



Colonel Light Gardens Primary School

2021 annual report to the community

Colonel Light Gardens Primary School Number: 0723

Partnership: Mitcham Plains

Signature

School principal:

Mr Rick Bennallack

Governing council chair:

Allison Wilkinson

Date of endorsement:

22 December 2021



Government of South Australia
Department for Education

Context and highlights

Colonel Light Gardens has a vision of working in partnership with the community to develop expert learners and maximise the learning outcomes for all students in their social, intellectual and physical development for a productive and fulfilling future. We plan and facilitate teaching and learning in a supportive environment, rich in experiences and catering for a diverse range of abilities and backgrounds.

By all measures, our school is recognised as one of excellence. Enrolments remain high with significant interest from both in zone and out of zone families to become part of our school community. We started the 2021 school year with 731 students in 27 classes.

The COVID challenges remained, however the way we responded to every challenge was a credit to the professionalism, energy, creativity and determination of staff. Whilst many other schools cancelled events, we found safe and productive ways to proceed.

We remained firmly committed to our school improvement plan priorities and strategic directions. After a year of hiatus due to COVID, NAPLAN returned in 2021 for years 3, 5 and 7 students. Our standardised test data in NAPLAN, PAT testing and the Phonics Screening Check all highlighted significant growth in our learning, ranking us as one of the top primary schools in the state. High parent satisfaction with our school was also reflected in surveys. The work of our committed Governing Council was significant in navigating through another COVID year. The council was again supported by many productive subcommittees. In 2021 we continued upgrading facilities with the installation of the new play area for our early years students, sirens, additional internal building works and a front office upgrade.

Highlights of the year included a range of school and group events including still being able to hold (albeit with some adjustments) sports day, Book Week and our end of year concert. Each of these looked very different from previous years, however they were all really successful. We participated in a host of SAPSASA and sporting events and we held our highly successful year 3 to 7 performing arts showcase renamed as Spotlight on CLG.

After 6 years as the principal, in 2022 I will be moving into a new role supporting other site leaders. Although excited by this new opportunity, I am leaving with mixed feelings. I believe a true test of leadership is leaving an organisation in a better place than when you started. CLG was a good school long before I arrived, I leave believing we have moved from good to great with a clear improvement agenda in place. I thank the staff and the whole school community for their support.

Rick Bennallack
Principal

Governing council report

Recently I wrote a letter to the 2071 Governing Council of the school, as part of a 50-year Time Capsule for the centenary celebrations. It got me thinking about how we are part of a long chain of parents who have given their time, energy and enthusiasm to this school. It has been a privilege to be a part of that chain.

As my time on Governing Council ends, I feel such a sense of gratitude to everyone who has been as part of it all. Our Governing Council, committees and all the volunteers have approached this work with thoughtfulness, practicality and tolerance. Most importantly, they have done it all with a sense of humour. The achievements are many.

I particularly want to thank Grace Jennings, our secretary. She mastered the art of creating a cohesive set of minutes and keeping us focused. And she has been such a source of wisdom and insight for me. Her organisation will be greatly missed.

I would also like to thank Rick Bennallack, who has been a wonderful Principal to work with. He has been unwavering in his focus and yet at the same time been absolutely open to listen, to change and to learn something new.

Over the years we have been joined at Governing Council by teachers, SSOs, pastoral care workers, OSHC and canteen staff too. I have been so impressed by their dedication to the students and the school.

The best part of any Governing Council meeting is the very start, when we hear from the SRC. These students have shown such poise, positivity and care for each other and the school. They also remind us how fun and important these primary school years are.

This year has presented so many challenges for our school. None more so than the sadness of losing our wonderful teacher, Glenda Weaver. She was a brilliant teacher who will be sorely missed by so many, particularly as we head in to the Graduation ceremonies without her.

I am so proud to have been part of this long tradition of service to the school and to be part of a vibrant school community that seeks for all to thrive, to grow, to learn and to take all they have learned out into the world.

To those who come next, I hope that even the 2071 Governing Council will see the benefit of this long tradition of service and can reflect that our school really is a wonderful place to be.

Allison Wilkinson
Chairperson, Governing Council

Quality improvement planning

This year, we themed our improvement journey as '2021 In Focus'. We conclude our 3rd year of using the department's standardised school improvement planning cycle to develop, implement and monitor progress with our improvement agenda. As articulated in our School Improvement Plan (SIP), our focus continued on improving on our high achievement standards through expert teaching and learning practices. Our school has been totally committed to utilising the school improvement cycle, being authentic to the planning process and each of the stages in the improvement cycle.

We allocated the necessary time for planning, reviewing and adjusting along with the all the resourcing we could allocate to our school improvement agenda. Our school improvement plan goals were slightly adjusted in targeting 3 priority areas as our core business. The identified components were on improving reading, improving writing and improving the aspects of number of mathematics. The goals centred on gaining further lift in higher band achievement as we know a 'rising tide lifts all boats'. Key strategic actions and targets were identified in each priority. This included adjusting the 'Challenge of Practice' for each goal. Actions were documented and the School Improvement Team (SIT) regularly reviewed the plan, associated actions and the impact we were having. Adjustments were made as needed, especially with ongoing COVID challenges. The SIT is a representative body of 10 staff members from across the school, with both teacher and non-teaching staff representation.

A key driver in our improvement agenda involved embracing evidenced based structures and programs to add value to our work. 2021 was the second year of our adoption of the Seven Steps writing program. The impact has been significant with both the standard and the output of writing. We extended our commitment to Brightpath from Reception to year 3 to all students from Reception to year 7 students. We further embedded our commitments made in 2019 to Soundwaves for spelling and Fountas and Pinnell for year 3 to 7 reading assessments. We relied even more on our teacher professional learning teams (PLTs) as a key driver for learning improvement. These teams were strengthened with additional resources and redefined expectations to improve consistency across teams. Teachers met weekly in teams to work and plan together to deepen their pedagogical learning through collaborative planning, discussions and deconstruction of student data sets. After a year in COVID hiatus, NAPLAN returned. Our results were amazing with significant growth achieved in 10 out of 15 data sets. Strategies in place built on the work of previous years, reflecting further growth. Data analysis shows us achieving greater consistency across and between classes and this continues to be a key component in our improvement agenda.

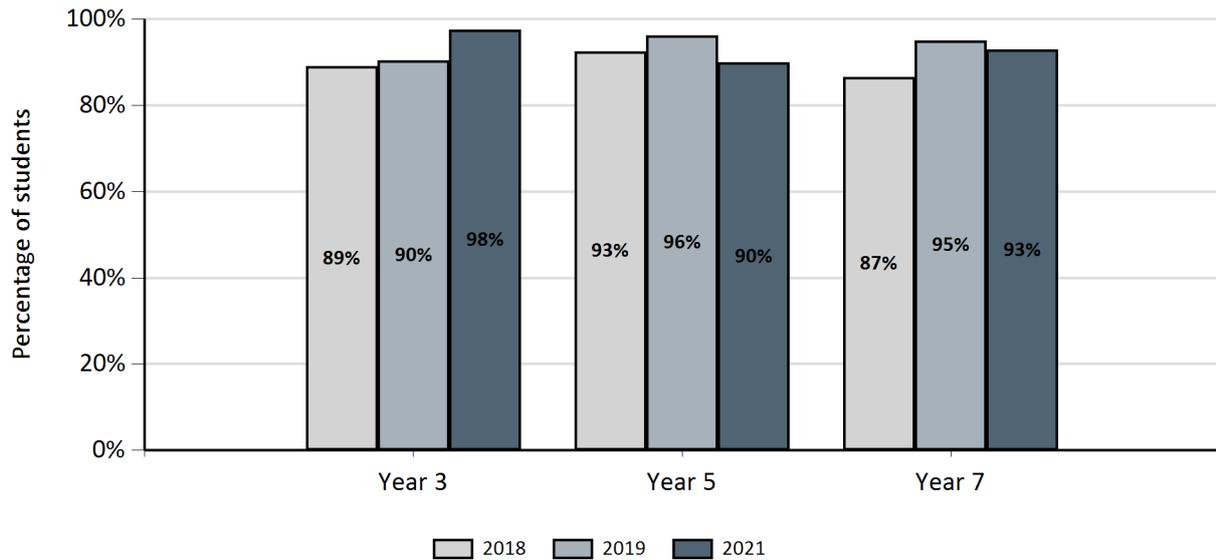
We were pleased with our efforts to improve outcomes for students by developing a clearer understanding and standards regarding our behavioural expectations of students. After 2 years in planning and reviewing we implemented our whole school behaviour code. The work of embedding the elements of our whole school literacy and numeracy agreements was also a priority. Our literacy and numeracy coaches played a pivotal role in supporting staff with planning and assessing. Coherence in delivering on the high yield strategies outlined in our agreements remains a key priority. A pupil free day was allocated in term 4 for a rigorous self-review process designed to help our school improve. The time allocated gave staff the opportunity to explore, discuss and make informed decisions about school and student progress, improvement and achievement. We were able to monitor progress against the standards and to review the effectiveness of improvement and intervention strategies. From the work undertaken on the day, decisions and recommendations were made which have shaped our updated 2022 School Improvement Plan.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

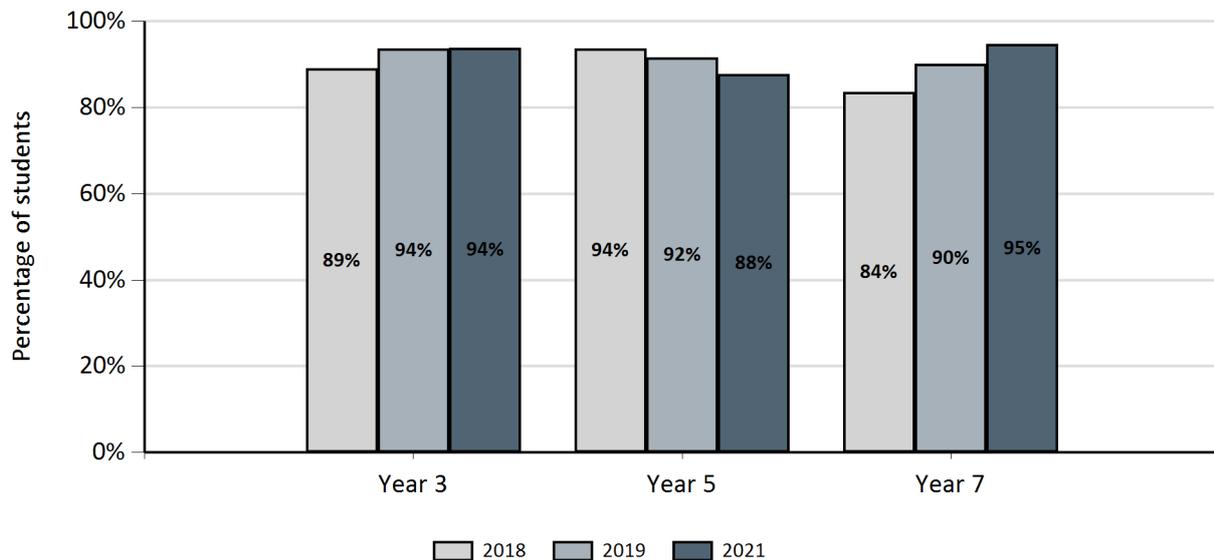


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	49%	47%	33%
Middle progress group	40%	43%	48%
Lower progress group	11%	*	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	56%	50%	33%
Middle progress group	32%	48%	48%
Lower progress group	12%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	82	82	52	32	63%	39%
Year 3 2019-2021 Average	88.0	88.0	55.0	37.5	63%	43%
Year 5 2021	90	90	47	40	52%	44%
Year 5 2019-2021 Average	98.5	98.5	49.5	42.0	50%	43%

*NOTE: No NAPLAN testing was conducted in 2020.

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

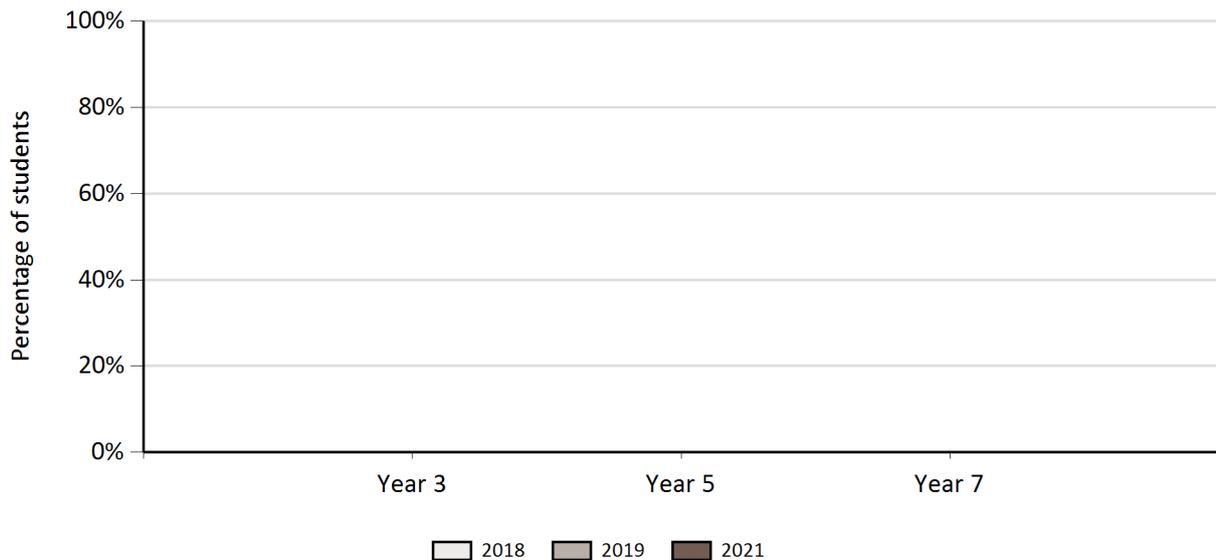
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



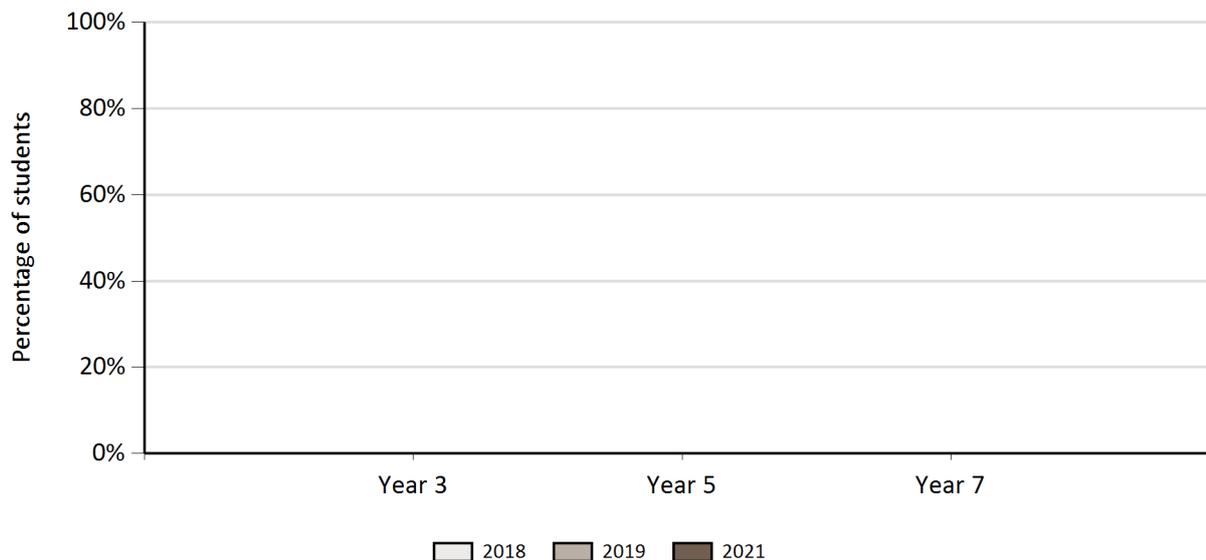
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

At the beginning of 2021, Colonel Light Gardens Primary School had an enrolment of 9 aboriginal students. We were saddened when one of our families of 5 transferred in term 3 to a northern suburbs school. Four members of the family had only been with us for 18 months, with the youngest just starting Reception in 2021. Overall growth was significant. Each student is engaged, connected and is able to articulate they feel happy and supported.

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

Each of our remaining indigenous students made progress which their learning, attendance and engagement closely tracked and monitored.

School performance comment

After the 2020 decision to cancel all NAPLAN testing across Australia due to COVID, NAPLAN resumed for all students in years 3, 5 and 7 in 2021. We were confident after all of our hard work over the last 2 years in particular, the results would show significant growth and achievement since the last tests in 2019. As hoped, we were extremely pleased with many of the results.

There are 15 testing areas, with 5 in each year level. They are 1) Reading; 2) Writing; 3) Spelling; 4) Grammar and Punctuation and 5) Mathematics. We witnessed strong growth in 10 of the 15 testing areas, maintained our strong results in another 4 and had a slight decline in only 1 testing area. In multiple test areas we had a 20 or even 30 point increase. Our year 7 results were particularly strong with over 40% upper band growth in both reading and mathematics. Over 60% of our year 7 students achieved in the upper bands in mathematics. Reading results grew significantly in each year level. As this has been a priority for the last 4 years, these results were particularly pleasing.

This set of NAPLAN scores showed the highest collective results the school has experienced for many years, if not ever. This is reflected in our 0.72 stages of improvement score, surpassing the previous highest of 0.70 achieved when NAPLAN was held in 2019.

We also utilise other data sets at our disposal to determine progress. These data sets included Progressive Assessment Tests (PAT) in reading and mathematics for all year 3 to 7 students, along with running record reading data for Reception to year 3 students and the phonics screening assessment check for our year 1 students.

PAT data showed collective growth in every year level from year 3 to 7 in both reading and mathematics. We saw growth in almost every year level for every test. With the phonics screening check, an amazing 95.4 % (or 104) of our year 1 students achieved the benchmark score of 28, this was up from 78% in 2020, 74% in 2019 and 65% in 2018. A phenomenal result.

Running record data in all year levels from Reception to year 2 showed improving percentages of students achieving the Department for Education's Standard of Educational Achievement (SEA) by the end of September. The SEA standard for Reception is level 5, for year 1 is level 13 and for year 2 is level 21. Almost 90% of students in these year levels combined achieved the SEA which is an improvement from the previous year.

Whole of school agreements and the use of evidence based programs are utilised to support staff and promote consistency. Teachers spend time analysing previous results at the beginning of the year, and focus on areas of weakness to provide a team approach to improvement.

We have in place clear data collection expectations and timelines. Staff continue to be provided the necessary time and support to examine and analyse the trend data at a school, cohort, class and teacher level for: NAPLAN, PAT Maths and PAT Reading, Phonics Screening Check, Running Records and Fountas and Pinnell. We allocate specific targeted support to every class and PLT to deliver on learning outcomes. Intervention programs are closely monitored to ensure resources are maximised to deliver the best outcomes possible.

Attendance

Year level	2018	2019	2020	2021
Reception	92.7%	93.9%	93.7%	95.5%
Year 1	94.6%	94.4%	93.6%	95.7%
Year 2	95.8%	93.7%	92.5%	94.9%
Year 3	93.4%	93.9%	92.9%	94.5%
Year 4	93.9%	93.7%	91.5%	94.9%
Year 5	94.6%	92.8%	91.9%	93.9%
Year 6	92.5%	94.0%	92.4%	93.0%
Year 7	92.0%	92.8%	90.7%	91.9%
Total	93.8%	93.7%	92.6%	94.5%

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

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

Attendance comment

Like every school across the state, the ongoing challenges of COVID has had an ongoing impact on student attendance data. Many families have rightly keep their children home when even a mild symptom is felt. Before COVID these students would most likely be sent to school. Even with these challenges our absence rate in 2021 was the best it has been for 5 years with a 5.5% absentee rate overall compared to 7.4% in 2020. The 2021 was better than our pre-COVID results of 6.3% 2019 and 6.2% in 2019. Considering all the variables and challenges, this is an excellent result. It validates the strong structures and systems the school has in place.

Behaviour support comment

In such a large school, overall we continue to maintain a calm learning environment in both the classroom and the yard. The link between quality teaching and student engagement is critical. Helping students learn to make positive choices in their attitude and behaviour are significant factors in student success. In 2021, 313 consequences were imposed during the year, as a result of either class or yard intervention. This number is up from 266 in 2020, but similar to the 319 in 2019. It was 254 in 2018.

Of the 313 total, 193 consequences were for yard related issues (up from 173 in 2020). We had 83 class interventions for office time out (significantly up from 45), 18 take homes (similar in 2020) and 19 suspensions (slightly down from 21 in 2020). The big increase in class interventions was a direct result of the implementation in 2021 of the school wide behaviour code specifically focusing on classroom behaviour. The expectations are explicit.

Parent opinion survey summary

In 2021, we participated in the Department for Education's School Parent Engagement Survey completed online. The survey was coordinated centrally by the data and reporting team. This new approach was started in 2020 and has helped see an uptake in parent participation. Parents of our students were sent a link via email or SMS during the survey period. We also promoted our unique survey link via our school's communication app, newsletters and social media accounts. In 2021 we had 731 students from approximately 400 families. We had 279 responses, which is an outstanding result.

Parents and carers were presented with 18 statements, with 2/3 of the questions about the school. Parents were asked to indicate to which level they agreed or disagreed with the statement. The remaining questions asked parents and carers about future schooling options for their child. Overall our school was highly rated with strongly agree or agree responses for the following areas.

- People respect each other at this school – 92%
- Teachers and students treat each other with respect at the school – 89%
- I receive enough communication from the school – 87%
- The school communicates effectively with me – 84%
- I feel like my child is important to the school – 80%
- I know what standard of work the school expects of my child – 73%
- The school encourages parents to help students learn -72%
- Teachers at this school provide my child with useful feedback about their schoolwork – 71%
- I have useful discussions with the school about my child's learning – 70%

Areas to work on include:

- The school provides me with useful tips on how to help students learn at home – 51%
- The school provides an opportunity for me to have input about my child's learning – 55%

We are committed to exploring the areas outlined to help our community feel more informed and connected.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	50	43.5%
NT - LEFT SA FOR NT	1	0.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	58	50.4%
U - UNKNOWN	4	3.5%
WA - LEFT SA FOR WA	2	1.7%

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

Relevant history screening

As a result of the release of the Volunteer Policy and Procedures in October 2018, our school implemented a new volunteer accreditation processes. We usually (COVID permitting) run 3 volunteer information sessions every term. Potential volunteers are provided with the information required to become a CLG accredited volunteer, including all the forms and the online certifications needed. We now have nearly 300 accredited volunteers. All accredited volunteers are required to obtain a Working with Children Check clearance and undertake both mandatory online Responding to Abuse and Neglect and Volunteer Induction training. They are also required to submit a Volunteer Application, a Volunteer Agreement and a Volunteer Induction form. Our processes put student safety at the forefront.

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	82
Post Graduate Qualifications	15

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	38.7	0.0	15.2
Persons	0	48	0	22

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

Financial statement

Funding Source	Amount
Grants: State	\$6,876,514
Grants: Commonwealth	\$8,527
Parent Contributions	\$440,058
Fund Raising	\$31,150
Other	\$46,840

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	Students are identified as needing additional support through submissions to our Student Review Team (SRT). Plans and programs are put in place. These plans and the relevant data sets are reviewed every term.	All students receiving Tier 2 support have a documented learning plan
	Improved outcomes for students with an additional language or dialect	Funding was used to support students and improve learning outcomes of our students identified with English as an additional language or dialect (EALD).	All students receiving EALD support have a documented learning plan.
	Inclusive Education Support Program	Funding was used to support specific students identified through Inclusive Education Support Program (IESP) funding. This is a functional needs-based funding model for school students with a disability.	All students receiving IESP funding have a documented and detailed One Plan.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Every cent of our Tier 2 funding is utilised to support students at risk including our small cohort of aboriginal students and those who are vulnerable or at risk. Our school has in place detailed, documented and precise mechanisms and processes to ensure no student falls through the cracks. Identified students are supported through the work of our Student Review Team (SRT). A range of options are considered to provide the best support including a dual focus on wellbeing and learning. We know that for students these are inextricably linked	Every aboriginal student at CLG for all of 2021 achieved growth in reading, with an increased attendance percentage and a decline in behavioural issues.
Program funding for all students	Australian Curriculum	Funding was used to support teaching staff to deliver a robust and engaging curriculum to all students utilising the Australian Curriculum as the basis of their planning, programming and delivery.	Teachers are more familiar and skilled than ever before in using the curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	Our site did not receive any funding for Aboriginal languages program initiatives.	Not applicable.
	Better schools funding	Our school has utilised the Better School funding over the last few years to provide teaching staff with additional 'in classroom' support to be used at their professional discretion to lift standards and achievement.	The initiatives and plans in place are positively impacting SEA achievement.
	Specialist school reporting (as required)	Our site did not any receive specialist school funding.	Not applicable.
	Improved outcomes for gifted students	Our school has utilised funding over the last few years to provide teaching staff with additional 'in classroom' support to be used at their professional discretion to lift higher band standards and achievement	The initiatives in place are positively impacting higher band achievement.

