

Lonsdale Heights School K-7

Lonsdale Heights Primary School and Lonsdale Heights Preschool

2021 annual report to the community

Lonsdale Heights Primary School Number: 1098

Lonsdale Heights Preschool Number: 1595

Partnership: Beach Road

Signature

School principal:

Mr Lance Nesbit

Governing council chair:

Chris Dalgairns

Date of endorsement:

16 December 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

Lonsdale Heights Primary School R-6 School is a category 2 school in the southern suburbs of Adelaide. In 2021 there were 118 students in 7 classes. The onsite preschool which has had 6 students enrolled for 2021.

- 85 students are beneficiaries of school card
- 27 Students present with a learning disability/difficulty
- 14 ATSI Students
- 2 ESL students

This year has seen significant expenditure on facilities, in the actioning of our 2020 covid stimulus grant program.

Primary works completed included flooring, doors and outdoor learning area enhancement. The school has also been the beneficiary of a significant school initiated information technology upgrade. Through negotiation, only 19% of this project has need to be funded by the site. From a curriculum perspective the school has invested significant time into data analysis and mapping to identify individual student points of learning need and data for 2022 SIP targets, specifically in the area of maths. The school has also invested time in using, reviewing and applying the DfE units of work. These units will a major focus in 2022 in the application of curriculum relevant to our analysis of 2021 learning data. The completion of the 2021 school year saw the last cohort of year sevens attending LHPS.

Governing council report

In 2021 the governing council was consulted, involved in discussions on and provided their advice on a number of perspectives and projects.

These included, but were not exclusive to:

- Curriculum for 2022
- Carpark safety
- Site security

Governing Council was consulted extensively on curriculum with the intention of providing feedback with respect to the ongoing inclusion of music instruction. In this consultation the council were almost unanimous in their desire to see music continue as a subject and focus for students across the school. Carpark safety and car parking in general were also an ongoing focus for 2021. In addressing carpark safety, new signs and procedures were implemented in the carpark. While the implemented changes were generally successful, some modification was suggested and these improvements will be addressed over the summer holidays. Some community concern over the limited car parking access in front of the school was raised and involved consultation with the local council, the local state MP and DPTI. These consultations are ongoing, however at this stage no actioned outcome is expected. Site security and in particular student and stranger ease of egress and ingress were raised by members of the parent body through correspondence to the council. To this end the council corresponded with DPTI and the DfE. While there has been a site visit by Security & Safety and a proposed survey, this will be an ongoing issue in 2022.

School quality improvement planning

Maths Key Action: Implement consistent formative assessment practice Next step books Teachers conference students mid and post units of study. Initial agreements around processes led the school to using a record book as a catalyst for conferencing students around their next steps and individual goals in mathematics. As this work progressed the limitations of the system became apparent and modifications were made to implement a more open system which allowed any visitor to the class to conference a student on their next steps, and for the next steps to be on permanent display in the classroom. These changes enabled any visitor to the class, however brief, to engage with a student in a conversation relating to their focus in learning. In classes where DfE units of work were being used, the five week duration of the unit allowed a sustained focus on a student's next step. This work has provided a clear focus for 2022 in developing a deepened understanding of the Mathematics curriculum content with direct relevance to the DfE units of work.

Writing Key Action: Collaborative moderation will be structured to ensure year level teaching teams engage in unbiased assessment across the relevant Brightpath scale.

Collaborative moderation was used in the first round of brightpath at the end of term 1 to address what appeared to a non-linear development in the variation of brightpath scores between some year levels. However subsequent data from that round suggested we were still experiencing this variation. At this point in our review of actions it was decided to review the administration of the writing task, class by class. As a result of this review consistent conditions were re-established for subsequent writing projects and were closely monitored. At the completion of our final rounds of writing in term 3 the anomalies were not present. This improvement validated our moderation practices which in turn enabled validated the explicit instruction we had been providing students in their next steps in writing. Our primary action in writing next year is, all for teachers to consistently and collaboratively apply a teaching and learning cycle to build writing instruction through developing a common approach and agreement.

Reading Key Action: Embedding QAR, comprehension scaffold strategies in a consistent and coordinated way across all year levels.

Through a progressive implementation which was; initially supported by explicit agreement by all staff; scheduled into daily timetables; explicitly observed by peers; reviewed at weeks 5 and 9 each term, QAR is now used consistently instructed on across the school. A Key action for 2022 is; Students will use QAR as a core strategy in working to their identified next step in developing comprehension skill. Consequently all teachers will develop individual reading goals for all students.

Common Key Actions: Scheduled reviews for monitoring actions progress i.e. SIP step 4 /5; Next steps in learning. Both of these actions were common across the SIP. The 'next steps' in learning was progressively reviewed and refined during the year to improve its effectiveness through efficiency. Our structured process of SIP implementation (scrums) and review (week 5, week 9 each term) were highly successful in terms of embedding these elements as part of our whole of school practice. The processes coupled with a formal student learning data review each term has enabled a clear connection between actions and outcomes to be created.

Preschool quality improvement planning

Learning improvement goal 1: Improve each child's ability to increase their vocabulary in order to describe and express their ideas in play Children engaged in sustained conversations with peers and educators both in and out of play.

Children were observed questioning each other daily – extending their own play conversations through asking questions. Children were engaged in 5 points of conversation both with educators as well as with each other. Targeted children were rated high using the RRR involvement scale. As a site we will be continuing our 'Strive for 5' approach to Oral Language into 2022 throughout our Cycle of Planning as well as in our Individual Learning Goals for our 2022 cohort.

Learning improvement goal 2: Support children to engage in a range of texts and gain meaning from these texts Children were freely engaging in book-based play throughout the year. Children were choosing books we looked closer at as a whole group (PreLit Story Card Books) and extending this understanding into their play episodes with peers. Children were observed as frequent visitors to our Library Corner to engage in sustained 'reading' both individually and with partners/buddies. Children were able to retell stories showcasing an understanding of comprehension. Our Lockdown during Term 3 allowed us to relook at our family engagement in children's Literacy (and Numeracy) and ways we can continue this in an online format in the future.

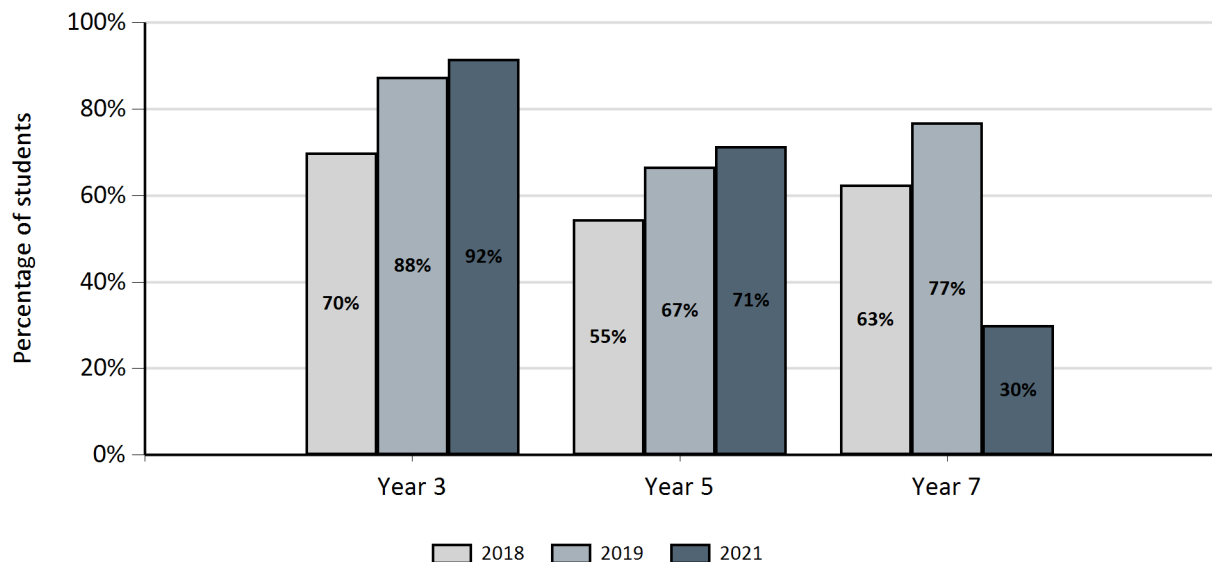
Learning improvement goal 3: Support children's understanding of the standard number system Children's level of involvement in number sense has increased as measured by teacher observations and children's understanding of number and the standard number system. Preschool Staff were able to map out where the Indicators of Preschool Numeracy sit alongside the Foundation-2 Number and Algebra Content Descriptors of the Australian Curriculum Due to staffing in the School our co-designed (p-2) Number Sense Program – to ensure continuity of learning – was not fully completed. Staff have highlighted the importance of creating a Whole Site Document on Number Sense and will continue working closely with School and Leadership into 2022. 2021 NQF Priorities: Collaborative Community (School) Partnerships: co-designed Number Sense Program that flows from Preschool Numeracy Indicators into the Number and Algebra Content 2021 Annual Report Working Document – Combined School & Preschool | 3 Descriptors of the Australian Curriculum – two frameworks were mapped out and cross referenced for continuation into 2022 Relationships with Children: Striving for 5 Points of Conversation with each daily in each interaction to encourage a strong development of Oral Language – children were "asking" to talk and letting educators know "I have something to say" at multiple moments of each day including targeted Oral Language group times

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

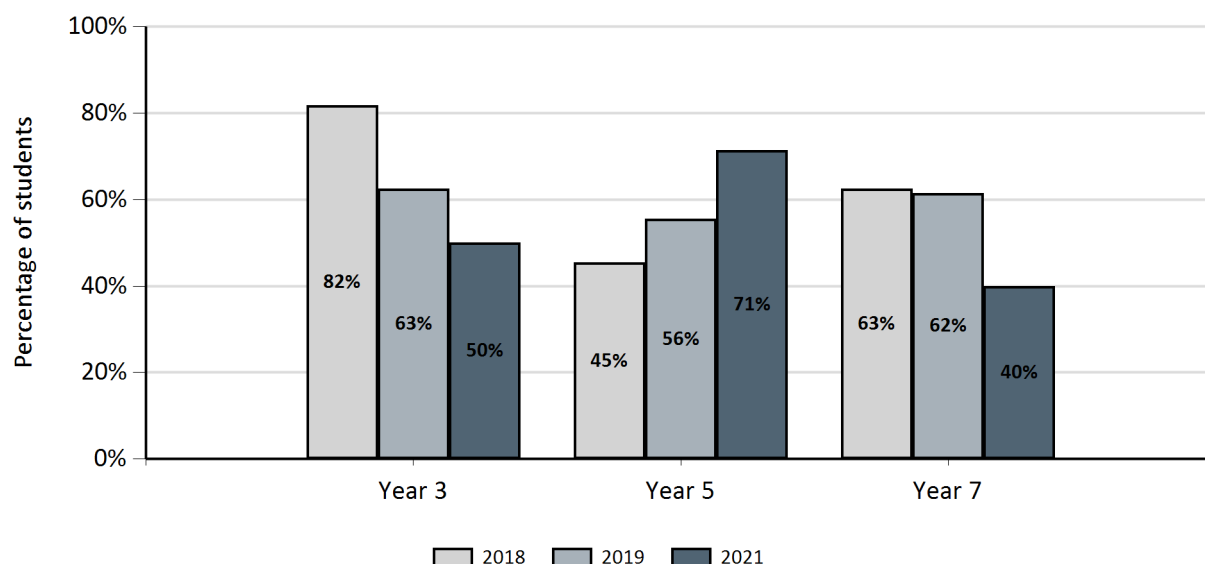


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	33%
Middle progress group	*	*	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	*	*	33%
Middle progress group	*	*	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 [^]		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	12	12	3	2	25%	17%
Year 3 2019-2021 Average	10.0	10.0	1.5	1.5	15%	15%
Year 5 2021	7	7	0	1	0%	14%
Year 5 2019-2021 Average	8.0	8.0	1.0	1.5	13%	19%
Year 7 2021	10	10	0	1	0%	10%
Year 7 2019-2021 Average	11.5	11.5	0.5	0.5	4%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

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

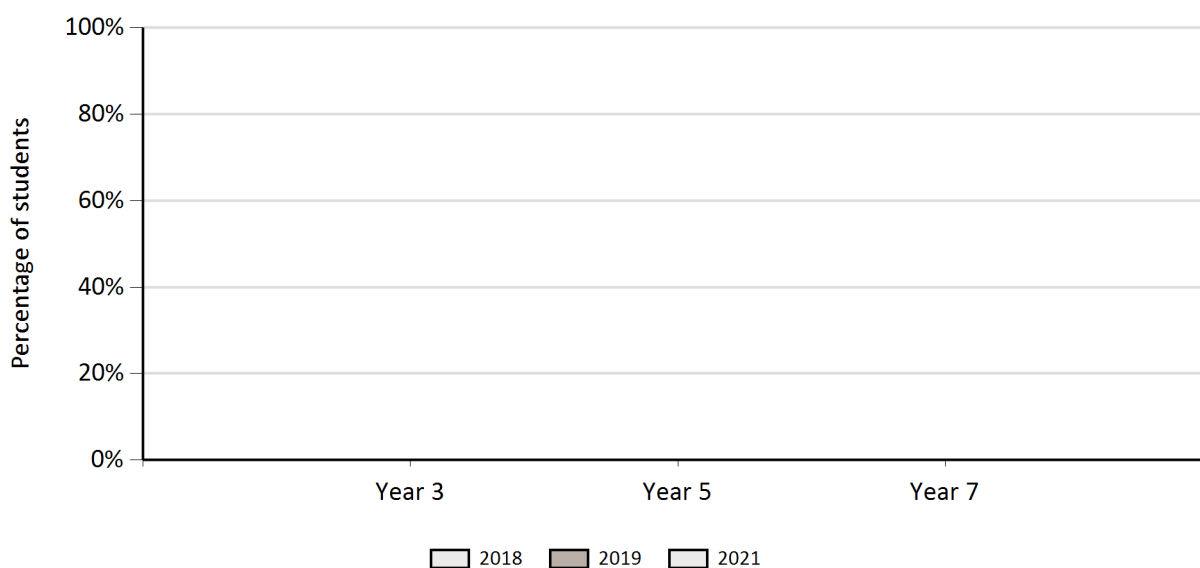
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



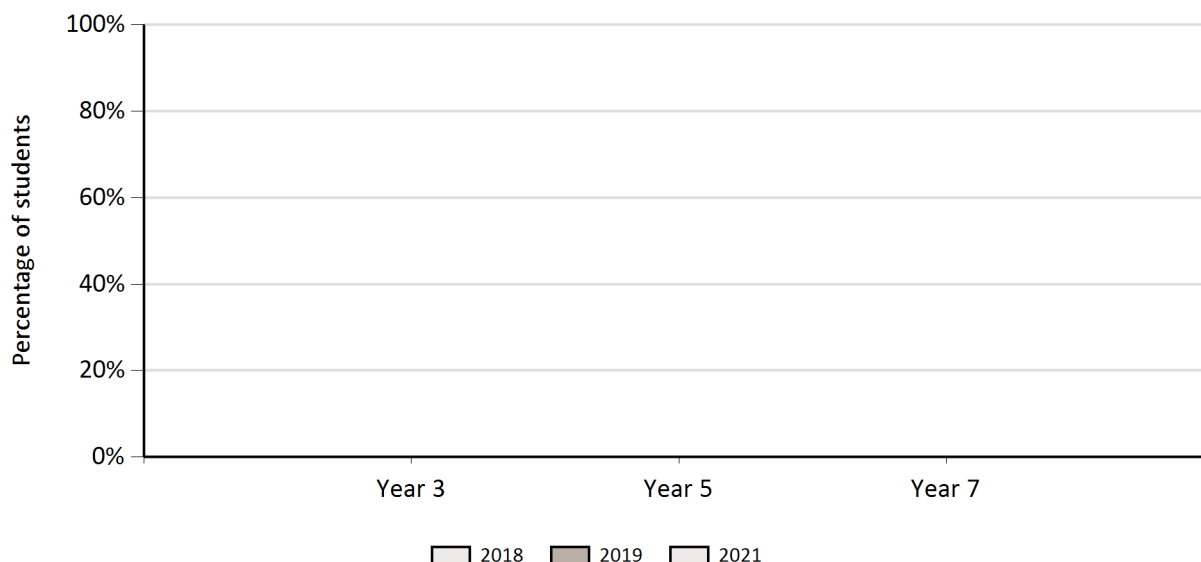
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		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	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

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

The school has tracked literacy, numeracy and behaviour data for all Aboriginal/ Torres Strait Islander (ATSI) students each term. This data is collected by classroom teachers and Education Support and discussed each term in teachers' professional development meetings. The data is discussed and used to measure student achievement against standards (SEA), individual growth for each student, inform classroom practice and highlight the requirement for further learning interventions as necessary. Every Aboriginal student's learning has been recorded and modified as necessary in One Plans, which are reviewed and updated a minimum of twice per year. Short term, data informed, learning goals "next steps" (which are aligned with the Site Improvement Plan and One Plans) around reading, writing and numeracy have also been developed in collaborative conversations between students and their classroom teachers, and reviewed weekly. We have developed a series of new improvements for increasing teaching accountability and efficacy, literacy intervention and student agency in learning. We have: appointed our Education Support teacher as manager of ATSI learning and improvement data; incorporated termly investigations of ATSI learning data and int

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

We have identified significant improvement in literacy within the junior primary; in term 1 the average Running Record Score was 9.6 (2/5 above SEA), in term 4 the average score was 17.8 (4/5 students above SEA). One particular student who engaged in literacy support under our APAS funding moved from Running Record level 1 to Running Record level 20. When tracking student growth in the upper primary, not all pre and post assessment data was collected. Increasing student participation and completion of assessment tasks will be a key focus in 2022.

School performance comment

Year 1 Phonics Check

92% of students achieved or exceeded phonics check benchmark for year 1

Running Records

75% of students achieved SEA. (40% of year 1 students with identified intervention.

80% Of students achieved SEA. 20% Of year 2 students with identified intervention.

PATM

87% of students achieved SEA

PATR

83% of students achieved SEA

NAPLAN

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	78.4%	81.5%	85.2%	94.2%
2019 centre	80.0%	87.3%	71.6%	80.3%
2020 centre	74.7%	77.4%	71.7%	69.9%
2021 centre	100.0%	96.5%	80.7%	99.9%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	85.3%	88.6%	79.3%	86.1%
Year 1	81.7%	87.1%	83.7%	84.0%
Year 2	81.6%	85.2%	74.4%	90.4%
Year 3	84.2%	78.3%	78.7%	83.2%
Year 4	77.1%	85.4%	80.5%	82.9%
Year 5	84.6%	79.6%	82.9%	86.6%
Year 6	89.4%	92.2%	65.1%	89.7%
Year 7	87.3%	84.5%	84.9%	72.3%
Primary Other	79.7%	86.3%	80.5%	77.1%
Total	83.7%	85.6%	79.0%	84.0%

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

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

Attendance comment

School data attendance does appear to be consistent with years prior to 2020. Of recent note has been the steady increase over time 2012 - 2020 of the increasing cohort of chronic and habitual non-attenders. Several initiatives have been trialed to impact on this data. This has included our 'make school fun again' initiative. And targeted social activities for the first 15 minutes of each day.

Attendance is monitored and recorded daily by the class teacher using Sentral. Students are marked according to the department guidelines in regards to, early departures, part-time attendance etc. The attendance is reviewed weekly with the Wellbeing Coordinator and the administration SSO. The school will send out a letter if there has been continued attempts to engage a family and, in the event, there has been no contact or improvement made. If a student has an unexplained absent of 1 day an automated text message or email will be send to the parent/guardian. When a student has unexplained absence for either 3 consecutive days or 3 days within a week, the class teacher will pass this information onto the Wellbeing Coordinator, who will contact the family.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	16	14	13	14
2019	13	14	15	14
2020	15	14	12	12
2021	6	6	6	6

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

As indicated in the Wellbeing summary for 2021 the percentage of students who indicated that they had either experienced or witnessed some form of bullying or violence at school was low. Physical bullying was 11%, verbal bullying 5 %, social bullying 11% and cyber bullying was 8%. Throughout 2021 students are given opportunities to discuss concerns from school or home. Students take part in circle time twice a day where they can resolve conflicts and have a venue to share any social or peer concerns. The Wellbeing Coordinator works alongside students to support them with restorative based practices in order to resolve conflict or restore fracture relationships.

Parent opinion survey summary

An average of 82% of parents surveyed responded positively to questions related to learning at school. The only metric not congruent with this, was the topic of "liking more help with my child's learning", on this question 43% of parents surveyed said that they would like more help with their child's learning.
An average of 79% of parents responded positively to questions relating to "learning at home". With 86% agreeing that they talk to their children about school.
While there may be many variabilities in comparison with last year's data i.e. a difference in the 'total amount of parents surveyed', nonetheless in the comparative data there is an overall average 10 % improvement in positive responses to all questions when compared to 2020 data.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1098 - Lonsdale Heights Primary School	84.0%	93.3%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NT - LEFT SA FOR NT	1	4.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	21	95.5%

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.

Destination comment

2021 sees a combination of year 6 and 7 students destined for high school in 2021. Their destinations are as follows

- 1 Student - Wirreanda
- 1 student – Cardijn College
- 2 Students – Reynella East College
- 2 Students – Hamilton Senior College
- 3 Students Aberfoyle Park High School
- 4 Students – Seaford Secondary College
- 14 Students - Christies Beach HS

Relevant history screening

- All teachers compliant as per teacher registration requirements.
- All SSO's compliant as per employee certification summary in HR.
- All volunteers who meet the criteria for requirement of WWCC are recorded locally and monitored locally

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	18
Post Graduate Qualifications	3

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	0.4	9.0	0.4	6.5
Persons	1	9	1	10

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

Financial statement

Funding Source	Amount
Grants: State	\$60,000
Grants: Commonwealth	\$0
Parent Contributions	\$0
Fund Raising	\$1,852
Other	\$0

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	Student Wellbeing and curriculum coordinator (B1) Behaviour toolkit implementation including teacher / teacher conferencing and teacher to student conferencing	Responsive monitoring of attendance and supporting attendance, engagement and we
	Improved outcomes for students with an additional language or dialect	No Students with an additional language or dialect	No Students with an additional language or dialect
	Inclusive Education Support Program	Release and support time for Teachers and SSO's to identify and program and implement intervention for students with non-identified learning disability/difficulty below SEA.	87% of students achieving PATM SEA inclusive of 10% of students in the school po
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	Release time for educational support and wellbeing leader to support teachers to develop personalised learning plans inclusive of ATSI students. Release and support time for Teachers and SSO's to identify and program and implement intervention for students with non-identified learning disability/difficulty below SEA.	Monitoring and responding to attendance/behavior, literacy and numeracy data for aboriginal learners in highly responsive and timely manner. Developing site cap
Program funding for all students	Australian Curriculum	Unit of work familiarization and implementation. Teacher release time for curriculum accountability. Kurna language cultural studies trial as NIT subject trial.	Initial implementation of DfE units of work.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	ORBIS Instructional leadership X 3 staff. Brightpath moderation / assessment training. PATM/PATR/ NAPLAN data analysis and mapping.	Developing site capacity /sustainability of approach as supported by DfE trainin
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	N/A	N/A
Inclusive Education Support Program	SSO support - 1:1 with targeted Speech and Language Children 2X a week with each child (2) both in class and intensive learning support (OCOP).	Both children made strong progress as per Speech Reports, Both children made progress on their targeted individualized SMARTAR goals (OCOP)
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.