Lyndoch Primary School

2022 annual report to the community

Lyndoch Primary School Number: 237

Partnership: Greater Gawler

	Signature
School principal:	Mr Michael Walsh
Governing council chair:	Suzanne Rozman
Date of endorsement:	**28 March 2023**

Government of South Australia

Department for Education

Context and highlights

The last two years will be remembered by all of us for the impacts of the Covid virus and the disruption that it caused to all of our lives. It is quite likely that we will never return to what we consider 'normal' again. We have created a new normal, and everyone is settling into this new version as we build our routines and expectations about the way we expect the world to be. Lyndoch Primary School, its staff, students and parents responded to the challenge of the Covid Virus with a serious attitude but without panic or distress. Most families were affected through the first term in some way. As the effects of the covid virus slowly reduced in impact, we returned to a normal school situation.

The school had a new Principal, a new Wellbeing Coordinator and a new Governing Council with more members. We also started school for the first time as a school of R-6 enrolments. With this complexity, we made a positive start to the year and continued building our confidence as the year progressed.

Some of our major events included:
- Harmony Week
- Swimming Lessons
- Student Teachers visiting
- National Simultaneous Story Time
- Walk Safely to School day
- Federal Government Election Fundraiser
- NAIDOC Week
- Visits to the Birdwood Motor Museum
- Reconciliation Week
- Music is Fun performance
- FYI Education
- Book Week dress-up parade
- Japanese virtual Class visits
- Hiragana Competition
- Girls' Basketball Competition
- Boys Basketball competition
- Premiers Reading Challenge
- Sports Day
- The Colour Run

There was lots to be happy about at the end of 2021. Teachers and Students had worked hard to improve their literacy and numeracy achievements, we had engaged in activities and performances within our school and in public. Most importantly, we had fun.

2023 brings lots of challenges for us to address. We are a smaller school than we were five years ago. With this reduction in size comes a reduction in the income the school receives. As a result, changes have been made to staffing to ensure we have a sustainable staff profile that will enable us to provide the same education outcomes we expect but leave the school with the funding to address critical facilities matters so we can provide not only expert staffing, care and education but also the best facilities possible so that going to school at Lyndoch does not mean a difference in facilities or equipment.

We also need to work on our grounds. Daren, our grounds man, only receives 8 hours a week to maintain our vast property. It simply is not enough. Throughout 2023 we will work together to plan and organize, prune and tidy and plant and irrigate so that our school is green, tidy, cared for and a place we all can take credit for and be proud of.

There is enormous potential within our school. We have fantastic children, terrific parents, expert, dedicated staff and an amazing facility. I'm excited about our future, the future of our children and the journey we start in 2023.

Mike Walsh
Principal

Governing council report

Mr Mike Walsh commenced as the principal for Lyndoch Primary School at the beginning of Term 1 2022. Mr Walsh replaced Ms Melissa Babic who had filled the principal role for the previous 12 months.

Mr Walsh has brought with him a genuine passion for bringing out the best in Lyndoch Primary School students and the school community.

The Governing Council would especially like to thank Mr Walsh for the way he listens to, and carefully considers, all suggestions proposed by Governing Council members. One such request was for excursions to be included in the curriculum. Mr Walsh took this on board and the students in years 3-6 were thrilled to be able to go to the Adelaide Zoo during Term 4.

Another request from the Governing Council was for camps to be reinstated, not only for the year 6s but for lower year levels too. Mr Walsh has committed to consider this request and to report back to the Governing Council next year.

Other highlights of the Governing Council's suggestions, discussions and approvals for 2022 include:

- Approving a fundraising Sausage Sizzle stand at the Lyndoch Primary State Election Polling Booth on 19 March 2022. The Governing Council extends its gratitude to all the school families who so generously volunteered their time and effort for this.
- Approving the purchase of plants for the Japanese garden.
- Approving $500 out of the budget to be used for the purchase of a Play Box. The Play Box will have age-appropriate toys for the lower primary classes to be able to use as part of their learning.
- Canteen was reopened in Term 4 with weekly meal deals. The Governing Council extends its sincere thanks to Jo Puckridge for running this service.
- Approval of the new Happy Haven OSHC fee structure

On a personal note, I would like to thank all the Governing Council members for volunteering their time to attend the meetings and for the valuable discussions we have regarding the future of our children's school and education. I also thank all the other volunteers we are so fortunate to have at our school.

The Governing Council looks forward to welcoming new members in 2023 and to continuing its important work.

Suzanne Rozman
Chairperson of Governing Council 2022

Quality improvement planning

Goal 1
Increase the number of students achieving SEA in NAPLAN Reading
Challenge of Practice
If we implement a whole school consistent, evidence-based, differentiated literacy teaching based on "The Simple View of Reading", we will improve the number of students achieving SEA in NAPLAN Reading.
Major Actions
• Teachers undertook Training in the Simple View of reading.
• Teachers have trained in Brightpath Persuasive writing assessment.
• The school has purchased the Scorelink software to track and monitor student achievement.
• Teachers have trained in entering data A-E data into Scorelink
• Mike and Michelle Trained in Brightpath Persuasive text.
• Staff have assigned Brightpath levels for students using the Brightpath persuasive scale.
• Leadership have started classroom observations of Heggerty phonemic awareness program and Jolly phonics implementation.
• Staff have investigated high impact reading comprehension activities and identified those we use and those that are less familiar.
• All staff have attended training at Pupil Free Day about Learning Intent, Success Criteria and Feedback.
• Children have completed PAT Reading tests (except yr 1 – 2)
• Have added Jolly Phonics tricky words to our scorelink data base to ad student progress results.
• Teaching staff have examined results from A-E grades, NAPLAN, PAT phonics screening test and Running Records data to determine trends.
Targets
80% of year 3 students (12 out of 15) to achieve SEA in NAPLAN reading 2022 (Target Achieved 80% 12/15)
76% of year 5 students (12 out of 17) to achieve SEA in NAPLAN reading in 2022 (Target Achieved 89% 16/18)
100% of year 1 students achieve benchmark in the year 1 phonics Screening Test (Target not achieved 44.4%)

Goal 2
Increase the number of students achieving SEA in NAPLAN numeracy.
Challenge of Practice
If we implement consistent, evidence-based differentiated number teaching based on 'Big Ideas in Number', we will improve the number of students achieving SEA in NAPLAN Numeracy.
Major Actions:
• Teachers have enrolled in Orbis Numeracy Intensive
• Teachers have been introduced to the DfE scope and Sequence.
• Teachers have been introduced to the DfE units of work in maths.
• Upper Primary teachers and Michelle Othams have attended first Orbis training session.
• Upper Primary teachers and Michelle have complete sharing sessions at staff meeting.
• Staff texts in mathematics teaching have been purchased and distributed.
• All staff have attended training at Pupil Free Day about Learning Intent, Success Criteria and Feedback
• Children have completed PAT Reading tests (except yr 1 – 2)
• Teaching staff have examined results from A-E grades, NAPLAN, PAT phonics screening test and Running Records data to determine trends

Targets
80% of Year 3 students (12 out of 15) to achieve SEA in NAPLAN Numeracy in 2022 (Target Achieved 80% 12 out of 15).
76% of Year 5 students (13 out of 17) to achieve SEA in NAPLAN Numeracy in 2022 (Target Achieved 83% 15 out of 18).

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
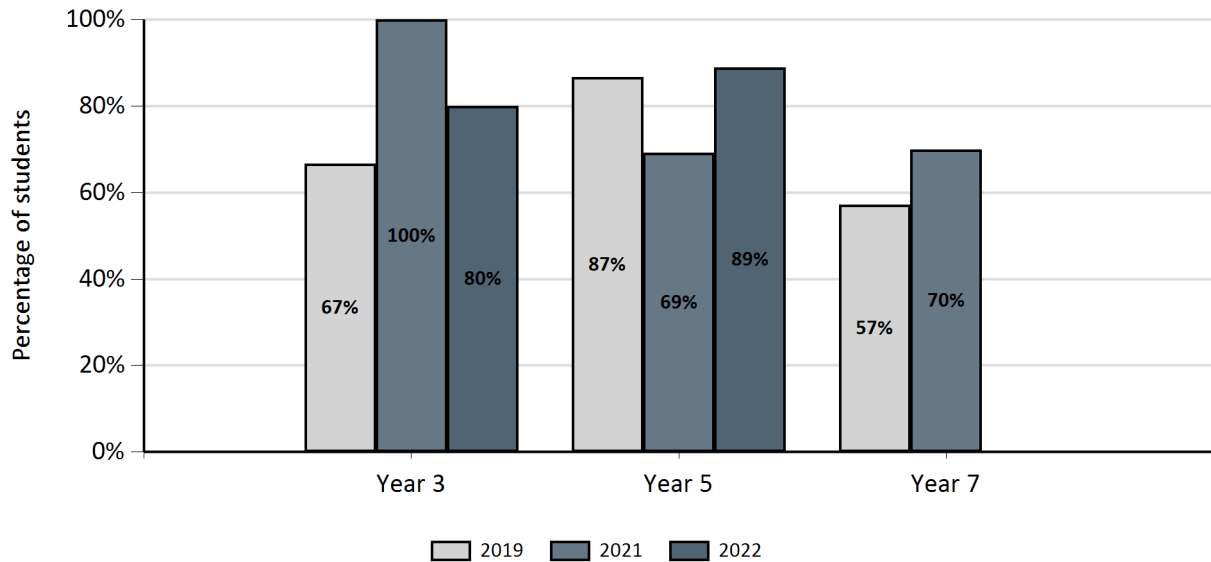
*NOTE: No NAPLAN testing was conducted in 2020.

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.
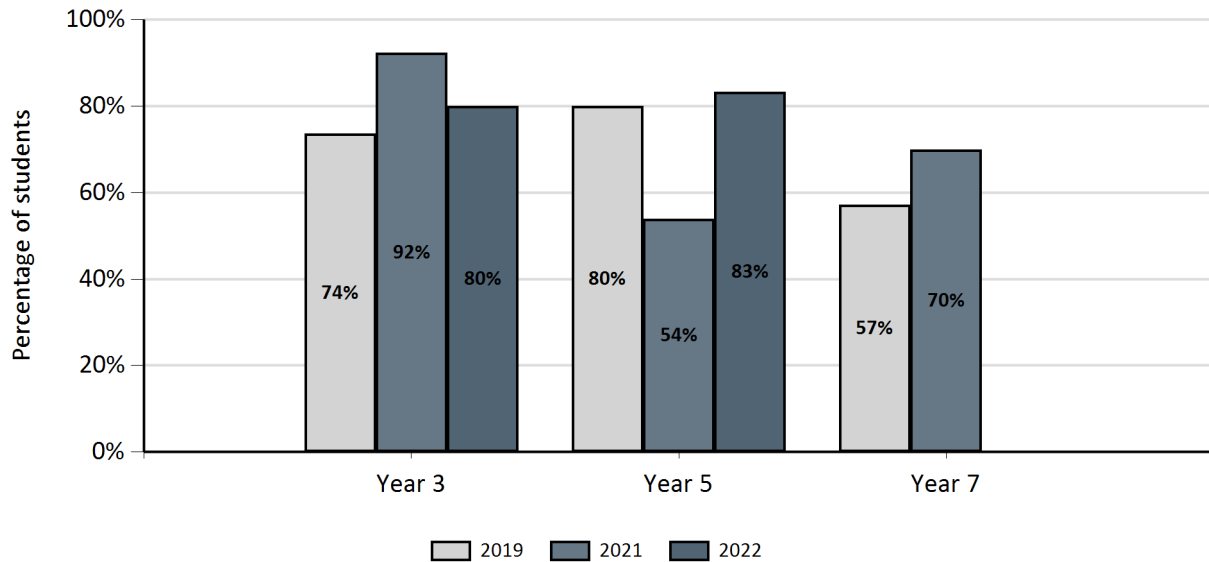
Numeracy

*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	15	15	5	2	33%	13%
Year 03 2021-2022 Average	14.0	14.0	6.0	3.5	43%	25%
Year 05 2022	18	18	6	2	33%	11%
Year 05 2021-2022 Average	15.5	15.5	5.0	1.0	32%	6%
Year 07 2021-2022 Average	10.0	10.0	2.0	0.0	20%	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.

NAPLAN proficiency - Aboriginal learners

Reading

0%, 20%, 40%, 60%, 80%, 100% — Percentage of students — Year 3 — Year 5 — Year 7

2019   2021   2022

*NOTE: No NAPLAN testing was conducted in 2020.
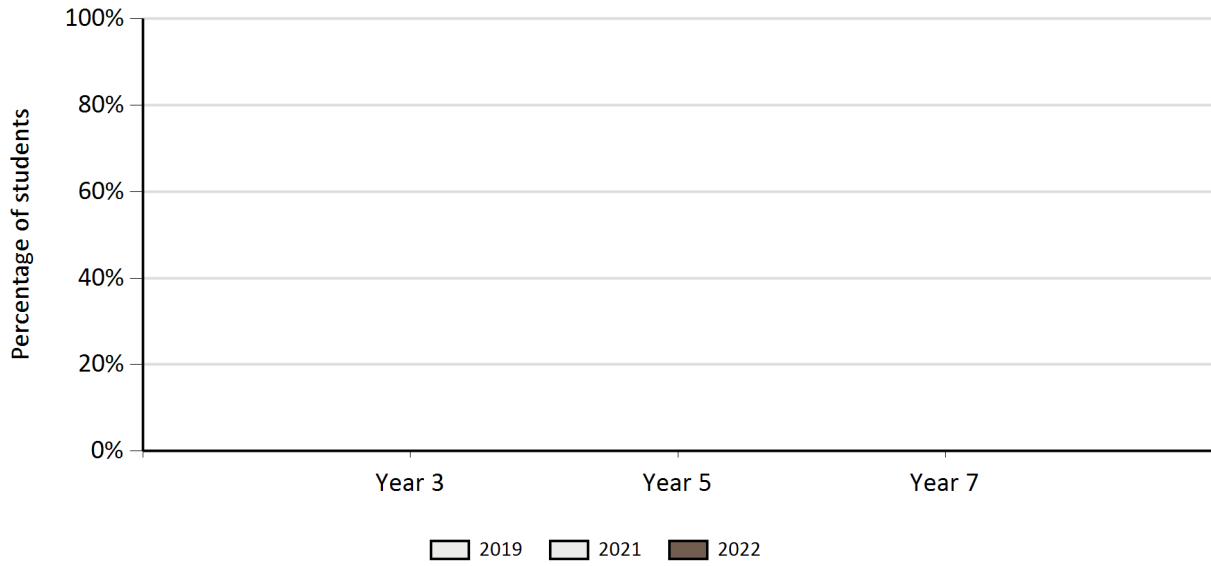Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

0%, 20%, 40%, 60%, 80%, 100% — Percentage of students — Year 3 — Year 5 — Year 7
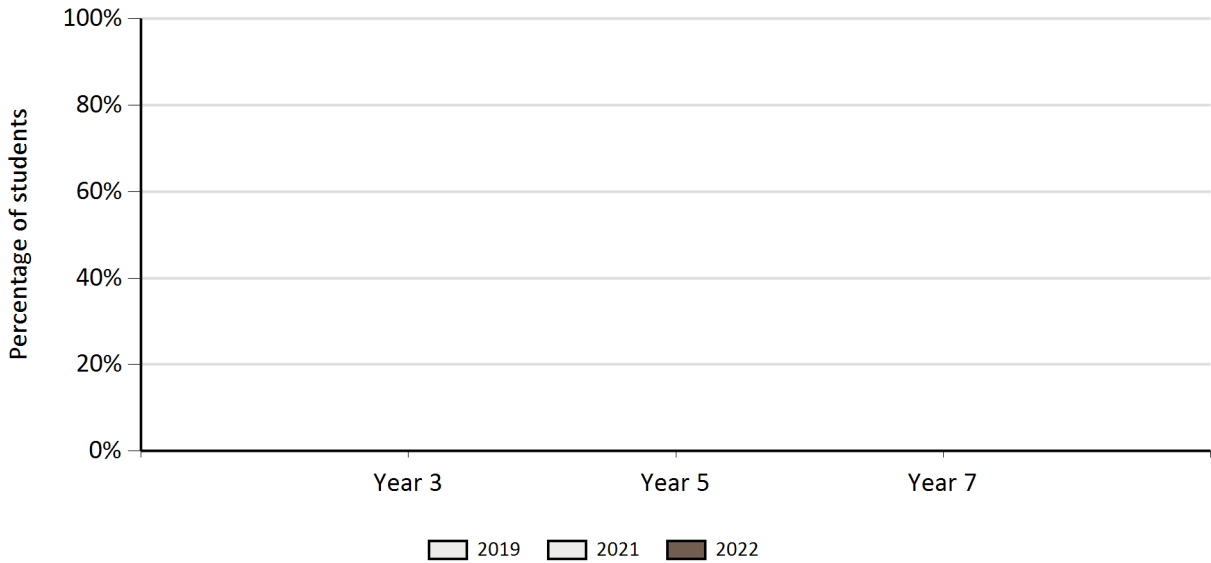
2019   2021   2022

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

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	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 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: Quality Teaching

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

Literacy
• Teachers undertook Training in the Simple View of reading.
• Teachers have trained in Brightpath Persuasive writing assessment.
• The school has purchased the Scorelink software to track and monitor student achievement.
• Leadership have started classroom observations of Heggerty phonemic awareness program and Jolly phonics implementation.
• All staff have attended training at Pupil Free Day about Learning Intent, Success Criteria and Feedback.
• Have added Jolly Phonics tricky words to our Scorelink data base to ad student progress results.

Numeracy
• Teachers have enrolled in Orbis Numeracy Intensive
• Teachers have been introduced to the DfE scope and Sequence.
• Teachers have been introduced to the DfE units of work in maths.
• Upper Primary teachers and Michelle Othams have attended first Orbis training session.
• All staff have attended training about Learning Intent, Success Criteria and Feedback
• Children have completed PAT Reading tests (except yr 1 – 2)

General
One plans have been written for all Aboriginal students.

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

No comment can be made about individual performances but by examining PAT Maths and Reading test results the performance of the students who completed these assessments all showed growth and all reached high academic achievement.

School performance comment

Running Records results showed pleasing growth for most students.
Year one students in 2022 did not achieve at the same rate as year one students in 2021. The Year one students assessed in 2021 showed improved results in 2022 with more students achieving SEA for their assessments in 2022. Year 2 Running Records results were very strong and an improvement on the results achieved in 2021 for year 2.

PAT Assessments
Strong results were recorded for students throughout the school in the PAT assessments in 2022.
PAT Reading
• 100% of year 3 children achieved the Standard Educational Achievement or SEA.
• 100% of year 4 children achieved SEA maintaining their performance in 2021.
• 88% of year 5 children achieved SEA which was a slight decrease from their performance as year 4 students in 2021.
• 80% of year 6 children demonstrated SEA which was an improvement from their performance as year 5 students in 2021.
PAT Maths
• 100% of year 3 children achieved the SEA in 2022.
• 100% of year 4 children achieved SEA maintaining their performance as year 3 students in 2021
• 94% of year 5 children achieved SEA, a slight drop from their performance as year 4 students in 2021
• 100% of year 6 children achieved SEA an improvement on their performance as year 5 students in 2021.

A-E grade DATA
A-E grade data is complex and difficult data to analyse. In general, the following observations were made.
• Most issued grade was a C for most subject areas.
• There were very few A grades awarded throughout the school.
• No E grades were given.
The information that builds to create the decision around a grade from the classroom teacher comes from a variety of sources. Standardised testing, classroom participation, assessment tasks and anecdotal records are all given consideration when the decision about a grade is being made.

NAPLAN
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
Year 3
• 83% of students achieved SEA a slight drop from 2021
• 33% of students achieved Higher Band results, a significant drop from 2021. It must be noted that 2021 Higher Band results were the best on record and an excellent achievement.
Year 5
• 89% of students achieved SEA an improvement from 2021 and the highest result recorded for this year level.
• 30% of students achieved Higher Band Results, a slight drop from 2021 but the second highest result recorded.
Year 7
• 71% of students achieved SEA, a slight drop from 2021.
• 14% of students achieved Higher Band results, a drop from 2021 and the second year in a row that this result has dropped after the highest result recorded in 2019.
Numeracy
Year 3
• 81% of students achieved SEA. This is the second assessment where an improvement of SEA achievement has been demonstrated.
• 13% of students achieved Higher Band results, a drop from 2021.
Year 5
• 74% of students achieved SEA, an improvement from 2021.
• 8% of students achieved higher Band results, an improvement from 2021 and better than the last three assessments.
Year 7
• 57% of students achieved SEA, a drop from 2021.
• 14% of students achieved Higher Band results, higher than 2021 and the best result recorded.

Attendance

Year level	2019	2020	2021	2022
Reception	92.3%	91.7%	95.7%	87.9%
Year 1	94.4%	90.1%	92.3%	89.4%
Year 2	92.0%	92.8%	88.0%	86.6%
Year 3	92.0%	90.8%	92.5%	89.1%
Year 4	96.6%	89.1%	92.8%	92.8%
Year 5	93.0%	89.9%	88.4%	90.9%
Year 6	90.2%	86.2%	97.6%	94.4%
Year 7	89.0%	92.6%	92.0%	N/A
Total	92.5%	90.5%	92.0%	90.0%

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

Attendance comment

Our attendance record for 2022 is the worst result in the information provided, however, there would be no surprise in this result considering the disruption from last year. Attitudes in the whole school community have changed in the last few years which has also impacted attendance numbers. Quite rightly we ask parents to keep children home who are sick, this on top of the Covid Virus has meant the attendance of children at school has slightly decreased.

The strongest attendees were the year 6 students. Year 2 children showed the smallest attendance rate.

Behaviour support comment

The students have generally been well-behaved with no new take-home or suspension events.

There have been some reports to the school of explicit sexual language from some students at school. If children come home with stories that are disturbing or not age appropriate. Use the situation as a parenting moment and a chance to talk with your children about your values. Also, let us know so we can all the children and families raise their children to be fine young men and women.

There have been 2 suspensions so far this year.
One for leaving school grounds without permission and refusing to follow instructions
Another for physical violence towards an adult.
There has also been 4 take home events this year.
These behaviour incidents have involved 2 students. We work closely with parents to monitor and support positive student behaviour.

Parent opinion survey summary

There were 25 responses to the 2022 Lyndoch Primary School Parent Opinion Survey.
In general all our responses were very positive.

The most positive responses were about:
• About people being respectful
• Teachers and students being respectful
• The school communicating effectively
• Parents were clear about the standard of work expected.
The least positive responses were about:
• Feedback to students
• Parents having input into student learning
• The school providing useful tips on how to help children learn at home.

The survey responses were compared to the state surveys and biggest difference in a positive sense between the school survey and the state was
• Parents having useful discussions with teacher
• Parents having input into student learning
• Parents feeling encouraged to help children learn
In this comparison the differences in a negative aspect was harder to identify with only two areas less than the state average. These areas were
• Parents feeling they receive enough communication
• Parents feeling that their children receive enough feedback.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	100.0%

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

Relevant history screening

At Lyndoch Primary School processes are in place to ensure all employees, volunteers, external students and third party providers have a current working with children check (WWCC) as documented on the DfE website.

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	1

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	7.0	0.0	4.4
Persons	0	8	0	7

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

Financial statement

Funding Source	Amount
Grants: State	$1,257,332
Grants: Commonwealth	$0
Parent Contributions	$15,070
Fund Raising	$3,800
Other	$0

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

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Wellbeing Leader focused on student wellbeing and engagement in learning by building on Friendly Schools, Kimochis and What's the Buzz. This was supported by SSO's Uni SA Social work students and our Pastoral Care Worker.	Children were supported emotionally. WEC survey
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Inclusive Education Support Program	Targeted support for students with IESP funding were assisted to work towards SMARTAR goals as set out in their one plans.	Eight children were supported through IESP. The school funded support were funding was inadequate. 3 additional students were successful in winning funding to support their learning. Children worked towards their learning 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	Two Aboriginal students were supported by SSO's to improve their writing abilities through Brightpath. One of the students worked with the Grounds keeper as a way to build his capacity to self-regulate and therefore engage more consistently in classroom learning programs.	An improvement in their writing ability and also a reduction in inappropriate behavior issues.
Program funding for all students	Australian Curriculum	Funds were used for Literacy and numeracy intervention R-7	All students had individual growth of their goals
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Funds used to support the employment of Wellbeing Leader and Literacy and Numeracy Intervention R-7	All students had individual growth of their goals
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a