



# Linden Park Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Linden Park Primary School Number: 647

Partnership: Greenhill South

**Name of School Principal:**

Deb O'Neill

**Name of Governing Council Chair:**

Kathy Laycock

**Date of Endorsement:**

## School Context and Highlights

Linden Park PS has remained the largest government primary school in metropolitan Adelaide with 960 students. More than 60 cultures are represented and parents and students have high expectations for learning outcomes. Linden Park PS has continued to implement the Capacity Management Plan (CMP) which began operation in 2016. This has allowed numbers to remain stable at the school. In term 3 this year, the school community appointed a new principal, Deb O'Neill, following the retirement of Vicki Porter.

Student Achievement Data continued to be high at Linden Park PS with students performing above state and National Benchmarks in NAPLAN, PAT - R and PAT - M. Working with a Literacy Coach for the past three years has seen significant change in teacher pedagogy and student achievement, particularly reading. A Numeracy Coach began working with teachers in 2017 and worked collaboratively with the partnership priority of Numeracy Plus involving Tierney Kennedy as a consultant.

The highlights on the school calendar were many and varied this year. Students from years 1, 2, 5 and 7 attended camps. The school had its annual Swimming Carnival at Burnside Swimming pool and students in year 3-7 enjoyed the activities. The school held two sports days; Early Years and Primary which were held on consecutive days in term 4 for the first time. The school trialled a twilight sports day for primary students, concluding at 6.45 pm. Feedback about the change was collated from parents, students and teachers and will be considered for future years.

The Arts featured strongly across the year with the Instrumental Music Night again being a wonderful showcase of the talented students at LPPS also new on the school calendar was a School Musical, 'When I Grow up'. This was an opportunity for students from year 2-7 to be part of an event showcasing drama and music. It is hoped that this becomes a bi-annual event.

The careers in STEM night was held for the third year and presenters on this evening were mostly parents from our community. There were many successes from individuals and teams in both academic and sporting competitions. Some students travelled interstate for Aerobics and Cheer Nationals and both teams received medals and placings.

The final whole school event for the year was the end of year Celebration. Poor weather meant that this was postponed, but students presented their concert item during school time at the end of the term.

## Governing Council Report

One of the joys of being Chair of the Linden Park Primary School Governing Council is collaborating with an incredibly committed and talented group of Councillors and committee members in a collegiate and transparent manner with the School's Leadership and broader DECD network.

This group worked tirelessly to support the School's Strategic Plan, always with the students at the centre of our decision making. As a result 2017 has seen some wonderful outcomes, including:

- a stellar outcome on the External Review of our school
- 20 staff benefiting from the Governing Council Pedagogical Grant
- increased attendance at our Q&A on Hay parent workshops
- advising on a smooth transition to a staff-led improved Year 6 and 7 curriculum
- supporting our STEAM and Creative Arts programs, including our inaugural School Musical
- brilliant fundraising and community building events
- several successful grant applications
- a focus on long term campus masterplanning
- increased participation in extracurricular sport and SAPSASA
- our first twilight Sports Day
- the introduction of our Volunteer of the Year award
- ongoing management of the Capacity Management Plan
- supporting the team who deliver outstanding OSHC and Vacation Care
- the introduction of a new Volunteer App
- the opening of the Uniform Shop in a new central Community Hub

2017 saw us farewell and sincerely thank our dedicated outgoing Principal Vicki Porter and welcome Deb O'Neill into the role.

It is with sincere thanks that we farewell several members of the Governing Council in 2017. Their dedication will be missed and their contribution has made this school community a better place to be. Thank you to Malinda Steenkamp, Melissa Fenton and Darren Lange.

Thank you to the schools Leadership, teachers and SSO's for their passion, commitment, focus on continuous improvement, and for setting the benchmark for excellence in educational outcomes for our children.

Thank you to the tireless dedication of our incredible front office staff who, with our new Business Manager Debbie Foster at the helm, never cease to amaze with their capacity for work, innovation and quality in delivery.

Finally - sincere, heartfelt thanks to those in our community who selflessly volunteer their time. Our common bond is our passion for education and wanting the best possible for our children.

You are needed, you are important and we would not be able to do what we do without you.

Kathy Laycock  
Chair - LPPS

## Improvement Planning and Outcomes

In 2017, the school had 3 main areas of focus for improvement, Inclusion, Inquiry and Innovation and English and Mathematics with the support of the literacy and numeracy coaches. The school was Externally reviewed in term 2 of this year. The directions provided for the school from the review were: 1. Realise the school's vision and Site Improvement Plan (SIP), and deeply embed initiatives into daily pedagogies and practices, by strategically managing the pace of change, whilst maintaining rigorous collaboration and coherence across the school.

2. Strengthen the leadership capacity in the school by further developing the Teacher Leader group with an improvement and communication focus.

3. Build student voice and agency into the formative assessment and feedback loop processes between students and teachers, to impact on students' capabilities and self-drive to improve.

The Inquiry and innovation aspect of the SIP focussed on Collaborative moderation approaches and supporting the partnership priorities of moderation, literacy and numeracy. Collaborative planning through PYP also continued and a review of the Program of Inquiry occurred. During the first half of the year, the Middle Years team undertook an extensive review the IB Middle Years Programme resulting in a withdrawal from the MYP at the end of term 2 2017.

The decision to withdraw was shared with parents at Governing Council and then at an open parent meeting in term 3.

During the transition teaching staff have been aligning units of inquiry with Australian Curriculum planning, assessment and reporting practices. This includes the use of an Australian Curriculum backward by design planner, aligning rubrics with the A to E grading system and the development of general capabilities and cross curriculum perspectives.

The Inclusion aspect of the SIP focussed on Differentiation (Pedagogical approaches for all learners), Data analysis to improve targeted intervention, Tracking and monitoring of student wellbeing, Student governance and Embedding of social skill programs & Growth Mindset. Staff engaged with a Performance Development process that focussed on developing a deeper understanding of differentiation by engaging in: professional reading (eg by Carol-Ann Tomlinson), using the AITSL Professional Standards for Teachers to set professional goals linked to differentiation, analysing and discussing student data, teacher/student observations, and feedback. Staff reflected on professional learning goals aiming for continuous improvement of pedagogy and received feedback from line managers about their differentiation strategies. Staff used student surveys (Wellbeing and Student Engagement, Bullying Survey, Building Resilience Survey) to identify students that are at risk; socially and emotionally and used data to build upon and improve on current effective practice, supporting the wellbeing and academic learning connection. Through SRC and Student Leadership opportunities, students were supported to be active contributors to their own learning, to be involved in decision making and leading others and to have a sense of belonging, positive relationships and improved self-esteem.

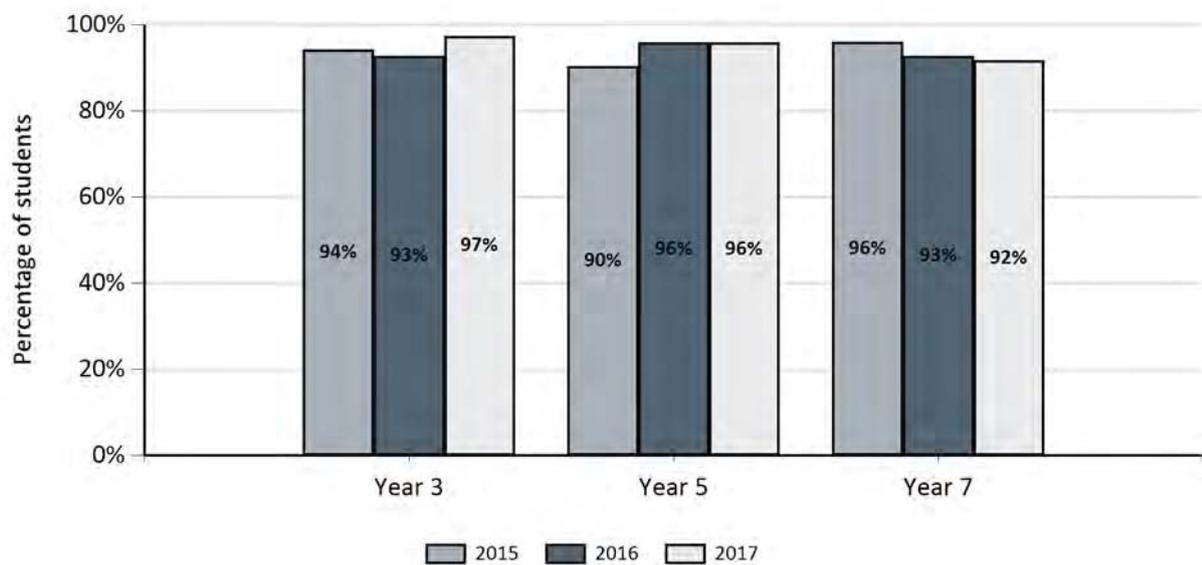
We continued our improvement focus on literacy and numeracy assisted by our coaches and used the PAT assessments to identify higher band achievement and develop strategies to extend and challenge every learner. Staff have implemented the Daily 3 in mathematics and the Daily 5 in reading. The staff engaged with the DECD Brightpath trial which has enabled us to develop assess and moderate written language tasks. As a result we have been able to measure student growth in writing and develop interventions to assist progress. This trial will continue into 2018.

## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

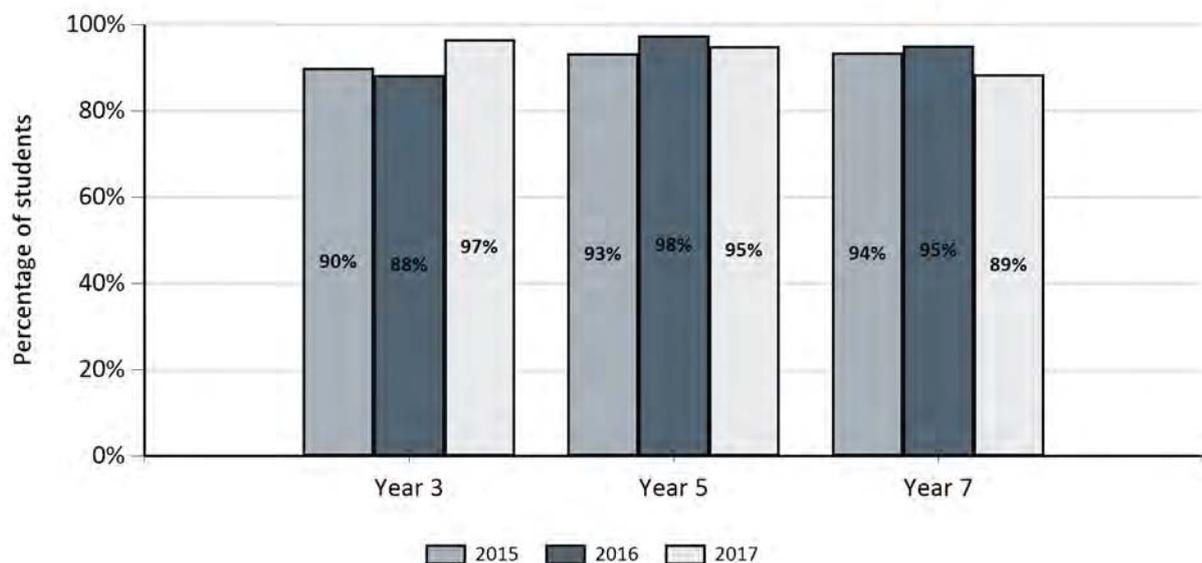
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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, July 2017.

\*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 2015 to 2017 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	41%	40%	25%
Middle progress group	45%	44%	50%
Lower progress group	14%	16%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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)
Upper progress group	44%	52%	25%
Middle progress group	44%	35%	50%
Lower progress group	12%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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 <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 2017	118	118	89	71	75%	60%
Year 3 2015-17 Average	122.7	122.7	89.3	69.0	73%	56%
Year 5 2017	122	122	76	54	62%	44%
Year 5 2015-17 Average	126.0	126.0	72.0	63.7	57%	51%
Year 7 2017	122	122	58	74	48%	61%
Year 7 2015-17 Average	123.7	123.7	65.0	76.7	53%	62%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<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.

## School Performance Comment

Once again Linden Park Primary School has achieved excellent results across all areas of the curriculum.

There continues to be strong growth in the early years with students achieving high standards in foundational numeracy and literacy skills. Students achieved strong results in early years reading with 92% of Year 1s and 100% of Year 2 achieving Standard of Educational Achievement (SEA)

In relation to the NAPLAN tests we continued to perform above State and National standards achieving top results in all areas. In Reading the Year 3 cohort continued to display strong improvement with 97% achieving the South Australian Standard of Educational Achievement (SEA) and in Year 5, 96% achieved above SEA, this saw an increased improvement against our historical average for both year levels. There was a slight decrease in the year 7 cohort with 92% achieving which is lower than our historical average.

In Numeracy Year 3 again showed strong improvement with 97% achieving SEA and performing above historical average and in Year 5 95% achieving SEAS which were similar to our historical average. There was a decrease in Year 7 Numeracy with 89% achieving above SEA and a decrease in our historical average.

The percentages of students achieving in the higher 2 bands for each year level remained strong. In Reading Years 3 and Year 5 achieved sustained improvement over the last 3 years with 75% and 62% achieving higher bands whilst year 7s showed a decrease to 48%. In Numeracy Year 3 showed an improvement to 60% sustaining a 3 year trend whilst Year 5 decreased to 44% and Year 7s to 60%, both of these scores showed decrease against historic average.

Higher band retention measures the number of students who were enrolled at our school at the time of the NAPLAN Testing who had previously attained higher band status in year 3 and have maintained that status in later years.

Retention in Reading from year 3 to 5 shows an improvement on historical base with 78.6% retaining HB status.

Retention in Reading from year 3 to 7 shows within the historical base with 74.5% retaining HB status.

Retention in Numeracy from year 3 to 5 shows a decrease from historical base with 69.5% retaining HB status.

Retention in Numeracy from year 3 to 7 shows an increase from historical base with 87.2% retaining HB status.

Additional testing using the PAT data sets showed continual growth and improvement across all year levels in the areas of Mathematics and Reading.

The Brightpath writing assessment showed higher than growth across all year levels however higher band achievement in writing was lower than Reading and Numeracy in NAPLAN. This is an area identified for further work with the continuation of Stage 2 Brightpath trail and Writing Plus Partnership initiate.

## Attendance

Year level	2014	2015	2016	2017
Reception	93.7%	96.2%	94.4%	95.3%
Year 1	93.4%	94.7%	93.8%	94.9%
Year 2	94.4%	95.4%	94.8%	95.7%
Year 3	94.3%	94.7%	95.9%	95.7%
Year 4	95.1%	95.0%	95.4%	95.5%
Year 5	95.3%	95.2%	95.9%	96.0%
Year 6	94.8%	94.3%	94.1%	95.6%
Year 7	92.9%	95.6%	95.1%	93.9%
Total	94.3%	95.1%	94.9%	95.3%

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

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

## Attendance Comment

In 2017 Linden Park reached our attendance rate target of 95.3%. Procedures in place to intervene when attendance patterns indicate that learners are at risk include; setting attendance flags, making phone calls to families, sending letters home for chronic non-attendance and making referrals to work in partnership with outside agencies and support services to develop action plans when irregular patterns persist. We provide various ways of letting the school know about absences through phone, email and Skoolbag app. Linden Park has an attendance policy clearly outlining these procedures.

## Behaviour Management Comment

According to bullying audit data there has been an overall decrease in the number of students involved in bullying incidents this year compared to 2016. Total incidents of bullying were 203 in 2016 compared with 177 in 2017. All allegations of bullying are treated seriously and addressed in accordance with the Anti-Bullying policy. Some students have required personalised positive behaviour development plans, needed to undertake restricted play, or were suspended in 2017. Behaviour development plans are managed by classroom teachers, families, leadership and support service agencies as required and are outlined in the school's Behaviour Development policy.

## Client Opinion Summary

The Opinion Surveys were completed during term 4 2017 and involved National questions and school based categories. National questions were scored out of 5 where school based looked at percentages and general comments.

In the parent survey there were positive attitudes towards all areas of the school operations and organization. There was a strong sense that teachers at this school had high expectations of students (4.2), that their child was making good progress (4.0) and that parents felt they could talk to teachers about their child's progress (4.4). They also felt that their child was safe at this school (4.4) and liked being at this school (4.3). They felt the school was well maintained (4.3) and looked for ways to improve (4.0). Areas for improvement were around managing student behavior(3.7) and taking parent opinions and concerns seriously (3.7). Parents also felt that they needed more information about their child's learning progress and programmes ( 3.7) and for the school to work more closely with them to meet their child's needs (3.7) and support their child's development (3.7).

Students commented positively about the quality of teaching and learning at LPPS and felt challenged and engaged by the learning programmes. Students felt that teachers expected them to do their best (4.6) gave them useful feedback (4.2) and motivate them to learn (4.2). Students said they felt safe at school (4.3) and that the school was looking for ways to improve (4.1). Areas that were identified as concerns were consistency of how the school managed behaviors (3.6) and that teachers treat students fairly (3.7). Students felt that the school didn't really take their opinions seriously (3.7). In general comments student's mentioned inconsistencies in how teacher's manage student behaviors and consequences for inappropriate behaviors. Student's also commented that they wanted more opportunities to make decisions and be involved in authentic student voice.

Staff felt there was a very high level of commitment towards student learning and that teachers expected students to do their best (4.7) they also felt that the school was looking for ways to improve and that students felt safe at school (4.5) Staff felt there needed to be more consistency in how the school managed student behaviour (3.9) and would appreciate more feedback about their work. 95% of staff said they felt happy to be at this school and 93% had a sense of belonging (93%).

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	33	17.7%
Other	1	0.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	36	19.4%
Transfer to SA Govt School	115	61.8%
Unknown	1	0.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

The highest level of DCSI screening strategies have continued at Linden Park Primary School in accordance with DECD policies in 2017. The importance of completing this training is highlighted to all interested members of the school community. All documentation for pre-service teachers, contractors, external service providers and staff and volunteers is current and consistently reviewed. RAN training is available online to all volunteers.

## 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	102
Post Graduate Qualifications	36

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	53.8	0.0	14.8
Persons	0	62	0	23

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	\$7,915,189.27
Grants: Commonwealth	\$11,600
Parent Contributions	\$677,071.17
Fund Raising	\$44,089.02
Other	\$451,445.43

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

## 2017 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 2017 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	Further implementation of social skills intervention for identified students, 'What's the Buzz' program, small group explicit teaching. Collation of resilience student data and 'Play is the Way' initiatives.	Reduced number of recorded bullying incidents. Increased awareness of bullying.
	Improved Outcomes for Students with an Additional Language or Dialect	The funding was used to employ 2.8 FTE teachers, BSSOs (Mandarin and Persian) and to provide release time for teachers to learn and engage with the Levelling process and assess student's writing for future teaching.	An overall improvement of student's Language and Literacy levels.
	Improved Outcomes for Students with Disabilities	The funding was used to employ SSOs to support students with disabilities to achieve their goals as outlined in their NEP.	NEP reviews in Term 4 indicated that many goals were achieved by students
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	The 'Numeracy and Literacy' and 'Students with Learning Difficulties' funding was used to implement and staff intervention programs such as QuickSmart Maths, TooSmart Maths, Levelled literacy intervention (LLI), Guided Reading Plus, What's the Buzz? and to support individual student's to achieve their learning goals. This year, the school continued to offer Mandarin and Hindi FLMD programs. AC money was used to release and support teachers with moderation.	Improvement in number of students reaching benchmarks. Teachers across the partnership worked together on Lit and Num PD and gained deeper knowledge of AC
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	The funding has been used to: build workforce capacity; implement intervention programs; support students to achieve their individual learning goals and to support improved learning outcomes for disadvantaged students.	Student's Literacy and Numeracy Data shows an improvement in SEA outcomes.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Primary school counsellor appointed. Whole class explicit teaching around Play is the Way and Growth Mindset. Case management of individual students in collaboration of the Pastoral care worker.	Improved student resilience and reduced student behavioural incidents