



Lobethal Primary School

2020 annual report to the community

Lobethal Primary School Number: 227

Partnership: Torrens Valley

Signature

School principal:

Ms Toni Burford

Toni Burford

Governing council chair:

Ms Rebecca Harrison

Rebecca Harrison

Date of endorsement:

2 March 2021



Government
of South Australia
Department for Education

Context and highlights

Lobethal Primary School is a Category 6 school situated in the Adelaide Hills. In 2020 we had 170 students in 7 classes. The student population includes approximately:

- 16.0 % school card holders.
- 1.18 % students with English as an Additional Dialect.
- 20.0 % students with disabilities.
- 1.18 % Aboriginal students.

2020 began like no other for students and their families of Lobethal. The township had endured the threat of a major bushfire in December with a total of 82 homes lost and many properties suffering damage and the loss of livestock. It was an intense way to begin a school year, knowing that people were only beginning to come to terms with the shock and loss. The staff team and LET Team rallied around families and set up access to support services and counselling. The Department allocated additional leadership support (0.4) during Term 1 to support the Principal and Student Wellbeing Leader plan and provide a coordinated response for families. 4 families lost their entire home and up to 20 families were directly affected with the fire damaging their property.

Overall, our students responded to the event remarkably well, demonstrating kindness and compassion for each other. The advent of the COVID-19 virus was an added complexity in an already difficult year for the local community. The staff team agreed that maintaining a focus on learning and providing challenge was still priority as students were craving normality and stimulation in their days, while many other outlets such as sport and socializing were reduced. Many events were cancelled or postponed until Term 4 to ensure public safety.

Despite the disruptions, staff and students made the most of learning in the local community. We hosted Louise Flaherty as part of the Artist in Residence program in Term 3, culminating in our students' artwork being installed on the wall of the Woollen Mills, Lobethal. Our very own Art teacher, Jane Mant was awarded the Minister's Art Award for Excellence in December 2020 in recognition of her outstanding contribution to public education and developing young artists in schools.

A highlight was the completion of an upgrade to both student and staff amenities and Disability Access ramping as part of a Capital Works project funded by the Department. Staff and students adapted well to the disruptions and changes that were part of the process and were grateful for the modern facilities we received. The school is now a more inclusive site for people with disabilities and mobility issues and the addition of a Disabled Access toilet in 2021 will complete the project to improve accessibility to the site.

Governing council report

To say that 2020 was a difficult year would be an understatement. We started the year in survival mode in the aftermath of the Cudlee Creek Bushfire. It was amazing to see how not just a school community but the whole town community could come together to support those who needed it most. Just as we were settling into recovery mode the global pandemic hit and we were all forced apart. Zoom meetings and social distancing became the new normal and I'm proud to say our Governing Council handled it all well. We supported the school with the introduction of remote learning and then the back flip to face to face learning. Perhaps hardest hit was our parents and friends committee with COVID restrictions making it very hard to organise fundraising and social events. We were lucky enough to host a movie night early in the year and we were finally able to hold the much anticipated, Colour Run at the end of Term 4.

In the past year, Governing Council has lobbied the Adelaide Hills Council to rectify the ongoing traffic issues on Mill Road and we hope to see the results of this in the coming year. We have seen completion of the Stage 1 of major Capital Works with the remodelling of student and staff toilets and improved access ramps surrounding the school. We look forward to the commencement of Stage 2 this year with the addition of a learning space, kitchen, and foyer to the gym. These renovations have been Governing Council topic of conversation for many years and it is so good to see our plans finally come to fruition. Lastly, the Governing Council has been involved with the appointment of a Pastoral Care Worker through the Schools' Ministry Group. We recognised the need for extra wellbeing support for our students and we welcome the introduction of this new position to the school.

I would like to thank all of 2020 Governing Council members for their time and input, especially given what a trying year it was and with the changes that the Pandemic brought to the way some of our meetings were conducted.

Thank you

Rebecca Harrison

Quality improvement planning

The school worked within the second year of a three-year site improvement plan. 3 goals guided our strategic priorities for student learning improvement.

1. Maths: Extend and deepen student performance in mathematics, particularly developing number sense R-7.
2. Reading: Develop and extend students' reading comprehension skills.
3. Phonics: Increase all students' ability to decode by applying a consistent teaching approach R-3 classes.

Key actions included the use of

- Professional Learning Communities for teachers with a focus on Goal 2: providing a balanced reading program.
- Development of an agreed Instructional Model for teaching Maths and R-7 Sequence of Learning.
- Classroom observations to provide specific feedback to teachers on strategies they implemented.
- Intentional use of diagnostic testing and data to track and monitor student progress and identify students who were ready for further stretch and challenge.
- Continued our improvement work with 2 external learning coaches to support teacher development in Reading and Maths. This work proved pivotal in achieving continued learning progress for students R-7.

Staff members both teaching and support staff set PDP goals that were referenced and matched to site priorities. Meetings with the Principal were focused on the goals set and sharing evidence that linked to professional priorities. Each term teachers shared the progress they had made with one of their learning priorities and examples of what was working well. It was valuable to hear colleagues share their work and to identify the impact specific strategies had for individual students.

Teachers were grouped in 2 PLCs and met 2-3 times per term during staff meetings. The PLCs supported the development of teachers capacity to extend students' thinking and responses to texts and ideas and to reach a common understanding of what elements are essential to a balanced reading program and phonics instruction. Teachers were expected to commit to agreed actions and to bring evidence to each meeting to discuss and review. Initiatives that emerged from the PLCS included a draft phonics agreement, use of Swivl and iMovie to capture visible student learning and Blooms' Taxonomy to design better questions about texts.

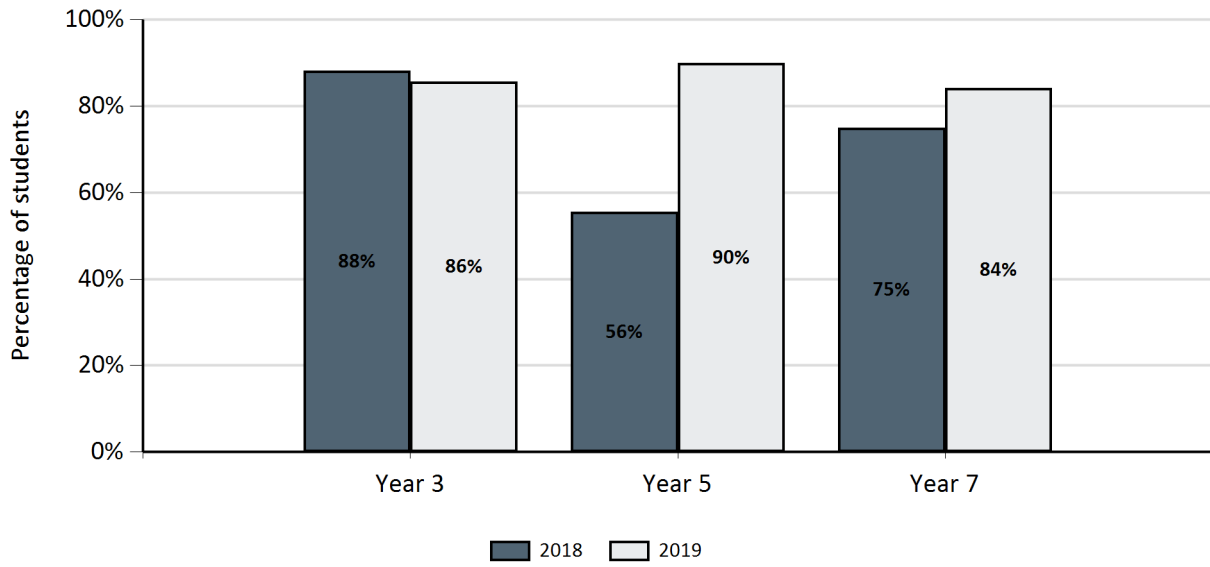
3 Pupil Free days were allocated to focus on site improvement and links to planning using the best advice papers from the Education Department. Professional development to develop strategies to 'check in and act' using reading conferences and formative assessment in Reading and Maths was provided regularly. This enabled teachers to identify effective ways to assess students as they read and to plan teaching based on individual student needs and data. Teachers were supported to identify and track 5 students who are at/or on the cusp of higher bands achievement in PAT and NAPLAN. Data was used to identify and set aspirational targets for individual students. The impact of this work was a more accurate assessment of individual student's needs and understanding was achieved and 3 out of 7 classes used personal goal setting each term. Our next step is for more class teachers to work with students to identify meaningful learning goals.

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

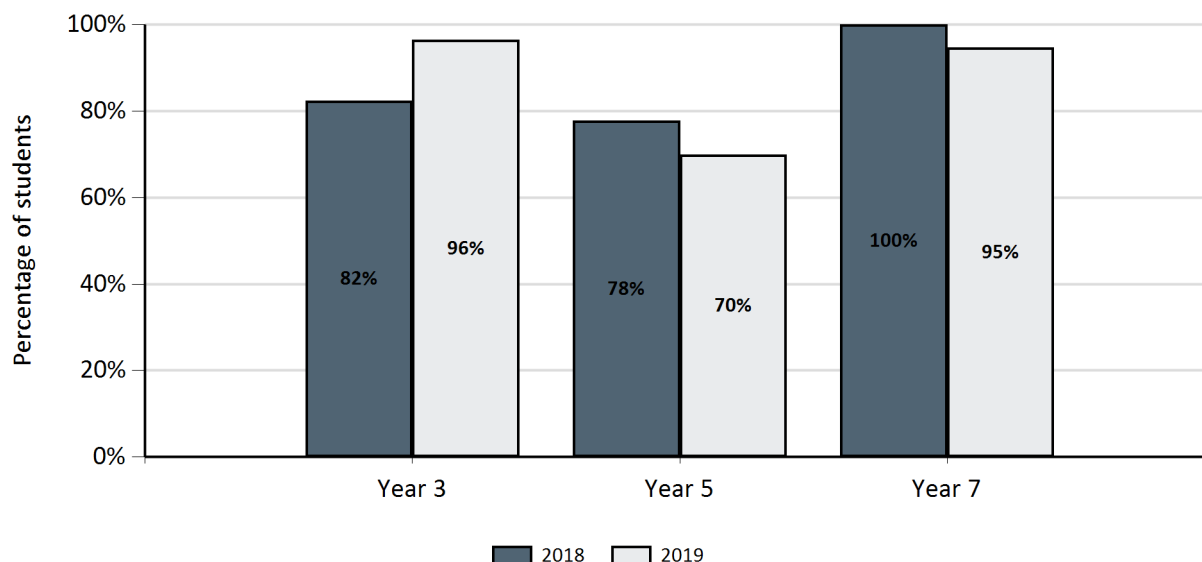


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	17%	21%	25%
Middle progress group	67%	58%	50%
Lower progress group	17%	21%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	0%	37%	25%
Middle progress group	56%	47%	50%
Lower progress group	44%	16%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2019	28	28	14	12	50%	43%
Year 3 2017-2019 Average	22.7	22.7	12.3	7.3	54%	32%
Year 5 2019	20	20	8	1	40%	5%
Year 5 2017-2019 Average	20.0	20.0	6.0	1.7	30%	8%
Year 7 2019	19	19	3	2	16%	11%
Year 7 2017-2019 Average	18.0	18.0	5.0	3.0	28%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

School performance comment

All students from Year 2-7 completed Progressive Assessment Tests in Maths (PATM) Comprehension (PATR) and Spelling in September 2020. We were able to compare the student progress against 2019 results to determine if students had made satisfactory or unsatisfactory growth during the 12 months. We achieved positive results of 70 % (60 out of 85 Yr 3-7 students) making at or above expected growth in 12 months. Students who did not make the expected growth will be monitored and targeted for additional support due to ongoing learning difficulties. Our Literacy Coach is supporting teachers to identify dyslexic students and to include effective adjustments within their daily classroom activities.

Our school results against SA Standard of Achievement (SEA) continued to improve in Maths and Reading. 88% of students achieved SEA in PATM (75% in 2019) and 84% in PATR (76% in 2019). PAT M results were particularly strong in Year 4 with 18 out of 18 students achieving SEA and 16 out of 18 Year 7 students achieving SEA. Students who did not meet SEA will participate in Wave 3 intervention programs in 2021 including Quicksmart and Levelled Literacy Intervention to address their gaps in understanding. Wave 3 intervention programs consistently provide the opportunity for students to make strong progress and gains in their learning and accuracy with effect sizes of 1.36 for Quicksmart and 1.12 for LLI (effect size of 0.4 is expected growth within 12 months). These results indicate significantly higher gain for Quicksmart and LLI students in relation to their average-achieving peers in comparison groups. (0.62 Maths Yr 4-5, 0.79 Reading Yr 4-5).

With more students achieving SEA, we have shifted our focus to stretch learners and increase numbers of students achieving higher levels of achievement. In the past 2 years we have made positive progress in both Maths and Reading, based on PATR and PATM results (Higher Bands Maths 2020 24% (31 out of 129 students); Reading 2020 40% (52 out of 130 students). We still have work to do to achieve comparable results in Maths and providing rich, challenging tasks in all classes remains a priority in 2021.

Running records data collected in 2020 indicates most students achieved the benchmarks of RR level 13 by end of Year 1 and RR level 21 by end of Year 2. Over the past two years, the numbers of students reaching the benchmarks has increased due to a consistent approach to phonics in R-3 classes and daily focus on phonics and phonemic awareness. 16 of 19 Year 1 students met the target of Level 13, with a remainder of students on the cusp and 25 of 30 Year 2s met the target of RR level 21. Students who did not meet the benchmark were already identified prior to testing and participated in small group 'Read Up' sessions and made middle-upper levels of progress by the end of 2020.

R-1 teachers introduced the Heggerty Phonemic Awareness curriculum for all students daily. Students who did not reach benchmarks set for the PASM check after 6 months at school were provided with additional practice supported by an SSO. The deliberate interventions resulted in improved results in the Year 1 Phonics Screen with 72% (14 of 19 students) achieving over benchmark of 28, improved since 52 % in 2019 and 62% in 2018.

Attendance

Year level	2017	2018	2019	2020
Reception	92.5%	91.5%	88.6%	91.3%
Year 1	91.5%	93.4%	92.4%	90.9%
Year 2	96.1%	94.1%	91.1%	90.4%
Year 3	91.3%	94.3%	94.5%	92.0%
Year 4	93.2%	93.8%	94.9%	93.3%
Year 5	90.8%	92.9%	93.8%	92.9%
Year 6	96.2%	92.7%	93.0%	93.2%
Year 7	93.0%	96.0%	91.6%	91.0%
Total	92.7%	93.4%	92.5%	91.9%

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

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

Attendance comment

2020 targets were

- To reach the DECD expectation of 95%.
- To decrease the incidences of unexplained absences.

Staff

- reviewed attendance records to identify any patterns or regular unexplained absences.
- provided support for students not attending regularly via the Student Wellbeing Leader and phone calls home.
- used data to identify patterns of chronic and habitual non-attendance.
- addressed issues of chronic lateness and unexplained absences by Week 5 each term.
- highlighted procedures to report absences in newsletters and School Stream.

COVID restrictions affected levels of attendance but overall, the attendance rate was still within positive range.

Behaviour support comment

Due to the extremities of 2020, students had an overall decrease in wellbeing compared to that of other public schools. Findings from the Wellbeing and Engagement collection conducted in Term 3 identified areas of concern due to the recent fire trauma and COVID uncertainty faced by our community. It must be made mention of the influx in services, intervention and supports that students received from professionals such as CAMHS and CFS. These services were utilised to their full extent and ensured our students were receiving intensive interventions to ultimately engage in their learning and on-task behaviours. Overall LPS had a decline in the proportion of students reporting rarely and monthly bullying. Overall weekly reports for bullying increased by 3% compared to 2019. Data indicates that weekly reports were 9% higher than that of all primary school students. When comparing bullying types between 2019 and 2020 there was a slight increase in reports of physical bullying, verbal bullying, social bullying, and cyber bullying.

Client opinion summary

The Department for Education conducted a new school parent engagement survey from 7 September to 25 September 2020. A link (unique to each school) was promoted via our school's communication app and newsletter. This is the first time all parents have been provided the opportunity to directly engage with the department in this way. 45 parents responded to the survey which was a significant increase from previous years.

Comparing our school results with all schools, we can note aspects where we received more positive feedback and aspects we need to address.

Positive responses included

- 'People respect each other at this school' 87% agree or strongly agree.
- 'Teachers and students treat each other with respect at the school.' 89% agree or strongly agree
- 'The school provides me with useful tips on how to help students learn at home.' 40 % agree

Aspects lower than the 'all schools' responses included

- 'I know what standard of work the school expects of my child.' 49% agreed or strongly agreed compared to 66% all schools.
- 'The school provides an opportunity for me to have input about my child's learning.' 31% agreed compared with 49% all schools

27% of respondents indicated they would like more help from the school to address their child's needs and 27% respondents would like the school to address their child's needs better. This will be important work to follow up in 2021. (Appendix 1: School Parent Engagement Survey: Lobethal PS 2020)

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	5.1%
Other	1	2.6%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	17.9%
Transfer to SA Govt School	28	71.8%
Unknown	1	2.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Lobethal Primary School ensures that all employees and external service providers visiting the school have a current Working with Children Check, as issued by the Department for Human Services Screening Unit. Volunteers require current clearances if they are parents or guardians attending overnight camps or sleepovers or assisting in classroom program or day excursions where their child is not involved. Clearances are required for all grandparents and other visitors to the school.

An SSO has been designated the role to check our record keeping is up-to date and meets with the Principal to provide updates at least once a term.

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	19
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	9.5	0.0	7.1
Persons	0	12	0	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$2,149,265
Grants: Commonwealth	\$6,050
Parent Contributions	\$69,401
Fund Raising	\$7,149
Other	\$0

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

2020 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 2020 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	Additional funding to increase SWL to 0.6 due to bushfire impact. Targeted classroom support and withdrawal for identified students. Interception activities and guided instruction for targeted students with SWL	Reduced class timeouts for identified students. Improved attendance and reduced
	Improved outcomes for students with an additional language or dialect	Small group phonics instruction and check ins with SSO with identified students.	EALD levels monitored and evaluated.
	Inclusive Education Support Program	Funding for SSO2 Intervention Officer 28 hours/week. Balance of class support and targeted interventions based on goals set in One Plans. Group sessions funded for social skills development with Autism SA for identified	All 22 One Plans documented and SMARTAR goals recorded for SWD Plans for Wave 2
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	Numeracy: Quicksmart intervention Yrs 5-7 students participate in 3 x 30 mins sessions for 30 weeks. All students made strong progress; 1 Aboriginal student included in program. Literacy: Read Up intervention for Year 1-2. Students participated in 3 x 30 mins sessions weekly. Leveled Literacy intervention Dictation for Yrs 3-6. Students participated in 3 x 30 minutes sessions weekly. 1 Aboriginal student included in program. 2 external coaches employed to work with teachers to use and analyse data, plan check ins and design differentiated learning to improve outcomes in literacy & numeracy.	Effect size for 30 weeks Quicksmart 1.3 Effect size for 30 weeks LLI 1.12 Increased numbers of students achieving SEA in PAT Numeracy and Reading.
Program funding for all students	Australian Curriculum	Top up funding for SLLIP Torrens Valley Partnership to support A-E moderation and professional development for learning design, assessment & curriculum sequencing.	Increased teacher confidence allocating A-E using AC
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable.	N/A
	Better schools funding	Funding allocated for additional SSO hours to provide targeted intervention programs for literacy and numeracy development.	Increased numbers of students achieving SEA in PAT Numeracy and Reading.
	Specialist school reporting (as required)	Not applicable.	N/A
	Improved outcomes for gifted students	Staff allocated to provide specialist teachers for STEM, Music, band ensembles, Visual Arts and writing workshops. Literacy & Numeracy coaches focused on working with teachers to provide tasks that provide challenge and	Improving % of students achieving HB in PAT Numeracy, Reading & Spelling.