



# Lockleys North Primary School

## 2022 annual report to the community

Lockleys North Primary School Number: 911

Partnership: West Torrens

Signature

School principal:

Mr Tyson Grinham

Governing council chair:

Rhianan Strangways

Date of endorsement:

17 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

The 2022 school year began with no year sevens, a staggered start to year levels and uncertainty of the weeks to follow. We all know that clear routines and positive relationships are two very important components of a successful school system, so we all did our best to do this with the restrictions to get programs in place for our students.

This year was very different but I am so proud to report that flexibility and resilience were certainly demonstrated by everyone. Given what we faced at the start of the school year, we continued to build engagement between family and staff and provide a suite of opportunities for children to enjoy growth and success. Just incredible! Our school values were certainly on display.

I am immensely proud to publish this Annual Report. It is essential that people who read this report know something about us. This was our first year as an R-6 school.  
Our Mid Census (2022) recorded 441 students.  
2% of our students were enrolled as Aboriginal.  
3.6% were allocated funding as they had been assessed as Students with a Disability.

Nearly two-thirds of our students self-assessed themselves as being happy. 76% say they have a high connectedness to our school and 71% say they have a high academic self-concept. This is positive given that 34% of our students score themselves in the low 'happiness' section of the survey. Also, only 41% don't envisage high 'life satisfaction' and 36% score themselves in the 'sadness' section of the survey.

Our School Support Officers team has been amazing throughout the year. They are bright and cheery who put young people first. Our teachers work extremely hard. The last three years have been extremely demanding for them. Their continued commitment to ensuring our young people get a high-quality education is to be commended. The feedback in the parent survey clearly affirms this.

Comments like these are worthy of including in this report.

"I am very happy with the standard of care and learning at my son's school."

"We are very happy with the school and how they treat us as well as our kids. They are respectful and inclusive. They have the kid's best interests at heart and want the best outcomes and for the kids to continue learning. They work with the kids to achieve the best outcomes."

The Governing Council makes an enormous difference to our community. A great bunch of people to work with. Thank you to everyone who gives up so much of their time. I appreciate the energy they demonstrate to make our school as good as it can be.

The student ambassadors are an important group in our school. To witness them work hard and contribute positively to our wonderful school community is a treat. Points are scored by our teams for responsibility, care and concern, honesty, and pursuit of excellence. Watching the teams go about gathering points is a highlight.

Another highlight was observing students being able to learn in the renovated Mellor building once again. It was a worthwhile wait.

The community night was a terrific occasion where families could further their understanding of a wide range of quality teaching and learning programs. It was wonderful to see people back touring our school.

Our Education Director Rick Bennallack was extremely impressed with our focus on learning and our plans for growth. The staff were very reassured that we are heading in the right direction. This was validated by several ThankEd messages to staff members for what they do for our young people throughout 2022.

I now want to thank everyone who contributed so positively to making the year special. Thank you so much!

## Governing council report

We are proud as a Governing Council to have worked side by side with our teachers and support staff who continued to be on the front line showing resilience and commitment every day. Our experiences in 2020 and 2021 had well prepared us for any issues we faced in 2022.

The academic year started with home-schooling for a period of two weeks before students returned to the classroom. While not an ideal way to commence the school year, especially for those new to the School, Year 3 are using their Chromebooks for the first time and Reception students, both staff and students showed strong resilience and adaptability to change.

The ongoing restrictions and limiting the family's physical access to the school have been a challenge. As parent and visitor restrictions remained in place until Term 2, the school community where slowly able to start making connections with the school again as restrictions were lifted. It was wonderful that the School was able to permit parent and guardian attendance at two flagship events; the Community Night in Term 3 and Sports Day/Colour Fun Run in Term 4. With many families meeting peer families for the first time.

There is still room for patching the disconnection that continues to impact families from the previous two years.

Feedback was sort from the School parent/guardian community in Term 1 in the form of a survey; qualitative responses provided the Governing Council and, more so, the Community Engagement subcommittee with valuable information about where the greatest gap in the community relationship exists, with ideas on how to bridge that gap provided by the parent body.

The School hosted fundraising events, such as a movie night off-site, and a raffle and the ever-favourite, the bake sale was re-established at Sports Day/Colour Fun Run. New restrictions, set down by the Department of Education, limited the School community's ability to serve food and drinks, such as BBQ and soft drinks, which reduced the potential fundraising capacity. It is pleasing that the total funds raised for the year equate to over \$14,000, which supports the Junior Year Redevelopment.

It was wonderful to see students start populating the Early Years Redevelopment after a slower execution of the redevelopment project in 2021. Staff and students were quick to adapt to the building new, bright and collaborative workspaces commencing in Term2; with the formal opening conducted in front of families in Term 3 at the Community Night, with Mr Rick Bennallack, Education Director for West Torrens Partnership, present for the ribbon cutting.

OSHC continues to run and provide a service to our families and the wider community. This year the service experienced a change in the management of the service, with Director, Kelly, resigning from the role. In the highly competitive OSHC resourcing environment it was identified that Rheanne, current Educator, would be a fitting new Director and was promoted from within on a short-term contract, that has since been extended. This changeover provided little to no disruption to the service.

The School consulted with LNPS staff and Governing Council members to develop the Learner Qualities to support the School Values and the Aiming High program, which will be implemented in 2023 for all students Reception to Year 6. The new LNPS learner qualities are: Collaborative, Resilient, Reflective, Independent, Curious and Innovative.

Despite the constant need to pivot and adapt to change, the work undertaken by the Governing Council and the subsequent Finance, Building and Grounds, Education, Community Engagement, Sport and OSHC committees to meet the challenges of 2022 should be noted and commended.

Thank you to all our Governing Council members and volunteers, for all of the work behind the scenes to ensure Lockleys North Primary School creates an environment of inspired learners. Volunteering takes time we do not always have and your commitment does not go unnoticed.

Sincere gratitude is extended to Principal, Tyson Grinham, Deputy Principal, Mirjana Faccin, and the entire teaching and administrative staff for keeping our fledglings safe in unsettling times; while continuing to provide high-quality education regardless of the impact of external influences.

Acknowledgement and gratitude are extended to our outgoing Governing Council member, Jo Hughman. We sincerely thank Jo for her contribution. And Staff Representatives Maddie Hicks and Jaymee Lee Martin. We look forward to working with the returning eleven (including myself) Governing Council members and collaborating with incoming member Lauren Robertson.

In my first year as Governing Council Chair, it is encouraging to expect that the 2023 year should return to a sense of normal, where opportunities to bridge the gap of disconnect should be able to be addressed. 2023 is ours to conquer and I look forward to working with the LNPS community this year.

# Quality improvement planning

Our 2022 focus

## Reading

In last year's Annual Report, I wrote that if we adopt common approaches to our teaching to create consistency across the school, then we will have growth for every student in reading R-6.

As a result, our teachers explicitly created opportunities for students to inquire into phonics, vocabulary and spelling to expand students' language.

## Spelling

Our aim was to see each student understand increasingly specialised vocabulary and spelling that is needed to read and comprehend more complex texts. In addition, we felt it was important that students have the capacity to spell the relevant words accurately.

Our teachers allocated time to review student portfolios/work samples, conducted walks and talks and analysed student work in their Professional Learning Teams and Learning Communities to ascertain if each student was acquiring the expected knowledge and skills.

## Writing

In 2022, teachers adopted a common approach to explicitly teach sentence structure. The aim was to have students set learning goals to compose written, visual and multimodal learning area texts by applying their knowledge of text structure, text cohesion and applying their knowledge of sentence structure.

## Maths

Our major focus for 2022 was Number Sense. This involved estimating, calculating with whole numbers, and solving and modelling everyday problems in a wide range of authentic contexts. Teachers explicitly taught efficient mental, written and digital strategies.

In the 2021 Annual Report, we said that this year we would implement and use the 'Spell It' resource to plan for an effective spelling program. I am pleased to report that this occurred in 2022.

We also reported that we would sustain the professional learning from the ORBIS through the implementation of PLT Pathways with a focus on high-impact strategies. I am highly encouraged by what I see occurring with Big Ideas in Number, Visible Learning and Setting Learning Goals.

We have been looking at Visible Learning for over a decade but this year we embarked on further consolidating strategies and approaches that enable teachers to be evaluators. In simple terms, we want to be fully aware of what impact we are having on the learning lives of students and work from there. This year, we have dedicated our time to building a foundation of visible learning knowledge and planning for success. One of our high-impact strategies is setting 'personal goals'.

This saw our teachers enable students to have clarity about their next steps for learning. We witnessed this strategy working brilliantly when we had our learning conferences and learning goals were co-constructed with students and families.

We are learning so much from our scheduled professional learning opportunities. We produced some video diaries from students. It was pleasing to see how language changed over time. Early on, students thought by demonstrating good behaviour was being successful. In later videos, we heard a change and more talk about learning and knowing what their goals were and strategies to reach them.

You will see more about the language of learning, personal goal setting, learning intentions and success criteria over the coming months and we will report on these in 2023.

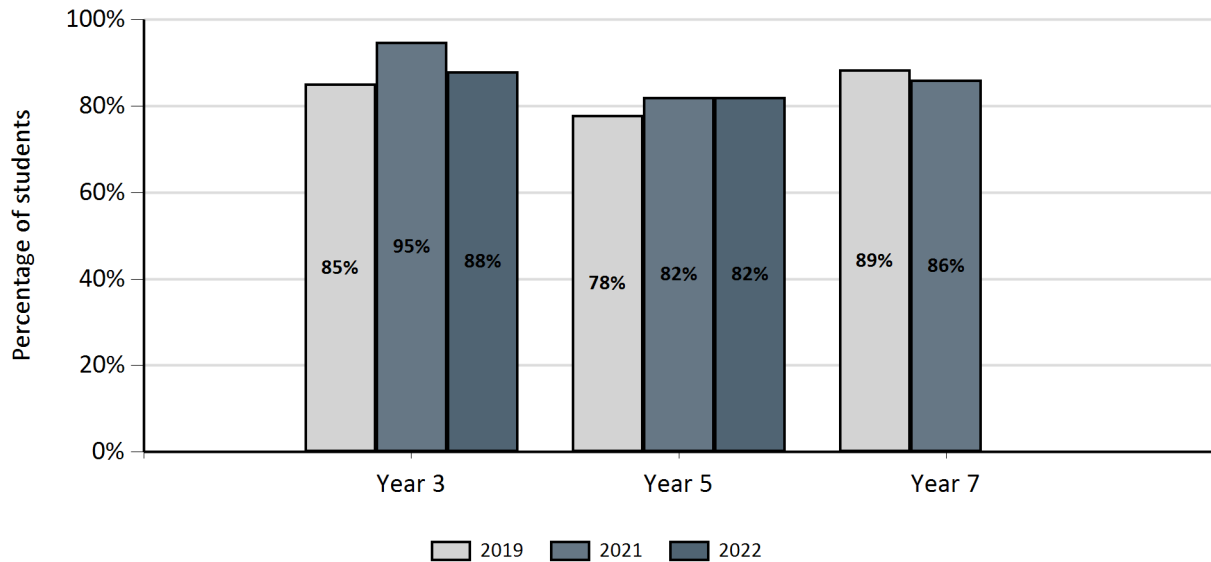
In the following section, you can see the results we achieved.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

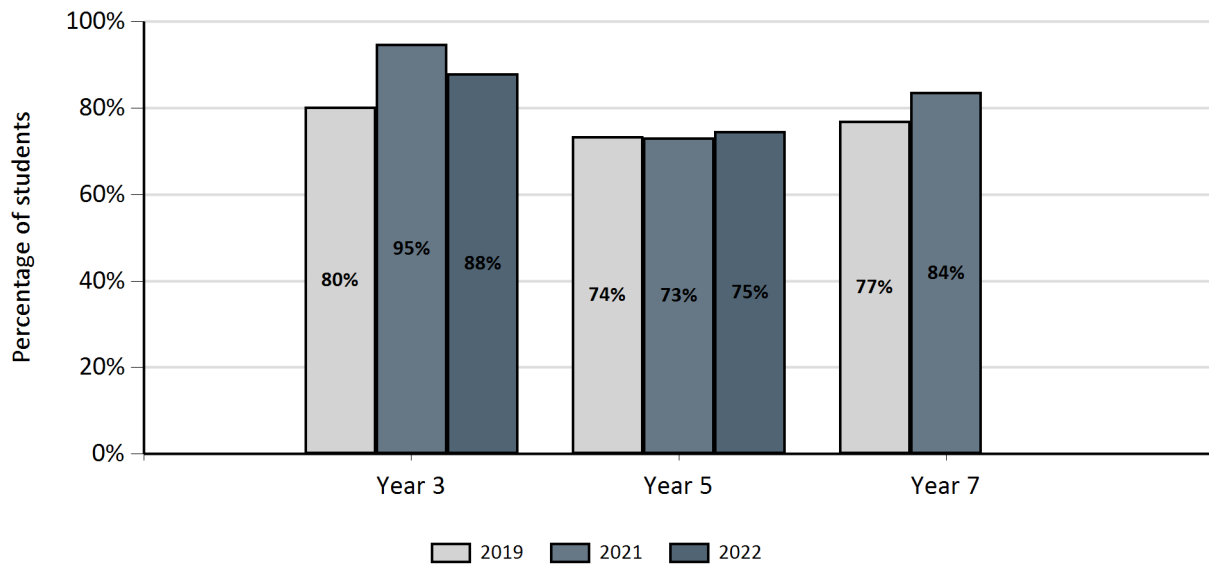


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



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

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	67	67	36	23	54%	34%
Year 03 2021-2022 Average	62.5	62.5	35.5	20.5	57%	33%
Year 05 2022	67	67	18	8	27%	12%
Year 05 2021-2022 Average	61.5	61.5	18.0	6.5	29%	11%
Year 07 2021-2022 Average	43.0	43.0	11.0	11.0	26%	26%

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

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

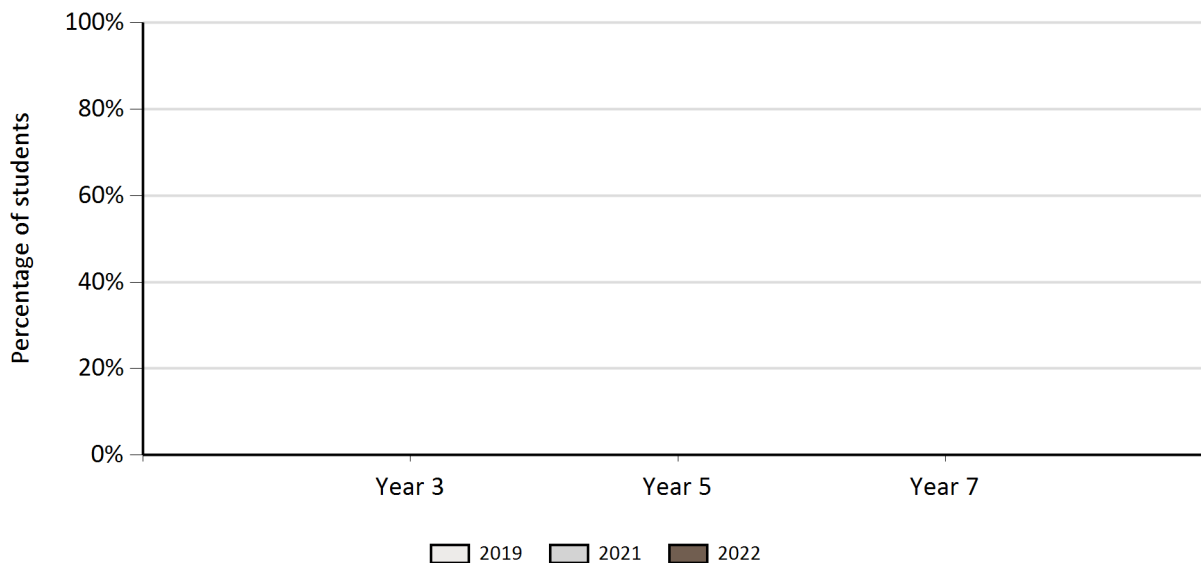
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



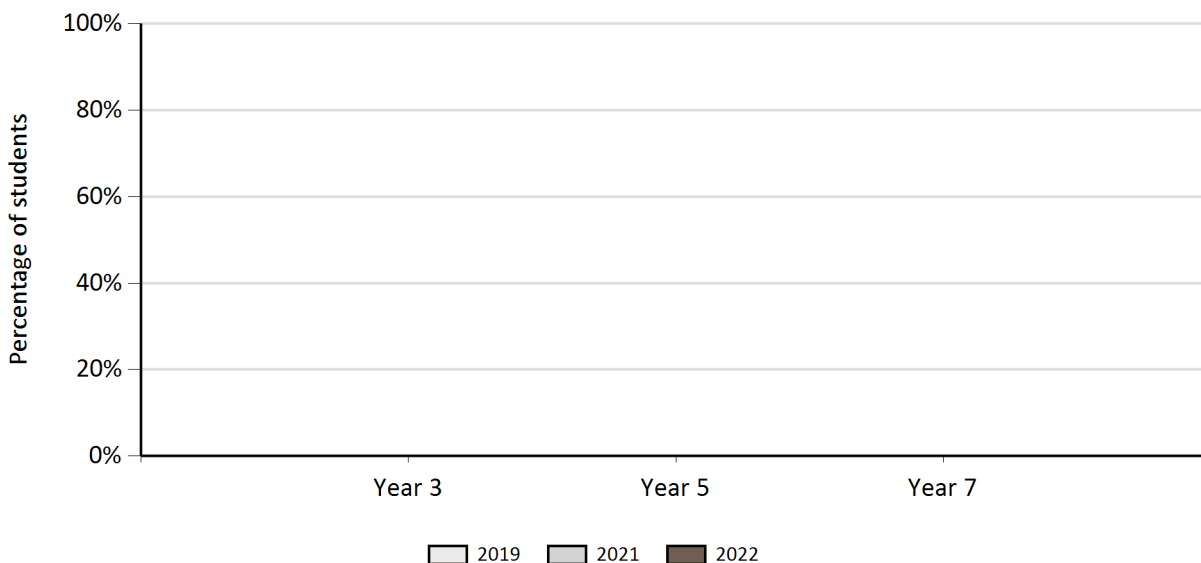
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
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.

<sup>^</sup>Includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Quality Teaching

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

The individual learning plans that have been implemented for students outline their goals to work towards. We monitor the learning, provide feedback and monitor progress. Our Aboriginal children achieve growth in their learning at LNPS by experiencing learning that is relevant to their own lives, as it is reflective of the identity, language and culture of Aboriginal people. An important strategy in achieving this is seeking input from Aboriginal families. This is not just with their own children but ensuring our curriculum is culturally responsive.

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

Disappointingly we saw a drop in performance for our Aboriginal students in 2022. 2 out of 5 met the Reading SEA target and only 1 out of 5 met the Numeracy SEA target. Further support and intervention will be investigated and implemented in 2023.



# School performance comment

The following is the data we have analysed from the 2022 NAPLAN tests matched against our targets as published in our 2022 Site Improvement Plan.

Our School performance score for 2022 was 0.58. This has been consistent for some years. The ten-year aspirational goal for the system is 0.68.

## Goals

85% of Year 1 students achieve Phonics Check SEA - achieved

90% of Year 3 students achieve SEA in NAPLAN Reading - not achieved (88%)

90% of Year 3 students achieve SEA in NAPLAN Writing - achieved

25% of Year 3 students achieve Higher Bands in NAPLAN Writing - achieved

90% of Year 5 students achieve SEA in NAPLAN Writing - not achieved (65%)

25% of Year 5 students achieve Higher Bands in NAPLAN Writing - not achieved (13%)

90% of Year 4 students achieve SEA or above in PAT Maths (achieved)

Other important information to be further analysed and addressed include:

## Boys Reading

Half of the year 3 boys scored in the higher bands. (50%) Only a third of the year 5 boys were in the higher achievement bands. (32%)

## Boys Writing

Half of the year 3 boys scored in the higher bands. (49%) Only 13% of the year 5 boys were in the higher achievement bands. Only 65% of the boys met the National Minimum Standard. This requires further investigation in 2023.

## Boys Numeracy

Nearly half of the year 3 boys scored in the higher bands. (44%) Only 19% of the year 5 boys were in the higher achievement bands and yet 81% met the National Minimum Standard. This is a massive difference and is worthy of further analysis for 2023.

## Girls Reading

Over half of the year 3 girls scored in the higher bands. (58%) Only 22% of the year 5 girls were in the higher achievement bands. This will require us to further analyse these results.

## Girls Writing

Nearly half of the year 3 girls scored in the higher bands. (45%) Only 14% of the year 5 girls were in the higher achievement bands. This requires further looking into.

## Girls Numeracy

Nearly a quarter of the year 3 girls scored in the higher bands. (23%) Most were above the national Minimum Standard. (84%)

Only 6% of the year 5 girls were in the higher achievement bands. 69% met the National Minimum Standard. This is a massive difference and is worthy of further analysis.

# Attendance

Year level	2019	2020	2021	2022
Reception	93.9%	91.4%	95.8%	89.1%
Year 1	95.8%	92.2%	94.6%	90.6%
Year 2	94.6%	92.1%	95.1%	89.4%
Year 3	93.6%	91.9%	95.2%	91.6%
Year 4	94.4%	89.5%	94.6%	92.3%
Year 5	94.0%	93.5%	92.2%	91.9%
Year 6	94.5%	88.7%	95.9%	89.4%
Year 7	93.1%	89.9%	92.9%	N/A
Total	94.2%	91.1%	94.6%	90.7%

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

## Attendance comment

Attendance during Covid has been a complex issue. 92% of our students attended more than 80% of the time. Our overall Attendance rate was 91.11%.

We noted that 25% of students seemed to create a habit (or pattern) of absenteeism. That is one in four children. Something we may look at further.

Finally, our chronic non-attenders are the most difficult group to entice to school. We have 8% of students who fit into this category. Without full support from families, increasing attendance for them will remain a challenge in 2023.

One thing we will be asking teachers and SSOs to do in 2023 is to follow up on 'unexplained' attendance. We still have over 60 unexplained or unauthorised absences.

## Behaviour support comment

We strive to make our school a safe, supportive and inclusive environment. We use a restorative approach when supporting students experiencing behavioural issues and work together with families. The majority of our students uphold the values of our school and we are all very proud of that. There are occasions when we must act to maintain the good order of the school and suspend a student so that others feel safe. If this occurs, we ask families to meet with us to set a pathway forward.

In 2022, we suspended three students. It was twelve last year. Two of these students were multiple offenders. The drop is due to three things. The year 7 cohort no longer is part of our school and the work we have done on establishing a positive climate with all of our students and the role our student leaders play.

# Parent opinion survey summary

We received 123 responses to our survey. We appreciated the feedback/comments. We have read them all and will place suggestions on our agenda to consider for 2023.

The following is a snapshot of the survey and they are matched to a comparison group from a wide range of other schools.

People are respectful	Our School 91% and the Comparison Group 90%
Enough Communication	Our School 76% and the Comparison Group 84%
Feedback	Our School 82% and the Comparison Group 86%
Useful Discussions	Our School 78% and the Comparison Group 91%
Good Home Routine	Our School 89% and the Comparison Group 88%
Equipped to Plan pathways	Our School 81% and the Comparison Group 89%

One of the significant components of the survey was to discover that many parents say that they want more school help for their child or us to help them help their child at home. This means we must look at this in 2023 to see how we can support 'busy' families at home to set up routines that will help.

## School climate comments

Amazing school!!!

Direct feedback/information about particular work tasks thy my child does would be beneficial to ensure we as parents are connected to our children's learning and support as best we can.

I wish the school would take bullying more seriously. It may seem as not as issue to them as much, but it's affecting my child. I'm heavily involved in my school as a parent, but I don't believe enough is done during recess and lunch to prevent verbal and physical abuse. I work in another school as a sso and see what they do to prevent bullying at break times. I don't feel LNPS are doing this.

Teachers are great at responding when contacted and providing information and support.

At present teachers don't have the capacity to proactively provide updates on progress outside of the semester reports. This inhibits the ability for parents to be aware of areas they could help develop

I would like to receive more information about what level of learning the school expects my child to have and am always proactive about seeking feedback on areas my child needs reinforcing work at home to be at standard level this is important to me as a parent Lockleys North literacy program teacher has been go.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	27.3%
PA - PARENTING/CARER	2	18.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	54.5%

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

Lockleys North Primary School follows the recommended procedures in regard to the Department for Education's Criminal History Screening. All documentation of processes are recorded and data (screenings and approvals) pertaining to staff, contractors and volunteers are kept securely onsite as part of our school level database.

# 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	50
Post Graduate Qualifications	6

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	26.7	0.0	7.1
Persons	0	31	0	10

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

## Financial statement

Funding Source	Amount
Grants: State	\$4,232,954
Grants: Commonwealth	\$10,200
Parent Contributions	\$193,662
Fund Raising	\$14,367
Other	\$29,741

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	NA	NA
	Improved outcomes for students with an additional language or dialect	Learning support teachers focus on teaching students individually and in small groups targeting the individual needs of students based on triangulated data collated.	Improved learning outcomes in Literacy and Numeracy.
	Inclusive Education Support Program	Specialised SSOs and teachers supporting students individually and in small groups implementing adjustments as outlined in One Plans.	Students achieving learning goals outlined in One Plans.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Funding has been used to provide individual support for ATSI students who have been identified to increase SEA with an SSO for both in class and 1:1 targeted support. Teacher, SSO and student work together to set learning goals. Teachers work with SSOs to provide individualised learning to achieve these goals. Early Years Support Grant was utilised to increase SSO and teaching staff to better accommodate the needs of students who were not achieving learning goals. This funding was specifically used for InitiaLit, Learning Support and MinLit/MaqLit intervention groups.	Improved learning outcomes for targeted students.
Program funding for all students	Australian Curriculum	Australian Curriculum Funding was utilised for Pupil Free Days focussing on Reading, Writing and Visible Learning .	Increased staff ability to use Australian Curriculum to stretch all learners.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Developing the capacity of staff to improve learning outcomes for all students. Areas of focus which are outlined in our Site Improvement Plan.	Strong increase in teachers ability to academically stretch all learners.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA