Loxton North School and Loxton North Kindergarten

2020 annual report to the community

Loxton North School Number: 678
Loxton North Kindergarten Number: 6529
Partnership: Renmark Loxton

		Signature
School principal:	Mrs Vanessa Wainwright	
Governing council chair:	Mrs Lisette King	
Date of endorsement:	8 February 2021	

Government
of South Australia

Department for Education

Context and highlights for the combined site

At Loxton North School we welcome everyone. Strengths are nurtured, minds are challenged and growth areas are developed. We enjoy each other's talents and share our experiences for the benefit of everyone. From Playgroup to Occasional Care, Preschool to Year 7, we enjoy a range of learning spaces including: Nature Play, STEM centre, refurbished classrooms, modern library, new technologies, mud kitchen and school swimming pool. We currently have 76 students enrolled from preschool to year seven; three classes and a site based preschool.

Loxton North School offers individualised learning plans for our students, we cater for all learning styles and needs; stretching students with their learning is a priority. We specialise in the Language of AUSLAN (sign language for the hearing impaired) and STEM, these are taught to students throughout the school. Our Preschool is a play based inquiry learning and adopts the Reggio Emilia philosophy. Students input into learning programs is valued and sought after while planning using the Early Years Learning Framework - Being, Belonging and Becoming.

Literacy and numeracy is a priority at our site. Literacy entails reading, spelling, writing, handwriting, and oral language. These elements of literacy are taught using research based approaches which are proven to progress students learning. We use synthetic phonics approach as the basis and activities occur daily developing student's rigour and deepen understanding of the English language. Students' progress is tracked and monitored regularly.

Numeracy involves students learning skills and concepts of: number & algebra, measurement & geometry and statistics & probability. These skills are taught specifically and then applied to real life problems so application can occur of the skill and further deepening of knowledge. Literacy and Numeracy is intertwined with all other curriculum areas; Science, Technology, The Arts and HASS (History & Geography).

Deepening students understanding of themselves as a learner occurs through our work on a growth mindset and learner dispositions. A growth mindset is modeled and taught to students from preschool onwards, they learn how their brain works, pathways that are created when learning, learning mistakes are part of this process and how we move through struggle in learning. The learner dispositions of seek, think, persist, communicate and self-regulate give students the skills to do this. Reflection and sharing of this with others is crucial in understanding the stages of learning and once we master something we then have new learning and the process repeats again.

The school has excellent facilities, with each classroom having a double room space, court yard for further play explorations, STEM Centre that connects facilities so students can access what they need i.e. kitchen, computers, woodwork, garden, science, construction, media tools. Also have a recently developed Orchard Grove with a range of fruit trees that are cared and maintained by all students. A magnificent Preschool and Occasional Care space both indoor and outdoor which fosters curiosity of learning through play.

At Loxton North School we believe a smooth transition from Preschool to school creates happier students and active learning. Loxton North School is a feeder school to Loxton High School. Year seven students undergo an extensive transition program with High School staff and students.
Loxton North School is a member of the Loxton Renmark Partnership.

Highlights for the year:
- Preschool and Reception/Yr2 class involved in the Departments 'Music Education Strategy' seeing 2 educators mentored in teaching music. Distinct benefits in developing phonological awareness which is the foundation for becoming a reader.
-COVID-19 impacted the site in a range of ways, we worked through this and staff improvised and created opportunities within our site i.e. Splash Carnival, Sports Day, home learning packs
-Final year of Specialist Teachers being involved in the Departments STEM innovation with our focus on Technologies. This has seen a cyclic program developed which follows the engineering process.
-Preschool received a $30 000 stimulus package to use local businesses to do improvements. This has enabled us to complete to a high standard a range of upgrades in this facility.
-Governing Council continued throughout the year, seeing us use 'Zoom' technology to meet from our own homes. This was very important to keeping connected with our community and addressing any concerns or considerations we needed to be aware of.
-Presentation Night occurred under the schools COLA - we hired a stage and PA system, had a picnic sitting area followed by families bring deck chairs to sit on. Families sat in bubbles to ensure we meet SA Health guidelines.
-Improvement Plan was very targeted seeing staff focus specifically on areas to action along with tracking and monitoring of progress. Directions have been set for 2021.

Governing council report

What an unexpected year 2020 turned out to be! Our school year may have commenced in the regular fashion, but the rest of the year certainly took an unforeseen turn.

To say that 2020 was challenging for students, staff and parents would be an understatement. Our nation as a whole and our individual communities were faced with circumstances that we were not prepared for. But despite the uncertainty, the fears and the challenges, we managed, and our children continued to thrive. In times of uncertainty they can be more resilient than we give them credit for.

It was a year of cancellations, disruptions and disappointment for our kids as they missed out on Harvest Festival, Pedal Prix, Year 7 Canberra trip and much more. But they kept smiling, kept learning and kept striving to improve themselves and our school. Along the way they added some new words and phrases to their vocabularies, such as unprecedented, social distancing, lockdown, hand sanitiser and travel restrictions. And if you are anything like my family there have been some interesting conversations sparked by COVID related news reports and information.

We really must also show our gratitude to our Loxton North teachers and staff. They were really thrown in the deep end when the pandemic hit and were forced to come up with solutions in a very short space of time to ensure the continuing education of our students and have been faced with so many additional challenges amid the ever-changing restrictions and requirements. I commend them on their efforts and thank them for their commitment.

It has been wonderful to see all the renovations, refurbishments and additions to the school and pre-school over the last couple of years and it is truly rewarding to see our children enjoying the benefits of the new and improved spaces. We were delighted to learn late last year of the Governments stimulus package which is providing $20K for preschool and $90K for whole school which will allow us to complete all the improvements and guarantee that our school will continue to shine for many years to come.

Our school capped off the year with a fantastic presentation night and I was so pleased to see so many parents, grand parents and relatives make the effort to come along. Our children get so much out of seeing their family in the crowd and it was also a wonderful to see so many of our school community gathered together in our socially distanced, family bubbles!

I am stepping down as chairperson after a rewarding four-year stint and I would like to sincerely thank all the council members and school staff who have joined me during that time for their invaluable contributions to the continuing success of our Governing Council.

Sincerely,
Lisette King

Preschool improvement planning - review and evaluate

Learning Improvement Goal 1 - increase students achievement in Number Sense
Staff were involved in limited PD due to COVID-19, we utilised best advice papers on subitising and guide book for resources. Intentional teaching occurred in small groups based on ability using picture books and board games. The fortnightly program measured progress and altering of focus and groups ready for the next teaching and learning cycle.By the end of term 3 all students could match dots with numerals, 16/17 can subitise to 4 and 12/17 subitise to 6. Provocations where developed for indoor activities to observe transferring of skill. 2021 we will continue our work with the Learning Improvement Division on developing number sense outdoors and use of questioning skills of educators to deepen children's understanding and vocabulary.

Learning Improvement Goal 2 - increase students achievement in Literacy
The preschool implemented the Phonological Awareness program developed by Dr Carson who is a speech pathologist and researcher at Flinders University. We were also involved in the Departments Music Education strategy which saw our educator mentored in teaching music to develop and enhance students understanding of rhyme and syllables. Results were pleasing 13/16 match rhyme, 11/16 produce rhyme, 12/16 syllables and 13/16 achieved greater than 12 on PASM. We will continue with both programs in 2021 and tailor resources to the schools context and experiences in children's lives.

School quality improvement planning

Goal 1 Increase students achievement in Numeracy,
Newman's error analysis has dropped off in Yr. 1-4 PAT results, misconceptions are on process. Will continue to work on word based problems with multistep. 70% of students at SEA for PAT. LID will be working with us in2021 to develop word based problem solving and conceptual understanding of students using BIiN.

Goal 2 - Increase
Reading – common agreement developed on reading; intervention, reading schedule, synthetic phonics, decodable readers. All staff completed online course in developing their understanding of dyslexia. Our audit showed we use a rang eof these strategies, a gap was only in the use of ICT to assist students. Training and development has occurred and will continue to be part of learning and conversations in 2021. Leader Band 1 in Student Support Services will occur in 2021.

Goal 3 -
Writing – Teachers have 95% accuracy rate of moderation of writing. Tailoring of goal setting for individuals based on Brightpath report and progressions is needed. 34/36 students made =20 points growth in 6 months for persuasive and 22/43 made = 40 points growth in a year for narrative. 2021 we will focus on joint construction of text with a focus on grammar and punctuation. This will occur across all curriculum areas.

Improvement: Aboriginal learners

All Aboriginal students have an OCOP which is reviewed annually and goals updated. The school has been working with the Department on the Aboriginal Matrix with a focus on 'data informed planning'. This has impacted on our Student Review Team to ensure all Aboriginal students are reviewed and progress monitored as well as learning styles and voice of the child part of the process.

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
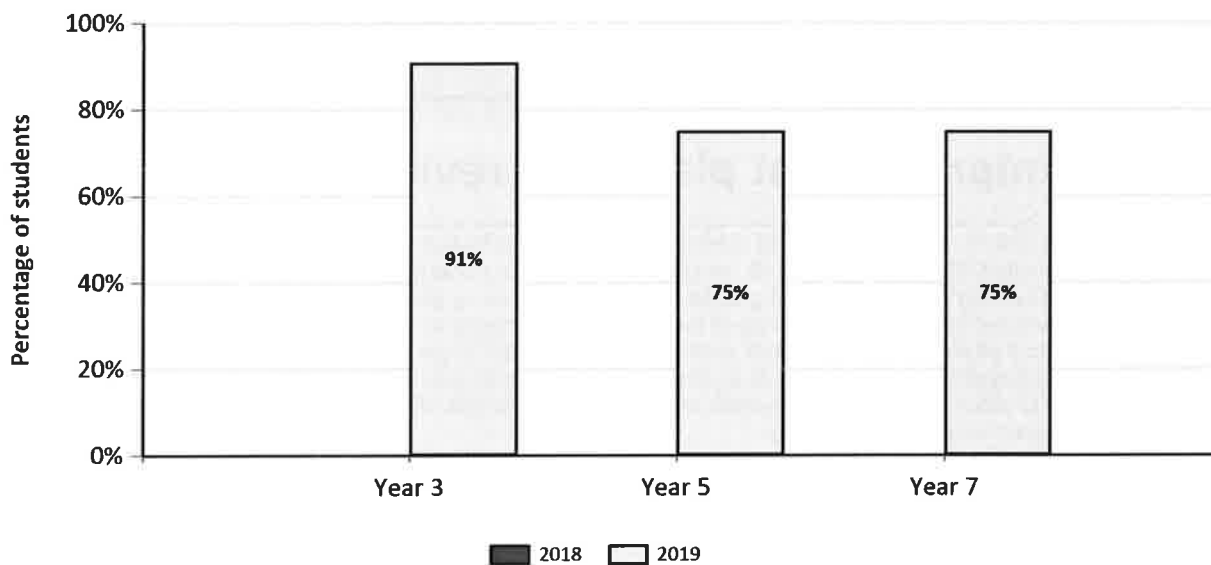
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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.
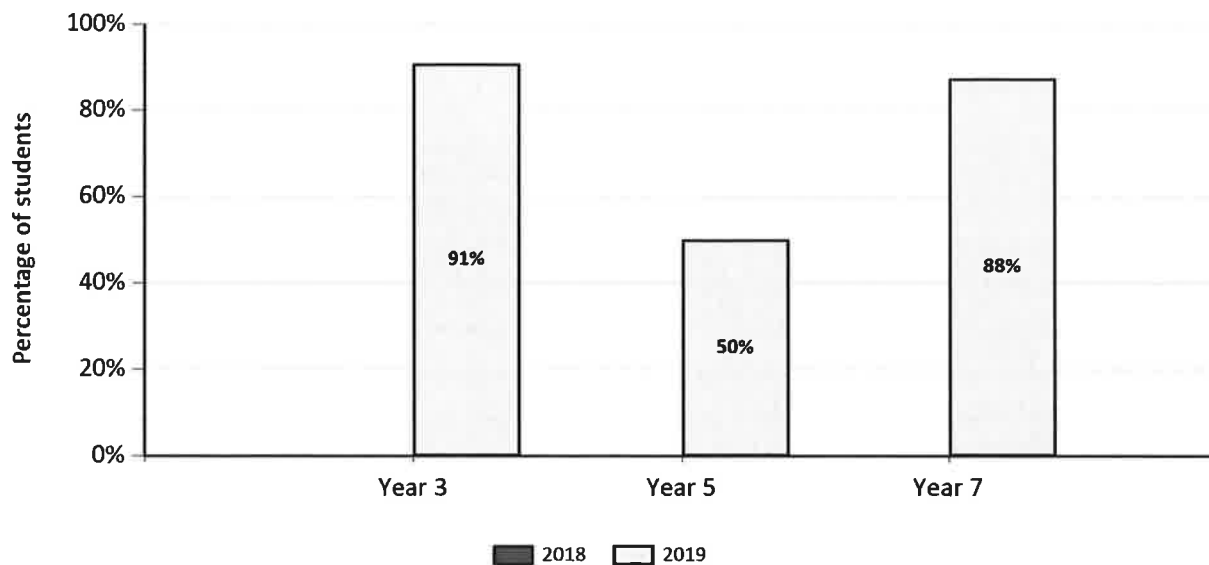
Numeracy

*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 2020.

*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 2017 to 2020 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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2020.

*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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2020.

*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 2019	11	11	3	3	27%	27%
Year 3 2017-2019 Average	7.3	7.3	2.7	1.3	36%	18%
Year 5 2019	8	8	1	1	13%	13%
Year 5 2017-2019 Average	9.3	9.3	3.0	2.0	32%	21%
Year 7 2019	8	8	2	3	25%	38%
Year 7 2017-2019 Average	6.3	6.3	1.3	1.7	21%	26%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^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

All students have made growth within the year, many are at different starting points and distance travelled in a year can be seen on students Scorelink data which is shared with families at parent interviews and sent home with student reports. Our visible learning focus is on students knowing where they are at and what they need to do to progress.

NAPLAN did not occur this year due to COVID-19, students learning continued to be monitored and assessed and uploaded to Scorelink - assessment included: Running Records, PAT data for Numeracy and Reading Comprehension, Spelling, Year 1 Phonics, PASM, Jolly Phonics tricky words and any other formative assessments that teachers administer which informs planning and evaluates progress.

Our Site Improvement Plan focused on:
-maintaining students in higher bands in Numeracy from yr 3-5 and 5-7
-Increasing students achievement in reading, year R-2
-increase students achievement in writing yr 3/5/7

At our Data Day, term 4 week 2 staff analysed data, reviewed learning programs and referred to guidebooks to identify next steps and go deeper into identifying teacher actions for 2021. A spreadsheet on students at risk, below SEA and above SEA or High bands to ensure differentiation of learning tasks and to guide with staff knowing and monitoring students within learning programs against assessments.
Our reading data has improved seeing 72% of students at SEA, the 8 students who are not are on intervention programs and are reviewed regularly by Student Review Team. The employment of a Reading Coach has enabled the intervention to be monitored and tailored to individuals.

The PAT Maths data showed 30% of students below SEA, when analysing this further students are missing simple number concepts which is hindering them to progress further as content gets complex. 2021 students who are below SEA or in HB will have teachers administer the Big Ideas in Number (BIN) test to identify misconceptions and intervention tailored on this to address concept. Learning Improvement Division are supporting staff with programming for multi year levels ensuring key concepts are grasped and explored in a range of ways.

The school had an External Review during term 2. Our future directions are:
-enact PDP process to provide a cycle of focused observations and feedback to improve teacher practice to deliver improvement goals
-provide consistency and accountability in effective pedagogical practice through the development, implementation and monitoring of whole-school expectations.
-collaboratively strengthen teachers capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all.
-strengthen and embed student agency within learning by creating opportunities for all students to provide feedback, set individual learning goals, establish clear learning intentions and self-monitor their progress against success criteria.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	96.0%	80.0%	92.7%	69.1%
2018 centre	96.7%	85.7%	100.0%	40.8%
2019 centre	73.3%	100.0%	88.1%	82.6%
2020 centre	96.7%	N/A	98.8%	#Error
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	92.9%	92.1%	90.2%	79.6%
Year 1	93.6%	97.1%	88.6%	84.3%
Year 2	91.2%	94.0%	93.7%	85.6%
Year 3	94.9%	93.9%	93.4%	88.7%
Year 4	95.8%	91.5%	80.5%	93.2%
Year 5	94.6%	97.1%	86.9%	86.8%
Year 6	92.3%	96.3%	95.9%	87.3%
Year 7	97.7%	93.4%	96.3%	87.3%
Primary Other	N/A	50.0%	N/A	N/A
Year 12	N/A	N/A	N/A	100.0%
Secondary Other	N/A	N/A	N/A	100.0%
Total	94.3%	94.5%	90.8%	87.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Preschool attendance was regular for majority of families for term 3 & 4. COVID-19 had an impact on some families seeing them do home learning at an early stage. Attendance was followed when home learning occurred across the whole site with daily phone call from educator or SSO.

We do note that preschool is not compulsory, we encourage all to attend as the value is significant to a child's learning and development.

The schools attendance continues to be at a high.
Students absences are followed up by note, phone call or email.
Families have increased their use of submitting absentee through Skoolbag,

Regular inserts in our school newsletter highlight the attendance rate and tips for getting children to school. This information came from the Berri Office Attendance Officer.

The Truancy Officer was involved for 1 family, they are providing support through other agencies to assist with regular attendance. This will continue to be monitored in 2021.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	10	11	11	11
2018	6	7	9	10
2019	9	8	9	10
2020	18	N/A	17	19

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.

Preschool enrolment comment

This year was a large cohort of students consisting of 3-5 year olds. Twelve of these students will continue in reception whilst, 3 head to other local schools and 4 Aboriginal students continue in the preschool as they enrolled when turning 3yrs of age.

This enabled us to have a full time SSO in the preschool to assist the educator.

Behaviour support comment

Interoception strategies are being implemented by all staff across the site. These strategies assist students in self-regulating their behaviour and emotions. Sharing of strategies and discussion with staff occur. 2 staff attended Trauma informed practice training during 2020.

Play times are supervised by minimum of 2 staff members; teacher and SSO. This enables students to be supported specifically with social skills to support in resolving problems in a respectful manner.

When inappropriate behaviour occurs the focus is on restorative practice.

Client opinion summary

The Department organised the survey to be online for families, the school shared the link via school newsletter, Skoolbag app and a text to each family. We had 22 responses to 19 questions for Reception to Year 7 families and 2 responses from the Preschool.

Preschool Opinion Survey
Of the 2 parents who responded to the 10 questions, 7 of the questions were strongly agree, the other 3 questions were neutral for 1 of the families. That was around opportunity to be involved in educational activities, school looking at ways to improve and parents invited to participate in decisions for their child. COVID-19 has impacted on parents and community being involved in numerous event sand activities, including going on excursions and spending time in the preschool.

School Opinion Survey
Agree and Strongly agree responses were around: respect for each other, my child in important at the school, receiving enough communication at school, having useful conversations about my child's learning, talking with their child about what happens at school, input into child's learning, like the range of communication mechanisms and the school encourages parents to help students to learn.

Areas to discuss further with governing council are:
- the school provides me with useful tips on how to help students learn at home - 8 disagreed Initial thoughts are around COVID home learning packs that were sent home.
-I would like more help from the school with my child's learning - 7 Yes- to help me address their needs, 4 Yes - I would like the school to address their needs better - 10 No

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2019	2020
9101 - Loxton Lutheran School	0.0%	0.0%	17.7%
678 - Loxton North School	100.0%	100.0%	82.4%

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), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	5.6%
Transfer to SA Govt School	16	88.9%
Unknown	1	5.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

The Preschool continues to be the main feeder of children into the school. 3 children will be attending other sites, whilst 11 will continue their education at the school, 4 Aboriginal students will continue in preschool.

A seamless transition occurs throughout the year as the Preschool is involved in school events e.g. sports day, buddy class, assemblies, school newsletter

All year 7's will be attending Loxton High School

Relevant history screening

Due to Covid-19 there were no volunteers on site.

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	8
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

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	4.9	0.0	4.8
Persons	0	6	0	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

Financial statement

Funding Source	Amount
Grants: State	$40,500
Grants: Commonwealth	$0
Parent Contributions	$14,884
Fund Raising	$1,910
Other	$28,522

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

2020 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 2020 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	An action plan was developing using data for the Wellbeing and Engagement survey. Specific focus on breakfast and daily nutrition as well as counselling time with students using a booking schedule.	COVID-19 has impacted on students wellbeing, extra support programs occurred.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Students received support that is explicit and listed in their OCOP. Goals and monitoring processes are in place to ensure we have high expectations to ensure we are on track to achieving SEA and above.	All students have made progress, 2021 monitoring will occur termly.
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	The student review team monitors students on intervention programs and tracks students who are off to ensure they continue moving. SSO time with a specific goal with students to ensure progress is made before moving on. Like students with common needs are identified and supported in small group.	8 students below SEA in Maths, we have 13 students in high band and will monitor and maintain differentiated learning 5/7 year 1 students achieved SEA.
Program funding for all students	Australian Curriculum	Embedding our improvement goals for literacy and numeracy across all curriculum areas. Access to resources, especially STEM as our NIT subject for 4 lessons per week.	Cross curricular learning from R-7
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Converted to SSO time seeing support in Heggarty phonological awareness program, Jolly Phonics and decodable readers	Yr 1 phonics 5/7 at SEA Running Records at SEA - Rec 2/4, Yr1 4/7 and Y2 6/8
Other discretionary funding	Specialist school reporting (as required)	Converted to SSO time seeing support in phonological awareness program.	Students are tracked and monitored through the Student Review Team.
	Improved outcomes for gifted students	Visible learning continued to be implemented as well as our External Review directions. Tailoring goals to students and identifying next steps to progress	Brightpath tool enables all students to have specific goals. Progress is tracked

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Funding used for testing students using Big Ideas in Number and using Speech screeners	All students have goals and progress has been made by all
Improved ECD and parenting outcomes (children's centres only)	All required students have an OCOP which has parent input and regularly updated with progress.	All goals and progress tracked.
Inclusive Education Support Program	Students who were granted IESP funding had their goals implemented with specific intervention or actions by staff and student	This is monitored and tracked - used for progress notes with families and support agencies
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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