



Lobethal Primary School

2021 annual report to the community

Lobethal Primary School Number: 0227

Partnership: Torrens Valley

Signature

School principal:

Ms Toni Burford

Governing council chair:

Rebecca Harrison

Date of endorsement:

16 March 2022



Government
of South Australia

Department for Education

Context and highlights

Lobethal Primary School is a Category 6 school situated in the Adelaide Hills. In 2021 we had 167 students in 7 classes. The student population included approximately:

- 16.0 % school card holders.
- 0.6 % students with English as an Additional Dialect.
- 22.0 % students with disabilities.
- 1 Aboriginal student.

The continuation of restrictions and lockdowns associated with the COVID-19 virus added complexity in an already difficult 2 years for the local community. Despite the disruptions, staff and students made the most of learning available in the local community. We participated in the 'Hidden Treasures' project, funded by Wellbeing SA's Strengthening Community Wellbeing after Bushfires Grant program. Students identified the treasures of Lobethal, along with the seniors and wider community and celebrated their strengths and resilience shown in the face of recent challenges. The local exhibition showcased our commitment to connecting with local groups and valuing opportunities to link students with their local community. Student enjoyed magical and exciting performances 'When the Mirror Bird sings' and 'I Wish' subsidised by Paperboat Ventures and Patch Theatre Company. Both experiences were unique and offered experiences not usually available for our students. 15 female students from Years 4-7 participated in the STEM Inspiring Women program hosted by the University of Adelaide.

2021 saw many long term projects coming to fruition. An emu crossing was installed on Mill Road to provide a safer crossing point for pedestrians. The Principal and Governing Council advocated for many years for a crossing to be installed so it was rewarding to see the end result. Year 4 and 5 students completed crossing monitor training with SAPOL and we began using the crossing in Term 4.

Lobethal PS now offers beautiful and well planned learning environments inside and out. The Capital Works building program to add an extra classroom, foyer, disabled toilet and kitchen to the school's gymnasium was completed in Term 4. The new areas include beautiful open learning spaces to host Music, STEM and instrumental music lessons. The kitchen and gym will be available for the community to hire. The site is now accessible and inclusive for disabled persons with the addition of ramps and additional toilets for staff and students. Pocket sensory gardens were planted at a working bee, completing the transformation of our outdoor learning spaces.

Governing council report

2021 was another challenging year with the Pandemic & COVID restrictions becoming the new normal. Despite the challenges our Governing Council still managed to conduct our meetings whether in person or by Zoom and sometimes a mix of both. Again the Parents and Friends committee struggled to hold events due to restrictions but they did a fantastic job hosting a disco for the kids and running the BBQ & cake stall for Sports Day where we were finally able to welcome families back into the school.

In addition to the regular review & updating of school policies, 2021 saw the fruition of projects that have been a constant topic on our agenda for many years. The Mill Road pedestrian crossing was completed after years of lobbying to the Adelaide Hills Council and we finally saw the completion of the addition to the gym with a new classroom, kitchen & foyer area. Both of these projects will bring so many benefits to the students, staff & families of Lobethal Primary School now and in the future.

I would like to thank all of our 2021 Governing Council members for their time and input during the year - we really have achieved a lot.

Thank you
Rebecca Harrison

Quality improvement planning

The school worked within the third 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 teacher's 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 a Literacy coach and Maths mentor to support teacher development in Reading. 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 each other 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 teacher's capacity to extend students' thinking and responses to texts and to reach a common understanding of what elements are essential to effective guided reading. 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 guided reading agreement, use of Swivl and voice recordings to capture visible student learning and thinking routines to increase classroom talk.

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 on 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.

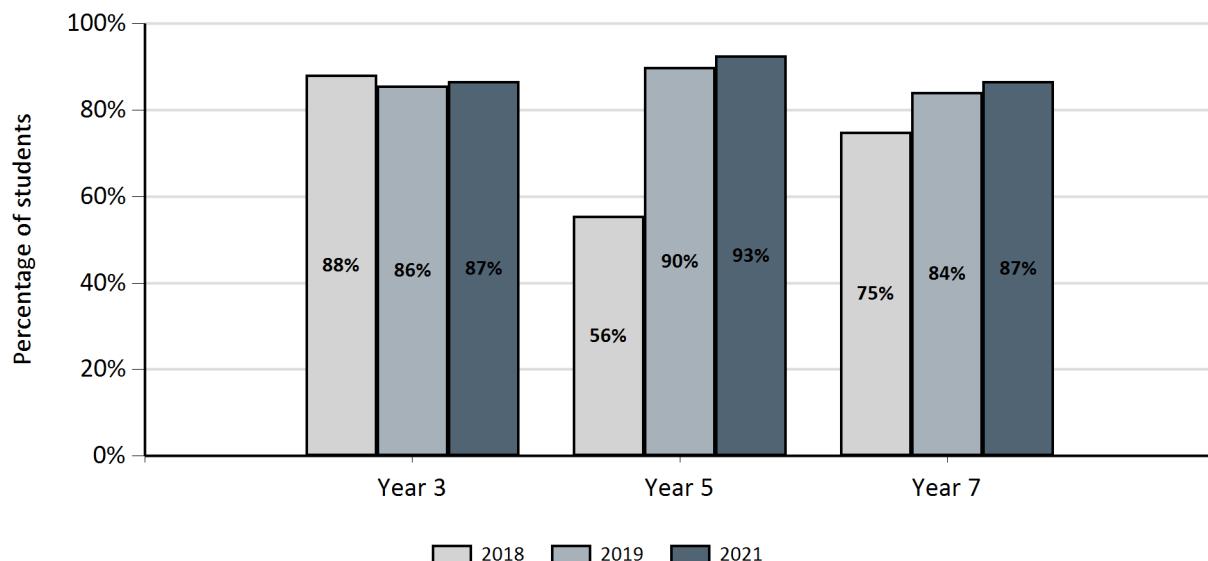
Teachers were supported to identify and track 5 students who are at/or on the cusp of higher bands achievement in PAT and NAPLAN. Data was used to identify and set aspirational targets for individual students. The impact of this work was a deeper understanding of individual learning needs and evidence based assessment strategies. Our work in 2022 will be focused on differentiated strategies to support readers with specific learning difficulties such as dyslexia and teaching for mastery in Maths.

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

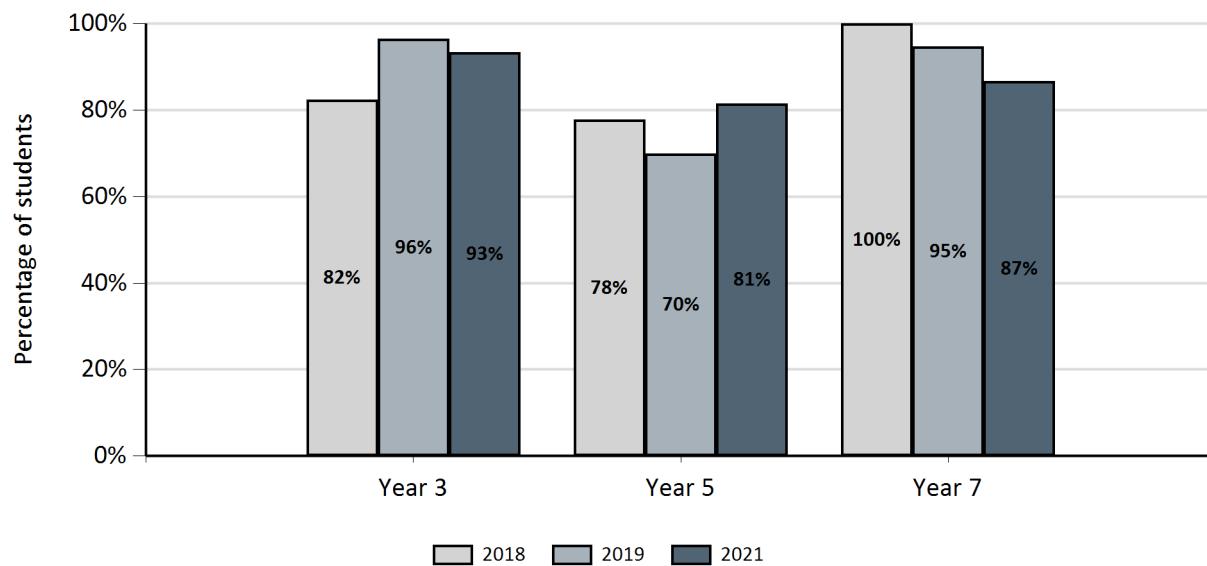


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	43%	40%	33%
Middle progress group	43%	53%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	67%	33%
Middle progress group	58%	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 ^A		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 2021	30	30	18	9	60%	30%
Year 3 2019-2021 Average	29.0	29.0	16.0	10.5	55%	36%
Year 5 2021	27	27	10	6	37%	22%
Year 5 2019-2021 Average	23.5	23.5	9.0	3.5	38%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

^AIncludes 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 2021: Engaging Families

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

The team at Lobethal worked together and engaged with experts to develop a culturally respectful learning environment. Despite only having 1 Aboriginal learner enrolled during 2021, teachers participated in professional learning to promote a deeper cultural understanding. We used the Leaders' Resource to access material to build cultural understandings. We formed a Reconciliation Action Planning Committee which included staff and parent representation. Some early actions have included making links with local cultural mentors; celebrating Aboriginal culture and achievements through events; nominating spaces around the school to be named using local Peramagnk names and increasing representation of Aboriginal culture within texts and cross curricular learning.

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

We were able to track the learning progress and achievements for the Aboriginal learner and included her in regular intervention sessions for literacy and numeracy development. Data collected informed planning and was shared when the student transferred to a new school midway through the year. The student identified priorities for her own learning and set personal learning goals in reading and maths.

School performance comment

All students from Year 2-7 completed Progressive Assessment Tests in Maths (PATM) Comprehension (PATR) and Spelling in September 2021. We were able to compare the student progress against 2020 results to determine if students had made satisfactory or unsatisfactory growth during the 12 months. Positive results indicated 77% of Yr 2-6 (48 out of 62 students) made at or above expected growth in 12 months in PAT M. Progress in 12 months on PATR was lower at 55% (34 out of 62 students). Students who did not make the expected growth are 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. PAT M results were particularly strong from Years 1-5 with 77 out of 87 students (89%) achieving SEA. PAT R results for Years 1-5 were also steady with 73 out of 86 students (85%) achieving Reading SEA. Students who did not meet SEA will participate in Wave 3 intervention programs in 2022 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 more students achieving SEA, we have shifted our focus to stretch learners and increase numbers of students reaching higher levels of achievement.

In the past 2 years, we have made positive progress in both Maths and Reading. We still have work to do to achieve comparable results in Maths but the gap closed during 2021. Most notably, all Year 3-5 and 5-7 students made upper to middle progress between NAPLAN Numeracy tests. 67% of the Year 7 cohort made upper bands of progress. Providing rich, challenging tasks in all classes remains a priority in 2022. While writing wasn't a specific goal, more students achieved HB in 2021 NAPLAN than in all previous years which can be attributed to the increased opportunities to read and write about reading.

Running records data collected in 2021 indicates most students achieved the benchmarks of RR level 13 by end of Year 1 and RR level 21 by end of Year 2. 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. 10 out of 18 Year 1 students met the target of Level 13 by September, with a remainder of students on the cusp and 13 out of 18 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 2021.

R-1 teachers taught 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 stable results in the Year 1 Phonics Screen with 73% (10 out of 15 students) achieving over benchmark of 28, improved since 72% 2020, 62 % 2019, 52% 2018.

Attendance

Year level	2018	2019	2020	2021
Reception	91.5%	88.6%	91.3%	90.3%
Year 1	93.4%	92.4%	90.9%	91.9%
Year 2	94.1%	91.1%	90.4%	91.6%
Year 3	94.3%	94.5%	92.0%	91.7%
Year 4	93.8%	94.9%	93.3%	93.4%
Year 5	92.9%	93.8%	92.9%	94.9%
Year 6	92.7%	93.0%	93.2%	94.2%
Year 7	96.0%	91.6%	91.0%	93.7%
Total	93.4%	92.5%	91.9%	92.7%

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

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

Attendance comment

2021 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 a positive range

Behaviour support comment

Term 2 Bully Audit indicated that 22% of students reported a bullying experience within that term. Term 4 Bully Audit data indicated that the percentage dropped extensively to 5% of students having reported a bullying experience. After collating the Term 2 data we acknowledged as a school the immediate action required to address and decrease this percentage and our 'Speak up' campaign was initiated. This campaign has since had ongoing significant impact. Findings from the Wellbeing and Engagement survey Yrs 4-7 conducted Term 3 reflected the data above. In comparison to the 2020 survey our school had an overall increase in happiness, optimism, satisfaction and emotional regulation. Results from the survey that warrant further consideration and intervention include:

72% of students had an important adult at school

67% of students felt connected to school

52% of students felt they had school belonging

44% of students felt they had peer belonging.

Parent opinion survey summary

The Department for Education conducted a school parent engagement survey during September 2021. A link (unique to each school) was promoted via our school's communication app and newsletter. This is the second year all parents have been provided the opportunity to directly engage with the department in this way. 47 parents responded to the survey which was an 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.' 82 % agree or strongly agree.

'Teachers and students treat each other with respect at the school.' 83% agree or strongly agree.

'I receive useful feedback about my child's learning.' 60 % agree or strongly agree.

Aspects lower than the 'all schools' responses included

'I know what standard of work the school expects of my child.' 47% agreed or strongly agreed.

'The school provides an opportunity for me to have input about my child's learning.' 33% agreed.

Between 2020 and 2021 there was a negative shift in people's response regarding respectful climate. This possibly reflects the difficulties we experienced with persistent negative and disrespectful behaviour as some older students adjusted to the transition to high school. The Year 7 to HS process created a unique set of challenges for staff and students.

53 % of respondents indicated they would like more help from the school to address their child's needs and 29% of respondents would like the school to provide more communication. Inconsistent levels of communication across classes was flagged in several written responses. This will be important work to follow up in 2022. Supporting parents to know the standard of work expected and participate in learning discussions will be a priority for teachers as COVID restrictions have impaired the opportunities to meet face-to-face in the past 2 years.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	8.0%
NT - LEFT SA FOR NT	1	4.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	20	80.0%
U - UNKNOWN	1	4.0%
WA - LEFT SA FOR WA	1	4.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

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. 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	23
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	10.1	0.0	7.0
Persons	0	12	0	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$1,881,707
Grants: Commonwealth	\$8,600
Parent Contributions	\$6,916
Fund Raising	\$6,916
Other	\$398

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

2021 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 2021 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 2020-2022 Targeted classroom support and withdrawal for identified students. Interoception activities and guided instruction for targeted students.	Reduced class timeouts for identified students. Improved engagement.
	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 for 1 student.
	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. Sessions funded for social skills development with Autism SA for target group.	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	Numeracy: Quicksmart intervention Yrs 4-6 students participate in 2 x 45 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 2 x 45 mins sessions weekly. Leveled Literacy intervention Dictation for Yrs 3-5. Students participated in 2 x 45 minutes sessions weekly. 1 Aboriginal student included in program.	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.
	First language maintenance & development Students taking alternative pathways IESP support	1 Literacy coach employed to work with teachers to analyse data, plan check ins and design differentiated learning to improve outcomes.	
Program funding for all students	Australian Curriculum	Top up funding 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	Not applicable
	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	Not applicable
	Improved outcomes for gifted students	Staff allocated to provide specialist teachers for STEM, Music, band ensembles, Visual Arts, writing workshops. Literacy & Numeracy coaches focused on working with teachers to provide tasks that provide challenge.	Improving % of students achieving HB in PAT and NAPLAN

