



# Lobethal Primary School

## 2022 annual report to the community

Lobethal Primary School Number: 227

Partnership: Torrens Valley

Signature

School principal:

Mrs Bianca Laister

Governing council chair:

Hope Lindfield

Date of endorsement:

16 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Lobethal Primary School is a Category 6 school situated in the Adelaide Hills. In 2022 we had 132 students in 6 classes.

The student population included approximately:

- 19% school card holders.
- 1.52% students with English as an Additional Dialect.
- 17.42% students with disabilities.
- 1 Aboriginal student.

At the beginning of the year, Toni Burford (Principal) stepped into higher duties as a Principal Consultant with the Department for Education. In her absence, teacher Sonia Elliott stepped in until Kathy Lyon was appointed to take her place. At the end of term 2, Kathy was unable to continue in the Principal role and Bianca Laister was appointed for the remainder of the year. In term 4, a Principal panel was held and Mark Tucker was appointed as Principal for the next 5 years, commencing at the beginning of 2023. Having multiple leadership changes was a challenge faced by the school, however each leader brought with them a different set of knowledge and skills and attempted to make the changes as seamless as possible, ensuring student learning remained the top priority.

In term 1, the highlights included swimming lessons for R-5 students and we commenced our Kindy connection program with regular 'Pines Play', where kindy children came to school to play in The Pines with our early years classes.

Term 2 saw the continuation of Pines Play and our early years students also commenced their Bush School experiences, where classes based themselves at Bushland Park for the day, engaging students in outdoor learning opportunities through investigations and play. The 3 classes rotated through Bush School each fortnight, with each class visiting twice in the term. This also continued in Term 3. Another big highlight in Term 2 was having Dancify at the school, teaching each class a dance routine that culminated in an end of term concert enjoyed by families and friends. The school celebrated NAIDOC week across the school with a variety of learning opportunities that shared the message of reconciliation and Aboriginal perspectives.

Term 3 was jam packed with a multitude of learning opportunities for students. Rhiannon North partnered with The University of Adelaide and worked with a group of female students, encouraging careers in STEM. These students went to Adelaide Uni and participated in a problem solving task that incorporated Science, Technology, Engineering and Maths. We celebrated Book Week in style when we all dressed up for a parade and encouraged students to purchase books from the Book Fair. Our year 6 students went to Birdwood High School for a Science show as part of Science Week and we celebrated the important work of our School Support Officers during SSO Week. Towards the end of the term, our year 5 and 6 students ventured 7 hours North on a bus to Nepabunna, where they were involved in cultural activities on Country, hiked through untouched terrain, listened to Aboriginal dreaming stories, learned about the medicinal properties of various native flora, swam in a water hole and saw beautiful Aboriginal rock paintings. This experience could never have been created in a classroom and was the highlight of the year for the students who attended. The term ended with a fantastic concert, where each class put on a show for family and friends. It was so lovely to welcome back a live audience after 2 years of Covid cancellations.

In Term 4, we welcomed Reclink as a partner in providing funding for our Kitchen Garden program. Reclink put us in touch with Belinda from Clever Belly Kitchen and she worked with students every Monday, cooking delicious and healthy food provided by the school garden. Sports day was a huge hit as we were so lucky that the sun shone after weeks of rain. The oval was a bit boggy in places but we made it through and everyone had a wonderful day. The year 6 students went on a 2 day camp to Murray Bridge and also had beautiful sunny weather while they participated in various water activities. We had SAPOL come to talk to all students about road safety and finally at the end of the year, we said farewell to our year 6 cohort at a graduation ceremony and also presented students with awards at our end of year Award Assembly.

We feel we have provided our students with so many wonderful learning experiences this year and were so pleased to return to some kind of normality, after 2 years of continual interruptions to learning. Although the first half of the year started off rocky, we had more continuity in the second half of the year. Having parents and volunteers back on site has been wonderful as we pride ourselves on the connections we have with the broader community.

## Governing council report

This year's Governing Council was made up of a small and passionate parent group who are committed to the continued improvement and development of our school, staff and students. We were supported through the year with two staff representatives, with all meetings having a good representation.

Our challenges this year have included the continued impact of Covid on the whole community along with multiple changes to the school leadership. The governing Council played an integral role in the principal selection process and we are excited for the future of the school.

We have made some positive changes to our OSHC services and have continued to work with the small and mighty P&F committee to see some amazing fundraising events back on. Personally I think the toastie day was the best! We have welcomed parents and family back in to the school grounds and classrooms and this has been a great way of feeling connected. We have continued to have regular reviews of our school policies and have also updated our school constitution inline with government requirements.

I would personally like to thank each and every Governing Council member for their commitment, flexibility and ongoing support during the year and look forward to what can be achieved in the coming years.

The Governing Council would also like to thank the principals we have had this year, it has been difficult for everyone and despite your minimal time you have achieved maximum effort for our wonderful school.

Hope Lindfield  
Governing Council Chair Person

## Quality improvement planning

The school worked within the first year of a three-year site improvement plan. 2 goals guided our strategic priorities for student learning improvement.

Goal 1: Reach Every Reader - Students will be able to read and respond to increasingly complex texts ensuring that we increase and maintain achievement in the higher bands.

We have achieved and in some cases exceeded our targets for 2022. Both PAT and NAPLAN data has shown we have been able to move and maintain year 3 & 5 students into the higher bands.

We have had a number of high achieving students leave our school so it has been promising to see that their departure from our school has had little to no impact on our reading targets.

Another satisfying result to see is our year 1 phonics data. With 90% of children meeting benchmark, there was only 1 student who didn't meet our phonics target and this child has additional needs and is on a one plan. We anticipate that these students will continue to achieve well in the area of reading.

Goal 2: Quality Talk and Tasks in Maths - Through a focus on mastery and procedural fluency then we will ensure we will increase and maintain students achieving in the higher bands.

Our results in Mathematics are on track across the school, apart from a slight slip in years 2 and 6. Our target was to have 71% of year 2 students reach a scale score of 107 or above and 33% of year 6 students reaching a scale score of 135 or above, but we only had 63% and 21% of students achieve these targets. This equates to 1 student not meeting target in year 2 and approximately 2 students in year 6. One of our high achieving year 6 students left the school, so this offers some explanation for not meeting the year 6 target, however further work needs to be done to ensure we meet our maths targets for 2023.

Key actions to meet our goals included;

Employing literacy and numeracy coaches to work along side of staff to build on teaching pedagogy in the area of guided reading and maths chats.

The development of a numeracy agreement around an assessment cycle for maths, ensuring all students achievements are closely monitored and tracked throughout the year.

The use of 3 Pupil Free days were allocated to focus on site improvement and links to planning using the best advice papers from the Education Department. Teachers also used this opportunity to look closely at individual student data and plan for future learning, targeting individual needs.

Data was used to identify and set aspirational targets for individual students.

A focus on differentiated strategies to support readers with specific learning difficulties such as dyslexia and teaching for mastery in Maths.

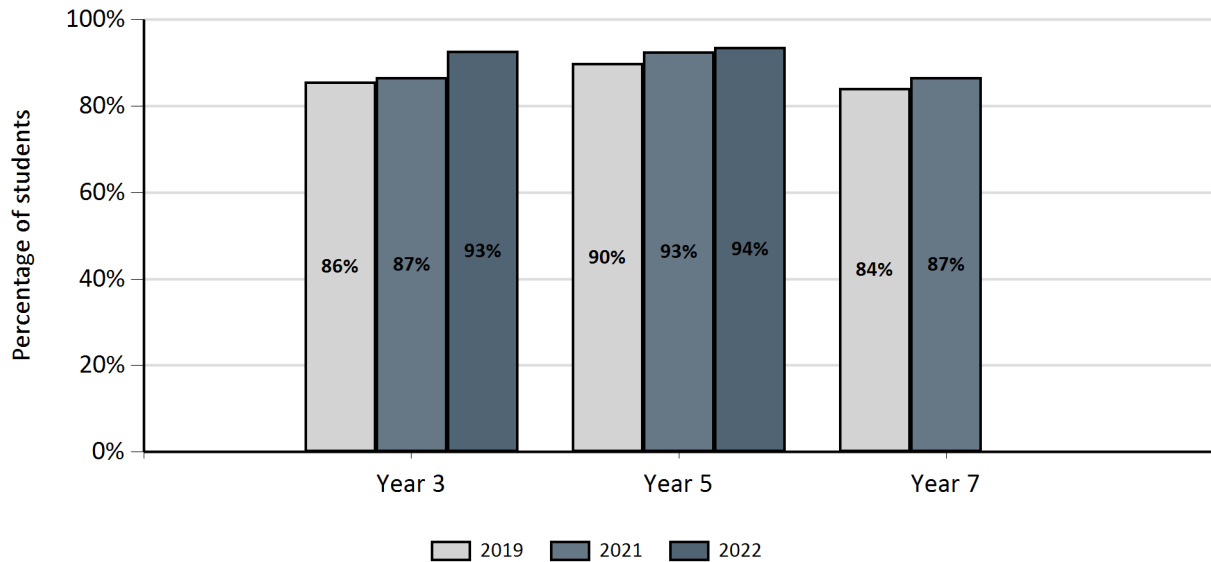


# Performance Summary

## 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

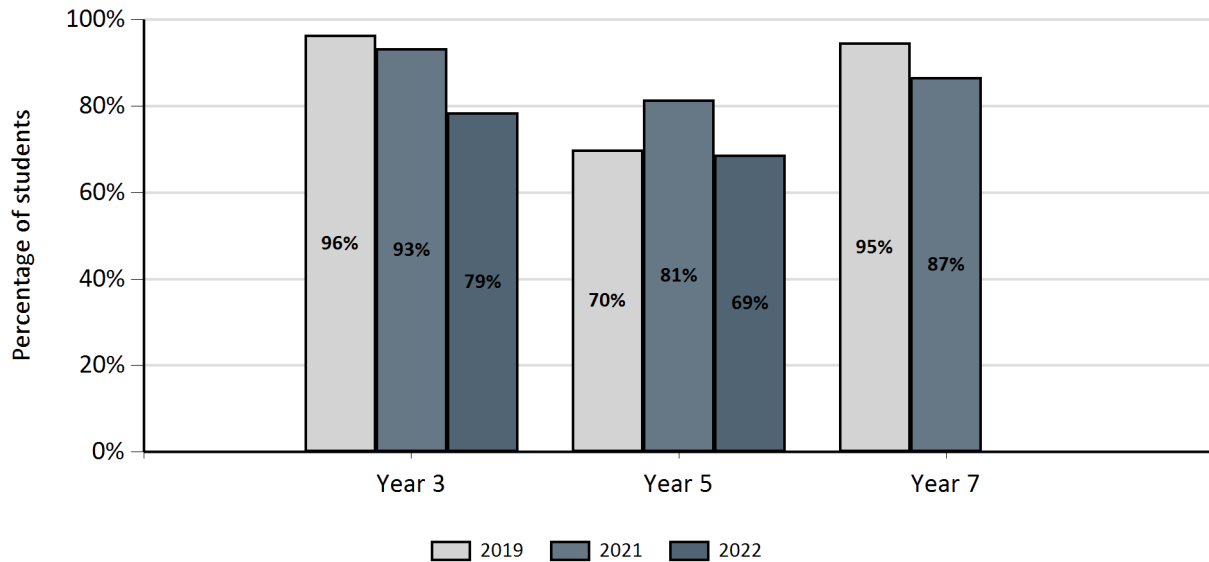


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	14	14	9	4	64%	29%
Year 03 2021-2022 Average	22.0	22.0	13.5	6.5	61%	30%
Year 05 2022	16	16	5	2	31%	13%
Year 05 2021-2022 Average	21.5	21.5	7.5	4.0	35%	19%
Year 07 2021-2022 Average	15.0	15.0	7.0	5.0	47%	33%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>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: Quality Teaching

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

The team at Lobethal acknowledged the importance of developing a Reconciliation Action Plan (RAP). A committee was formed at the end of last year. Our committee consists of staff and parents and we have worked together throughout the year to develop our RAP goals. One of our goals is to develop staff cultural awareness through professional learning. Our staff have committed to Cultural Awareness training that will be ongoing through 2023. In addition to our RAP, students in years 5/6 ventured on a week long camp to Nepabunna, where they engaged with Adnyamathanha elders, local dreamtime stories and cultural experiences. As a result, our students were immersed in culture and have developed a great deal of respect and understanding of our first Australians and the history of Indigenous culture. The teachings of this camp could never be replicated in a classroom environment. We will continue to offer this experience to our older students on a bi-annual basis.

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

Our 1 Aboriginal student was closely monitored and tracked throughout the year. This student performed well in the area of mathematics, meeting the Standard of Education Achievement (SEA). We have been closely monitoring this student's literacy acquisition, as he wasn't making as much progress as expected. A referral has been put forward to student support services to investigate difficulty with speech. Oral language can impact on literacy skill development. Extra intervention has been provided to the student to support in class.

## School performance comment

All students from years 2-6 completed Progressive Assessment Tests in Maths (PATM) and years 3-6 completed comprehension testing (PATR) and spelling testing (PATS) in 2022. We were able to compare the student progress against 2021 results to determine if students had made satisfactory or unsatisfactory growth during the 12 month period. We achieved positive results of all testing with students making gains in all 3 tests.

In PATM, we had 92% of students at or above the Standard of Educational Achievement (SEA) and only 8% of students below SEA, however these students were almost at SEA. With continued intervention in 2023, these students can meet SEA. There were no students in the at risk category and 20% of students are significantly above SEA. In 2021, our results showed 13% of students were below SEA and 87% were at or above SEA, so we have had clear gains in this area.

The PATR testing showed us that 87% of our students were at or above SEA and 13% of students were below. There were no students in the at risk category. Our year 1 phonics data showed all but 1 student met the phonics screening benchmark. This student has additional needs and is currently on an individual learning plan. This student met the reading goals identified in his one plan. In comparison to 2021, 89% of students were at or above SEA and 13% were below. We have made gains in the area of reading across the school as well.

R-2 teachers have been using the Heggerty Phonemic Awareness curriculum for all students daily. Students who did not reach benchmarks set for the PASM check after 6 months as school were provided with in class support with a School Support Officer (SSO). The result of early intervention was having almost all year 1 students reaching phonics screening benchmark.

The PATS testing of years 3-6 students has demonstrated that we have seen some gains here too. 84% of students were at or above SEA and 16% of students were below. This is in comparison to 80% at or above in 2021 and 20% below. We believe our strong focus on phonics and phonological awareness across R-5 classes is having an impact on student learning.

With more students achieving SEA, we have shifted our focus to stretch learners and increase numbers in the higher levels of achievement. This is reflected in our Site Improvement Plan goals and will be a continual focus for the 2023 school year.

# Attendance

Year level	2019	2020	2021	2022
Reception	88.6%	91.3%	90.3%	88.3%
Year 1	92.4%	90.9%	91.9%	85.1%
Year 2	91.1%	90.4%	91.6%	87.4%
Year 3	94.5%	92.0%	91.7%	84.6%
Year 4	94.9%	93.3%	93.4%	86.7%
Year 5	93.8%	92.9%	94.9%	85.5%
Year 6	93.0%	93.2%	94.2%	89.5%
Year 7	91.6%	91.0%	93.7%	N/A
Total	92.5%	91.9%	92.7%	86.9%

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

## Attendance comment

2022 attendance targets were:  
Reach the DfE expectation of 95%.  
Decrease the incidences of unexplained absences.

Staff reviewed attendance records to identify any patterns or regular unexplained absences. We provided support for students not attending regularly via the Student Wellbeing Leader and phone calls home. We used data to identify patterns of chronic and habitual non-attendance. We addressed issues of chronic lateness and unexplained absences by Week 5 each term. We highlighted procedures to report absences in newsletters and Seesaw. COVID restrictions affected levels of attendance and many families took their children out of school to attend extended holidays which were postponed as a result of COVID. These 2 factors have had a detrimental impact on our attendance rate but we will continue to work with families to see attendance improve in 2023.

## Behaviour support comment

Data from our Student Wellbeing and Engagement survey showed that the percentage of wellbeing has increased since the previous survey year. Areas of strong improvement include happiness, optimism, satisfaction with life, and emotional regulation. Areas noted for improvement include wellbeing literacy and perseverance. SWE data also noted that as a school our wellbeing results were averaging higher than the collective results of the total 498 schools that took the survey. Reflection of our behaviour tracking indicates a total of 28 documented incidents. Our improvement lies in the second half of the year where only 6 reports of behaviour were noted. The remaining 22 occurred in terms 1 and 2. Our whole school bully audit is conducted in term 2 and term 4. In term 2 89% of students felt happy, 85% of students felt safe, and 18 students reported being bullied (walking home, online gaming platforms, yard). Due to whole school intervention and prompt addressing of student situations with restorative practices these results have changed dramatically. Student happiness and feelings of safety have both increased to 97%. Reports of bullying have decreased down to 7% (yard).

# Parent opinion survey summary

The Department for Education conducted a parent engagement survey in semester 1 of 2022. We strongly encouraged parents to participate in the survey through communication via Seesaw and our newsletter. At the time of the survey, we had 136 students enrolled and 52 parents responded to the survey.

Comparing our school results with other schools, we can note aspects where we received positive feedback and aspects we need to address.

Positive responses included:

Education is important - 98% strongly agreed.

My child is important - 71% strongly agreed (up from 64% last year).

People are respectful - 76% strongly agreed.

Aspects lower than the 'all schools' responses included:

Receives enough communication - 15% strongly agreed in comparison to 23% at comparison schools.

School communicates effectively - 17% strongly agree compared to 21% at comparison schools.

Equipped to plan pathways - 14% strongly agreed compared to 25% at comparison schools.

Communication with parents is an area that can be addressed and improved in 2023.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	25.0%
NS - LEFT SA FOR NSW	2	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	50.0%

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

Lobethal Primary School ensures that all employees and external service providers visiting the school have a current Working with Children Check, as issued by the Department for Human Services Screening Unit. Volunteers require current clearances if they are parents or guardians attending overnight camps or sleepovers or assisting in classroom program or day excursions where their child is not involved. An SSO has been designated the role to check our record keeping is up-to date and meets with the Principal to provide updates at least once a term.



# 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	23
Post Graduate Qualifications	4

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	10.1	0.0	7.0
Persons	0	12	0	10

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

## Financial statement

Funding Source	Amount
Grants: State	\$1,591,818
Grants: Commonwealth	\$6,213
Parent Contributions	\$58,602
Fund Raising	\$7,621
Other	\$59,390

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	Additional funding to increase Student Wellbeing Leader to 0.6 (from 0.2) due to bushfire/covid impacts. Targeted classroom support and withdrawal to work with SWL for identified students. Interception activities and guided instruction for targeted students. A room set up that intentionally supports student wellbeing.	Reduced class time outs for identified students. A culture of understanding and awareness has been developed, where students have strategies to manage big feelings and emotions, and their responses to situations.
	Improved outcomes for students with an additional language or dialect	EALD students received targeted 1:1 SSO support in class, to assist with phonics instruction.	Identified students have been tracked and moved up EALD levels.
	Inclusive Education Support Program	Funding for SSOs to work alongside identified students during learning time. SSOs working with students in 1:1 and small group scenarios towards meeting one plan goals. SSOs in the yard during break times to provide students with social and emotional strategies as required when there has been conflict with peers.	All students have One Plans documented and staff continually reflect and revise goals with parents. TAC meetings have been held including SSS, external providers, teachers, SSOs and Principal to celebrate successes and plan for the future needs of the child.
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	A timetable change has reflected uninterrupted literacy and numeracy blocks across the whole school. SSOs have been targeted to each class during this time and provide support to the students as required. This allows the teacher time to work with small groups of targeted students, tracking progress and providing feedback to move learning forward. A literacy coach was employed in semester 1 to work alongside of teachers helping to implement a strong school wide guided reading program. This is now embedded across the school. A maths coach was employed to work with staff on maths chats and maths assessment cycle.	Significant growth in identified student data in English and Maths. Students meeting One Plan goals. School wide growth in reading and maths, in line with SIP goals and targets. In some cases, we have exceeded our targets.
Program funding for all students	Australian Curriculum	Funding was used to support A-E moderation and professional development for learning design, assessment and curriculum sequencing.	Increased teacher confidence allocating A-E using the Australian Curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding allocated for additional SSO hours to provide literacy and numeracy intervention.	Increased numbers of students achieving SEA in PAT numeracy and Reading.
	Specialist school reporting (as required)	N/A	N/A

Improved outcomes for gifted students	Staff allocated to provide specialist instruction for STEM, Music, band ensembles, Visual Arts. Literacy and Maths coaches focused on working with teachers to provide opportunities for challenge and stretch.	Improving % of students achieving HP in PAT Numeracy, reading and spelling.
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