Linden Park Primary School

2022 annual report to the community

Linden Park Primary School Number: 647

Partnership: Greenhill South

	Signature
School principal:	Ms Fiona Voigt
Governing council chair:	Susie Inat
Date of endorsement:	**27 February 2023**

Government of South Australia

Department for Education

Context and highlights

Linden Park Primary remains one of the highest performing schools in Adelaide. A Capacity Management Plan is gazetted annually in State Parliament to manage the enrolment pressure, where the waiting list is on average 80-90 students.
Our current enrolment sits around 960 students, with 72% identifying as English as an Additional Dialect, reflecting our rich cultural diversity. Our community is supported by a Governing Council that mirrors our demographic, giving voice to the various cultural groups.

An IB school, we offer a PYP program promoting a global outlook through an inquiry lens, offering curricula that is conceptual and within the framework of the Australian Curriculum.
2022 has shown how resilient and committed a community we are. Remote learning capabilities were put to the test for Years 2-6 with our Receptions starting their formal education in unfamiliar territory; masks, social distancing and families being held at bay. Staff meetings remained online, and information evenings were well attended in the virtual universe. Seesaw and Google classroom became the communication platforms of necessity, more so than choice.
Swimming Carnival signified a return to a new normal with classes mingling for the first time in 2022.

Term 2 our school settled into its rhythm with excursions and incursions creating the excitement and curiousity to stimulate the wonderings that drive inquiry. Excursions enabled students to immerse themselves in their topics.
Our staff gathered face to face, with some meeting each other in person for the first time.
NAPLAN online was executed without too many glitches. We opened our newly renovated OSHC and Performing Arts Centre.

Our first assembly; we welcomed families to celebrate our Reception children's first foray as performers. This was followed by Learning Journeys: these were embraced with fervour and excitement as students worked with staff to showcase their learning. Year 6 Exhibitions; passion projects where students identified issues or challenges that our broader community face, devising their own solutions without their thinking being restrained or restricted by boundaries.

Our extra-curricula program has gone from strength to strength with students engaging in a myriad of sports and endeavours, all supported by our team of parent volunteers. Whilst all have performed with commitment, the success of the following is worth celebrating:
* Years 3 & 4 tennis team winning the state metro TennisSA tournament.
* The Athletics team winning the district and handicap shields
* Our debating teams - with multiple students awarded speaker off the debate.
* ICAS results saw several of our students feature in the top 1% of Australia
* Chess: multiple teams make the Junior State Finals.

The Yr 6 Choir performed at the Festival of Music, two students as soloists. Our wealth of talent was on display at the IMS Concert with over 30 students performing. The Year 4 performance of the Lorax gave classes the experience, thrill and exhilaration of performing before a live audience, delivering lines and singing in chorus to deliver a key message of environmental sustainability.

The commitment of the LPPS staff has truly been inspiring. As teams, they provide learning experiences that develop higher order thinking skills and position learners as global citizens that are agents for change.

The Colour Run was figuratively the 'icing on the cake' for the dedicated fundraising committee. The whole school contributed donations to the amount of $24 000. Various fundraising events all reflect the efforts of a group capable of galvanising a community to support our value-added programs and facilitates.
Our End of Year concert and Yr 6 Graduation saw celebrations of students, R-6, through dance, song and achievement supported by an audience of families that exceeded five hundred. The energy generated was palpable!

2022 has been an exciting year where our entire community has banded together.

Governing council report

2022 – A year of new beginnings
Like most Department for Education schools, 2022 saw LPPS operate as an R-6 School. Previous years' preparations by Leadership, GC, administration and teaching staff alike, resulted in a smooth and successful transition for the entire school. We also welcomed our new Principal, Fiona Voigt. Fiona quickly became a valued member of our school community and contributed to the success of 2022. With the exception of Term 1 (and the end of Term 4), Covid had less of an impact across the school – no better evidenced than by the return of parent involvement and attendance on camps, excursions and fundraising initiatives. The Governing Council continued to support and work with our School's leaders, teachers and students: ensuring our site improvement plan, capital works program and wellbeing initiatives for students and teachers were executed successfully. DfE required the GC to undertake a review of our Constitution – the review resulted in no change to our current composition or representation. We also celebrated the opening of our OSHC redevelopment.

Some key highlights include:
• Fundraising: Raising over $30 000 through the Fundraising Committee with a variety of activities
• OSHC: The redevelopment of OSCH completed and opened
• 2022 M&S Fees: No increase for 2023
• Q&A on Hay: Continued success and parent attendance
• Engagement: Surveyed parents to understand what was valued by them in the remote learning delivered which will inform future planning.
• Wellbeing: Wellbeing remained a focus for student, teacher and parent community • Reconciliation Action Plan: Ongoing planning and development supported by the SL&W Committee
• Academic results: In NAPLAN, LPPS ranked third in the State, the best performing DfE school. Our Phonics results were consistent with previous years
• Volunteers: We continued our recognition of volunteering through the Volunteer of the Year Award, awarded jointly to Leroy Fonseka and Susie Inat.
• GC membership: We welcomed eight new councillors, and farewell two; Susie Inat, 6 years and Amy Bredon 4 years. The commitment of our Councillors, volunteers, leadership, teachers and administration, continued to offer students a supportive, safe and inspiring place to learn.

Susie Inat Chair – 2022 Governing Council

Quality improvement planning

Step 3: Plan Actions for Improvement
During 2022 each of the three SIP Goals were the focus for staff meetings for a term. With Student free-days being used to maintain the actions aligned with each of the preceding term's focus. Audits of practice against the SIP actions were undertaken for both Goals 1 & 2. Term 2 was used to implement a cycle of action research where Year level teams focused on the High Impact strategies; Worked samples, Feedback, Goal-setting and Meta-cognition. These foci aligned with the ERS Direction 2.
Goal 3 included a focus on enhanced PYP, with Year level teams reviewing the Program of Inquiry against the content and concepts of the Australian Curriculum, Version 9.0. Through a focus on capturing students prior knowledge through pre-assessment before planning we started to address ESR Direction 3, Giving students access to their data.

Step 4: Track & Monitor
The use of the Success Criteria to track and monitor was challenging as pre- & post data collection had not been planned. In reflecting on our progress, post-review of the strategies trialled would have given greater weighting to these new practices.
Goal 1:
Actions were implemented with a focus during Term 2 staff meetings; Year level teams identified a strategy to focus on as part of their action research eg HITS re Feedback, Learning Intentions, Success Criteria and use of Annotated Work samples through Bump it Up Walls and Modelled & Mentor Texts.
Year Levels teams primarily used perceptual data as a measure of success and other metrics were analysed against historical data as opposed to pre- & post data sets aligned with a change of practice.
Strong focus by the Literacy on the transference of Spelling strategies through the SMART spelling program into students writing. The Literacy Coach was able analyse results of Brightpath, LEAP and NAPLAN to confirm application.
Recommendation: Align the success criteria using the NAPLAN Capability statements for Years 3-6 cohorts. Request Literacy coach to correlate with the Brightpath Tool.

Goal 2:
The actions have been implemented to varying degrees across the site.
Term 1 the Numeracy focus was difficult to gauge the implementation as everything was tackled remotely. Staff were actively discouraged from meeting unless required eg Team meetings and Online staff meetings.
Teachers lead by the Numeracy Coach attempted to engage with the Numeracy goal:
• Professional learning occurred and staff engaged in rigorous reflective conversations within teams and online.
• Focus on assessment and engaging children in identifying the success criteria

Goal 3:
Considerable action took place in developing student agency and voice through a range of strategies. The Wellbeing leaders established an Action Committee that used the WEC data to identified needs and actions to respond to the aspects of the wellbeing survey.
The Ambassadors promoted the school through site and virtual tours, from their perspective. They devised scripts and hosted school events from a student based lens. The Ambassadors also provided feedback regarding the Site Improvement Plan actions, auditing the practices of Year 6 classes.
Opportunities were provided to input into key school policies eg the Uniform Code and SportsSA selection policy.

Step 5: Review & Reset
Informed change is the challenge for Leadership in 2023: the success criteria set against implementation of strategies eg use of meta-language are confirmed through self-reporting and observation, correlating this evidence against achievement data is ambiguous at best.
The use of the pre-assessment before planning is a strategy staff value and are committed to. Work to identify the impact of a strategy needs to be determined prior to the intervention occurring. This is clear feedback for 2023 planning.
ESR 1: Observation is a critical element of the improvement process that has yet to be formalised.
Peer/student Instructional Rounds and formal observations through performance conversations are 'next step's in our improvement journey. Aligning these tools with means to validate the fidelity of the strategies being used is critical to embedding these practices as opposed to imposing them.
Success Criteria to be broken down by the Year level teams for each of the Goals, identifying the metric in advance.
Data analysis has identified approx. 10-12 children who are just below HB achievement which will need to be a focus for teachers if we are to achieve our maintenance of students in the HB.
Our PYP focus expressed as Goal 3 will no longer sit on our SIP, but in 2023 have a central focus due to the impending IB validation.

Step 1: Analyse and Prioritise
Goals for 2023 have remain unchanged with the focus on students achieving HB in NAPLAN. The Challenges of Practice have been refined to provide staff with greater direction re, implementation.
Targets have been updated to align with the trend results and the Early Years has included Grades.

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
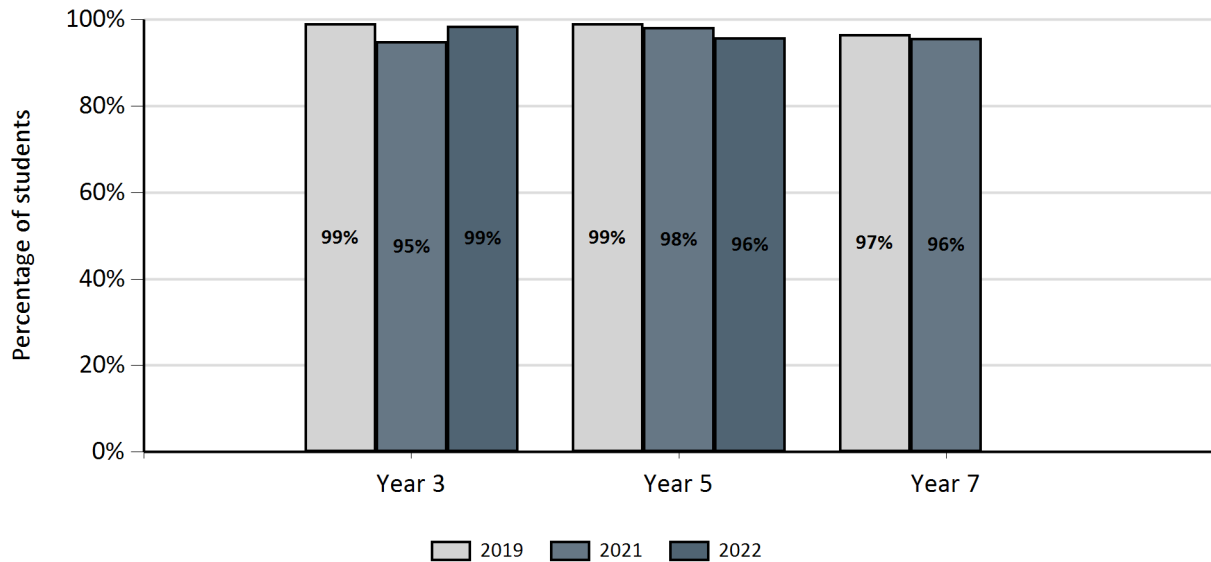
*NOTE: No NAPLAN testing was conducted in 2020.

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.
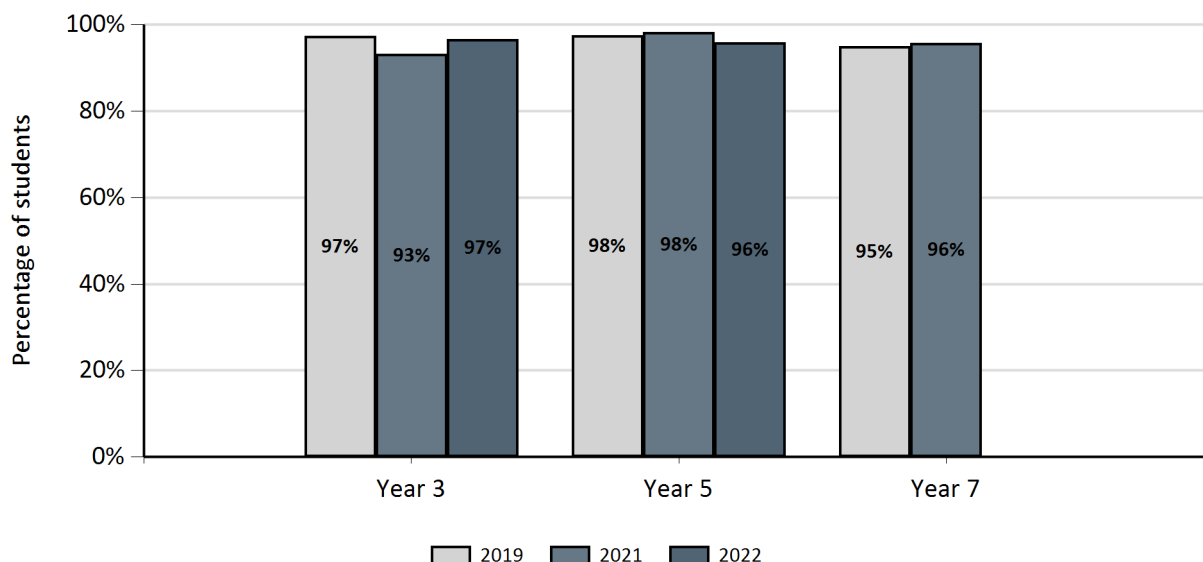
Numeracy

*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	147	147	119	96	81%	65%
Year 03 2021-2022 Average	133.0	133.0	109.5	87.5	82%	66%
Year 05 2022	148	148	99	99	67%	67%
Year 05 2021-2022 Average	132.5	132.5	87.5	83.5	66%	63%
Year 07 2021-2022 Average	119.0	119.0	67.0	81.0	56%	68%

*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:

non applicable - nil Aboriginal enrolments

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

non applicable - nil Aboriginal enrolments

School performance comment

Our NAPLAN and PAT results again reflect a community of high expectations with our students achieving the highest outcome of SA State Schools in NAPLAN. These results have been confirmed by the PAT- Maths and PAT-Reading tests where so many of our students performed well above the expectations for their year levels.

2022 Achievement: Due to the absence of 2020 NAPLAN data, we can not track High Band retention for our Year 5s.
Goal 1 -Literacy
Phonics Screening Test:
82%of our Year 1 students achieved a score of 28 (SEA) but these results signify a decline of 9% from 2021.
Running Records:
 Our 2022 Year 1 students increased the number of achieving the Standard of Educational Achievement, (SEA), 82%. 93% of our Year 2 students achieved SEA, indicating that strategies used are supporting students to progress. This result was a slight decline from 2021.
Target: 75% of year 3 students (112 out of 150 students) to achieve HB in NAPLAN Writing
• 84.5% of students achieved in the Higher Bands; exceeding our target by 9.5%
• 125 children achieved HB, with 25 just in the HB. Of the 19 who achieved SEA 11 were just below HB. 1 student just achieved SEA. Furthermore there was 1 student who did not achieve SEA.
Target: 85% of year 3 students (127 out of 150 students) to achieve HB in NAPLAN Reading.
• Achieved 81%, falling short of our target by 4% or 6 students.
• 118 demonstrated HB / 25 students demonstrating SEA, with 12 just below HB and 4 students just achieving SEA.   2 students were below SEA
Target: 66% of year 5 students (99 out of 150 students) to achieve HB in NAPLAN Reading.
• Achieved 67%, exceeding our target by 1%
• 98 demonstrated HB / 43 achieved SEA: 18 just below HB & 2 just in SEA/ 6 did not achieve SEA
Target: 50% of year 5 students (75 out of 150 students) to achieve HB in NAPLAN Writing.
• Achieved 53 %, exceeding our target by 3%
• 82 demonstrated HB / 62 demonstrated SEA – 20 just below HB & 8 just in SEA / 3 did not achieve SEA

Goal 2 - Numeracy
74% of year 3 students (111 out of 150 students) to achieve demonstrated
• 64% of Yr. 3 students achieved HB, falling short of the target by 10%. 97% met SEA
• 95 achieved HB/ 43 demonstrated SEA with 15 just below HB, 3 students just-in SEA / 4 did NOT demonstrate SEA

64% of year 5 students (96 out of 150 students) to achieve HB in NAPLAN
• 67% of Yr. 5 students achieved, exceeding the target by 3%. 96% met SEA, down by 2%
• 98 students achieved HB, with 43 demonstrating SEA with 21 of this cohort just below HB. 6 students' were just-in SEA / 4 did NOT demonstrate SEA
On average 96.8% of students from Years 3-6 scored above SEA in PAT Maths. In fact, our Year 4s increased the amount of students at SEA compared to when they were in Year 3, from 96.4% to 99%. Likewise our Year 5s increased from 98.2% to 99.2% and our Year 6s increased from 98.2% to 98.4%.

Goal 3 – Enhanced PYP
Key actions were achieved with staff engaging positively in the term 2 Professional Learning. Student Agency and Voice strategies have been incubated using the forums of Student Ambassadors (Yr 6), Student Action Committee (R-6), capturing and assessing student interests prior to planning Units of Inquiry and through individual goal setting (R-6).
On reflection, staff students and families should be intensely proud of the achievements of 2023.

Attendance

Year level	2019	2020	2021	2022
Reception	94.3%	90.7%	96.3%	89.7%
Year 1	94.9%	89.6%	96.2%	88.4%
Year 2	95.0%	91.3%	96.4%	90.5%
Year 3	96.0%	91.3%	96.8%	91.4%
Year 4	94.2%	93.5%	97.0%	91.7%
Year 5	95.9%	93.4%	96.3%	91.1%
Year 6	95.4%	91.4%	96.0%	90.7%
Year 7	94.8%	90.0%	95.4%	N/A
Total	95.0%	91.4%	96.3%	90.5%

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

Attendance comment

Our overall attendance in 2022 was 92.5%, a decrease of 4% since 2021. In the 3 cases of chronic non-attendance this year (absent for 10 or more days a term) support has been provided to address attendance and engagement concerns. Our Student Wellbeing Leader meets with the child's family, the child and teacher to work on and monitor attendance using strategies documents in an attendance plan. With two specific families, support from multiple agencies were involved as attendance became increasingly chronic, despite many attempts of school based intervention. There were also 3 cases of non-attendance this year (between 5-10 days absent a term). We manage non-attendance with teaching staff connecting with families via phone call or email. On the rare occasion when the attendance patterns do not improve, we connect with the Social Work Duty Line. In all cases of non-attendance and in two cases of chronic non-attendance, improvements were seen through supportive engagement and relationship development, significant mention to one child increasing their attendance from 9% to 40% within one term.

Behaviour support comment

Since the introduction of the DfE Behaviour Support Policy and a whole school Behaviour Education approach in 2021, we have seen a decrease in verbal and social bullying throughout 2022. Verbal bullying has decreased by 7% and social bullying by 4%. Our 2022 data indicates that incidents of physical bullying has remained consistent with 2021 data. With the benefit of strongly monitoring individual student negative cyber behaviours, via SWIFT software, any behaviour targeting other students using technology has decreased by 14% throughout the year. The use of 'Ready to Learn' plans, written in conjunction with students, teachers and family members, implementing proactive strategies to support students making positive behaviour choices, has contributed to the improvement of student behaviour concerns. An action team of educators, students and parents was formed this year to write targets reflective of our 2022 WEC data; identifying and addressing areas for improvement. All educators use the LPPS Behaviour Education flow chart to determine the level and complexity of reported and identified behaviours.

Parent opinion survey summary

Linden Park has received some affirming feedback across the aspects surveyed. Compared to the comparison group we have received feedback that is weighted towards the 'strongly agree' end of the scale. The time series graph indicates that there has been improvement in the aspects of:
• Has input into learning (73%) – increase of 10% over three surveys
• Knows the standard of work (74%) – increase of 5% over three surveys

Areas where there has been a decline in parent feedback include:
• Receives useful feedback (73%) – decline of 3% from 2021 but a net increase of 5% over three years.
• Receives learning tips (48%)
• Encourage to help children learn (73%)
The School Climate feedback acknowledges the respectful relationships between staff and students. Despite the overall positive responses relating to effective communication and quantity of communication, there is opportunity to strengthen the communication reporting student achievement and progress. There are some consistent messages in the text responses that are aligned with communication between teachers and families, specifically receiving feedback about children's progress. Families are requesting more opportunities to meet with teachers to discuss their children. The current Reporting format is a reduced version due to COVID, acknowledging the impact of absenteeism on student progress. The regular format will be reintroduced during 2023.
Consideration to parent requests will also need to consider what is reasonable given families receive a Learning Portfolio each term, Written report at the end of each semester and opportunity to explore their children's classrooms and work during Learning Journeys annually.

There are also requests for advice on how to best support children from home, several statements that they have requested support without success. This might be a focus for the Governing Council Student Learning & Wellbeing Committee in 2023.
Seesaw appears to be the platform that parents feel most confident receiving and providing communication between school and themselves.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	37.5%
NS - LEFT SA FOR NSW	3	18.8%
QL - LEFT SA FOR QLD	1	6.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	6.3%
VI - LEFT SA FOR VIC	5	31.3%

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.

Relevant history screening

There are two established processes at Linden Park Primary School:
Teachers:
• Relevant screening is monitored by the Principal who views the Teacher Registration Certificates at the start of each year prior to face to face teaching commencing. Relief Teachers are captured through the use of Relief Ruler Portal where relief staff must upload current certificates before they are eligible for employment.
• The automated emails also alert the Principal when a teachers' Teacher Registration is pending renewal; enabling the monitoring through the HR Information; Maintain Certificates & Licensing page.
Non-teaching staff:
• The Business Manager is responsible for viewing certificates and entering dates on the HR Information platform. Automated emails are used to support staff to apply for renewal in a timely manner to ensure all staff are compliant. Where staff have not had their screening updated they are directed to leave site without pay until the certificates can be sited and then entered into the HR Information; Maintain Certificates & Licensing page. There was one circumstance at the beginning pf 2022 where a staff member was unable to undertake duties and directed to leave site.

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	87
Post Graduate Qualifications	28

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	50.6	0.0	18.8
Persons	0	63	0	27

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

Financial statement

Funding Source	Amount
Grants: State	$9,292,978
Grants: Commonwealth	$14,400
Parent Contributions	$604,389
Fund Raising	$53,889
Other	$415,781

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	Student Wellbeing Leader steered a whole school focus on Positive Behaviour Education. Staff and students built positive relationships (face-to-face and online) through SEEK Week activities. Wellbeing Action Committee was formed (students, parents, staff, community member).	2022 WEC: increase in the percentage of students' reporting high wellbeing in many subdomains eg emotional regulation, school climate & bullying.
	Improved outcomes for students with an additional language or dialect	Funding employed 1.9 FTE teachers and a BSSO (Mandarin) and to provide release time for teachers engage with the Levelling process and assess student's writing for future teaching. Teachers trained in functional Grammar.	Despite significant enrolment increase (over 60 students requiring EALD support) and 0.6FTE decrease in funding, there was an increase in the percentage of students achieving NMS in NAPLAN.
	Inclusive Education Support Program	IESP Category funding was used to support students to achieve their goals (as documented in One Plan) through access to WAVE 3 SSO support. Teachers were supported to address functional needs of students through QDTP (ie. provision of reasonable adjustments WAVE 1 & 2).	Improved learning outcomes for students through the achievement of identified One Plan 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	The IESP grant and Literacy and Numeracy Strategy (including Early Years) funding was used to implement and staff intervention programs (WAVE 2) such as QuickSmart Maths, TooSmart Maths, Levelled literacy Intervention (LLI), Guided Reading Plus, and What's the Buzz. In addition, personalised WAVE 2 supports were delivered for individuals and groups of students not eligible for funding through IESP panel. SSOs were deployed in Early Years classes (R-3) to support students and teachers in their work towards achieving Literacy and Numeracy SIP goals This year, the school continued to offer a Mandarin FLMD program.	Increase in % of students achieving at or above National Minimum Standard (NMS), across all areas, in both Years 3 and 5 in NAPLAN. 2022 WEC : increase in the percentage of students' reporting high wellbeing in many subdomains eg emotional regulation & bullying. Increase in student participation and engagement in Chinese FLMD.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to release teachers for collaborative planning and moderation and for professional development in functional grammar (Writing Plus).	Greater consistency of teacher pedagogy and data analysis led to increase in student learning engagement. Increase in % of students achieving at or above NMS in NAPLAN.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The funding has been used to: build workforce capacity; implement intervention programs; support students to achieve their individual learning goals and to support improved learning outcomes for disadvantaged students.	Improved learning outcomes for students through the achievement of identified goals.
	Specialist school reporting (as required)	N/A.	N/A

	Improved outcomes for gifted students	N/A	N/A