

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	9
Post Graduate Qualifications	

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	4.4	0.0	2.1
Persons	0	6	0	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$10,000
Grants: Commonwealth	\$2,600
Parent Contributions	\$18,707
Fund Raising	\$5,175
Other	\$0

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

2022 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 2022 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 wellbeing and engagement	Staffing was increased to improve ratio of adults to students. All staff were trained to use high quality resources which were purchased to improve outcomes.	Children were engaged with learning showing progress towards SEA.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Intervention programs using evidence based model. Additional SSO support within the classroom with targeted SEL programs.	Students at risk progressing towards SEA and addressing learning misconceptions
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Professional learning for teachers with data analysis and responding to achievement data. Staff attended professional learning around Numeracy and shared their learning with staff. The whole stie attended professional learning with other small schools as part of the Scenic Cluster. Through Pupil Free Days, educational consultants attended you site to share their expertise.	Teachers updating strategies for teaching literacy and numeracy using evidence based approach. Students more engaged with high quality learning.
Program funding for all students	Australian Curriculum	Development of consistent approach to ensuring all students access appropriate hours of AC subject areas through stand alone and integrated learning. Staff working with Curriculum Lead to develop understanding of scope a	Children were engaged with learning showing progress towards SEA. Higher engagement of learning evidenced by less class based complex behaviours.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Additional SSOs in classes to reduce group sizes when providing intervention. New intervention model to follow best advice paper recommendations.	More students at risk reaching benchmark. All students progressing towards targe
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Class teachers supported to develop a stronger understanding of differentiation and stretch for gifted students.	More children reaching higher bands.

