Largs Bay School

2022 annual report to the community

Largs Bay School Number: 219

Partnership: Le Fevre Peninsula

	Signature
School principal:	Mrs Lee Knight
Governing council chair:	Sharon Mair
Date of endorsement:	**23 February 2023**

Government of South Australia

Department for Education

Context and highlights

In 2022 Largs Bay School had its first year as an R-6 School. This year started as a challenging year with Covid again impacting and forcing online learning from home for most year levels in the first couple of weeks. Term 1 was particularly challenging, with both staff and students facing high numbers of Covid cases. Our staff did very well to ride through this storm and thankfully as the year progressed some semblance of normality returned.

This allowed our Year 6 students to enjoy a camp to Woodhouse in term 3 and our Year 4 students to experience the joys of Narnu Farm in Term 4. Students on both camps experienced the outdoors and participated in a diversity of fun and physical activities.

Student numbers at the site restabilized without Year 7s, at around 450 students and our ATSI population continued to make up approximately 10% of the school. Our First Nations students bring a unique strength to our school and a connection with the land that is highly valued. They are ably supported in their learning by our Aboriginal Education team.

School sports were also highly valued by the school community with a total of 445 students participating in a range of sports, some in multiple sports, including AFL football, basketball, swimming, golf, soccer, netball, softball, athletics, hockey, tennis and baseball. From this depth of sports participation many junior state team representatives emerged.

Music students at Largs Bay had the opportunity to participate in Instrumental Music lessons in strings, drums and guitar as well as to participate in the Le Fevre Peninsula Hub Band.

Leadership at Largs Bay in 2022 went through some significant changes with Mike Tate, principal for 10 years taking extended leave and looking towards moving on to work for the department in the school review team. Term 4 saw Lee Knight step into the Acting Principal role and Georga Tyson into the Deputy Principal role.

Largs Bay looks to 2023 with a new leadership team ready to continue to guide and support the school community to ensure the high standards of education and community connection remain at Largs Bay into the future.

Governing council report

Well, what a year it has been, 2022 has had few ups and down, but we got through another year of Covid. Our teachers, staff and leadership had done an amazing job once again. And a massive thank you goes out to all our wonderful teachers, staff, and leadership.

There is one person I would like to say a massive thank you too, and that is Mike Tate. All the time and hard work Mike has put into Largs Bay is outstanding, always going way above every year. It's been a challenging few years. The time and dedication Mike has given to Largs Bay School over the last 10 years, no words can really explain. Mike came to Largs Bay when it was down and struggling, Mike has worked hard from day one, to build our school up to be the best school on the peninsula. That deserves a medal.

This year we welcomed and farewelled Lee to our leadership group, Lee came in and worked her magic too, which was great to see. She slipped in very nicely and continued to grow our little community. So, Thank you Lee for all you dedicated in such a brief time. And good luck to you next year in your new position.

We have to say a massive thank you to Karen Smith, Wellbeing Leader, when the going gets tough Karen is always there. Karen just gets the job done, she is always there supporting everyone, so Thank You Karen.

We also welcomed Mel Lyall to our front office, after we farewelled Deb who has worked in our office for many years. We wish Deb all the best. Mel has done a wonderful job picking up from Deb. Working with Karen Willcourt in our front office. Both ladies do an amazing job.

Thank you to all our OHSC staff, who work hard putting all the programs together for our students, for the holidays. And getting activities sorted for morning and afternoon care. We farewell Jess C at the end of this year, and wish her luck in the future, with her teaching position.

We were able to run sports day this year with all parents and family members able to attend, which was great to see. It has been a few years since we have been able to welcome everyone back to our events. Our end of event was a great celebration for everyone. The students worked hard on all their dances and put on a great show on for everyone. It was great to see so many families attending the event. And well down to everyone who won, a basket of goodies.

We welcomed our new reception students for 2023, our year 4 buddies did an amazing job making them feel welcome and looking after them on their visits. The feedback from parents and leadership has been positive.

I would like to say a massive Thank you on behalf of our Governing Council to our Leadership, Staff, Students, Families and Volunteers who have supported Largs Bay School throughout 2022. Without you all, we would not have the opportunities for our children to learn and grow in such a family friendly school.

Thanks
Sharon Mair
Governing Council Chairperson

The Governing Council members and school community would also like to acknowledge and thank Sharon Mair for her years of work on the Governing Council, 5 of those year being as the chairperson. Sharon retires from the council at the next AGM as after 15 years she no longer has children at the school. Without parent/carers like Sharon we would be lost.

Quality improvement planning

In 2022 Largs Bay School set 3 goals focussed on reading, writing and numeracy. Below is a summary of our progress across these areas.

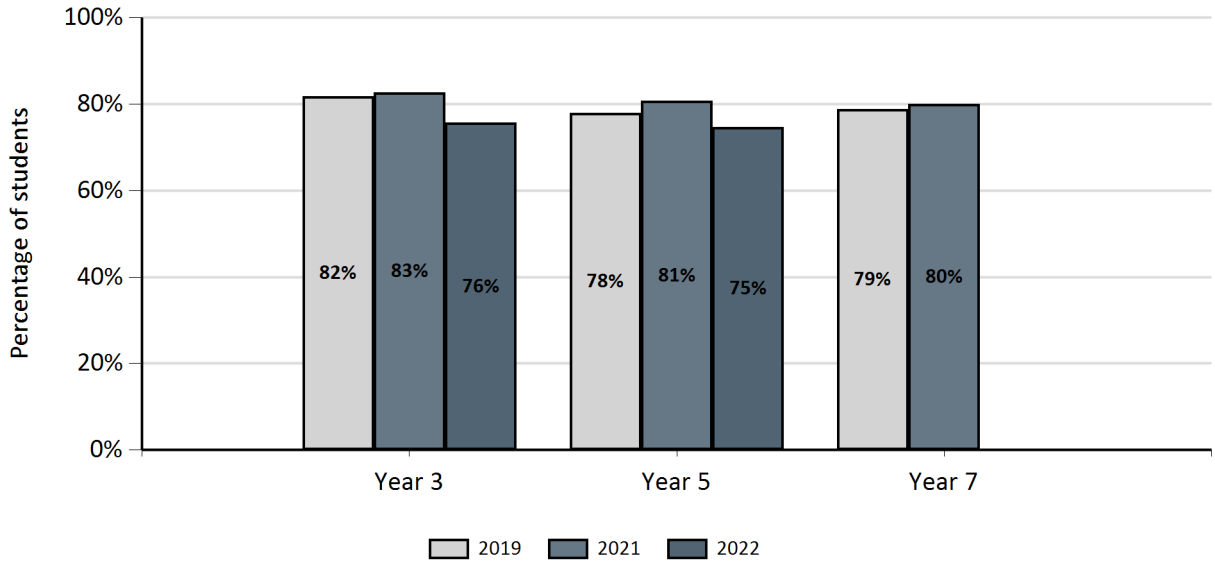
Goal 1: Increase achievement in Reading for every student
Targets 2022:
80% (61) of Year 3 students achieve SEA in NAPLaN Reading
85% (58) of Year 5 students achieve SEA in NAPLaN Reading
Results towards targets:
78.6% of Year 3 students achieved SEA in NAPLaN Reading in 2022 (another 3.6% were just below SEA).
81.7% of Year 5 students achieved SEA in NAPLaN Reading in 2022 (another 5.6% were just below SEA)
Actions that had the most impact included: consistent practice across year levels; implementation of InitiaLit across R-2; intervention across all year levels, use of Acadience and a focus on guided reading groups.
Next steps for 2023 include a focus on targeted support for Wave 3 students, basing individual student goals on a range of assessments e.g. NAPLaN, Acadience, PAT R etc. as well as SSO's having some phonics training to support correct pronunciation of phonemes.
Goal 2: Increase achievement in Mathematics for every student
Targets 2022:
85% (65) of Year 3 students achieve SEA in NAPLaN Numeracy
90% (62) of Year 5 students achieve SEA in NAPLaN Numeracy
Results towards targets:
In Year 3, 66.2% of students met the SEA for NAPLaN Maths.
In Year 5, 64% of students met the SEA for NAPLaN Maths
Actions that had the most impact included: Maths daily reviews, SSO support in class, The use of the newly released DfE units Year 3-6, differentiated curriculum, small and achievable sprint targets.
Challenges faced in 2022 included: Gaps in students' learning due to absence over the last few years, therefore affecting future learning as maths is sequential.
Achievement to be celebrated in numeracy included: High band NAPLaN Maths in Year 3. The Year 5/6 PAT-M results. Increased growth mindset around problem solving.
In 2023 the next steps will focus on: Time to analyse assessment data and find gaps (PAT and NAPLaN), additional Maths PD; consistent use of the DfE Units from R-6, additional purchasing of resources and staff setting realistic aspirational goals, based on the data.
In term 4 2022 many staff accessed quality numeracy professional development via Orbis and next steps involve implementing the learning from this numeracy PD in relation to our student needs in 2023. In 2023 a Numeracy leader has also been appointed at the site.
Goal 3: : Increase achievement in Writing for every student
Targets 2022:
30% (23) of Year 3 students achieve Higher bands in NAPLaN writing
20% (13) of Year 5 students achieve Higher Bands in NAPLaN writing
Results towards targets:
47% of Year 3 students achieved HB in NAPLaN writing
34% of Year 5 students achieved HB in NAPLaN writing
Actions which had the most impact on achievement of this goal were; 5-week Sprints cycles undertaken in PLCs; individual writing goals for each student; using Brightpath tools not just the score; allowing students to take ownership of their own learning.
Achievements to celebrate: Overall writing improvement grew significant across all year levels as identified via Brightpath. The use of the Writing NIT lessons supported this growth as did targeted groups with High Band and Low band students.
Birghtpath will continue in 2023 with targeted modifications based on data and feedback.

Performance Summary

NAPLAN Proficiency

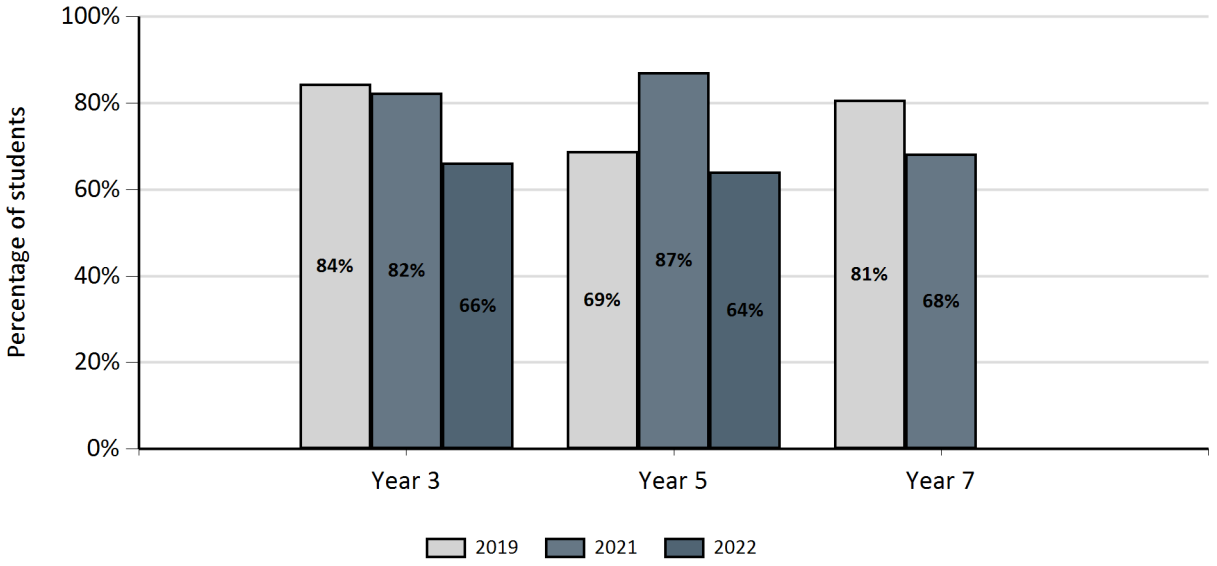
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and 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



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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.

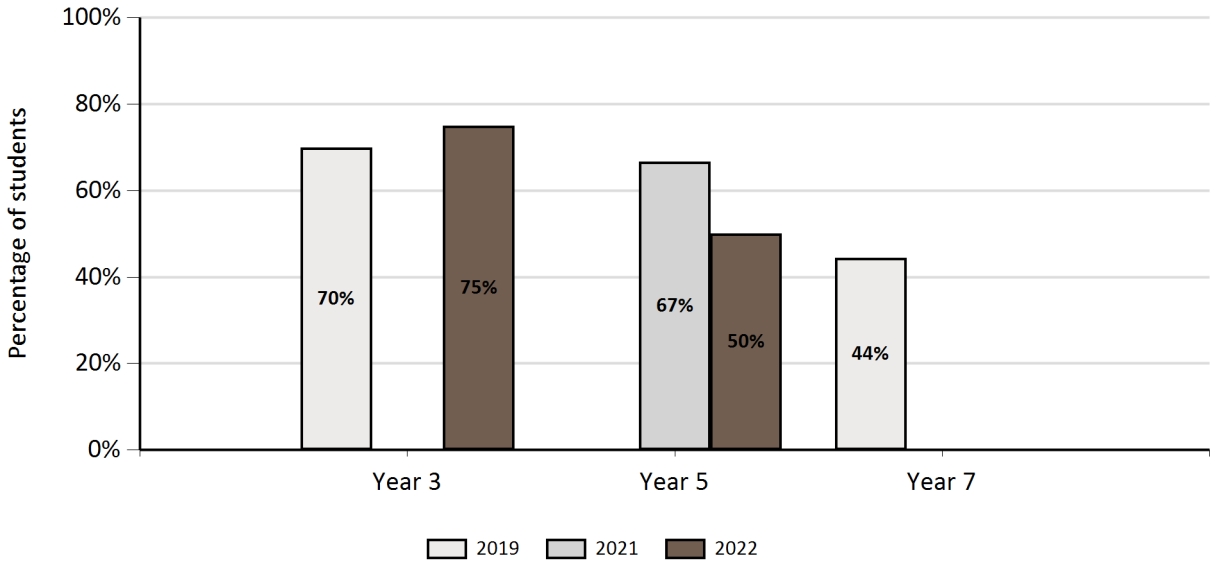
	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	74	74	29	25	39%	34%
Year 03 2021-2022 Average	66.0	65.5	27.0	17.5	41%	27%
Year 05 2022	67	67	18	11	27%	16%
Year 05 2021-2022 Average	72.5	72.5	22.5	14.0	31%	19%
Year 07 2021-2022 Average	60.0	60.0	14.0	9.0	23%	15%

*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.

NAPLAN proficiency - Aboriginal learners

Reading



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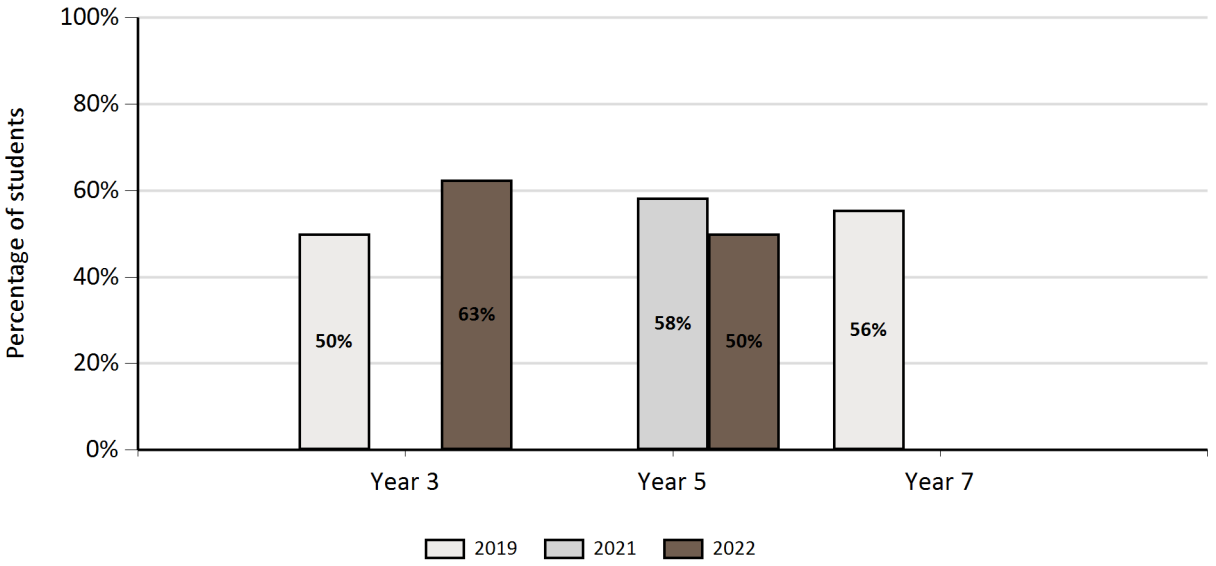
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy



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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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	8	8	1	1	13%	13%
Year 03 2021-2022 Average	6.5	6.5	1.0	0.5	15%	8%
Year 05 2022	8	8	1	1	13%	13%
Year 05 2021-2022 Average	10.0	10.0	2.0	0.5	20%	5%
Year 07 2021-2022 Average	*	*	*	*	*	*

*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: Tracking & Monitoring

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

The use of InitiaLit assessments – screeners and cumulative reviews across R-2
AET working with classroom teachers to share and analyse data on School Achievement Dashboard in PowerBi
Wave 2 and 3 intervention strategies identified and implemented
Termly meetings with ATSI students from each sector of the school (R-2, 3-4, 5-6). Students identify barriers and positive actions for success.

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

2/3 Year 1 ATSI students reached SEA in phonics screening test compared to 1/5 in 2021.
All Year 3 ATSI students achieved SEA or higher in NAPLaN writing
60% of Aboriginal students attained SEA in NAPLaN, up from 54% in 2021

School performance comment

The Department for Education provides each school with data on NAPLAN and phonics screening.
Below are the reported the percentages of children in each category, comparing 2021 with 2022 results.

NAPLAN Performance Score 0.47
Phonics Screening 2021 70% 2022 83%
NAPLAN Standard of Educational Achievement Reading
NAPLAN Reading Yr 3 2021 83% 2022 76%
NAPLAN Reading Yr 5 2021 81% 2022 75%
NAPLAN Reading Yr 7 2021 80% 2022 65%
NAPLAN Standard of Educational Achievement Numeracy
NAPLAN Numeracy Yr 3 2021 82% 2022 66%
NAPLAN Numeracy Yr 5 2021 87% 2022 64%
NAPLAN Numeracy Yr 7 2021 68% 2022 58%
NAPLAN Standard of Educational Achievement Writing
NAPLAN Writing Yr 3 2021 84% 2022 86%
NAPLAN Writing Yr 5 2021 71% 2022 55%
NAPLAN Writing Yr 7 2021 64% 2022 52%
NAPLAN High Achievement Scores Reading
Year 3 2021 43% 2022 39%
Year 5 2021 35% 2022 27%
Year 7 2021 23% 2021 15%
NAPLAN High Achievement Scores Numeracy
Year 3 2021 18% 2022 34%
Year 5 2021 22% 2022 16%
Year 7 2021 15% 2022 12%
NAPLAN High Achievement Scores in Writing
Year 3 2021 24% 2022 35%
Year 5 2021 13% 2022 13%
Year 7 2021 15% 2022 15%
Evaluation
The greatest achievement in this data is the improvement in the phonics screening check in Year 1. By having our InitiaLit program firmly embedded within our R-2 classrooms and expert practitioners in these teaching roles we have seen great improvements in 2022 and this should be seen in years to come as the effects of this quality program follow these students over their school life through to year 6.
Many schools, including ours, saw a dip in NAPLAN results this year across the board. This may be the result of the ongoing impact of Covid on attendance of both students and staff.
In 2023 there is a need to sharpen the focus on numeracy as growth in this aspect of improvement has been up and down over the years. A numeracy leader appointed for 2023 should help guide the school in the right direction to grow student achievement in this area.

Attendance

Year level	2019	2020	2021	2022
Reception	92.4%	93.8%	92.3%	87.0%
Year 1	92.4%	90.8%	93.7%	87.2%
Year 2	92.9%	91.8%	92.9%	88.8%
Year 3	92.4%	91.9%	92.8%	89.2%
Year 4	92.4%	92.0%	92.8%	87.1%
Year 5	90.3%	91.3%	91.1%	86.5%
Year 6	89.7%	91.4%	91.2%	84.9%
Year 7	88.6%	88.3%	91.0%	N/A
Total	91.6%	91.5%	92.2%	87.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance data was still affected by the impacts of the COVID-19 pandemic. The SA Government continued to encourage students to stay home from school if there were signs of illness. Attendance at school has a big impact on longer term outcomes for children. When a child is not at school, they miss important opportunities to learn, build friendships and develop their skills. Regular attendance at school is a shared responsibility between schools and parents. By working together, we have a positive effect on supporting our children and young people to regularly attend school. We continue to have daily attendance checks and make phone calls home to follow up attendance. The Aboriginal Education team maintains a close connection with ATSI families to support regular attendance.

Behaviour support comment

We set high expectations and have continued to implement restorative practices. Inappropriate behaviour is seen as a behavioural error and the student will be provided with support to learn more appropriate behaviours.
Students are supported by their classroom teacher as well as the leadership team and wellbeing leader. These adults help to implement logical consequences for behaviour that contravenes school expectations, with consideration of individual circumstances.
Students who have been sent home or suspended are supported to set goals for their behaviour and learning via a reconnection meeting involving the student, their parents/carer, a member of the leadership team and other relevant staff from the school.
We have a Student Code of Conduct, developed in collaboration with the school community, which sets out school policies and procedures for student support.

Parent opinion survey summary

Our 2022 parent satisfaction survey showed that our results greatly outshone the state average. We had 168 families respond in 2022 which gives us a good range of responses to work with.

It was very pleasing to see that 98% of our families rate education as important. This is a value that we clearly share.

The highest results showing the highest degree of satisfaction this year was in communication between school and home. 73% of parents/carers felt they received enough communication from the school and 73% of respondents felt that the school communicates effectively.

We use Skoolbag, SeeSaw and QKR at the moment for this and in 2023 intend to continue to improve in this area by redeveloping our website for the school and OSHC to ensure this is far more responsive to needs and easy to navigate.

One area we will work on in 2023 ways to effectively provide ongoing feedback to parent/carers on student progress. As one parent/carer suggested their report results should not be a surprise.

Once again, thank you to all of the families that took time to send us this important information.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	24.2%
NT - LEFT SA FOR NT	2	6.1%
OV - LEFT SA FOR OVERSEAS	2	6.1%
QL - LEFT SA FOR QLD	1	3.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	17	51.5%
U - UNKNOWN	2	6.1%
WA - LEFT SA FOR WA	1	3.0%

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

All visitors, contractors and third party providers are identified at Reception and as they sign in staff check the data base before allowing them to proceed. We look for expiry dates on all documents. For parents wishing to volunteer to assist with excursions, we ensure we have the relevant paperwork completed. All staff are briefed on the requirements and their responsibilities in relation to any non-teaching staff who attend the site and interact with students.

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	55
Post Graduate Qualifications	12

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	33.5	1.0	11.2
Persons	0	39	1	19

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

Financial statement

Funding Source	Amount
Grants: State	$5,142,447
Grants: Commonwealth	$20,500
Parent Contributions	$171,858
Fund Raising	$3,332
Other	$42,911

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	We continued to focus on resilience, belonging and self concept as a learner as areas for improvement. Wellbeing leader ran What's the Buzz and Rock and Water program with identified students. Self-regulation strategies taught by special education teachers and wellbeing leader for identified students 1:1 and small groups.	Students articulate issues and work through problems using restorative practices. Students are able to use self-regulation strategies both in class and in the wellbeing area when heightened.
	Improved outcomes for students with an additional language or dialect	Funding was used for EALD Intervention teacher to work with groups and individuals.	Specific goals set for students and teaching targeted to individual needs. Significant reading growth achieved in targeted groups, growth measured using WARP and WARL assessments.
	Inclusive Education Support Program	Extra staff employed to support Wave 1,2 & 3 students	All One Plans updated with specific individualised goals
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	APAS funding used to support Aboriginal students below SEA Early Years funding used to employ Band B1 Leader in Reading and Intervention teachers	Significant improvement in Year 1 students reaching benchmark in phonics screening check. Significant improvement in early years writing achievement in targeted groups.
Program funding for all students	Australian Curriculum	Staff implemented the Units of Work as appropriate and adapted these to suit the site and class context.	All staff have trialed the implementation of some departmental units of work in 2022.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Release time for staff to meet with Literacy coach through Literacy Guarantee Unit. Intervention Resources purchased to support phonemic awareness program 3-6	In 2022 83% of students achieved bench mark in phonics screening check, up from 70% in 2021.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	Students identified through data. Writing teacher working with high band students on stretch in literacy. Individualised curriculum established based on need.	NAPLAN High Achievement Scores in Writing Year 3 2021 24% 2022 35% Year 5 2021 13% 2022 13% Year 7 2021 15% 2022 15%