



# Loxton North School

## 2021 annual report to the community

Loxton North School Number: 0678

Partnership: Renmark Loxton

Signature

School principal:

Mrs Vanessa Wainwright

Governing council chair:

Emma Hoffmann

Date of endorsement:

18 February 2022



Government  
of South Australia  
Department for Education

## Context and highlights

At Loxton North School we welcome 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 72 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. Our Preschool is a play based inquiry learning and adopts the Reggio Emilia philosophy. Children's input into learning programs is valued and sought after while planning using the Early Years Learning Framework - Being, Belonging and Becoming.

Deepening students understanding of themselves as a learner occurs through our work on a growth mindset and learner dispositions. A growth mindset is modelled 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.

Highlights for the year:

- Preschool continued their involvement 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.

-We managed to live with Covid-19 which enabled us to be exposed to a range of extra curricular activities; Berri Gymnastics, Loxton North Golf Club, 2 class camps, Footsteps Dancing, Harvest Festival grape stomp where all students participated, Sports Day and Presentation Night.

-The school received a \$90 000 stimulus package. This has enabled us to upgrade preschool office, 2 musical playground areas, paving to the chook coupe and music areas,

## Governing council report

Being on Governing Council is an eye opener into the workings of the school, running of the school, administrative side, then there's the learning in classrooms, curriculum; making sure evidence based practice, world class education system, improvement plan and extracurricular activities occur. A lot to make the school function, operate and be successful for each learner.

This year we have done many events; Harvest Festival, Mardi Gras, Christmas display, Pedal Prix race in house, fundraising by selling hot donuts at the footy and Pines. Money raised has seen pool toys, swimming equipment and a new piece for the playground purchased. Every family has a tree planted by their children, this is a great connection to the school as well as beautification to street appeal.

Facilities are always being improved, this year we saw the musical playground in the yard and preschool, preschool office upgrade and the multipurpose room renovated for assemblies and the schools music program.

As we learn to live with COVID we will return to being more actively involved. Support in class, coming to events, assemblies and breakfast club. It is so important that we make an effort to connect with others.

I'd like to thank our governing council for their time, thoughts and support of school initiatives: Eryn Parker, Jade Whittingham, Amy Otterspoor, Renae Harman, Crystal Petch and Kimmi Drechsler.

Thank you to staff for their effort, commitment and time to support all students and making learning fun and meaningful.

# Quality improvement planning

All Reception to Yr7 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.

Reading was monitored by our Student Support Services Leader seeing intervention targeted and closely monitored. Yr1 Phonics saw 4/6 students at SEA, Running Records Yr 1 3/6 & Yr2 6/8 at SEA, PAT Comprehension 18/23 at SEA and NAPLAN 15/19 at SEA. After analysing learning programs and individual students data we have identified for 2022 the need for individual reading goals which focus on decoding, fluency and comprehension using the literacy progressions.

Writing focused on students having individual goals on punctuation and grammar. All students progressed and evidence of learning was shared at weekly PLC's and through Brightpath moderation. NAPLAN showed that 14/19 are at SEA. A definite need to continue this focus and address the use of paragraphs in text types.

Maths focus was on whole school reference text and exploring the new DfE Units of Work. Problem solving and understanding what the question was asking remained a focus using Newmans Error Analysis. NAPLAN saw 17/19 at SEA and PAT Mathematics 19/23 at SEA, there were no students in high bands. 2022 staff will focus on designing mathematical learning tasks using visual tools and techniques to improve student achievement.

The preschool have focused on Phonological Awareness seeing great progress in all children where all have passed expectations of test for their age – they have a strong phonological awareness. What has enabled this success is the implementation of Dr Carson phonological awareness program, using Jolly phonics letter order and songs through a focus letter and a 'looking tank'. Term 4 saw the consolidation of initial sounds using the Reading Dr app and the Music Education Strategy mentoring program focusing on beat, body percussion, nursery rhymes, sounds and listening skills.

The preschool focused on trusting the count, most children can subitise to 6, recognise numbers to 10 and skip count is being used by some students. Enabling factors have been daily provocations, conversations with staff/families/children using correct progression of learning about subitising, and extending the opportunities throughout the day to use the skill.

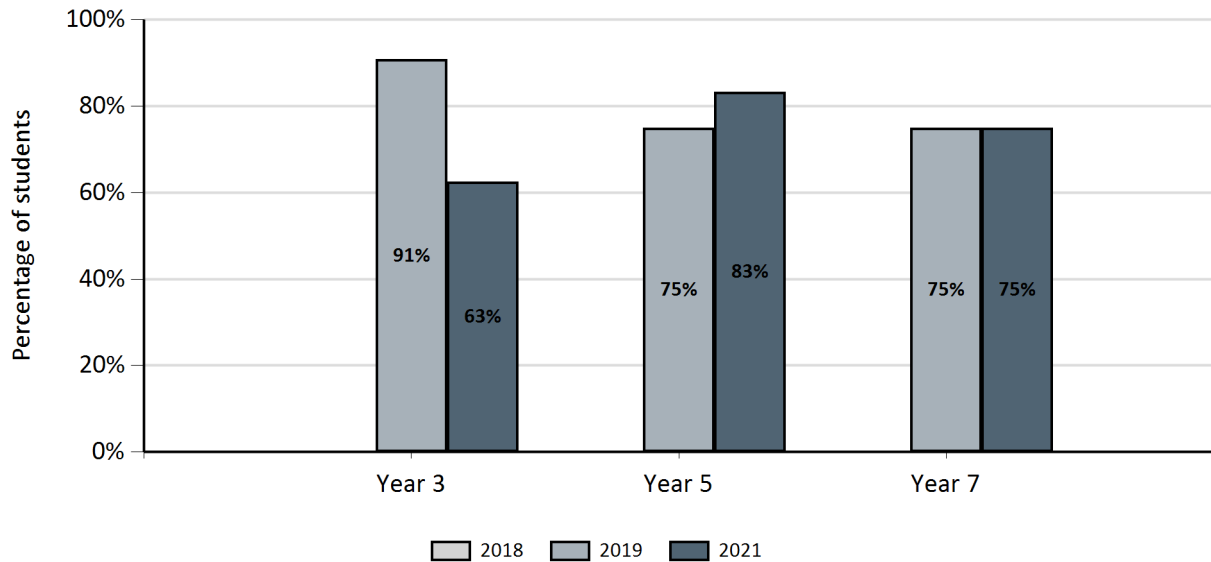
2022 will see the preschool go deeper with these conversations through 'Sustained Shared Thinking' and have been accepted for a 3rd year in the music mentoring program.

# 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

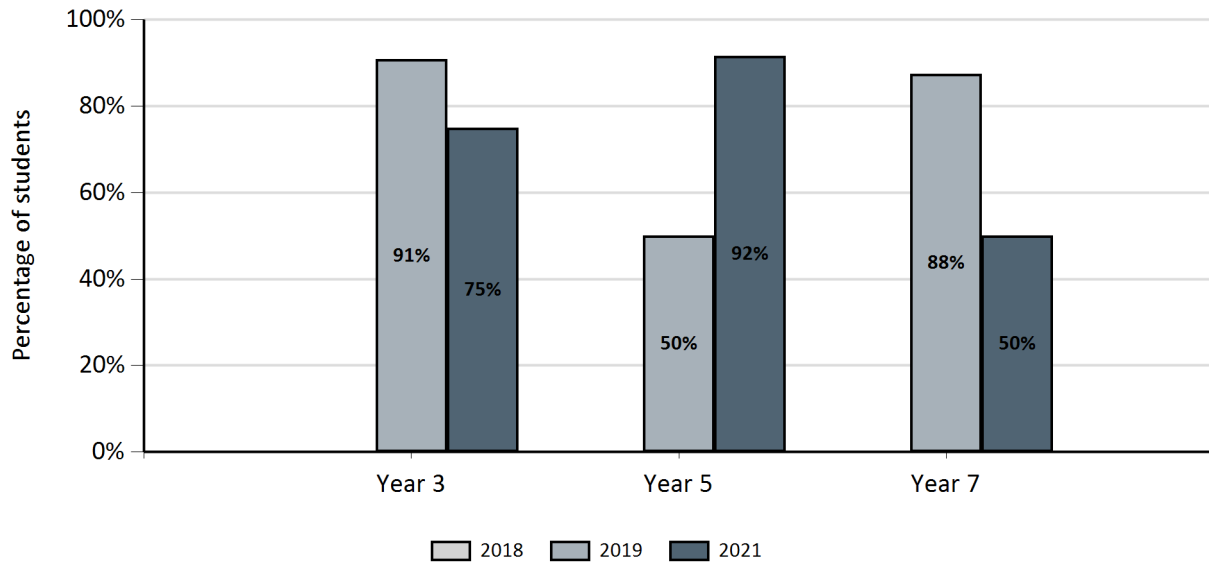


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

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## 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	8	8	4	3	50%	38%
Year 3 2019-2021 Average	9.5	9.5	3.5	3.0	37%	32%
Year 5 2021	12	12	1	2	8%	17%
Year 5 2019-2021 Average	10.0	10.0	1.0	1.5	10%	15%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

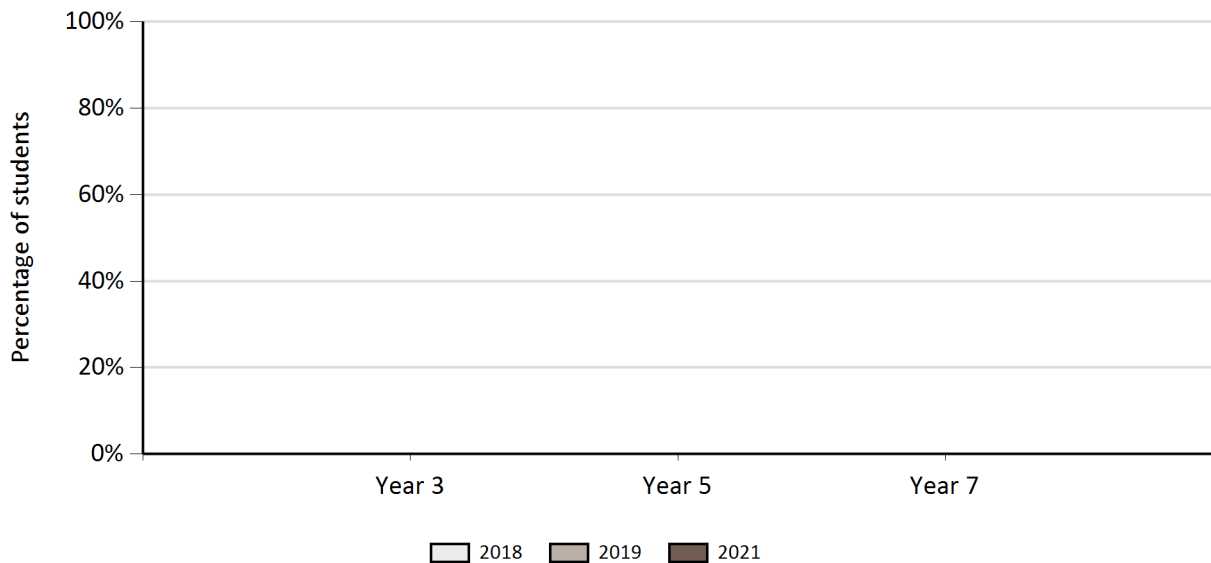
<sup>^</sup>includes absent and withdrawn students.

\*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



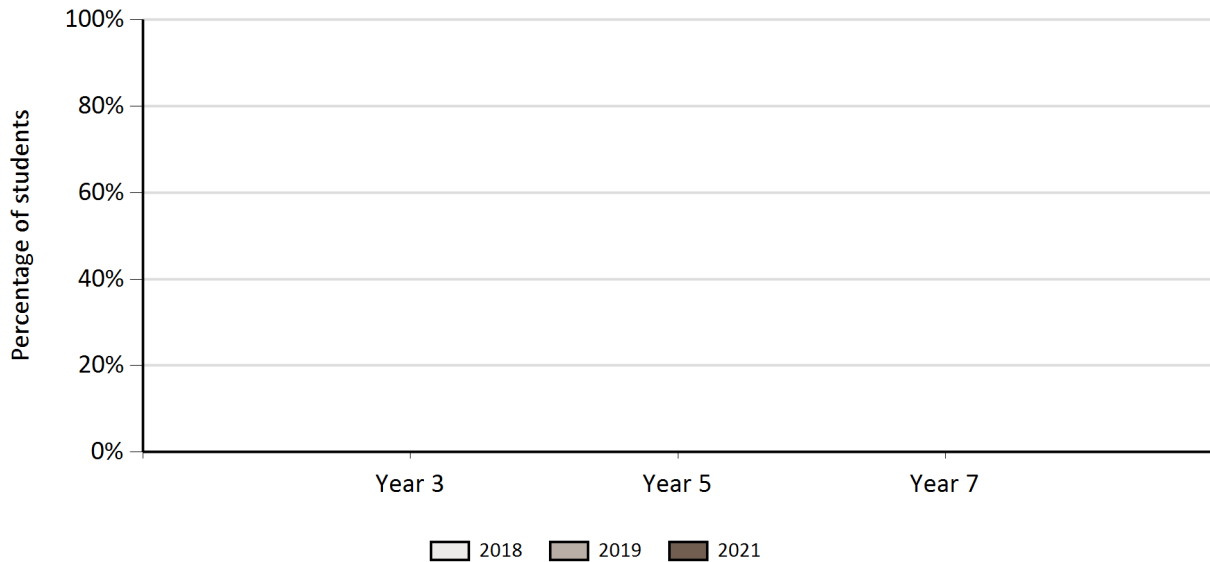
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Data is only shown for Aboriginal learners.

## Numeracy



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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.

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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%

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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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

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## 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 refined the tracking and monitoring process to ensure each time we analysed data we looked at Aboriginal learners first. Our APAS tutoring was finely tuned seeing specific goals for students and tracking was closely monitored. The Student Review Team reviewed their process to ensure all Aboriginal students were tracked and monitored. All Aboriginal students have a One Plan which has progress notes updated termly and goals reviewed. Use of the literacy and numeracy progressions ensures consistency and continuity across classrooms.

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

An Aboriginal student has continued to be above SEA for reading. Her PASM preschool results were above standard, this has seen her reach SEA in reading as a reception student. An Aboriginal student has a strong foundation of phonological awareness. All have made progress with writing, being tracked using Brightpath moderation. Punctuation and grammar goals are specific and a bump it up wall is used to lead next steps and celebrate process.



# School performance comment

All Reception to Yr7 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.

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2022 will see the preschool go deeper with these conversations through 'Sustained Shared Thinking' and have been accepted for a 3rd year in the music mentoring program.

# Attendance

Year level	2018	2019	2020	2021
Reception	92.1%	90.2%	79.6%	90.6%
Year 1	97.1%	88.6%	84.3%	87.8%
Year 2	94.0%	93.7%	85.6%	92.9%
Year 3	93.9%	93.4%	88.7%	87.6%
Year 4	91.5%	80.5%	93.2%	95.5%
Year 5	97.1%	86.9%	86.8%	93.1%
Year 6	96.3%	95.9%	87.3%	94.6%
Year 7	93.4%	96.3%	87.3%	90.9%
Primary Other	50.0%	N/A	N/A	N/A
Year 12	N/A	N/A	100.0%	N/A
Secondary Other	N/A	N/A	100.0%	N/A
Total	94.5%	90.8%	87.8%	91.5%

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 the year. One child had irregular attendance and the family were supported through outside agencies to assist the family, this will be monitored when commencing school. We do note that preschool is not compulsory, once enrolled there is a commitment to attend. We encourage all to attend as the value is significant to a child's learning and development. Strong relationships with families is important to assist with any issues.

The schools attendance continues to be at a high. Student's 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.

## Behaviour support comment

Interception strategies are being implemented by all staff across the site. These strategies assist students in self-regulating their behaviour and emotions. 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.

1 student received Country in Lieu funding to assist with targeted self regulation strategies during class time.

# Parent opinion survey summary

Preschool Parent Opinion Survey was completed by 7 families. There were 47 questions under 4 categories. Overall responses were pleasing with majority strongly agree, there were no neutral responses like previous years. We had many comments made throughout survey, this is a new thing, we believe Appessment has helped families engage with providing feedback.

Areas 1 - Quality of Teaching and Learning - 'I think my child receives high quality teaching at this preschool' - family comments were, "Always looking to communicate and further their ability to work with all the children/families, Jo and Sue are fabulous. They keep us informed about our child's progress and our son absolutely loves learning and going to kindy", "I highly recommend them and the school. Jo and Sue are fantastic". Area 2 - Support of Learning - "The preschool provides a safe and secure environment" -family comment "I am so comfortable in knowing my son is happy and content here. He absolutely loves kindy". Area 3 - Relationships and Communication - "The preschool assists the development of my child's personal and social skills" - family comments, "Always impressed with the level of inclusion and striving to do more", "I love Appessment Jo and Sue do a fabulous job in letting us know what the children have achieved in the day.

A focus for 2022 were on the agree comments which were by a 1/3 of families; 'This preschool has other information available about support agencies and I am given the opportunity to be involved in educational activities'.

School Parent Engagement Survey was completed by 28 families, this was offered electronically by the Department this year. The results overall were pleasing and covered 4 main areas; school climate, communication, learning at school and learning at home.

School Climate - 83% agreed or strongly agreed that there are respectful relationships between students and teachers, their child is seen as important and they receive enough communication. Communication asked for preferences that were offered a high proportion preferred newsletters, phone calls and parent interviews. With 90% liking Skoolbag.

Learning at school; 90% of families knew what standards of work was expected for their child, received useful feedback by teachers, discuss learning with their child. 21% identified they'd like ideas on how to help their child learn. Learning at home was a positive insight into the value of education which was 100%. 70% of parents have good routines for home learning, where 30% identified they don't and would like home learning tips to assist them with being supportive.

A focus for 2022 will be to refine our use of Skoolbag to include this.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	8.3%
U - UNKNOWN	7	58.3%
VI - LEFT SA FOR VIC	1	8.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorderc destinations for students that left the school in the previous year.

## Relevant history screening

All staff are up to date with DCSI clearance.  
Volunteers were not allowed on site due to COVID-19.

# 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	7
Post Graduate Qualifications	0

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	0.0	4.4	0.0	5.0
Persons	0	5	0	8

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,795
Grants: Commonwealth	\$3,400
Parent Contributions	\$31,687
Fund Raising	\$8,124
Other	\$7,946

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	Using the data from the Wellbeing and Engagement survey an action plan was developed to plan activities for students throughout the term to address mental health concerns.	COVID-19 has impacted on students wellbeing, we will continue to address.
	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 One Plan. Goals and monitoring processes are in place to ensure we have high expectations and are on track to achieving SEA or above.	All students made progress, updates occur termly on One Plan.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>Funding was used for students identified to do decodable readers intervention program. This occurred 3-5 times per week for 15 minutes each child. This regular intervention and upskill of staff enabled consistency.</p> <p>Speech programs were targeted and reviewed throughout the year on delivery and progress of students with the local student review team.</p> <p>APAS tutoring enabled targeted reading comprehension for Aboriginal students and use of Dreaming stories and cultural texts saw a high uptake by students.</p> <p>All IESP students have targeted goals which are monitored.</p>	Active engagement by all students involved in the programs. Tailoring of learning has seen progress for all, continuing to work towards 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 specialist subject for 4 lessons per week.	Cross curricular learning from R-7
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Enabled the school to purchase of Reading Dr licenses, readers, Heggarty Phonological Awareness program, and SSO time to run the intervention program using decodable readers.	Yr1 Phonics 4/6 at SEA Running Records Yr1 3/6 at SEA and Yr2 6/8 at SEA
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Visible learning continued to be implemented as well as our External Review directions to ensure we are tailoring goals to students and identifying next steps to progress.	4 students just below high band in literacy and numeracy

