



# Loxton Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Loxton Primary School Number: 760

Partnership: Loxton & Waikerie

**Name of School Principal:**

Jan Slape

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**Name of Governing Council Chair:**

Simon Knowles

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**Date of Endorsement:**

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## School Context and Highlights

Loxton Primary School is situated in the Riverland region of South Australia, approximately 250 kilometres from Adelaide. In 2016 we had 360 students across 14 classes at the school. We are a Category 4 school on the DECD Index of Educational Disadvantage.

This year, for the first time in five years, Loxton Primary School (LPS) participated in an External Review. This rigorous process involves an independent team reviewing everything we do at the school. The review confirmed the path that we are on at the school is the right one. The improvement areas we had already identified in our 2015 Annual Report (page 9) were clear recommendations from the review. This is a pleasing outcome from the External Review. We already have the frameworks in place to make these improvements and now we know to commit time and resources to these areas.

A clear task for the school in 2016 was to increase the intellectual challenge in activities and provide students with more autonomy in the classroom. The External Review panel reported that our approach to this is inconsistent across every year level and that we need to work on this area.

The External Review report concluded that LPS students had little understanding of Learning Intent which is the purpose of the learning activity. They also noted that our Professional Learning Communities for staff had 'varying degrees of understanding'.

The External Review panel visited the school in February 2016 and we began work on this area in mid 2015. I am confident that if they were to return now they would note the considerable progress that has been made across the school. This focus area will remain firmly in our Site Improvement Plan. As a school we must develop further links with the Teaching for Effective Learning framework (TfEL) and the 'Visible Learning' professional development program. This will be a focus in 2017 and beyond.

Our 2016 Client Opinion Surveys were pleasing across the board. Students like attending our school and feel safe. Parents feel that their child's learning needs are met. Our survey results have remained consistent over the past few years which is a great outcome. We enjoy working with our students, parents and the wider school community to provide the best learning environment we can.

2016 was a big year for Loxton Primary School and I'd like to thank everyone who played a part in assisting us to provide amazing learning opportunities for our students.

## Governing Council Report

2016 has been a steady year for Loxton Primary School Governing Council with strong support from the parent community and staff alike.

Highlights of the year include:

- Negotiations with OSHC staff that resulted in an agreement for OSHC to pay maintenance and utility cost of the space they use that was previously draw out of LPS operating budget;
- Drabsch Street parking zone allocation was adjusted to better cater for 'kiss and drop' parking in this area;
- Support of Pedal Prix with fund raising;
- Enquiry and comment on the future of the DECD school dental building that is no longer being used;
- Resuming council supplied River or recycled water for the school oval and gardens;
- Hearing many fantastic presentations from across the broad range of educational facets covered by the very talented staff at our school. Some of these included 'the daily five', student reporting, NAPLAN results, and innovations in literacy, science and mathematics.

Initiatives that Governing council has expressed interest in pursuing further in 2017 include:

- Ensuring that the School Site Improvement Plan is completed and put into action;
- Continued monitoring the future of the dental building;
- Further developing Governing Council as a conduit of communication in Site Improvement Plan achievement.

I'd like to take this opportunity to thank all governing council members and school staff that have contributed to LPS Governing Council throughout the year and I look forward to continuing support of Loxton Primary through governing council throughout the rest of 2017.

Simon Knowles  
Governing Council Chairperson 2016

## Improvement Planning and Outcomes

The External Review provided some fantastic feedback about staff at LPS. The review said, 'Staff shared their knowledge of the school's teaching and learning context, and their views and perceptions of issues impacting on student achievement, in a professional manner.' (LPS External Review 2016) The panel also noted that feedback to staff was provided in a constructive and insightful manner. As a Principal I was proud to hear this. Everyone at Loxton Primary School works together to make it a school to be proud of.

The External Review highlighted that we need a more consistent approach to student learning experiences from Reception to Year 7. This means we need to minimise the variation of teacher expectations, standards for learning, behaviour and assessment across each year level. For example, a Year 3 student and Year 7 student have the same expectations from the teacher, the content will just differ according to the year level. We also need to work on our process for student reports.

Our Site Improvement Plan (SIP) guides our work every day. Implementing each strategy and driving change is an ongoing, careful process. We monitor our progress against the plan closely and track our achievement for each strategy.

Looking back on our progress for 2016, the following have been high priorities:-

Teaching for Effective Learning (TfEL) and National Standards for Teachers used as a basis for performance development as evidenced through teacher programming, including the use of the TfEL compass. Significant progress and ongoing in 2017

Teachers will work in their Professional Learning Communities (PLC's) to analyse, moderate and share their Literacy strategies and we began our work on the DECD 'Results +' initiative in Numeracy. Ongoing in 2017

Establishment of KidsMatter Team with a Whole School Approach. Significant progress as we are now an accredited KidsMatter school. This work will be ongoing in 2017

Development of a structured approach to the implementation of the Child Protection Curriculum. Significant progress and dovetails with the Social & Emotional Learning (SEL) program orchestrated by Liza Gibbs. Ongoing.

A focus on the teaching of 'guided reading' and 'literature circles' to improve comprehension. Considerable financial input allowed us to purchase high quality resources and materials to support this strategy. Significant progress and ongoing in 2017

Students will be able to articulate the Learning Intent and Success Criteria of their learning. Some progress in upper primary and a focus for other classes in 2017

Anchor Charts and word walls to support consistency across the school. Achieved

Using the Numeracy Agreement and developing an agreed Whole School Assessment Calendar. Considerable work so that staff have more clarity about what leadership expects to occur throughout the year. Ongoing in 2017

Using strategies, including mental computation, meaningful reflections, problem solving and higher order thinking skills to improve student learning outcomes. Staff trained with Ann Baker to lead training in PLCs. Significant progress and this pedagogy correlates with the previous training with Ann Baker (Mathematician in Residence)

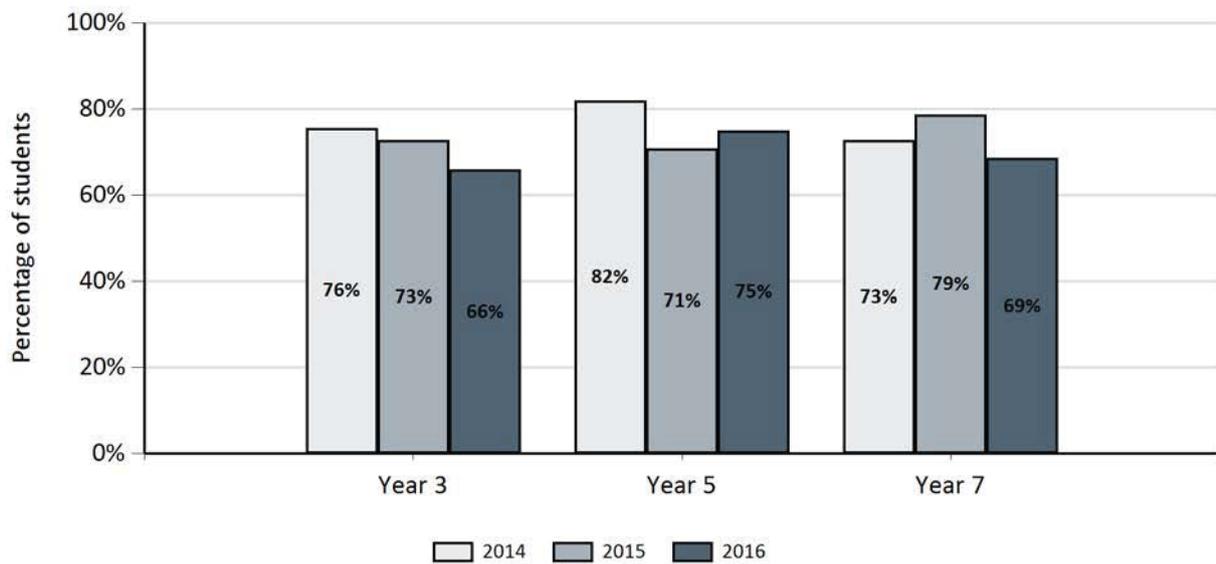
A focus on differentiation of the curriculum and working with small groups of students. Significant progress and we have a 3 year commitment to this amongst the Loxton / Renmark Partnership.

## Performance Summary

### NAPLAN Proficiency

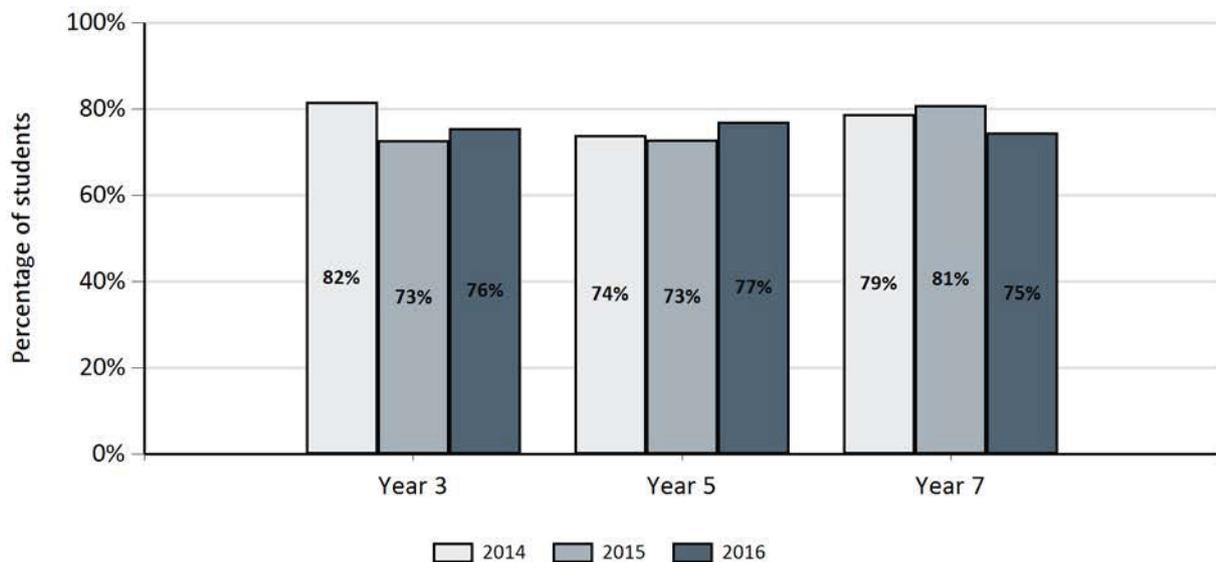
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	17%	27%	25%
Middle progress group	66%	61%	50%
Upper progress group	17%	11%	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	26%	37%	25%
Middle progress group	55%	49%	50%
Upper progress group	19%	14%	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	41	41	13	9	32%	22%
Year 3 2014-16 Average	44.7	44.7	15.3	11.0	34%	25%
Year 5 2016	48	48	15	4	31%	8%
Year 5 2014-16 Average	48.7	48.7	12.0	7.0	25%	14%
Year 7 2016	51	51	9	12	18%	24%
Year 7 2014-16 Average	54.7	54.7	12.3	11.0	23%	20%

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

NAPLAN testing provides us with the opportunity to measure our students' progress against students at similar schools across the country. We use NAPLAN data to measure how each child is performing at our school. Using data from the NAPLAN test we work with families to determine possible future learning steps for students and develop individual learning approaches.

Jan to find out!!! In 2016, ?? out of 10 students at our school reached the National Minimum Standard (NMS). At Loxton we have a number of students identified with a learning disability and we are proud of our efforts to provide them with tailored learning programs. We hope that our dedicated work with individual students will see everyone achieve the NMS in the future.

Our three year average for students attaining the top 2 NAPLAN skill bands reveals that we do better in Reading than Numeracy. Our 2016 score maintained that average except for Year 7 Numeracy results. In Numeracy 24% of students reached the top two bands whereas 18% achieved the top two bands for Reading. This correlates to our DECD Standard of Educational Achievement (SEA) scores. In 2016 75% of Year 7s reached the DECD SEA for Numeracy compared to 69% for Reading.

Looking at our NAPLAN data and we have some concerns about the small percentage of Year 5 who achieved the top two bands this year. The result was well below our Year 3 and 7 results and approximately half of our three year average. We will analyse this result carefully and determine steps for improvement.

All of our DECD SEA scores were within 10% of the 2015 scores. This is a great result. Our percentages also compare well against other schools in SA.

Our 2017 to-do list is to make sure there's effective communication with all stakeholders. We are also going to establish clear roles and lines of accountability for staff and students. Staff will take a unified approach and develop consistent curriculum, pedagogy and school processes.

In 2016, we set about improving our assessment and diagnostic tests and improving our data management systems to ensure a consistent approach across the school. Progress in this area has been good so far and we expect to make further improvements in 2017.

One of our recommendations from the External Review is to plan for increased student feedback regarding their learning which will help to develop the concept of powerful learners. Our goal is to build the learning power of students by increasing their ability to use high-level thinking skills and apply what they have learned in new and increasingly complex situations.

Powerful learners have the curiosity, creativity & confidence to actively participate in their learning. Powerful learners make decisions based on sound evidence and skilfully solve problems. They also have a growth mindset and proactively deal with new situations. Our Powerful Learners at LPS will see opportunities to grow and know that it is effort, practice and persistence that helps them to their achieve goals.

## Attendance

Year level	2014	2015	2016
Reception	93.8%	91.3%	89.5%
Year 01	91.8%	91.9%	92.7%
Year 02	93.8%	94.7%	92.9%
Year 03	94.0%	93.8%	92.7%
Year 04	96.3%	94.5%	91.7%
Year 05	93.5%	94.6%	93.1%
Year 06	93.8%	93.8%	92.9%
Year 07	93.0%	94.1%	93.6%
Primary Other	90.5%		
Total	93.7%	93.6%	92.3%

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

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

## Attendance Comment

Our attendance figures are extremely encouraging at 92.3% and remain just shy of the DECD target of 93%. This is strong in comparison to many schools. We will continue to work as an entire school community to improve attendance rates. We aim to meet or surpass the DECD target in 2017 through our targeted approach, close monitoring and early intervention for a few students.

The 2016 attendance rate was a slight decrease on our 2015 attendance rate. Large decreases in Reception and Year 4, especially when compared to the 2014 school year, have attributed to this small decline.

## Behaviour Management Comment

We aim to make every student feel special at Loxton. Our approach to well-being has helped improve our school culture and reduce behaviour management concerns.

This year some staff visited other schools to see what they were doing that was different to Loxton. This was a terrific opportunity to see what is out there! As a result, we have overhauled our Behaviour Management Policy (now called Education Policy) and linked this closely with our Wellbeing program. We have adopted a culture of report and resolve towards all bullying incidents. When we do become aware of issues, we attempt to immediately determine the people involved, the cause and a way forward in order to prevent further occurrences.

## Client Opinion Summary

Our 2016 Client Opinion Surveys once again provided valuable feedback that we can use to introduce further improvements.

We received 29 responses to our parent survey in 2016. Pleasingly 93% of parents agreed that 'The school has an excellent learning environment'. Parents also agreed with 'I think my child receives high quality teaching at this site' (89%) and 'I am satisfied with the learning programs offered at my child's school' (86%).

In the 2016 Student Opinion Survey 97% of the students responded (neutral, agree or strongly agree) that their class activities are interesting and help them to learn. The same percentage believe that teachers clearly explain what students are learning. This was an interesting result considering a similar question: 'My teachers are easy to understand' received a lower result with 25% of students responding neutral or disagree. It is clear we need to work on communication and it is something we will look into in 2017.

The student survey revealed that we have work to do to explain progress to students. Only 80% of students agreed or strongly agreed with the statement 'I know how I am doing and how I can improve.' This shows that there are some students who feel they don't receive enough feedback to show them how to improve a piece of work. This result correlates with the question, 'My teachers regularly discuss my progress with me.' 51% of the students were neutral, disagree or strongly disagreed with this statement and 6% said that they didn't know. The parent survey also had similar results where only six out of ten parents thought teachers clearly informed them about their child's learning. These results are important for teachers and staff to learn from. It is an area we have begun to focus on and it is clear there is more work to do.

Our most outstanding results in the student survey were in response to 'My teachers expect me to do as well as I can' (85% scoring neutral, agree or strongly agree) and 'I really want to learn at LPS' (92% of the students agreed or strongly agreed).

With regard to our well-being strategy, the questions around safety indicate we have some work to do. 70% of students feel safe at school and 20% recorded a neutral response. 80% of the students agree or strongly agree that there is someone at the school that they can talk to if they have problems. 92% of the students were neutral, agreed or strongly agreed with a question 'I am happy to be at the school.'

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	9	11.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	1.3%
Transfer to SA Govt School	67	87.0%
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

All volunteers who work with students have relevant screening and approval to work in the school. We have a closely scrutinised system in place to monitor who works with our students.

## 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	51
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	21.8	0.0	11.4
Persons	0	27	0	17

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

## Financial Statement

Funding Source	Amount
Grants: State	\$610.50
Grants: Commonwealth	\$33,181.00
Parent Contributions	\$185,691.58
Fund Raising	\$14,000
Other	

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	Money was used to support a small number of our students who experienced difficulties with their behaviour. Support was given through SSO's to teach students about using the 5 point scale.	Students demonstrated an improvement by using this strategy.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	All identified students were supported in relation to their level of support. They were supported by SSO's in relation to their learning with a one plan approach.	It was noted that all students showed progress in their learning.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	All students were subsidised for their camps in 2017, which meant that we had a 98% attendance at the year level camps across the school. Aboriginal students were supported in areas of Numeracy and Literacy with SSO support using intervention strategies including the quick maths programme.	A high rate of participation for students and giving them opportunities to develop team skills.
	First Language Maintenance & Development	N/A	N/A
	Students taking Alternative Pathways Students with Learning Difficulties Grant	N/A	N/A
Program Funding for all Students	Australian Curriculum	Money was used to support learning re Australian Curriculum with our CPAC support person.	Staff knowledge was increased.
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	This money was used to support marginalized students, particularly in the area of literacy using appropriate intervention strategies.	These students have demonstrated a years growth in their literacy.
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	This was used to support students in their well-being. The SEL programme was introduced to all classes R-7 along with the child protection curriculum.	Student opinion surveys were very positive.