



Lock Area School and Lock Early Learning Centre

2022 annual report to the community

Lock Area School Number: 230

Lock Early Learning Centre Number: 6633

Partnership: Central Eyre 1

Signature

School principal:

Miss Beth Sampson

Governing council chair:

Mrs Jacinta Young

Date of endorsement:

27 March 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

We are a rural Area School catering for students from Preschool - Year 10. Our preschool runs as an integrated program with our Junior Primary class. We have 51 students enrolled ranging from Preschool to Year 12. Lock Area School is an R-10 site with the option for students in Year 11/12 to complete their education on site via the Open Access College. Class structures in 2022 were K/R, 1/2/3, 4/5/6, 7/8 and 9/OAC. Many students travel to school via our two department school buses. We have 6 teachers (3 part time), 4 SSOs, and 1 GSE. Our leadership team consists of an Acting Principal and a B1 Coordinator.

The year was successful and busy at Lock Area School, with excellent growth in student data. Staff's professionalism and invested approach to the delivery of curriculum and providing quality learning opportunities for students has been outstanding, despite the ongoing challenges presented by COVID-19. Lockdowns and positive cases on site created challenges, but staff provided a smooth transition into online, remote learning for students successfully. Many COVID-19 safe protocols were implemented, impacting students, staff and families significantly. Disruptions in our ability to involve the school community and wider community has had a huge impact.

There have been many highlights throughout the year, despite having to cancel our annual Swimming Carnival with Elliston Area School. We were extremely fortunate to have a celebrity and film crew visit us, recording a segment on our school for their TV series at our Sports Day. Excursions around the Eyre Peninsula to extend the learning in the classroom were well received by the students. These included the annual Pantomime, visits to Mikkira Station, Elliston and the Tod Reservoir. Students also participated in Interschool Sports Carnivals and events, as well as several being selected to represent the Central Eyre Peninsula at SAPSASA Carnivals. Our SRC was also active with providing lunch time activities for students and hosting a social.

This year Lock Area School had a new swing installed in our playground area, adding to a great space for students to interact and play during breaks. Staff focus was around improving writing outcomes for students. This was driven by the continuation of using Brightpath. Staff engaged in professional learning around moderated writing samples using the Brightpath platform, and utilised the teaching points to move students forward in their writing. Across the year we had great improvements in student Brightpath data.

Governing Council engaged with a consultant who interviewed families. The aim was to capture the concerns families have and thoughts they have on how they would like to see the school to move forward into the future. The information collected will drive the direction the school takes moving forward.

Governing council report

Governing Council of the Lock Area School welcomed four new members to the team in 2022. The Governing Council member's endeavours to governance the school are paramount to ensure the continued success of Lock Area School. Without parent's cooperation with staff, we would be unable to focus on improving our student's learning outcomes.

The start of this year was tricky in many ways for many people. COVID restrictions, classroom contacts, COVID cases and an unknown situation with an unfilled Principal position. As a school, including Governing Council, we try and make every attempt to assist students and their families to journey through these unknown times.

Lock Area School is fortunate to have many incredibly talented and dedicated teaching and supporting staff, all who bring great experience, initiative, and endless hours to educate our students. I'd like to thank you all on your exceptional dedication to our children and the ever-changing environment that has existed these last 12-24 months. Your adaptability to forced online learning, the new curriculum and change of leadership has been a lot to ask. You are all a great credit to this school's success and are deeply appreciated by all.

The year began with Beth Sampson continuing her role as acting Principal. I'd like to thank Beth for her wholeheartedness towards the school. Beth's willingness to go above and beyond proves her devotion to the students. I'd like to congratulate you for securing the role as Principal next year and look forward to stability and consistency of leadership for our school community.

The Governing Council have been meeting twice a term discussing and approving policies, budgets, material and services charges, school fees, facilities, bus routes, school consultation results, rebranding and looking at ways we can best serve the school and well-being of our children in a small community. The Governing Council identifies and incorporates, where possible, student, parents and community input and values into the broad direction of the school.

I'd like to thank all parents and students who continue to support the Lock Area School. As we navigate the challenges of declining numbers, it is sometimes hard not to look over the fence at neighbouring schools. Thank you for entrusting your children's future to us. We will work hard towards creating different opportunities in 2023.

School quality improvement planning

The Lock Area School 2021 Site Improvement Plan focused on the improvement of writing across R-10. Our Goal: Increase student achievement in writing R-10. In the absence of NAPLAN data from 2020, measuring the growth of writing was difficult as our Year 5s had not sat the test previously and it was a four year gap for the Year 7s. To overcome this, our SIP had a focus on whole school participation in Brightpath. This program was continued from the previous year, with ongoing support from our Brightpath consultant and engagement being at the forefront from all staff. Our site focused on Narrative writing. This program supported us in collecting and moderating writing samples from all students, accessing data to use to measure and monitor growth in writing across the school and throughout the year. The Brightpath teacher ruler was used to moderate writing samples. We use teaching points to find out the 'what' and our consultant helped us with the 'how.' We engaged in sessions around clause development. Using the teaching points helped teachers to create writing programs that targeted individual needs. This supported student improvement, with consistent growth across the school.

Teachers used teaching points to create 5 week sprints to target their pedagogy of teaching writing. The teachers who used these sprints to target a shift in their pedagogy had higher and a more consistent improvement in student data. Those that used the sprints to focus on content delivery weren't as successful. A shift in pedagogy will continue to be a focus, with support from our Brightpath consultant working further on the 'how.'

We also introduced the new Curriculum Units across the site, with a commitment for every teacher to teach the English units or another subject area if they didn't teach English. English units were available for all classes, except our junior primary class until Term 4. All staff engaged with the teaching of the Units. Despite the slow progress in delivery as they familiarize themselves, all appreciated the quality of the units and the student engagement in the tasks. Our challenge was delivering the units in multi-year classes. Our work with our Curriculum Implementation Officer helped teachers implement the units, unpack the scope and sequence to program the units across multi-year levels, as well as differentiate the learning to accommodate student needs.

Staff had a strong focus on High Impact Teaching Strategies, using SPRINTS to improve pedagogy in the classroom. A strong focus on Explicit Teaching, goal setting and the Gradual Release of Responsibility improved student agency in all classrooms.

Preschool quality improvement planning

This year our Preschool was out of scope with only 5 enrolments. Despite not having to provide a Preschool Quality Improvement Plan, our focus was to engage children in meaningful writing experiences that develop their understanding of symbols and patterns. Staff actively created opportunities for children to record and document their findings and experiences throughout each day, offering a range of writing devices for their recordings. Children participated in book-making daily, demonstrating their understanding of books and writing for meaning. Staff created provocations that encouraged children to participate in writing, successfully providing writing opportunities in all environments indoors and outdoors. A big focus for staff was to create writing opportunities in the outdoor spaces. Staff used self-assessment writing tools with the preschool children, who actively engaged in this process with the support of staff. This helped them continually develop their writing throughout the year.

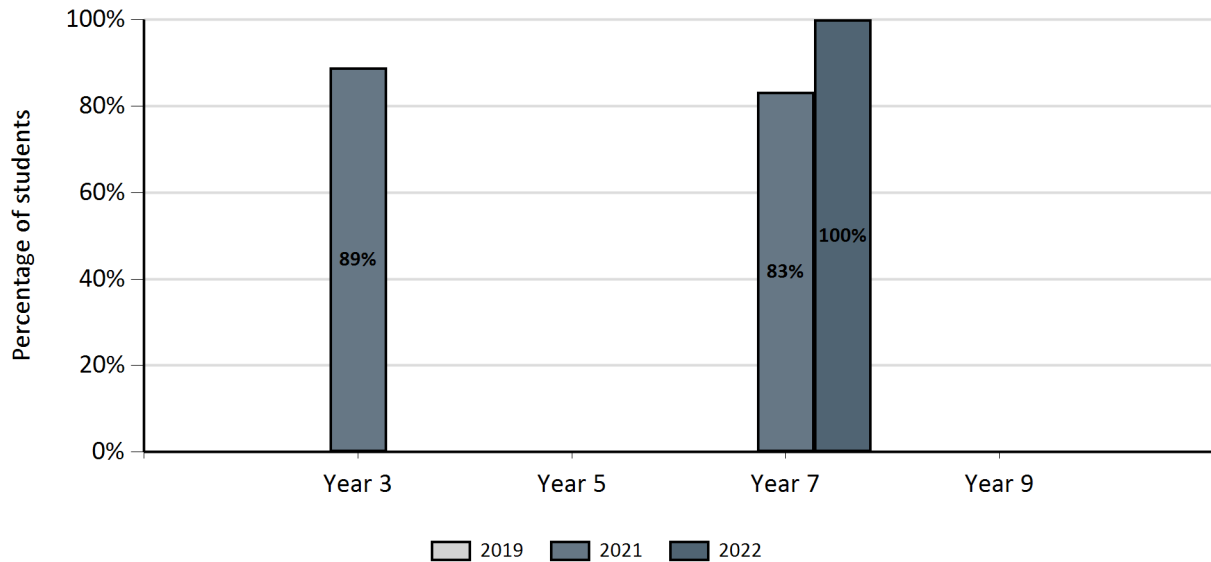
Our observations saw a major increase in children engaging in meaningful writing experiences throughout the day, both indoors and outdoors. Learning in an integrated space allowed our preschool children to have writing modelled to them and they were supported by the JP students in this.

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

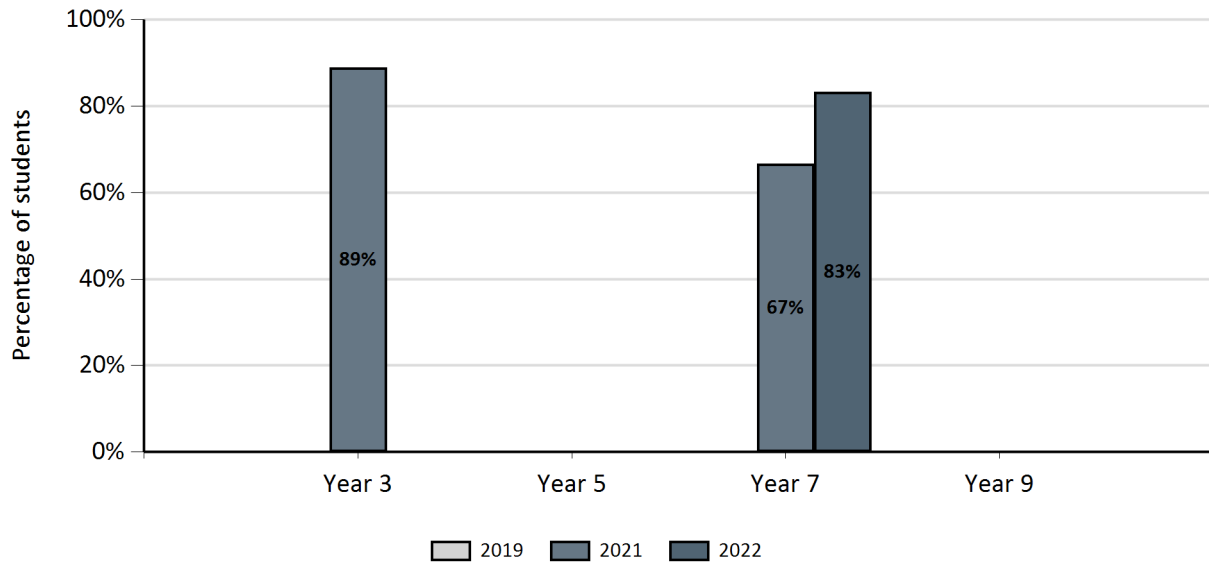


*NOTE: No NAPLAN testing was conducted in 2020.

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	6.5	6.5	2.5	0.5	38%	8%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	6	6	0	0	0%	0%
Year 07 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%

*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: Intervention & Support

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

All Aboriginal Learners were working in mainstream classrooms. Intervention and support was provided to these learners by providing SSO time during their lessons, providing individualized support, guidance and mentoring.

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

While enrolled, our Aboriginal Learners were successful in completing the subjects, reaching a minimum SEA achievement.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2020	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	1%	#Error	#Error	#Error
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	1%	#Error	#Error	#Error

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.

Our data held steady from 2021 with little change in our school performance score at 0.49 in 2021 and dropping to 0.48 in 2022. The analysis of our NAPLAN data saw increased achievement in our Year 7 writing and reading.

Our small Year 1/2 numbers make it difficult to use the percentages in our Running Record data for reliable conclusions. Our students continue to match or exceed the data trends, except for the students that are identified for intervention who continue to make progress.

Year 1 phonics data results continue to be high for most of our students, with students receiving intervention below benchmark. Phonics continues to be a large focus in the JP classes, with continued development and implementation of a Decodable reader program.

Brightpath data was a great addition to our data sets this year, with targeted data specific to writing improvement allowing for writing programs to increase targeted, explicit teaching and individual support for each student. Our Year 7 group made exceptional growth in narrative writing data. Continued familiarization for staff will help improve results further across all year levels.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	100.0%	41.7%	66.7%	83.3%
2020 centre	79.2%		100.0%	100.0%
2021 centre	93.8%	96.4%	100.0%	90.0%
2022 centre	90.0%	80.0%	60.0%	93.6%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	81.4%	83.3%	86.2%	82.5%
Year 1	87.3%	95.7%	86.2%	90.3%
Year 2	84.9%	91.2%	88.4%	84.5%
Year 3	89.1%	93.4%	88.8%	82.6%
Year 4	89.9%	93.3%	88.0%	86.9%
Year 5	86.0%	90.5%	94.9%	83.0%
Year 6	85.3%	90.7%	87.6%	84.3%
Year 7	88.1%	95.9%	84.6%	86.1%
Year 8	94.6%	92.8%	89.2%	79.8%
Year 9	88.4%	88.4%	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	88.4%	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Total	86.7%	91.5%	87.8%	85.0%

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

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

Attendance comment

Our attendance continues to remain steady, with most absentees a result of our isolation, with the distance to attend medical and other appointments increasing absence rates.

Lock Area School serves a rural community spread across 1015 sq. km of the Central Eyre Peninsula. Students are reliant on the school bus. If they miss the bus, they miss a day of school. Access to essential health and medical services & shops requires long distance travel. Seasonal farming fluctuations mean family holidays can't always coincide with school holidays.

We have very few unexplained attendance issues as parents communicate to the school about absences and exemptions.

COVID-19 did affect the attendance throughout the year, with an increase of students who stayed home due to having cold like symptoms or positive COVID-19 test resulting in isolating.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	3	3	3	3
2020	6	N/A	5	5
2022	5	5	5	5
2021	8	7	7	5

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

Behaviour support comment

The students of this school are generally very well behaved and have a strong desire to work at developing their learning. The core of our successful behaviour management is the strong communication we have with our families. The school works hard to ensure families are aware of any issues that may arise with their child's behaviour. Behaviour issues and incidents, although minor, have been monitored and reviewed by leaders and teachers throughout the year.

Parent opinion survey summary

Parent Feedback:

Parent opinion surveys were received from only 4 parents for the school and 0 responses were received from the Preschool families. This can cause large changes in the percentages shown in the graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Respondents have expressed a need for help in supporting their child and wish to have more input into their child's learning. Communication between home and school had mixed opinions. The school has made a conscious effort to share information with families via School Stream and the newsletter.

Student Feedback:

Overall most of our students report they have an important adult available to them at school, yet only 50% of students feel happy, 43% optimistic and 29% have a sense of belonging. There was a significant amount of students showing some worries and are able to self-regulate. Students have also shown a lack of knowledge around wellbeing literacy. These areas are at the forefront of our thinking and we are hoping to improve these results in our school to help students with their emotional wellbeing. We think the results are from the impact COVID-19 have had on our community.

Staff Feedback:

No data was received from staff for 2022.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
230 - Lock Area School	200.0%	200.0%	200.0%	200.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	42.9%
SM - SEEKING EMPLOYMENT IN SA	1	14.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	14.3%
U - UNKNOWN	1	14.3%
WA - LEFT SA FOR WA	1	14.3%

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.

Destination comment

Many of our students transfer to other schools to continue their schooling. A majority moving to private schools in Adelaide and Port Lincoln. Our trends have the majority of students leaving to further their secondary education from the end of Year 8.

Relevant history screening

All staff are asked to supply a copy of their DHS Working With Children Check as required. Teaching staff are also asked to supply a copy of their mandatory documents in order to be able to work in our school. The principal monitors the HRS eduportal so that we are meeting the legal compliance in every area of the employee certification and appropriate qualification.

Volunteers are required to supply their DHS Working With Children Check and other mandatory documents in order to participate in our Volunteers program.

All visitors and contractors must supply their mandatory documents for our files.

All documentation is kept on file.

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 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	6.8	0.0	3.4
Persons	0	8	0	5

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

Financial statement

Funding Source	Amount
Grants: State	\$95,311
Grants: Commonwealth	\$0
Parent Contributions	\$15,000
Fund Raising	\$8,930
Other	\$25,618

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.

2022 Preschool annual report: Improved outcomes funding

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
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	NA	NA
	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*		Outcomes achieved or progress towards these outcomes:
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect (pedagogy)	SSO hours to implement Speech and Language programs to identified children, purchase of Heggarty resource to support the class, release time for Staff to attend professional learning to improve	Improved speech and language and phonological awareness for all children. Staff have increased skills knowledge to implement the EYLF and literacy and numeracy indicators, resulting in improved outcomes for children.
Improved outcomes for numeracy and literacy	Inclusive Education Support Program	NA	NA
		SSO hours to implement Speech and Language programs.	Improved speech and language by children identified.
Inclusive Education Support Program	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	These funds are used to minimise the issues and problems associated with being in a remote and isolated location, thereby ensuring students are provided opportunities within our community and beyond to have educational experiences reinforcing our learning goals of students achieving the SEA. These opportunities have included Open	Opportunities have promoted engagement and connectedness, and allowed for a wider range of choice and educational experiences for our students.
Targeted funding for improved outcomes for non-English speaking children who received bilingual support	English speaking first language maintenance & development Students taking alternative pathways	Access College subjects, camps and excursions, professional development for staff, visiting performers and artists, SSO support for Senior Secondary enrolments. Aboriginal students to learn in the mainstream classroom, SSO hours provided to support this.	NA
	IESP support		
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.			
Program funding for all students	Australian Curriculum	Funding was used for Professional Development to improve the delivery of the Australian Curriculum and DfE Curriculum units, improve teacher pedagogy through the use of High Impact Teaching Strategies and the implementation of Brightpath.	Student agency has improved across all year levels, and explicit teaching and goal setting HITS are evident in all classrooms. Teachers have begun to successfully use Brightpath to improve the teaching of writing, and student data has begun to improve.
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	This funding has been used to deploy SSOs to implement intervention programs to individual students with identified learning difficulties. It has also funded SSOs in classrooms offering support for the complexities of multi-year level classes.	We have observed increased engagement and learner confidence during the year. Students provided with intervention programs have continually progressed through their programs successfully.
Other discretionary funding	Specialist school reporting (as required)	NA	NA

Improved outcomes for gifted students	NA	NA
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