



Lockleys Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Lockleys Primary School Number: 231

Partnership: West Torrens

Name of School Principal:

Fione Love

Name of Governing Council Chair:

Jenny Dickson

Date of Endorsement:

22/02/2017

School Context and Highlights

Lockleys Primary School is located 8 kilometres west of Adelaide's CBD. In 2016 the school had an enrolment of 121 students R-7 on the last day of the year which incorporated 17 countries of birth. 28% of students were School Card holders, 55% were ESL students, 11 students were identified as students with a disability and approximately 44% of students lived outside Lockleys and Brooklyn Park area.

Our major priorities at Lockleys are Literacy, Numeracy, Engagement and Well Being. We have three specialist teaching and learning areas of Physical Education, The Arts and German.

Lockleys has a very strong link with the community and embraces parent involvement in the school. We participate in the Sporting Schools Program for in and out of school specialist sports coaching. We have a play group Thursday mornings, catering for birth to school age children and a Women's EALD (English as a Second Language) group, catering for bilingual parents and newly arrived families.

Lockleys outsources their after school care to Happy Haven
It is a Category 6 on the DECS Index of Disadvantaged Schools. In 2016, the school had 5 classes – R/1, 2/3, 3/4, 5/6, 6/7
Lockleys Primary school celebrated its 100 years of learning.

- The 100 year Celebration was led by the parent community and climaxed at a Gala day with 2 classes running their own enterprise business and the remainder classes working with parents on a market table.
- An Official Ceremony was attended by past and present students, parents, & staff. Ms Susan Close, past students and Principals addressed the audience and it was hosted by the Lockleys Primary School Student Leaders.
- The Student led Community ANZAC day ceremony resulted in our school connecting with the local RSL Club and obtaining a grant to develop an area dedicated to past students serving in World War One and Two
- Student Leader induction provided the opportunity to bring together the whole community and school in a positive and proactive manner. The students developed a mantra for their years' work. A resilience survey conducted resulted in the leaders identifying areas to improve. Students enjoyed student run lunch time activities, discos and assembly awards.
- Nature Play Area Development: Simon Hutchinson presented Staff and Students with the importance of nature play in brain development and Nature Play Areas were implemented around the sandpit and oval.
- Parents replanted garden and lawn areas and put in new watering system

Governing Council Report

2016 was another successful year for the Governing council. We had 9 active members, with a good attendance rate. We welcomed Fione Love, our new Principal, as well as Raelene White, Yr 6/7 teacher and Celeste Davies (PSW) to our school.

Programmes which continued to be quite successful included Canteen, Breakfast Club, Playgroup, The EALD Women's Group and Subway Lunches. Thanks must go to Cathy, Chloe, Celeste, Madeline and their helpers.

Our fundraising activities for this year consisted of the Election Day Cake Stall, Kyttons Bakery Drive (Hot Cross buns), and of course our major fundraiser, the Bunning BBQs. A total of \$3090 was raised and this went towards the gate and Heritage Building door (near the sandpit area), and as well the kitchen in the cubby house and the nature play area.

We also introduced the Drakes Supermarket Rewards Card, which raised \$58.00
Our OSHC provider, Sherpa Kids, ran After School and Vacation care programmes and opened on three pupil free days. They have decided not to continue next year, last day is 27th January. Happy Haven will offer this service as of 30th January.
The 100 year Celebration Gala Day was a wonderful success and I would like to thank everyone who contributed – too many people to name individually.

I have decided not to continue as Chairperson in 2017 but will remain on the Governing Council, until Kayla leaves for High School at the end of the year.

I have been a member of the Governing council since 2007 and over these years have raised in excess of \$33,700.00 The Bunnings BBQ's alone raised \$24,200 and I couldn't have achieved this without the wonderful support from my parents (Valma and David Padget). Mum would get my children to school and Dad would work on the BBQ's all day as Mr Money Man. I also want to thank Lesley Smith, who has helped from the very beginning, when we used to organise so many other fundraising activities, but sadly we didn't have much parent support to continue these. So the Bunnings BBQ's, Kyttons Bakery and Enterprise Night BBQ's became our top fundraising activities over the last 8 years. Many thanks to all parents and caregivers who have helped out over the years.

JENNY DICKSON
CHAIRPERSON

Improvement Planning and Outcomes

Term 4 PL day was dedicated to analysing and triangulating our data and set new goals and improvement plans for 2017. Successful learning opportunities were Open mornings, to show case learning and to promote our school and its 100 years

- Early years Centre: classes moved to re-establish themselves into learning groups
- Grounds plan, to create play spaces and increase the street appeal of the school
- Governing Council supporting grounds: Nature Play Area and front Gardens established
- Team work, action plans: shared responsibility amongst staff to make action plans for learning improvements resulted in Committees being established
- Strengthening relationships with preschool and kindergartens through personalised visits to each site and transition programmes written.
- School brochure published to communicate to other sites what Lockleys Primary School has to offer
- Personal conversation with every staff member to develop a sense of team and to introduce the teacher standards and setting personalised
- ANZAC grants received and Council grants to assist with 100 year Celebration
- Welcome sign representing all our nationalities to develop the sense of community
- Community and Staff involved in decision making in terms of a vote for the French School
- New Web Site
- Decision making process: proposals and decision making policy written.

Our 2016 Literacy target was to maintain and stretch students in the upper bands.

Outcome: Year 4-7 – 69% of students made gain, (22 students didn't gain, 17 of those students reached the SEA)

MacLit/MiniLit has been established for students not reaching the Literacy SEA as a wave 2/3 level of intervention.

Wave 3 level of intervention students become involved in assessment and planning the curriculum and teachers have focused on questioning in order to learn as well as the Tfel from tell to ask tasks.

2016 Numeracy target for all students have a year's learning growth, reach DECD bench levels (SEA) and upper band students are maintained and stretched.

Outcome: 80% of students made gain (14 students didn't gain, 9 of those students reached the SEA)

2016 Engagement and Well Being Goals: To develop growth mindsets in order to become empowered learners

Student Voice has been extended to all students to be involved in their curriculum planning and assessment.

Student Leadership team procedures and policies were reviewed and written.

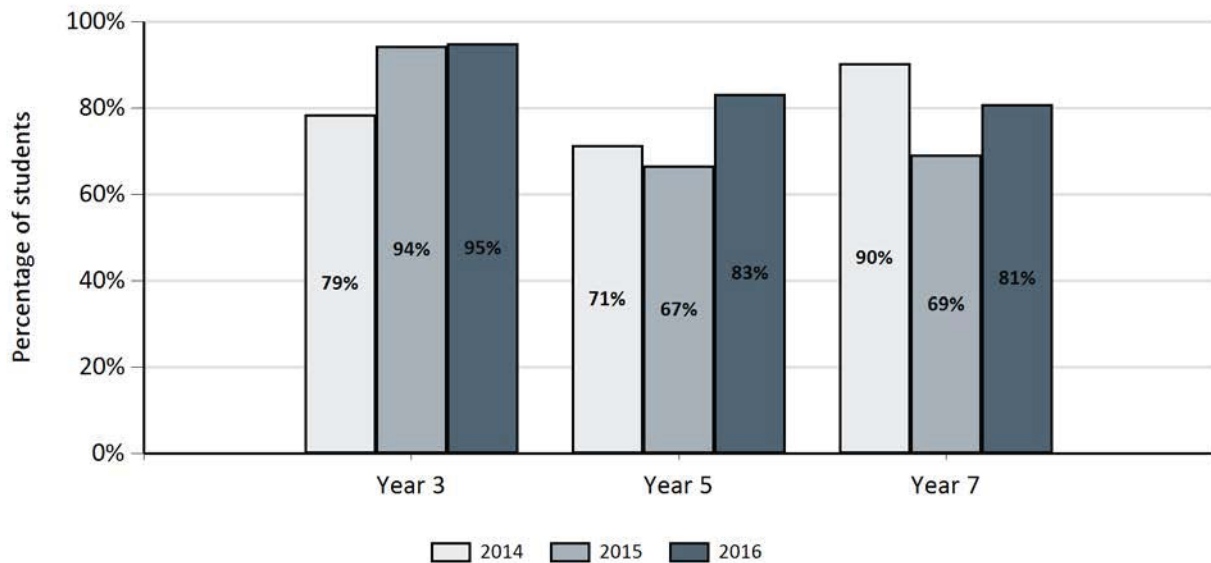
Student leadership team has been increased its involvement in school activities and student learning: the choir, whole school end of year concert, sports day, student run assemblies, ECO team and PALS

Performance Summary

NAPLAN Proficiency

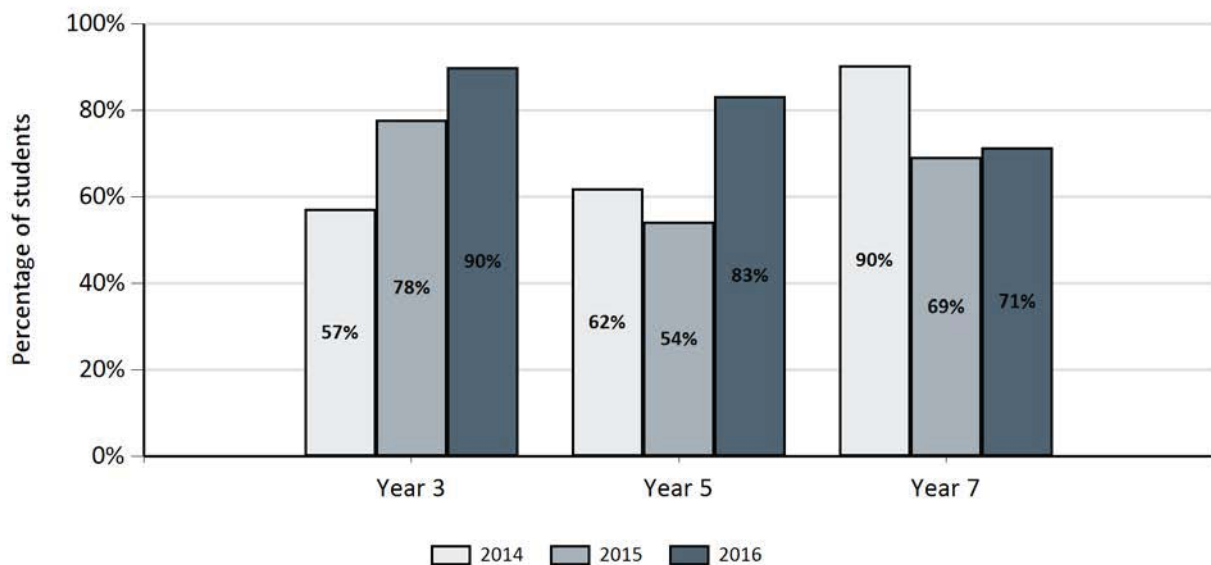
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	18%	19%	25%
Middle progress group	55%	63%	50%
Upper progress group	27%	19%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	30%	13%	25%
Middle progress group	30%	56%	50%
Upper progress group	40%	31%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

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 2016	20	20	12	5	60%	25%
Year 3 2014-16 Average	17.3	17.3	8.3	1.7	48%	10%
Year 5 2016	12	12	7	3	58%	25%
Year 5 2014-16 Average	19.0	19.0	4.0	2.3	21%	12%
Year 7 2016	21	21	3	6	14%	29%
Year 7 2014-16 Average	18.3	18.3	4.0	5.3	22%	29%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

RUNNING RECORDS

- Solid improvement and outstanding results for Year 1 and Year 2 students. All students exceeded the DECD bench marks.
- All year one students in the highest levels 16-20 (50%) levels 21-26 (50%)
- All year two students in the highest levels 16-20(>10%) levels 21-26 (80+%)

NAPLAN

Areas of interest and Improvement:

- Year 3-5 growth – 30% have experienced low growth and 40% high growth

Successes:

- Year 5-7 numeracy shows solid growth, with 12% in low growth and 31% in high growth.
- The mean score has significantly improved in Year 3 and % numeracy
- Mean score for writing in Year 7 has made significant improvement

Overall solid improvement in both literacy and numeracy, implications for 2017 is to explore and investigate how to move the middle band students into the upper bands.

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Literacy outcome: across the school years 4-7

69% of students made gain (22 students didn't gain, 17 of those students reached the SEA)

Numeracy Outcome:

80% of students made gain (14 students didn't gain, 9 of those students reached the SEA)

Overall solid improvements in numeracy, implications for 2017 is to explore an investigate how to move students reaching the SEA and extending their learning so all students gain over a year period.

ENGAGEMENT AND WELL BEING

Resilience survey indicates we can improve in the area of a sense of Belonging. The Student Leadership team has undertaken this task and developed their actions around it. Implications for 2017 is to continue to use data to drive actions and to embed growth mindsets, engagement and excitement in leaning

The School Review identified 4 areas to improve in for 2017. This will be integrated into our Site Improvement Plan.

- Enable students to engage with intellectual challenge through collective inquiry into, and consistent implementation of, pedagogy designed to develop learner expertise.
- Enable student ownership of the learning process through the implementation of teaching strategies that make clear the intention of, and criteria for, successful learning , and that allow students to plan, monitor and assess their progress
- Meet the diverse learning needs of all students, and design and monitor whole school improvement plans, through analysis of valid data that informs teaching and determines improvement imperatives across the school.
- Build teacher capacity to reflect on practice through strategically designed and focused Professional Learning and Performance Development systems that align with school priorities

These recommendations have been compared to survey data and actions have been included in the 2017 Site Improvement plan.

Attendance

Year level	2014	2015	2016
Reception	89.7%	87.5%	93.2%
Year 01	93.5%	90.9%	95.0%
Year 02	95.9%	90.9%	92.2%
Year 03	87.6%	94.8%	93.4%
Year 04	92.8%	96.2%	94.2%
Year 05	95.1%	93.1%	95.0%
Year 06	93.0%	88.8%	92.1%
Year 07	93.8%	92.2%	95.1%
Primary Other		83.3%	
Total	93.0%	91.8%	93.8%

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

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

Attendance Comment

Lockleys Primary School attendance data has made improvement. Our overall 2016 data was at its highest level since 2007. Successful Strategies implemented were: Attendance is addressed at each Governing Council and Staff meetings. The Principal meets with the attendance officer once per term to identify students at risk for attendance and lateness. Policies and Procedures were updated. Attendance articles linking attendance and academic achievement published. SMS messages sent to families. Engagement of parents and students has been identified as the key to regular attendance.

Behaviour Management Comment

Behaviour at Lockleys Primary School is managed pro-actively through a School Safety Survey to address the wellbeing of students while at school.

Safe in the yard: 96%(always to sometimes) 3% Never

Safe in the classroom 99% 1% never

Data from the survey is used to identify unsafe areas, incidents and students who display unsafe behaviours. There were no students identified from the survey who displayed consistent unsafe behaviours to others.

Survey results indicated that students required further developing in dispute resolutions. Staff implemented questioning strategies to enable students to assist and support each other with conflict resolution.

One child was suspended in 2016.

Client Opinion Summary

Parent and Student Opinion survey results indicated the school community were positive about the school and how it is managed.

A majority of the students completed the surveys, however only ten parents from a possible 99 families completed the survey. Further investigation and action are required to increase parent participation.

Area for improvement as indicated by the students are maintenance of the school, management of Student Behaviour and staff taking student's opinions seriously.

Areas of strength are: Teachers expect me to do my best, students are treated fairly, safety at school, students like being at school, teachers motivate students to learn and the school gives students the opportunity to do interesting things.

Of the ten parents completing the survey, areas for further development were: management of student behaviour, school taking parents opinions seriously, and the school working with families to support student learning.

Areas of Strength are: teachers expect their child to do their best, their child is safe at school, and the school looks for ways to improve.

Staff, Parent and Student Survey data will analysed and included into the Site Improvement Plan, with strategies to improve areas of concern and maintain areas of strength.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	19.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	4.8%
Transfer to SA Govt School	32	76.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Lockleys Primary School follows DECD operational guidelines for History Screening Checks. All our volunteers have up to date Department of Communities and Social Inclusion History Screening Checks.

All history certificates are signed and stored in secured storage. Names are updated on EDSAS.

All community groups who hire our facilities have a signed hire agreement.

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	20
Post Graduate Qualifications	1

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	7.5	0.0	3.8
Persons	0	10	0	7

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$8289.00
Grants: Commonwealth	\$9600.00
Parent Contributions	\$66779.00
Fund Raising	\$12944.00
Other	\$35846.00

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

2016 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 2016 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	Safety Audits were done throughout the year levels and shared with staff, Governing Council and Students. Strategies were implemented to improve student safety.	Student leadership Team procedures were written/reviewed. Audit results improved
	Improved Outcomes for Students with an Additional Language or Dialect	EALD teacher. Moderation and levelling of students literacy tasks. EALD Woman's group. Employment of a Bilingual SSO	parents connecting with School and understanding education system
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	SSO support Teacher planning with SSO: communication procedures	ILP Improved SSO communication with staff. Targeted learning programmes
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Engagement of Aboriginal Artist to develop our sense of Identity through a school mural PL: ALEA Collaborative Planning PAT M & PAT R training and personalised PL TRT for Student Leadership team training STEM PL	Improved staff knowledge and collaboration
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	n/a	
	Better Schools Funding	Teacher and SSO training in MAC Lit additional SSO hours to implement MiniLit	Student identified who require additional assistance Wave 1 /2 intervention
	Specialist School Reporting (as required)	n/a	
	Improved Outcomes for Gifted Students	PL for all staff in task design: low floor high ceiling Young Writers	students being motivated to write
	Primary School Counsellor (if applicable)	n/a	