



2022 Annual Report



Loxton Primary School

2022 annual report to the community

Loxton Primary School Number: 760

Partnership: Renmark Loxton

Signature

School principal:

Mrs Bernie Lipman

Governing council chair:

Mrs Tina Stasinowsky

Date of endorsement:

20 February 2023



Government
of South Australia
Department for Education

Context and highlights

Loxton Primary School is a category 4 school in the Riverland region of South Australia. In 2022 we began the year with 270 students in 12 classes. We continued to build on enrolments throughout the year with some families moving back into the region and new enrolments from Adelaide and surrounds. The student population includes approximately: 35% school card holders, 3.2% students with English as an Additional Dialect, 8% students with disabilities and 8.5% Aboriginal students.

Students attending live in Loxton and surrounding area with many students traveling to school on the 9 bus routes servicing our school. Enrolment numbers decreased in 2022 due to the Year 6 and Year 7 cohort of students both transitioning to High School. Our focus on site improvement continues and in 2022, with a considerable ongoing amount of resourcing directed to literacy resources and staff development. Literacy development was supported by the Department's Literacy Guarantee Unit. Resourcing in all learning areas continued and Loxton Primary School continued our work in support of the Department's World Class Education goal. Staff were supported and encouraged by the Department's Units of Work to support planning and implementation of the Australian Curriculum.

We were again impacted by COVID 19 in 2022. Reception and Year 1 students were able to begin onsite learning on the Wednesday of Week 1, however, Years 2-6 onsite learning was delayed by 2 weeks. However due to careful planning and targeted student skill development, our learning from home during lockdown was very productive. All classes were able to use Microsoft Teams to engage –and it was fabulous to see classes engaging in Teams video link meetings. The learning from home continued to be rigorous and engaging. Our staff, students and families all continued to progress on a huge learning curve which began the previous year. When all students were back onsite, limiting the amount of contact students had with each was counteracted by some very creative thinking. Assemblies were held via TEAMS with each class joining in the fun.

Resources developed in 2022 include the infographic of the Site Improvement Plan which sits proudly on the front window as you enter the school. The Indigenous Mural painted by Scott Rathmann of Rusted Tin, who workshopped with our Year 4-6 students to plan and design drawings representing the connection at Loxton Primary School. The mural begins at the OSCH house, winds its way through the school and ends in the Junior Primary area, displaying the school value of Belonging. The garden had a makeover which saw it divided into 3 designated areas: The Butterfly garden for classes in R-2, the Spice Rack for the middle Years classes and The Flavour Pit for the Upper primary Students. Each class was invited to take ownership of their own plot to maintain throughout the year. We look forward to reaping the benefits of the produce.

More events returned in 2022: onsite assemblies, SAPSASA events in all sports, with another highlight of LPS winning the Athletics Shield for the 10th time in succession. Book Fair, SRC end of term BBQs, Festival Choir, Book Week Assembly, Ryka: Indigenous performer, Footsteps Dance, Walk and Ride to School days, Grandparents/Special Person day, Fun Run and our fabulous Colour Fun fundraiser event.

With all these events, we are reminded of what a fabulous reflection of our school community. Thank you to staff and Governing Council, all who have been instrumental in support and planning for events / activities. Your ongoing support and enthusiasm for all things Loxton Primary School is truly valued and appreciated.

Governing council report

Improvise Adapt Overcome. Words echoed throughout most of 2022.

With such a tricky start full of uncertainty, rapidly spreading illness, restrictions and cancellations on what should have been a fresh vibrant new beginning, Teachers, Support Staff, Leadership, Grounds person, Volunteers and everyone in between, have managed the miracle of keeping the routine running as smoothly and normally as possible. You are all amazing and I admire how hard you have all worked to keep up with curve balls and brick walls that repeatedly crop up. Seeing how easily the students adapt to any changes they were presented with is a testament to how great their teachers are.

Our school's ability to adapt and ride the tides of change was yet again shown when our talented Principal Sally Wright was called upon to fulfil the Principal Consultant position in extremely short notice at the end of term 1, continuing into 2023. While we all miss her, the very capable Bernie Lipman and Kelly Freer stepped up into those respective roles, and I'm looking forward to continuing working with you both in the future.

GC overcame the challenges of an ongoing pandemic by switching to Webex meetings...and this was well received by all! Less juggling, more time, and less stress = a very productive committee!

The brand new mural connecting our School and OSHC service is a stunning centerpiece our students, families, staff and visitors will continue to enjoy for years to come. It is a visual reminder to me of why it is special and important to be a part of the GC committee in bringing these goals visions and site improvement plans to life for the betterment and enjoyment of all.

On behalf of GC, I would like to congratulate our year 6's on their upcoming graduation. We wish you all the very best on the next step of your adventure through life.

Personally, I've really enjoyed working on the GC for another year. It's always interesting and rewarding to see and be a part of behind the scenes, collaborating to achieve our goals and working through problems, facilitating improvements and fundraising, and getting to know the great parents and staff members who make up the GC. A big thankyou and fair well to Donna and Shannon on their retirement from GC. Your commitment, perceptions, valued opinions and all-round fun personalities will be missed! So with another challenging year all but done and dusted, I would like to thank the GC committee for your invaluable support, and I look forward to working with you all (and hopefully some new members) in the new year!

Quality improvement planning

2022 was the first year of the new three year improvement cycle. We continued the focus on Reading and Maths with 2 very clear goals of increasing high level student achievement in both areas.

In 2022, targets were set using NAPLAN and PAT data and targeting a specific number of students in each class for each goal. This clear focus supported teachers to have a laser like focus of monitoring student learning – making necessary adjustments and differentiation where appropriate, to ensure best outcomes.

2022 Outcomes:

Goal 1 – Increase high level student in reading.

Targets:

Year 1 Running Records HB – 31% Level 16 and above – Achieved 73%

Year 2 Running Records HB – 27% Level 23 and above - Achieved 65%

Year 3 NAPLAN HB Reading – 41% - Achieved 46%

Year 4 PAT R 110 and above – 63% - Achieved 76%

Year 5 NAPLAN HB Reading – 42% - Not Achieved 25%

Year 6 PAT R 130 and above – 53%- Not Achieved 43%

We were absolutely thrilled to learn that our target for the Year 1 and 2 students to reach Higher Bands in reading as measured by Running Records far exceeded our expectations. This result was outstanding and indicative of the collaborative work of our Early Years staff.

Actions that contributed to results are:

InitialLit being taught consistently and embedded in all R – 2 classes, continued resourcing and embedding use of decodable readers, ongoing and consistent use of the phonological awareness resource, Heggerty, SSO staffing, collaborative planning and data analysis in year level groups. Year 3 and Year 4 data also showed achievement whilst the targets in Years 5 and 6 were not achieved however the growth in students from last year to this year is commendable. Professional learning and support from the Literacy Guarantee Unit and the Curriculum Implementation Lead to support staff upskilling and build knowledge was undertaken. Comprehension continues to be a focus in Years 3-6 through the practice of Reciprocal Reading and QAR (Question and Answer Relationship) technique and this work guides the improvement work in 2023.

Goal 2 – Increase high level student achievement in mathematics.

Targets:

Year 2 PAT M 95 and above – 63% - Achieved 81%

Year 3 NAPLAN HB Maths – 65% - Not Achieved 23%

Year 4: PAT M 115 and above – 35% - Achieved 61%

Year 5: NAPLAN HB Maths – 46% - Not Achieved 15%

Year 6: PAT M 125 or above – 60% - Achieved 70%

A mixed number of results across year levels.

Actions that contributed to results are:

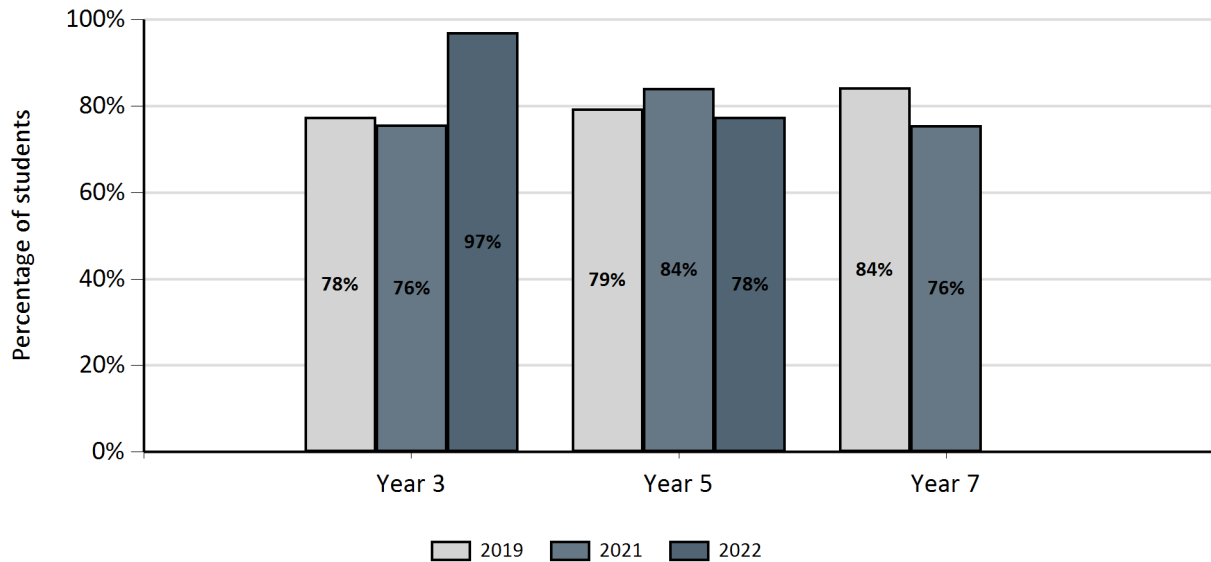
Year 3 and Year 5 targets set were extremely aspirational. Comparing NAPLAN and PAT data to set a target continues to be a challenge, particularly when NAPLAN was not undertaken in 2020 and therefore could not be relied upon for previous history. Exceptional achievement results in Years 2, 4 and 6 was positive. The Units of Work has been of great benefit with teaching the concepts of maths and conceptual understanding using problem solving tasks from the Department suggested Van De Walle text. The purchase of Essential Assessment has enabled staff to participate in shared data analysis, monitoring and tracking of student progress and growth. Ancillary staff working with small groups of students in each class to facilitate challenge and stretch, introduction of Number Talks in each year level to challenge higher order thinking and encourage all student participation.

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

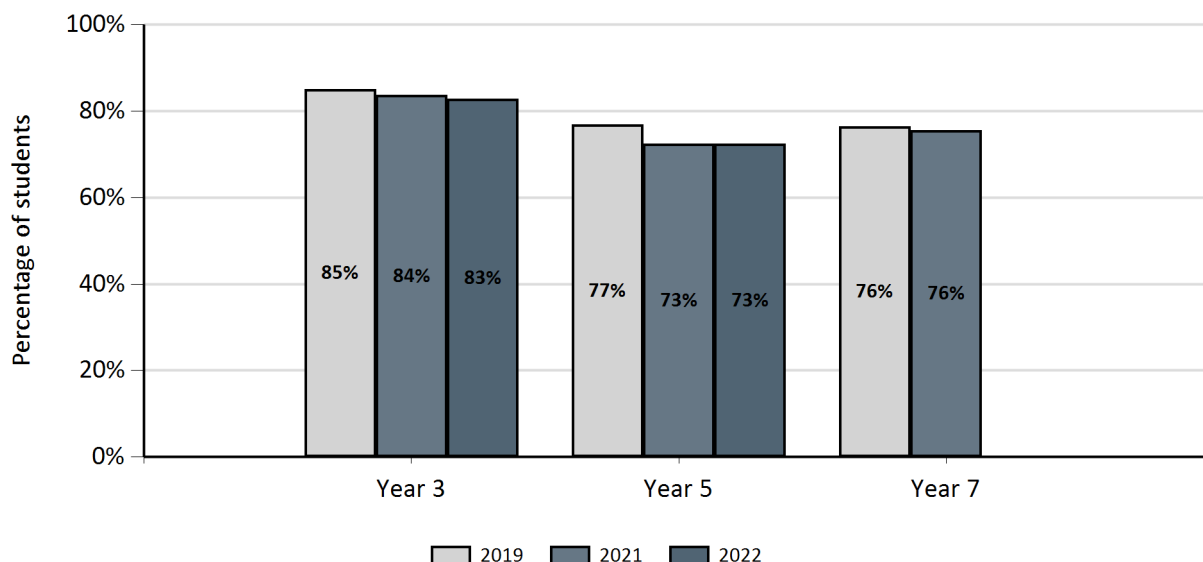


*NOTE: No NAPLAN testing was conducted in 2020.

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	35	35	16	8	46%	23%
Year 03 2021-2022 Average	36.0	36.0	16.5	10.0	46%	28%
Year 05 2022	40	40	10	6	25%	15%
Year 05 2021-2022 Average	39.0	40.0	9.0	7.5	23%	19%
Year 07 2021-2022 Average	41.0	41.0	5.0	12.0	12%	29%

*NOTE: No NAPLAN testing was conducted in 2020.

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

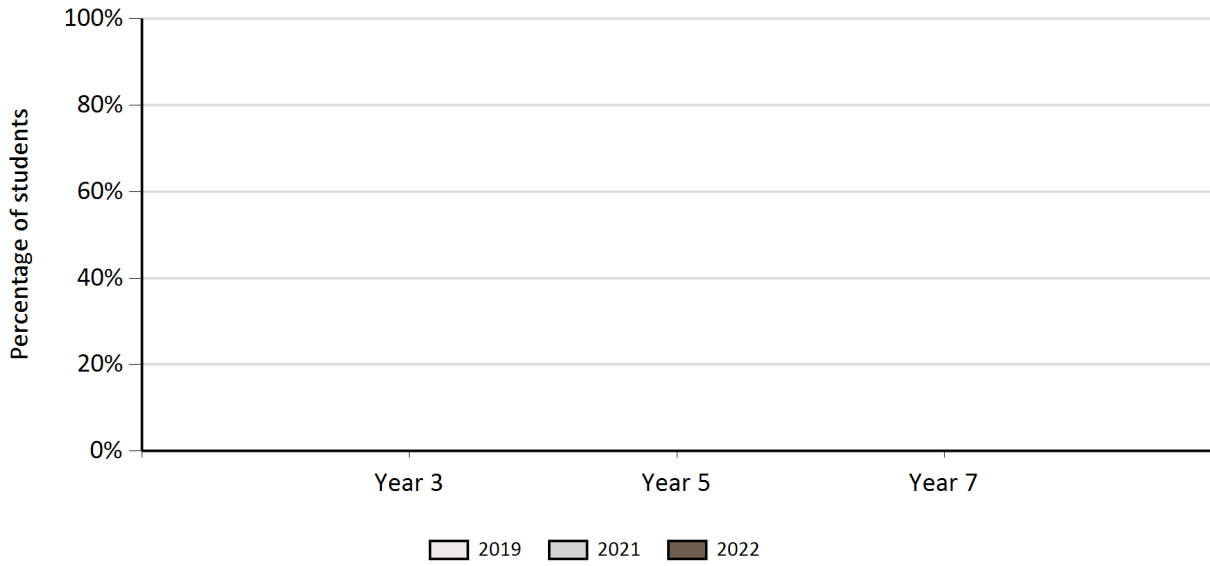
[^]includes absent and withdrawn students.

*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



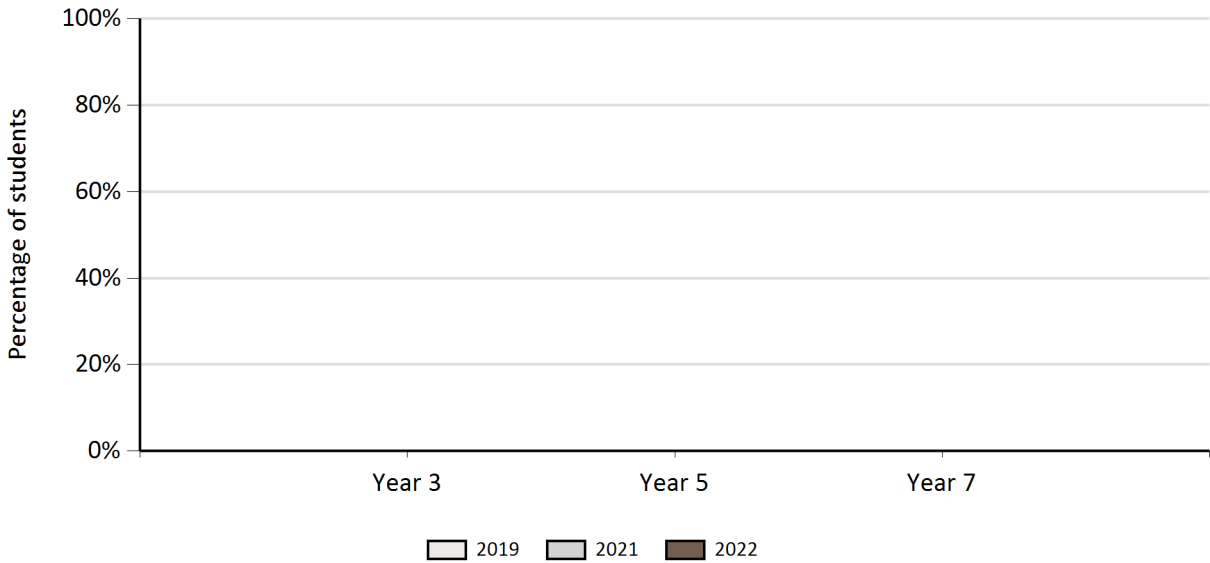
*NOTE: No NAPLAN testing was conducted in 2020.

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



*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 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 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: Tracking & Monitoring

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

Collecting, tracking and monitoring growth and achievement for Aboriginal learners at school. Literacy and Numeracy data is represented in a spreadsheet identifying the test, score and tracking of growth per term. It is located in a central location on Teams and on display in the staff room, this is updated regularly. Data is colour coded to identify students below SEA, at SEA or just below SEA. Time allocated during staff meetings for teachers to work independently or as part of SIP teams to analyse and monitor data with the 'idea' of growth at the forefront. Monitoring of growth through data leads to support through evidence-based programs or targeted small group work focusing on the gaps in learning. DfE guidebooks, InitialLit, MultiLit, BilN and the OG intervention lessons are used to support teachers and students.

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

In NAPLAN Reading and Numeracy in year 3, 1 student met SEA (standard of Educational Achievement) benchmark with the other student just below. In NAPLAN Reading in year 5 all 3 students were below SEA. In Numeracy 2 were just in SEA and 1 just below. PAT math results in years 3-6 demonstrated that 6 out of the 8 students who sat the test showed an increase in growth from 2021 to 2022 results, 1 student had a slight decrease however, still met SEA. PAT reading results in years 3-6 demonstrate that 7 out of the 8 students who sat the test showed an increase in growth with one student showing a slight decrease.

School performance comment

Phonic Screen Check testing results showed an increase of 15% from 2021 with 78% achieving benchmark. This upward trend has continued since the introduction of the PSC in 2018 where 33% of students achieved benchmark. The growth of student achievement from 33% to 78% this year is significant and due to the introduction of InitialLit, decodable readers, Heggerty Phonological lessons, data collection and analysis and collaborative planning in the Early Years. We continue to track and monitor student data to support this upward trend.

Running Records:

Year 1 Running Records - 76% achieved Standard of Education

Year 2 Running Records - 75.5% achieved Standard of Education

Progress Achievement Test (PAT) is undertaken each year to track student growth in Reading and Maths. Teachers use the data to inform planning and support student learning. The Department for Education set benchmarks for Standard of Education. Our results were positive, on average 82% of students achieved benchmark in Reading and 79% on average in Maths. We continue to work on comprehension being a focus of our reading goal and problem solving in number for Maths.

Year 3

PAT Reading – 94% Achieved Standard of Education

PAT Maths – 83% Achieved Standard of Education

Year 4

PAT Reading – 81.5% Achieved Standard of Education

PAT Maths – 79% Achieved Standard of Education

Year 5

PAT Reading – 68% Achieved Standard of Education

PAT Maths – 73% Achieved Standard of Education

Year 6

PAT Reading – 83% Achieved Standard of Education

PAT Maths – 81% Achieved Standard of Education

Our NAPLAN data showed some impressive results. Of particular note was the Year 3 cohort with nearly half the cohort achieving in the Higher Bands. We were excited with this result as this is the first cohort to undertake the full cycle of InitialLit since its implementation. Maths continues to be a focus, particularly consistency in problem solving across year levels. This will continue to be our focus in 2023.

Year 3 Reading – 46% in Higher Bands

Year 5 Reading – 25% in Higher Bands

Year 3 Maths – 23% in Higher Bands

Year 5 Maths - 14% in Higher Bands

Attendance

Year level	2019	2020	2021	2022
Reception	93.7%	87.6%	88.3%	86.8%
Year 1	92.0%	89.0%	87.6%	88.7%
Year 2	91.7%	89.0%	91.4%	84.5%
Year 3	93.3%	89.3%	92.1%	89.2%
Year 4	93.1%	89.6%	91.5%	88.9%
Year 5	93.1%	87.8%	92.8%	86.1%
Year 6	92.6%	88.4%	90.3%	90.3%
Year 7	92.7%	91.1%	92.3%	N/A
Year 8	N/A	N/A	N/A	N/A
Year 9	N/A	N/A	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Total	92.8%	88.9%	90.7%	87.7%

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

Attendance comment

Attendance levels for 2022 were at 92% compared to 91% in 2021. These were impacted by continued strict COVID protocols which requested families to keep students at home if feeling the effects of illness. We thank our families for supporting this request in keeping our school community safe and healthy. Other absences were due to family/social and school sport. Unexplained absences were 0.4% compared to 0.2% in 2021. Admin staff continued to follow process to seek an explanation for daily absence through a text message system and alerted Leadership staff for unexplained absences longer than 3 consecutive days.

Behaviour support comment

Behaviour Education continues to be a focus area at Loxton Primary School. In 2022, Staff took part in a Berry Street Masterclass focusing on managing adverse behaviours within the classroom. This training encouraged staff to work with students to develop Ready to Learn plans. The Loxton Primary Common Language and Wellbeing Statement of Practice were both updated and continue to be embedded across the school. Behaviour incidents recorded were 14 Office Time Outs, 5 Take Homes and 11 suspensions. These incidents involved 19 students, with 12 of these only having 1 incident. Staff continued restorative conversations to work through behaviour incidents with students linking our school values where possible.

Parent opinion survey summary

65 families responded to the Parent Satisfaction Survey which was comparable to previous years. We appreciate the time and consideration given to completing feedback, as this enables us to continue to strive to keep making Loxton Primary School the best school. Surveys were again centrally managed by our Department and through consistent survey numbers being completed, this approach appears to be working.

We had some very strong results of agree and strongly agree. Our top areas of strength include: Teachers and students are respectful to each other at school (80% strongly agree or agree), the Child is important at School (75% agree or strongly agree) and families receive enough communication from the school (76% strongly agree or agree). Overwhelmingly, Class Dojo was people's preferred method to receive communication. While the school communicates effectively, communication continues to receive strong feedback as parents indicated they also like to receive communication via email, newsletters and phone calls. We know that there are many channels of information and we endeavour to try to reach accessing information as easy as possible. Families knowing the standard of work expected by the school was agreed or strongly agreed by 68% with 98% of responses indicating that families talk to their children about what happens at school. Coupled with our Facebook posts, Class Dojo and newsletters highlighting the learning that is happening in class, this is outstanding.

We continue to strive to foster strong working relationships with families around children's education and we thank our families for giving us insight and feedback to help us improve.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	85.7%
U - UNKNOWN	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.

Relevant history screening

LPS continued to adhere to Department for Education relevant history screening processes. Teachers and ancillary staff all have required WWCC to ensure compliance. Our volunteer process and induction with a dedicated staff member continues and ensures that new volunteers have processes and procedures explained and that they have current relevant certification. All processes are aligned with Department procedure to ensure appropriate requirements have been adhered to and met. We have regular breakfast club volunteers working in the kitchen, within COVID guidelines and restrictions at any given time.

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	30
Post Graduate Qualifications	

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	18.8	0.0	9.1
Persons	0	23	0	14

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

Financial statement

Funding Source	Amount
Grants: State	\$3,555,839
Grants: Commonwealth	\$2,500
Parent Contributions	\$112,753
Fund Raising	\$22,457
Other	\$56,145

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 and wellbeing teacher available to support students each day. Welcome circles in each class with consistent structures. Continuation of the Berry Street approach and development of ready to learn plans for students. Wellbeing room accessed by students to enable students to regulate before re-entering classrooms and ready to learn.	Common language across school. Students regulating and managing behaviour in class. Students using chill zones and understanding when they are ready to learn.
	Improved outcomes for students with an additional language or dialect	9 students identified with support provided through MacqLit, small focussed groups in InitiaLit and one to one support by SSO with goals outlined in One Plan. In class support by teachers.	Growth monitored and tracked using Department data, MacqLit and InitiaLit testing. Support documented through One Plans. Literacy 3/9 and Numeracy 2/9 at standard.
	Inclusive Education Support Program	Teachers differentiate and target teaching and learning to cater for students with the support of SSO's. All IESP students receive SSO support through small focussed groups and individually as required to support One Plan goals. One Plans reviewed and progress notes updated regularly.	Students' progress and achievement against set goals as outlined in One Plan progress notes. Support of SSO's in monitoring and supporting students to meet 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	MacqLit program for identified non verified students. These target groups were formed through data showing students not meeting benchmark in NAPLAN or PAT reading. R-2 students received SSO support in InitiaLit booster groups to target gaps in learning. SSO support targeted students who had speech and language difficulties through one-on-one and/or groups using evidence-based speech programs. Small focussed groups using the Skill Narrative program as recommended through Speech and Language reports. SSO support provided to each teacher once a week in numeracy.	MacqLit students have demonstrated significant growth over time. Phonics screen data showed 78% met SEA. InitiaLit screeners and Cumulative reviews demonstrated growth in students. Speech and language programs have shown significant improvement, some students no longer requiring intervention.
Program funding for all students	Australian Curriculum	Funding supported the release of teachers to attend PD around the DfE units of work. Helen Booth from MASA visit and teacher release, Misty Adeniou, Literacy, and Van de Walle text supported teacher capacity. Resources purchased to support work in Reading and Maths. Essential assessment for all teachers to monitor student growth in math.	All staff using DfE units of work, achievement against our SIP goals. Student data tracking streamlined
	Aboriginal languages programs Initiatives	Indigenous performer, Ryka, performed to all classes - R-2, Yrs 3-6 sharing stories, life experiences, culture and indigenous artefacts. Indigenous mural created by Rusted Tin artist, Scott Rathmann. Scott worked with students in Years 4-6 to gather information and share indigenous culture before painting his art across the school.	All students highly engaged in Ryka performance and mural painting.
	Better schools funding	In 2022, funding continued to support a Literacy and Numeracy Coordinator 0.4. Role focussed on streamlining term planners across the site, supporting teachers in using the DfE units of work in literacy and numeracy, use of the Van de Walle text and number talks in classrooms, creating resources to support teachers in the process of Reciprocal Reading and QAR.	SIP high level student achievement achieved in reading. HB reading goal in year 5 & 6 not achieved. Increased student achievement in maths achieved in years 2, 4 and 6.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A