

Light Pass Primary School

2021 annual report to the community

Light Pass Primary School Number: 0223

Partnership: Barossa Valley

Signature

School principal:

Mrs Katherine Shaw

Governing council chair:

Cheree Boehm

Date of endorsement:

1 April 2022



Government
of South Australia
Department for Education

Context and highlights

Light Pass Primary School is a Category 6 school located 3 kms North East of Nuriootpa. At Light Pass Primary School we are committed to the provision of the highest quality education in partnership with the school community. The enrolment for 2021 was 54 students R-7. The school has three classes – Junior Primary (Reception/Year 1), Middle Primary (Years 2/3/4) and Upper Primary (Years 5/6/7), with the school population including 22% students with disabilities and 19% of families eligible for School Card. The school is part of the Barossa Partnership of DfE schools and preschools, and works collaboratively with teachers from other schools to improve students' literacy and numeracy achievement.

2021 has seen our students and teachers settle into the new "norm" of being flexible, adaptable and willing to meet new challenges that a global pandemic has presented. The skills with new technologies that we gained in the previous year have been used to great effect, so when we were put into lockdown this year, we seamlessly moved to remote learning, with no loss of rigour in our learning program. We have continued a very productive year of teaching and learning, consolidating and embedding actions and strategies in our Site Improvement Plan focusing on our two challenges of practice in mathematics: number and English: writing, to ensure sustained and continuous growth in student learning outcomes in these areas.

We underwent an External School Review this year where it was recognised that we are passionate about our work with our students, we have strong processes in place to monitor our improvement agenda and we all have genuine commitment to improve our practice to meet the needs of all our learners.

2021 was the last year that the Year 7s will be in primary schools, with Year 7 being in high school from 2022. We tried very hard to make the final year of primary school very special for both our Year 6 students and our Year 7 students, with each group having their own Leavers jumpers, their own graduation dinners and their own part in our end of year assembly/graduation. We worked closely with Nuri High School to ensure a smooth transition for both students and their parents.

Highlights for this year included the UP camp to Mylor, Year 6/7 Aquatics day, whole school excursion to the Dream Big Festival in Adelaide, the MP Zoo Snooze, the JP excursion to the Patch Theatre Co, the combined small schools Sports Day, R-5 swimming lessons, the Year 6 Graduation Dinner, the Year 7 Graduation Dinner and the extended transition visits to Nuri High School, ensuring all our year 6 and 7 students felt confident to commence high school in 2022.

Governing council report

So we're at the end of another busy year, another different year with lockdowns etc. For me- I feel it's been a lot different. I don't know about you, but not being able to freely come into the school, I feel quite out of the loop. I haven't met many of the new faces and families here the past 2 years. So I hope you have all enjoyed this year at our beautiful school. Whether this has been your first or final year of primary school, I hope you've made some happy memories and lasting friendships. I feel our children have coped really well with the changing times. Our restrictions, lock downs, learning from home to the toilet paper crisis!! I thank our staff and parents for their amazing efforts in guiding and easing then into our new norm.

Midyear we farewelled Mr Linke from the role of grounds person and we thank him for all of his hard work over the years. Mrs Linke went on Long service leave also - Sally has worked tirelessly at our school over the past 40 years. Many would say she's the face of Light Pass Primary school, seeing generations of local families come and go through the front office doors. We thank her for her commitment and Love of our school, the students, staff and parents.

Our pastoral care worker Debbie Stansborough leaves Light Pass Primary school today after 14 years with us. On behalf of Light Pass Primary school governing council, students and families we would like to thank you for the special connections and times spent with our children. Your time here has been of great benefit to the whole school community. As I said at our Governing council meeting you're like the school Mum!! You will be greatly missed but we wish you all the best in your next adventure, thank you Debbie.

I think the children have enjoyed a variety of activities this year even with certain restrictions in place. It was great to see our combined Sports day go ahead this year with perfect weather and a fun day interacting with other small schools. This year's camps were a hit - with the Patch Theatre co and lunch for the JP class, Zoo snooze for the MP class and Mylor camp for the UP - taking our children out of the classroom and having a bit of fun together.

I would like to congratulate all of our year 6/7 students in completing their primary education here at Light Pass Primary school, we wish them all every success in their endeavours and the best of luck for high school next year.

To our staff - teachers, SSOs, office staff, grounds and volunteers. Thankyou!!

You make this beautiful school of ours great!

Cheree Boehm

Governing Council Chair

Quality improvement planning

Teachers continued to use the BliN diagnostic testing in TTC, Place Value and Multiplicative Thinking to inform their teaching, picking up on misconceptions and areas of growth for students. Teachers completed these assessments on an as need basis, to check student progress and to plan further learning. As part of the data schedule that was developed this year, staff looked at data collectively each term to track and monitor progress of individuals and cohorts.

As a staff, we wanted to use the Numeracy Progression as a way to support students to track their own progress and to set learning goals in maths. Half way through the year, when reviewing our progress on our SIP, we quickly realized that we needed to become more familiar with the Numeracy Learning Progression before we attempted to use them with the students. In 2022, we will use the Numeracy Progression with BliN to help students set learning goals – “I can” statements to assist with their learning. Staff have continued to use the Australian Curriculum work samples as assessment tasks either pre, post or during units of work to check for understanding and to identify next teaching steps for students.

To continue building on the STAR process students have been successfully using for Problem Solving, teachers have focused on extending mathematical thinking through the use of the high impact teaching strategy of questioning, expanding student use of mathematical language and involving students in maths investigations. To stretch students, teachers have also incorporated “Personal Maths” which has allowed students to pursue their own investigations around maths concepts that interest them. Guided Inquiry will continue to be a focus for 2022, as we endeavour to continue to deepen student thinking and mastery of maths concepts.

Our focus of deepening expertise in the close reading of texts using comprehensions strategies as part of the DTLC, has enabled students to move past the surface content of the texts used, to gain a more thorough understanding of the text with each read through. Teachers have reported that students enjoy the repeated readings, looking at different aspects with the same text in their whole class and small group work as the text becomes familiar, lessening the cognitive load of having to decode and comprehend new texts every time. We will continue to embed this in 2022, and clearly outline it as a strategy in our Literacy Agreement.

Teachers and students continue to use Brightpath as a tool for assessment and moderation purposes. We have introduced the Persuasive Scale Yrs 2-7, the Information Scale Yr 5-7 and the Recount Scale Yr R-1. We moderated 4 samples of writing this year- 2 persuasive and 2 narrative, and have seen growth across all cohorts.

Student results in NAPLAN reflected the final 2020 result from the Brightpath moderation, which supports the teacher judgements made. Teachers have continued to use the exemplar from each scale with students for them to assess where they are at, and to set goals for their next steps in learning. The UP students also give feedback to their peers to assist in goal setting. Staff also undertook refresher training in Jolly Grammar during term 1 and 2, which has contributed to the Jolly Grammar program being used with rigour and fidelity. Spelling, Grammar and Punctuation results in NAPLAN were quite high, with some students in Year 7 achieving in Band 9.

We also completed an ESR in Term 3, which was very positive. The 2 directions to be implemented are:

Direction 1: Strengthen staff capacity to critically evaluate their practice and its direct impact on student learning to determine and embed the most effective strategies and actions.

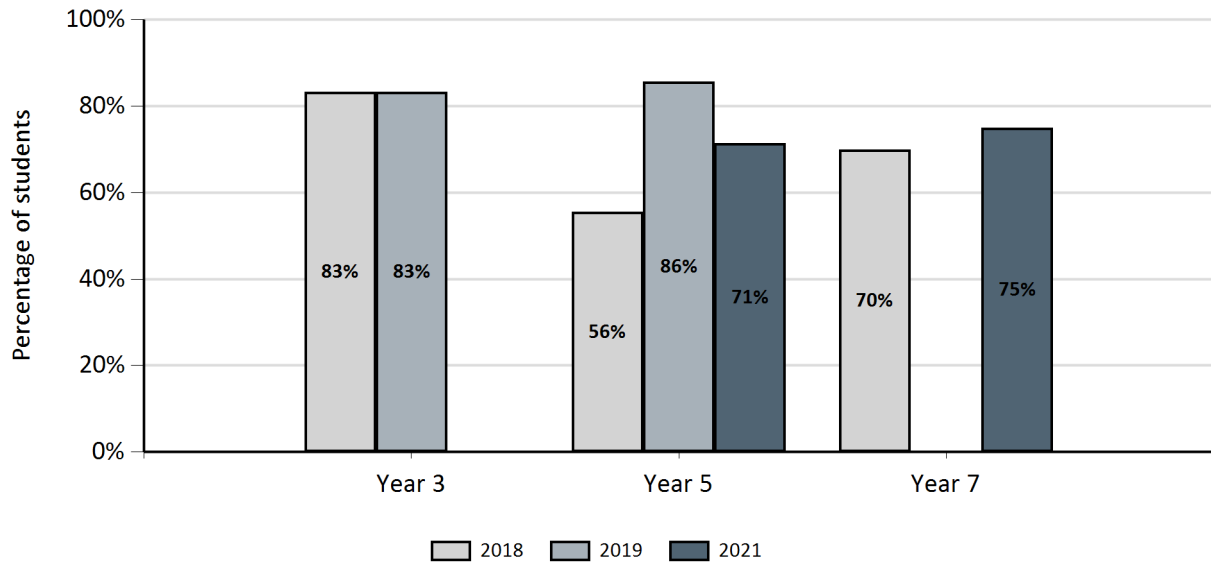
Direction 2: Ensure stretch and challenge through consistent implementation of high impact strategies and learning progressions so students become agents of their own improvement.

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

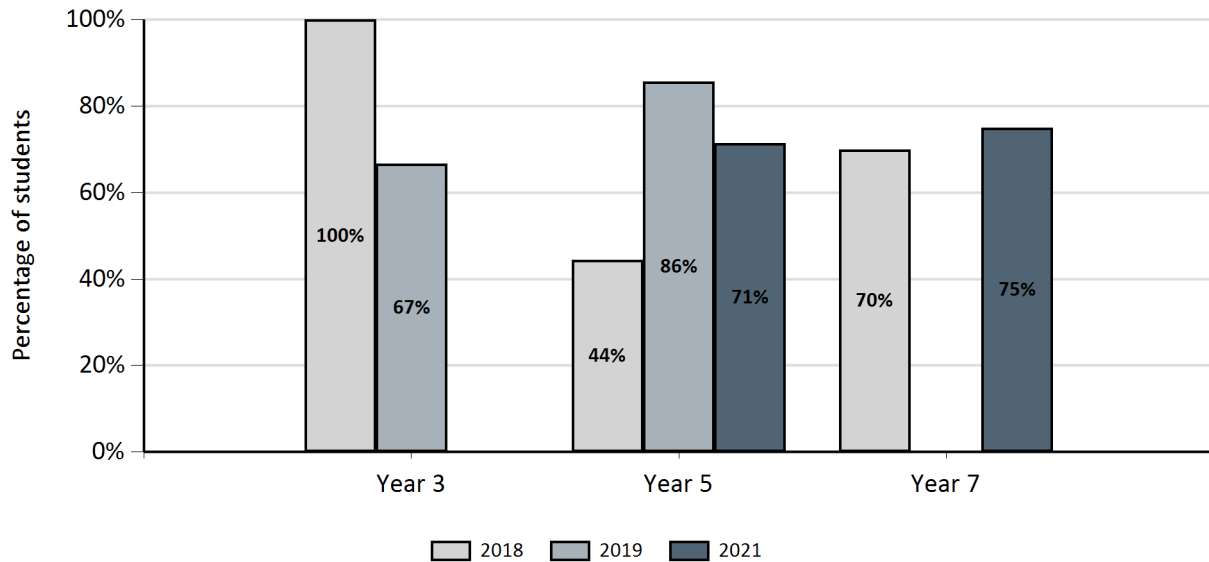


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	7	7	2	2	29%	29%
Year 5 2019-2021 Average	7.0	7.0	2.5	1.0	36%	14%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Data Informed Planning

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

In 2021, we focused on Element 1- Data Informed Planning and Element 2- Tracking and Monitoring Growth and Improvement from the Aboriginal Learner Achievement Leaders' Resource, developing a comprehensive and well-structured data collection process to inform school, classroom and individual improvement goals. While we currently have no aboriginal learners at our site, the data collection schedule identifies particular timelines for aboriginal learners so that teachers are aware of expectations (eg One Plan) should an aboriginal learner enroll.

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

Our Data Schedule clearly outlines when various data sets are required so that they can be interrogated by teachers and the principal to inform improvement goals. The various data sets are used in the following way:

PAT-M/PAT-R:

- Classroom- areas for teachers to focus whole class and focus teaching groups.
- Individual – teaching points for individual students.

Brightpath:

Teachers use to inform teaching points for groups of students and individuals, students set writing goals for themselves

BliN:

Teachers assess own classes to inform their teaching for individual and small group. Intervention as needed.

NAPLAN/Achievement Profile:

- View cohorts of students to set targets – HB, just in HB, SEA, just in SEA etc in SIP
- Teachers use Achievement Profiles, to set growth targets for individual students (targeted students) to see lift/increase or maintenance in student achievement

All data sets (BliN, Running Record, PSC, Brightpath, PAT-M, PAT-R, NAPLAN, formative assessment) are reviewed regularly and used to inform targeted teaching/learning goals for all students. Data informed intervention programs are implemented for identified students (MacqLit/MiniLit; BliN).

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.

Reading (NAPLAN)

- 40% of year 3 students demonstrated the SEA, however no students achieved in the higher bands. Overall, the year 3 Mean Score Proficiency Band 3 fell within SEA expectations.
- 72% of year 5 students demonstrated the SEA with 28% of students who sat the test achieving results in the higher bands. Overall, the Mean Score Proficiency Band 6 which is on par with the past 2 years and sits within the SEA Band 5 or above achievement. 33% of students demonstrated upper growth from Year 3 to Year 5 (2019-2021), and 50% of students demonstrated expected growth.
- 75% of year 7 students demonstrated the SEA, with 43% achieving in high bands. Overall, the Mean Score Proficiency Band 6 which is on par with the past 2 years and sits within the SEA Band 6 or above achievement. 50% of students demonstrated expected growth from Year 5 to Year 7 (2019-2021), and 25% of students demonstrated upper growth.

Numeracy (NAPLAN)

- 40% of year 3 students demonstrated the SEA, with 17% of those students achieving results in the higher bands. Overall, the year 3 Mean Score Proficiency Band 3 fell within the SEA Band 3.
- 72% of year 5 students demonstrated the SEA. Overall, the Mean Score Proficiency Band 5 sat within the SEA Band 5 or above expectation. 33% of students demonstrated upper growth from Year 3 to Year 5 (2017-2019), and 33% of students demonstrated expected growth.
- 86% of year 7 students demonstrated the SEA, with 43% in high bands. Overall, the Mean Score Proficiency Band 6 sat within the SEA Band 6 or above expectation. 83% of students demonstrated expected growth from year 5 to year 7 (2019-2021), with 17% of students demonstrating upper growth.

Writing (NAPLAN)

- 60% of year 3 students demonstrated the SEA.
 - 57% of year 5 students demonstrated SEA.
 - 60% of year 7 students demonstrated the SEA, with 13% of students achieving a result in the high bands.
- We did not quite reach the SIP target of all identified students in Year 3, 5 & 7 reaching SEA. 85% of students maintained their progress category, 1 student increased their progress category and 1 student decreased their progress category in Writing.

From analysing this data our targets for 2022 are:

Literacy:

75% of students in yr 3 & 5 will achieve SEA or higher in NAPLAN reading and NAPLAN Writing

50% of students in Year 5 will achieve high bands in NAPLAN Reading

Numeracy:

75% of students in yr 3 & 5 will achieve SEA or higher in NAPLAN Numeracy

37% of students in Year 3 & 5 to achieve in high bands in NAPLAN Numeracy

Attendance

Year level	2018	2019	2020	2021
Reception	97.9%	92.0%	94.3%	94.1%
Year 1	94.2%	97.3%	94.5%	90.3%
Year 2	94.0%	96.6%	93.3%	95.6%
Year 3	93.6%	96.1%	94.8%	95.9%
Year 4	92.9%	93.2%	89.7%	94.1%
Year 5	94.2%	95.2%	88.0%	88.3%
Year 6	94.3%	94.2%	84.1%	84.2%
Year 7	92.0%	96.7%	90.3%	84.1%
Total	93.9%	95.1%	90.9%	90.2%

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

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

Attendance comment

Attendance is monitored closely in line with Department policy. Parents are encouraged to notify the school regarding student absence either directly to the class teacher or through the front office. Class teachers are responsible for following up on unexplained absences in the first instance, and then may refer to the Principal if needed. Families are made aware through newsletters or personal meetings of the effect of non-attendance. Attendance has decreased from 90.9%(2020) to 89.1% (2021) due to several factors – exemptions because of illness, family holiday and COVID-19. Attendance will be a focus for staff in 2022.

Behaviour support comment

A focus on supporting students through specific social skills and targeted learning programs, interoception activities and restorative justice approaches such as Circle time and restorative conversations has shown an improvement in engagement in learning and a reduction in suspensions and take homes. A review of the Behaviour Support Policy, with a revision of definitions of appropriate, inappropriate and unacceptable behaviour, as well as an emphasis on consequences to inappropriate and unacceptable behaviour being dealt with on an individual basis, has assisted in supporting our students with making positive choices. We have moved away from a “one size fits all” approach, to a more responsive approach, determining reasons behind behaviour and encouraging students to take responsibility for their own actions.

Parent opinion survey summary

In 2021, we received 33% responses from our families to the centrally coordinated parent opinion survey. From the responses we received, it is evident that families think the school climate is respectful – between both teachers and students, and with parents. Parents are happy overall with the amount and type of communication between home and school, and are having useful discussions with the school about their child's learning. Majority agree that teachers provide their child with useful feedback about their learning.

The data collected from the responses from our families will be used to support and complement our school improvement planning.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All DfE Criminal History Screening Requirements for staff and volunteers have been completed including Working with Children Checks.

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	11
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	5.4	0.0	4.0
Persons	0	7	0	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$1,063,753
Grants: Commonwealth	\$0
Parent Contributions	\$13,284
Fund Raising	\$1,178
Other	\$82,718

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

2021 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 2021 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	Additional SSO time funded to support specific learning needs and challenging behavior. Interception program – the Lair, working with specific students to teach emotional literacy, co- and self-regulation.	Reduced incidences of violence, reduction in suspensions and take homes.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Targeted support to work towards goals as indicated in their One Plan. Involved 1:1, small group and whole class support.	Growth in achievement data, progress towards and achievement of goals in OCOP.
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	SSO funded to run MaqLit and MiniLit intervention program with 18 students Yr 1-7 20 hours per week. Additional SSO time funded to support student social skill development – Whats the Buzz program. Training in Jolly Grammar- Spelling and Grammar (Teacher, leader and SSO) Training in PSC and foundational reading skills (Teacher and Leader)	Growth in achievement data for PAT-R, PAT-M, writing using Brightpath ruler and NAPLAN Reading, Numeracy.
Program funding for all students	Australian Curriculum	Australian Curriculum Resources to support SIP purchased. Teacher released one day per week to work with teachers implementing the SIP (curriculum leadership).	Deepening of teacher pedagogy and practice reflective of SIP.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Professional learning to support SIP. Additional funding allocated for SSO targeted literacy and numeracy support in classrooms.	Growth in achievement data - NAPLAN , PAT-R, PAT-M and writing (Brightpath).
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

