



Light Pass Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Light Pass Primary School Number: 223

Partnership: Barossa Valley

Name of School Principal:

Vicky Ireland

Name of Governing Council Chair:

Cheree Boehm

Date of Endorsement:

19th February 2018

School Context and Highlights

Light Pass Primary School is located 3kms North East of Nuriootpa. Parents are attracted by the small school culture, our reputation for support of students with specific learning needs and family tradition. Students travel from across Barossa and environs including Stockwell, Nuriootpa, Ebenezer, Moculta and Angaston. All students travel to school by bus or private vehicle. One bus services the school from Stockwell and areas that lie to the north of the school.

25% of students are on School Card.

Due to its intimate size, there is a strong sense of community and belonging at the school. Students look out for each other and make friends across the year levels R-7. The majority of parents keep in regular contact with classroom teachers and the Governing Council/Parent body are supportive and involved.

The school works within the Barossa Partnership of DECD schools, and this year the site priorities were Assessment and Moderation in Maths. We also had a strong focus on catering for the sensory/socio-emotional needs of students.

2017 was the centenary of Light Pass Primary school. A highlight of which was the '100 Years' Dinner which was held in Kavel Hall, Immanuel Church in October. Memorable speeches were given by former students Lynn Mattner, Jodie Camilleri and Bill Plush who spoke about their experiences at the school. It was a wonderful night of celebration and reminiscing.

On a sporting front the school continued its involvement in SAPSASA events such as cross-country, rugby, 9-a-side football and cricket. The R-5 students enjoyed swimming lessons earlier in the year. A fun day was had at West lakes with the year 6's and 7's enjoying a day of sailing, snorkelling, kayaking and surf lessons. We also enjoyed a fantastic Sportsday at Keyneton Primary School.

Another highlight for the year has been the work done on the grounds. A Butterfly Garden was made next to the Junior Primary area with a beautiful arbour for students to walk through. Butterfly attracting plants have been planted and we expect it to flourish and look fantastic in years to come.

This year the school underwent an External School Review. The directions of the review will form the basis of Site Improvement work in 2018 and beyond. Based on the school's current performance the school will be externally reviewed again in 2021.

Governing Council Report

2017 was an exciting and busy year, with the 100 years of Light Pass PS celebrations during the year.

Our (old school) Autumn Fayre was an enjoyable family day out with many past students/families visiting and reminiscing. Also our present students/families and people from the wider community enjoying the activities, food and stalls during the day. We had a great turn out on the day. Our autumn fair is a great way to show off our little school and our students really look forward to this event.

We also had our 100 year dinner in October and what a great turn out of over 100 past and present scholars, staff and family. So much work went into the organisation of this event so it was great to see everyone enjoying themselves. The hall was a buzz from start to finish. I was even asked "Can we do this again next year". Our past scholars made some great speeches, sharing with us their memories of their time at LPPS. It was great to hear about the old times!!

Thank you to those who helped with both events. Many hands make light work. Also to our volunteers throughout the year from reading, driving students, hot lunches, busy bees. Your help is invaluable and very much appreciated. Thank you!

Terri Cussadia joined the upper primary class and has been a great addition to our teaching staff. We farewelled our finance officer Peta Soloman and welcomed Suzanne Halman. We hope Terri and Suzanne enjoy their time at LPPS.

Our school choir is still going strong thanks to Jody. With the students once again enjoying their festival of music performance held at the entertainment centre this year. Thanks to Sandy Bowen who stepped in while Jody took leave.

Students have been lucky to enjoy a number of out of school activities including swimming lessons, Yr 6-7 aquatics at west lakes, Pink stumps day, Sports day and SAPSASA events- swimming, cross country, rugby, hockey and athletics. The upper and middle primary enjoyed the zoo snooze later in the year.

The early closure on Mondays has worked well, with staff having extra time for training sessions and school planning. Our external review took place in term 3; we received very positive feedback about the teaching and learning at LPPS. So thank you to our wonderful staff for all of your hard work. Each and every one of you brings something special to our school.

Improvement Planning and Outcomes

Target 1 Numeracy

All children will progress and achieve at their ability - appropriate level according to AC and NEP plans.

By the end of the year A-C, (Satisfactory for Foundation) across all subjects*

Focus on shifting teacher, student, parent and community attitudes towards academic excellence and on moving students into the higher achievement bands in NAPLAN

*students on NEP's and ILP's will progress and achieve according to the goals of their plan

The site continued to focus on Numeracy improvement and this year participated in Numeracy Task Design and Moderation professional Learning across the Barossa Partnership. Feedback from teachers was that they felt "on track" with task design and in their ability to provide challenge to students in their learning. The External School Review (ESR) stated: "Some teachers are using quality learning approaches, which integrate learning across learning areas and provide opportunities for students to experience real-life learning that is linked to both self and the world. The quality design of such units enables multiple entry points to accommodate needs and to differentiate the task." . The ESR also commended the school on it's work with students with specific learning needs - "The panel was told by parents, teachers and students, that in the school there is a positive and supportive culture for differentiated learning." All students with verified disabilities and those with non-verified specific needs have made great leaps in the in their learning plans with regards to numeracy. The use of Maths for Learning Inclusion for students requiring additional support in numeracy developed those individuals skills in number.

Target 2 Writing

All children will progress and achieve at their appropriate level according to AC and NEP plans.

By the end of the year A-C, (Satisfactory for Foundation) across subjects *

Focus on shifting teacher, student, parent and community attitudes towards academic excellence and on moving students into the higher achievement bands in NAPLAN

*students on NEP's and ILP's will progress and achieve according to the goals of their plan.

The site did not bring its focus on writing into the classroom. A Writing Genre Map, Writing Continuum and student writing folders were developed to be implemented in 2018. Writing is to be the main priority in 2018.

The Improvement Agenda also stated that:

Students have a high level of social, emotional and physical well-being providing a strong foundation for learning.

Having early on in the year identified the complex needs of many students, particularly new Reception students and those coming from other sites, focus on the above aspect of the Improvement Agenda was prioritised. Alterations were made to the Professional Learning program to allow all teaching staff and the Pastoral Support worker to attend the Next Generation mental Health Conference and the Principal and Junior Primary teacher attended the inaugural DECD Tauma-Informed Practice Conference. All teaching staff and classroom SSO staff completed the SMART online training course as well as several staff completing Traffic Jam In My Brain training. Following this Professional Learning, and increased knowledge and understanding, many strategies were implemented to support students. Consequently, there were real gains in student ability to self regulate, staff ability to recognise escalation in behaviour and take proactive action to support students. In 2018 this work will continue with an emphasis on having a whole-school approach to this work and specific targets for improvement.

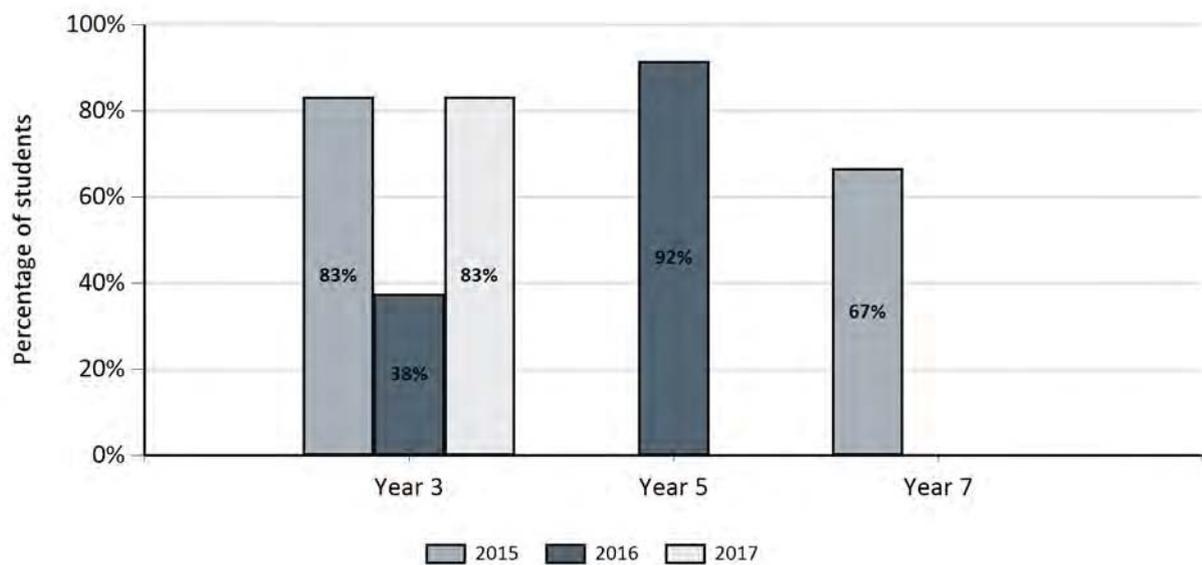


Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

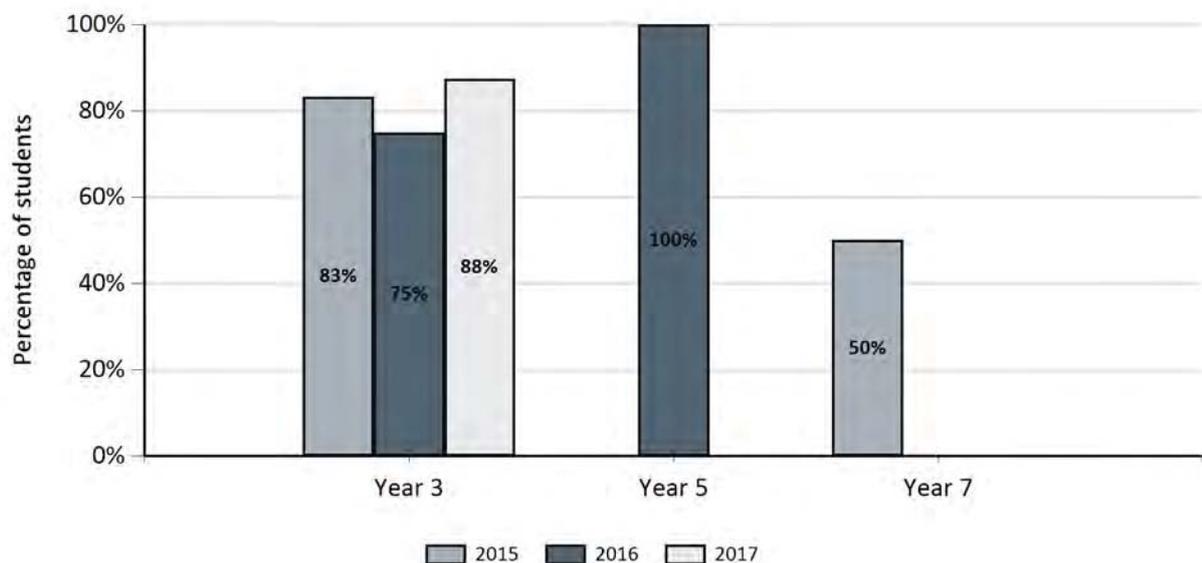
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 5-7 | Year 3-5 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | * | * | 25% |
| Middle progress group | * | * | 50% |
| Lower progress group | * | * | 25% |

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

Numeracy

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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 2017 | 6 | 8 | 3 | 2 | 50% | 25% |
| Year 3 2015-17 Average | 6.7 | 7.3 | 2.7 | 2.0 | 40% | 27% |
| Year 5 2017 | * | * | * | * | * | * |
| Year 5 2015-17 Average | 7.3 | 7.3 | 2.3 | 1.0 | 32% | 14% |
| Year 7 2017 | * | * | * | * | * | * |
| Year 7 2015-17 Average | * | * | * | * | * | * |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

In 2017 the School Performance Report indicated the following:

READING - NAPLAN

□

Year 3 - 2017 achievement compared to historic average is indicating little or no change.

Year 5 - 2017 achievement compared to historic average is showing improvement. The 2015-17 students in the High Bands (HB) achievement is showing growth (20%-40%)

Year 7 2017 achievement compared to historic average is showing improvement. The 2015-17 HB achievement is showing growth (17%-50%).

Good Growth – Reading 40% Upper Growth Year 5. Year 7 Student 1 – M growth, student 2 – U growth

NUMERACY

Year 3 - 2017 achievement compared to historic average is indicating little or no change.

Year 5 - 2017 achievement compared to historic average is showing improvement

Year 7 - 2016 achievement compared to historic average is showing improvement. 2015-17 HB achievement is showing growth (0%-50%)

In 2017 all eligible students sat the NAPLAN Numeracy test.

HIGHER BANDS RETENTION

| | |
|----------------------|----------------------|
| Reading to 2017 | Numeracy to 2017 |
| 3 to 5 100% (2 of 2) | 3 to 5 50% (1 of 2) |
| 3 to 7 100% (1 of 1) | 3 to 7 100% (1 of 1) |

The school generally performed higher than like schools in 2017 in both NAPLAN reading and numeracy.

Attendance

| Year level | 2014 | 2015 | 2016 | 2017 |
|------------|-------|-------|-------|-------|
| Reception | 94.2% | 95.3% | 94.6% | 93.8% |
| Year 1 | 90.7% | 91.3% | 94.7% | 93.6% |
| Year 2 | 95.9% | 94.4% | 93.1% | 93.9% |
| Year 3 | 95.7% | 91.2% | 92.8% | 94.1% |
| Year 4 | 96.0% | 92.7% | 95.8% | 94.6% |
| Year 5 | 93.2% | 91.5% | 93.9% | 97.8% |
| Year 6 | 98.3% | 89.3% | 91.1% | 92.3% |
| Year 7 | 95.0% | 96.8% | 88.9% | 86.1% |
| Total | 94.8% | 92.9% | 93.1% | 93.5% |

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Student attendance consistently sits between 92% and 94%. This rate is due to high Winter absences amongst junior primary students and isolated cases of absence with students at-risk. Parent/Caregiver communication to school regarding absences is consistently good, and relationships between staff and home are such that communication is open and honest. In 2017 the school focused on emphasising the importance of regular attendance through the newsletter, certificates given for 100% attendance and letters issued to families with irregular attendance habits.

Behaviour Management Comment

There were several reported incidents of violence in 2017. These were cases involving verified students, mainly involving Autism Spectrum Disorder (ASD).

Bullying Policies are in place and there is a zero-tolerance approach to bullying at the site. Families and students are supported to work through actual and perceived bullying, and students - both 'victims' and 'bullies' are supported in making positive behaviour changes.

Cyber-bullying has not yet been an issue at Light Pass PS. Even so, all aspects of anti-bullying education is covered in the Health and Child Protection curriculum.

Client Opinion Summary

Teachers expect my child to do his/her best
Teachers provide my child with useful feedback about his/her schoolwork
Teachers treat students fairly
This school is well maintained
My child feels safe at this school
I can talk to my child's teachers about my concerns
Student behaviour is well managed at this school
My child likes being at this school
This school looks for ways to improve.
This school takes parents' opinions seriously
Teachers at this school motivate my child to learn
My child is making good progress at this school
My child's learning needs are being met at this school
This school works with me to support my child's learning
My child is "stretched and challenged" in their learning

My child has mostly positive relationships with his/her peers
My child does not talk of being bullied/ harassed personally
My child does not talk of others' being bullied/harassed
My child understands what bullying is
When an issue which impacts on my child's well being arises I am happy with how it is dealt with
I believe the school does a good job in supporting student well being

13 parents/caregivers responded to the client survey and particular trends were difficult to identify. For the majority of questions 11/13 parents responded positively. 1 or 2 students had a 'disagree' response to certain questions pertaining to behaviour/bullying.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 0 | NA |
| Other | 1 | 10.0% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 0 | NA |
| Transfer to SA Govt School | 9 | 90.0% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All DECD Criminal History Screening Requirements for staff and volunteers have been completed.

Teacher Qualifications 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 | 16 |
| Post Graduate Qualifications | 5 |

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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 | 5.0 | 0.0 | 2.6 |
| Persons | 0 | 8 | 0 | 6 |

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

| Funding Source | Amount |
|----------------------|----------|
| Grants: State | 40378.85 |
| Grants: Commonwealth | - |
| Parent Contributions | 7155.06 |
| Fund Raising | 3779 |
| Other | 8220.12 |

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress towards these outcomes |
|--|--|--|--|
| Targeted Funding for Individual Students | Improved Behaviour Management and Engagement | Additional SSO staff to support individual students with specific learning needs and challenging behaviour. | Growth in achievement data and some progress with self-regulation. |
| | Improved Outcomes for Students with an Additional Language or Dialect | N/A | |
| Targeted Funding for Groups of Students | Improved Outcomes for Students with Disabilities | The school employed additional SSO personnel on classroom and 1:1 support for students with specific learning needs. In addition a teacher was employed 0.2 to administer a Mathematics Intervention program. | Growth in achievement data and some progress with self-regulation. |
| | Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant | Resourcing for early years Literacy - SSP program, as well as professional learning. Literacy resources, including Decodable Readers were purchased in line with requirements of Australian Curriculum. Increased need for training with managing trauma and dealing with sensory needs. Increased staff allocation for students with specific needs. | Growth in achievement data and some progress with self-regulation. |
| Program Funding for all Students | Australian Curriculum | N/A | |
| Other Discretionary Funding | Aboriginal Languages Programs Initiatives | N/A | |
| | Better Schools Funding | Funding used in additional staffing expertise to enable differentiated learning for all students. Increased need for training with managing trauma and dealing with sensory needs. | Students R - 7 supported to reach SEA standard and with intervention programs. |
| | Specialist School Reporting (as required) | N/A | |
| | Improved Outcomes for Gifted Students | N/A | |
| | Primary School Counsellor (if applicable) | This allocation is used to support the Principal and Pastoral Care Worker support students and the parent/caregiver community with wellbeing. | Client survey indicated support for additional funds for PCW 3 days per week. |