



# Lyrup Primary School

Principal JOHN TROBBIANI

**Success. Caring. Responsibility.**



**Government of South Australia**

Department of Education and  
Children's Services



# 2010 Annual Report

2010 Staff: Brad Everett, Nadine Hennig, Helen Neumann, Melissa Kubank & John Trobbiani

## **Annual Report 2010 Authorisations**

This Annual Report is one significant way in which our school meets accountability requirements. As part of the accountability focus of the DECS Improvement and Accountability Framework (DIAF), all DECS sites are required to prepare the Annual Report for presentation to their community each year. A copy of this report is forwarded to the Assistant Regional Director and it is also published on Lyrup Primary School's Home Page on the internet.

This report is signed below by the Principal and Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparations of annual reports.

Principal: John Trobbiani



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Governing Council Chairperson: Geoff Sluggett



## ***Preface***

### **Note to Readers**

Wherever possible this report has used and published objective data to demonstrate outcomes and results.

To protect confidentiality, data that can identify individual students has not been used. This information has been made available to parents privately.

We have used a wide range of measurements and information gathering techniques on which this report is based, including parent, staff and student surveys.

While these are relevant, useful and interesting we need to be mindful too that because of such a small sample size, results can be easily skewed even with minority variations.



### **Context**

Lyrup Primary School is a small R-7 school, located in a rural community 260 kilometres east of Adelaide in the Riverland Region. We are located in the middle of a triangle formed by the three larger towns Loxton, Berri and Renmark. Lyrup is south of the river accessed from the Sturt Highway via ferry or Gurra Road just after the Berri Bridge.

School Pride funding was applied for various maintenance and upgrading projects to refurbish and revitalise our excellent grounds and facilities during the year.

Very small classes, a fully inclusive Governing Council with all families represented and open access for parents ensures close supportive relationships between staff, students and families.

### **Enrolments**

As a result of some discussions and uncertainty over the future of the school exacerbated by the failed Education Works proposal and more family changes we went from a small school to a micro-school.

We began the year with 5 students and this reduced to 4 when one family left the district.

We maintained the level of staffing we had planned, to enable tailored delivery of the Accelerated Literacy Program we had committed to and Numeracy programs to a junior / senior groupings of students albeit very small groups.

Analysis of the Education Effect, student wellbeing and social development implications appear later in this report.

### **Attendance Comparison for Lyrup PS**

**(Total –All year Levels)**

**2009**

**2010**

School	Region	DECS	School	Region	DECS
92.5	88.5	90.5	89.8	91.3	92.1

Our attendance rate across the school was 89.8%, down -2.7 on comparison with 2009.

This has held up reasonably well compared to our Murray and Mallee Region and across the state.

Affecting our percentages were the instances of students with prolonged absences over notifiable illness as well as regular colds, flu's etc.

Absences are quickly identified in our school. It is our practice that parents provide explanations for absences for our record keeping. Staff will make contact with parents re absences of more than 2 consecutive days if we are unaware of the cause.

### **2010 Highlights**

#### **School Culture**

Having such a low enrolment has enabled especially close teacher / student / parent relationships. To be such an important part of each student's growth has been a challenging and rewarding experience.



The intensity, immediacy and closeness between teacher and student especially in Literacy and Numeracy has been enormous.



### **Science in Your Life Day 29<sup>th</sup> August 2010**

Students prepared and led their own science activity for groups of students from Loveday and Kingston On Murray Primary Schools. Teachers had their own demonstrations too.



### **Adelaide School Camp**

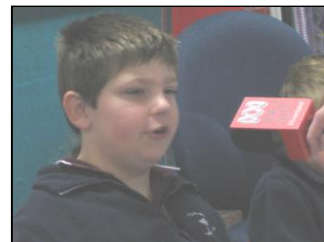
We combined with Loveday Primary School again in arranging our School Camp to Adelaide staying at Warradale Urban Camp School. It was a positive, exciting and different learning experience for our students. We took in a variety of experiences including the Crows training facilities, Marion Megaplex movie theatre, Parliament House, Government House and Glenelg beach. Our students gained a lot from this.

We're looking forward to the 2011camp.



### **School Grounds and Facilities**

In 2011 we completed the School Pride Refurbishment Projects as well as applied some unaquitted funds from the Investing In Our Schools Grants. The grounds and classrooms look great.



### **School Chickens**

Having school chickens seemed the natural extension after having a school garden. And of course we weren't going to do this by halves. Raising chicks from day old and building the Chook Hilton and yard from re-used materials has been a major undertaking. Working with our students to manage the chooks, market the eggs and operate the finances has been a huge learning experience.

Feedback from the student survey has been positive.

### **Our Self-Review In 2010**

A pupil free day was scheduled on 24<sup>th</sup> November – the morning of which was allocated for Staff Site Reviews and DIAF Level 2 Scan. This has been an intensive process which staff continued and then completed this on the Friday of Week 0 in 2011.

The process has included –

- ◆ What is Self Review and how does it work?
- ◆ Review of Site Improvement Plan – How have strategies worked? Have we hit our targets? What needs more work?
- ◆ Perception Data Analysis – What are the views of students, parents and staff from surveys?
- ◆ Investigating what our in house student data and NAPLAN results tell us about student achievement and progress?



## **What We Achieved and How Our Students Performed in 2010**

### **Key Actions towards Site Improvement Plan Priorities and Targets.**

#### **Literacy – Actions Taken**

Staff continued their commitment to the Accelerated Literacy as a whole of school program. Staff continued their training and development with guidance of mentor teacher Cheryl Broughton. Reading progress was supported through across school involvement in Read Every Day and the Premier's Reading Challenge. Senior Students reading was tracked through individual student's coupons and the Lexile program with scores being taken in June and December. We actively sought and engineered opportunities to provide authentic audience and purposes to promote listening, public speaking and involvement.

#### **Outcomes and Targets Achieved**

A strategy was employed to track student progress and to assess an item of writing from each student using the NAPLAN 10 criteria marking guide at term 2 then again at term 4. This was used to track senior class students' writing.

Averaged across the group this showed a 51% improvement in writing.

Quoting from a Review of Accelerated Literacy conducted in term 4, 2010:

*Section 5: What differences have you seen in student engagement, achievement and progress?*

*All students successfully completed the Premier's Reading Challenge. All students read the target "Read Every Day" nights for the whole year. Sharing sessions, Science Day, Chicken Re-housing Day including movie making, slide show presentations and hosting students from other schools provided opportunities and purpose for public speaking and involvement.*

Each of our senior students has scored in the 1000+ range in Lexile. For each of them it's a massive jump of around 400 over two years. This was verified from our school's NAPLAN testing too.

We can't expect such spikes each year though. Cross checking student Lexile levels with expected attainment of year levels shows our students have made excellent progress and are well placed when we look to moderate against achievement for their year level.

Our reviews has reinforced the place for "coupons", guided individual student text, selection around their level, Lexile testing and Read Every Day as valuable scaffolding for our Reading program.

#### **Science – Actions Taken**

Science has been a high priority for us in 2010. All teaching staff was involved in Primary Science Strategy. Each teacher taught a science unit based on the Primary Connections Curriculum materials. Science was highly featured in school displays and newsletters.

#### **Outcomes and Targets Achieved**

All students spent 90 minutes per week on Science. (National Curriculum has stipulated that year 4 – 7 students spend 120 minutes / week on Science and year 3 students 90 minutes from 2011).





Under the direction of Mrs Kubank our students each led a Science activity for students from other small schools. This was a clear demonstration of 100% engagement, participation and achievement in Science (and social co-operation and development with others) for our students.

From our students review the averaged student response was “often agree” to the question “*I enjoy Science lessons*”.

### **Building and extending Students Learning Skills – Key Actions**

Across all areas staff have identified, promoted, modelled and taught the skills:

- Personal organisation
- Independence
- Persistence
- Resilience
- The value of high self-esteem

Fair to say that work on these is a close match for all our students. Staff have used the “3 Before Me” filter. We have the “*not available for you now: I am working one on one in this time hat on*”.

### **Outcomes and Targets Achieved**

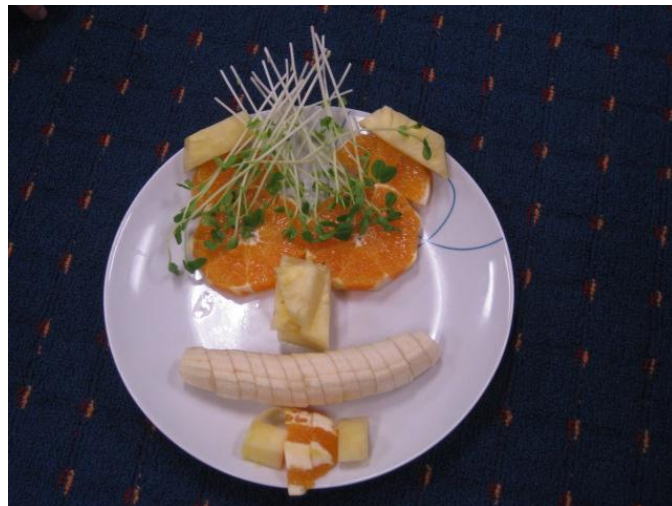
This area for all students in all schools requires attention. “Kaizen” is Japanese meaning continuous improvement or change for the better through small steps.

Anecdotal records show Kaizen happening here. Many of the records made by staff in the Lyrup 2010 Inquiry on individual student’s development show specific examples of these outcomes. There is still more work to be done here though.

### **Build Student Health and Fitness – Key Actions**

We have been vigilant in looking for ways to engage our students in genuine, extended physical activity.

This has included intensive relays, dance, oval runs / walks, modified games, Sports Days, Be Active Days and other activities.



Students actually growing their own vegetables – harvesting, cooking and sharing food has been very powerful. Our continuing Crunch “N” Sip program has demonstrated its value by broadening student’s tastes and eating habits. The students responses regarding enjoyment and engagement are mostly (4) often or (5) always agree.

### **Refocus On School Values – Key Actions**

Our intention to adopt the KIDS MATTER framework into our curriculum has meant that the work on school values be held over to 2011.

### **Outcomes and Targets Achieved**

Staff have attended a training session on implementation of KIDS MATTER beginning in 2011. This will be co-ordinated by Mrs Kubank.

### **Early Intervention and Student Support**

We have worked closely with parents, outside agencies eg Novita Children’s Services and District Office Personnel where appropriate to gather advice, support and resources for student programs. This has meant an informed united and cohesive base from which to build students’ programs.

## **What People Think Of Us**

Students each completed a comprehensive Student Review Survey late 2010.

The averaged results are included as an appendix to this report. We found the majority of responses in the “often agree” or “always agree” category on the positive side except for questions such as:

- I would like to do more Maths in my book.
- I enjoy doing spelling.
- Coupons help me keep track of my reading.
- I enjoy Wednesday walks.

(which still rated in the OK category)

Making too much of this is dangerous considering the small sample size. It is easy to see the skewing from one result, dragging the average noticeably down. A pattern shows that a low score was posted on those items requiring written work or individual responsibilities.

One clear result from these surveys was the student's perception that they have each made good progress in Maths, Reading Writing and

Spelling this year. This is strong indicator of growth in self-esteem and students valuing their learning.

Anecdotal records from the Site Inquiry clearly illustrate positive and significant examples of student learning that have occurred during 2010.

Feedback from the parent opinion surveys returned in 2010 has different sections relating to:

- a) the school's leadership and decision making
- b) the quality of the schools teaching and learning
- c) the support of learning at Lyrup
- d) the relationships and communication

Parent's responses to 91% of the questions were in the most highly positive category (strongly agree) and 7% were in the second most positive category (agree).

This is quite compelling data even allowing for the small sample size. It has been reinforced in that we have had minimal student sit outs or other behavioural issues and minimal complaints from parents.

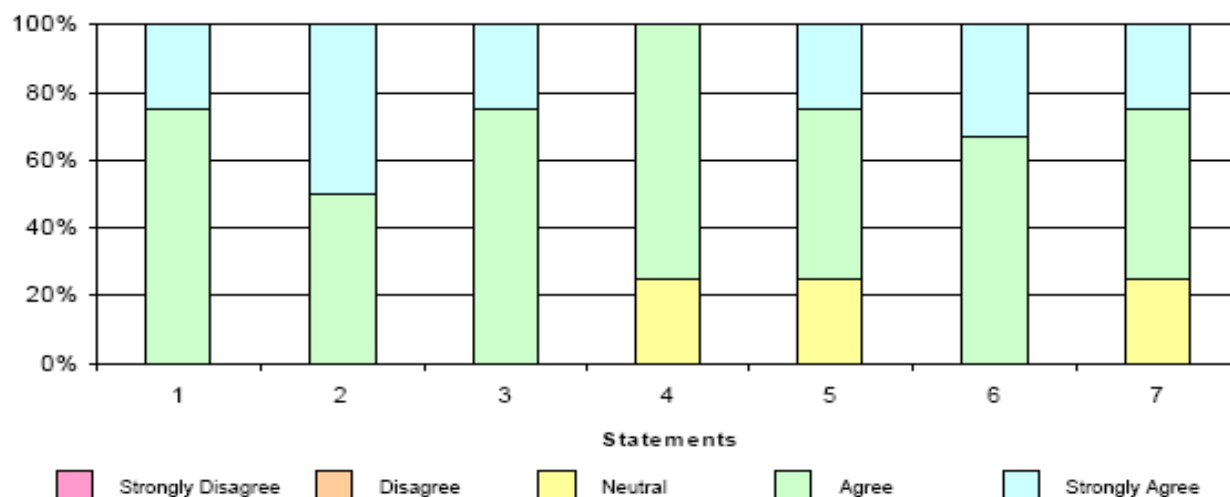


## DECS Parent, Student and Staff Opinion Survey 2010

### 0238 Lyrup Primary School

#### Aggregation of School Survey Responses

#### Staff Opinion - Leadership and Decision Making



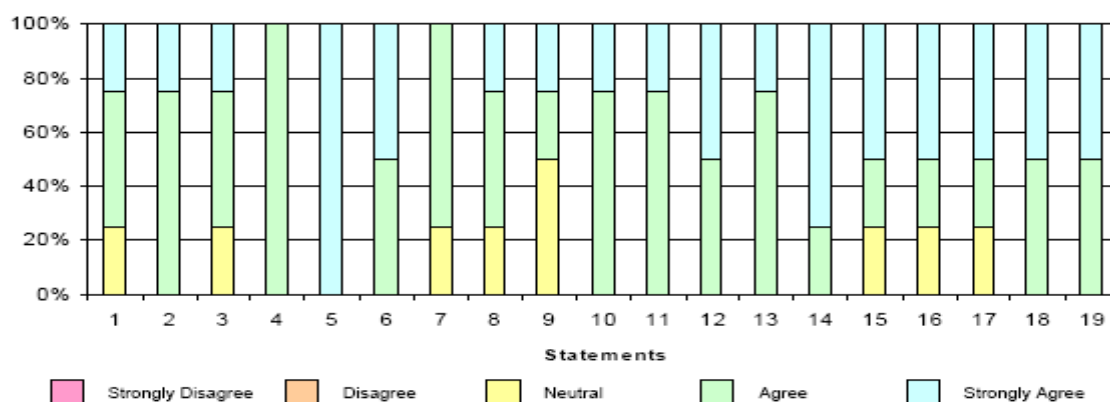
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	Staff are encouraged to pursue professional development.	0%	0%	0%	75%	25%	4
2	This school is well organised this year.	0%	0%	0%	50%	50%	4
3	I have appropriate opportunities to be involved in decision making.	0%	0%	0%	75%	25%	4
4	My professional needs and interests are met by the professional development provided by this school.	0%	0%	25%	75%	0%	4
5	I am happy with the quality of feedback I receive on my work performance.	0%	0%	25%	50%	25%	4
6	Parents have the opportunity to participate in decisions about their children's education.	0%	0%	0%	67%	33%	3
7	There is supportive leadership in this school.	0%	0%	25%	50%	25%	4

## DECS Parent, Student and Staff Opinion Survey 2010

### 0238 Lyrup Primary School

#### Aggregation of School Survey Responses

#### Staff Opinion - Relationships and Communication



The staff opinion survey was completed by SSO's and teaching staff (excluding the Principal). While most answers are "Agree" or "Strongly Agree" our self review has indicated some review needs to be done on our performance management processes this year.



## **Other Reporting Requirements**

### **Teacher Qualifications**

2 of our teachers hold a *Bachelor of Education Degree*. The third holds a *Bachelor of Science and Graduate Diploma of Education*.

### **Site Income :**

\$299824.33 DECS Funding  
\$650.00 Non DECS Grants  
\$27263.00 Commonwealth Grants

### **Governing Council 2010**

Each of our students is represented on Governing Council. This has provided a unique opportunity for information sharing and discussion, school planning and feedback.

Attendance rates and achievements of Governing Council are a mandating requirement for school reports.

<u>Governing Council</u> <u>Member</u>	<u>Role</u>	<u>Meetings Attended (8</u> <u>meetings held)</u>
Geoff Sluggett	Chairperson	8
Caliegh Tremlett	Secretary	6
Tanya Price	Treasurer /Parent	8
Jodi Heuvel	Treasurer / Parent	3/6
Chris Schulz	Parent	5
Mandy Hill	Parent	2
Jeanette Brauer	Community Rep	6
Nadine Hennig	Community Rep	7
John Trobbiani	Principal	8

Average Attendance = 75%

### **Council Achievements**

2010 School Improvement Plan	Discussion on Priority Areas and Goal Setting
Education Works	Ongoing discussion and analysis of our schools position on Education Works proposals
DIAF	Council introduced to terminology and processes involved in DECS Improvement and Accountability Framework
School Pride & BER Funding	Governing Council involved in prioritising and overseeing School Pride Projects. Council decided to relinquish its BER funding to Winkie Primary School
Student Transport Planning	Discussed issues involved with transport of students to excursions etc. (including 2011)
KIDS MATTER Program	Looked at a video presentation about this program. Decided to adopt this program

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Grounds	Investigated issues on removal of water tank and Bushfire readiness
NAPLAN Results	Discussion and analysis of school's NAPLAN results. Analysis of how this correlates with other in-house student achievement data.
DECS / Teachers Enterprise Agreement Award	Information presented on how the new award would impact on our school. Discussion on how we should plan for 2011
Right Bite Policy	Policy presented to Council and endorsed
Outcomes from School	Report from staff review sessions on school Closure Day for 2010 presented to Council to review
Submission To Federal Review Panel	Governing Council lodged a submission to The Federal Funding Review Panel. (Only Murray and Mallee School to do this)
Student Cyber Safety Issues	Information input into risks for students from social networking internet sites
School Photos	Looked at option for school photos
Drought Assistance Grant	Decided on best application of this funding
Lyrup Constitution	Look at suitability of our current constitution
Oversee Financial Management	Each meeting. Look at expenditure and income in comparison to budget. Input on financial management
World Teachers' Day	Governing Council was involved in ceremony to acknowledge this day.

## ***Chairperson Report for 2010, Lyrup Primary School***

During 2010 we had eight council meetings. These meetings were attended by nine people. I attended all eight meetings. Others to attend all eight meetings were Tanya Price, Treasurer and John Trobbiani. Nadine Hennig 7, Jeanette Brauer 6, Caliegh Tremlett our Secretary 6, Jodi Heuvel also Treasurer 6, Chris Schulz 5, Mandy Hill 2 meetings. This gives council an attendance average of 75%.

These meetings dealt with issues as varied as student safety on the internet to students having good eating policy to letting Winkie Primary have the BER funding intended for Lyrup as our facilities were of a good standard. Other issues included dealing with Commonwealth Drought Assistance Grant, best options for school photos, school finances, school closure day, World Teacher's Day commemoration and teacher's remuneration issue. We also had discussions on school pride funding, suitable transport of children to outside events and bushfire readiness management and removal of the old water tank, analyse NAPLAN results and how this sits with other testing of children's achievements. We also spent time on understanding DECS Improvement and Accountability Framework and discussed the Education Works proposal. We also adopted the KIDS Matter program and adopted this so we had a very busy year.

Thanks to Principal John Trobbiani and teachers Melissa Kubank and Helen Neumann and support from Brad Everett one day a week and Nadine Hennig four days a week.



Geoff Sluggett  
Chairperson  
Lyrup Primary School  
21<sup>st</sup> February 2011



Appendix 1            Averaged Student Review 2010 For Seniors

Appendix 2            Accelerated Literacy Review Term 4, 2010

**Appendix 1**  
**Averaged Student Review 2010 For Seniors**

*Please give a rating of 1, 2, 3, 4 or 5 for each with 1 – do not agree, 2 – sometimes agree, 3 – okay, 4 – often agree and 5 – always agree*

<b>Mathematics / Numeracy</b>	
I enjoy Mathematics	4
I like doing Maths Mentals	4
I would like to do more maths on the computer	5
I would like to do more maths in my books	2
I need to learn my tables better	3
I think I have improved in my maths this year	5
<b>Literacy</b>	
I enjoy doing spelling	3
I try hard to finish my spelling tasks each lesson	3
I think I have improved in Spelling this year	4
I enjoy Accelerated Literacy	4
I enjoy writing stories	4
I enjoy doing morning writing	4
I would like to have more time writing stories	4
I think I have improved in writing this year	4
I enjoy reading	3
I enjoy doing the Premier's Reading Challenge	4
I enjoy doing Lexile	4
I have liked the idea of tracking my improvement in Reading by taking a Lexile test mid-year and then again at the end of the year	4
I like filling out coupons	4
Coupons help me keep track of reading	4
The school library has lots of good books	4
I think I have improved reading this year	5
I enjoy morning reading	3
<b>Society and the environment</b>	
I enjoy learning about the world around me	4
I would like to do more projects	5
I think I have improved my general knowledge this year	4
I think I have improved my research skills this year	4
<b>Health and Physical Educations (PE)</b>	

I enjoy doing daily fitness	4
I enjoy doing PE lessons	4
I enjoy being able to go to the sports shed to choose sports gear	4
I enjoy Wednesday walks	3
I enjoy playing on the coloured playground	4
I think I have improved in my fitness and sporting activity this year	4
I enjoy being in the many different Be Active days	4
I enjoy swimming lessons	5
I enjoy having swimming with Loveday	4
I enjoy learning about my body	3
I enjoy cooking at school	5
I enjoy Crunch "N" Sip time	3
<b>Behaviour and School Values</b>	
I like coming to Lyrup Primary School	4
I show the school values	4
I enjoy going up on the Road to Success (and pick out of the box)	5
I enjoy being a monitor for jobs when it's my turn	4
I think I have learnt lots this year	4
I enjoy class meetings and organising special days	4
I like going on school camp	5
I like having school camp with Loveday Primary	5
I like wearing the Lyrup Primary sports tops	4
I like going to music and drama performances	3
I enjoy having art lessons	4
I would like to have more activities in a week	3
I think I have improved in art this year	4
I think that teachers at Lyrup are pretty fair	4
<b>Science Design and Technology</b>	
I enjoy science lessons	4
I enjoy design and technology lessons	4
I would like to have more science lessons in a week	3
I would like to have more design and technology lessons in a week	5
<b>Information Technology (I.T.)</b>	
I enjoy using computers	5
I would like to use computers more	5
I would like to use digital cameras more often	5
I would like to do more clay animation	5
I would like to use the digital microscope more	5
I would like to do more on-line learning	5
I think I have improved in my computer skills this year	5
I enjoy using the interactive whiteboards	5



<b>School Garden and Chickens</b>	
I have enjoyed planting, growing and harvesting things in the school garden	3
I have enjoyed the school chickens project	3
I think having the chickens has taught me about responsibilities	3
Being in charge of the Lyrup Egg Company has been a good way to learn stuff	3
<b>Other School Evens and more questions</b>	
I like going on school camp	5
I like having school camp with Loveday Primary	5
The visits from other schools to Lyrup (Chicken re-housing day and Science Week) were good learning opportunities	4
I enjoyed the Be Active Days with other small Schools	4
Sports Days – 1. Small School Sports Day was really worthwhile	4
2. The combined Sports Day with Loveday was really worthwhile	3
I really liked our visit to the beach day in term 1	5
I have made some friends from other schools	4
People at this school make the effort to get on with each other most times	4
I feel that I can get help from my teachers if I need to	4
I think we do too much cooking stuff at this school	1
We have lots of equipment and school resources here	4
I like the school grounds here	4
People stick to the rules mostly all the time	5

**Appendix 2**  
**AL Review Term 4 2010**

**Based on group discussion conducted by Cheryl Broughton, Helen Neumann and Melissa Kubank**

**1. What skills have the AL training and teaching given you?**

- A structured learning style/framework
- A greater understanding of writing conventions
- Meta-language to talk about language, eg. verbs
- 'Chunking' as a method of teaching spelling
- A new style of questioning - preformulating, questioning, reconceptualising
- Goal setting for explicit teaching - lesson by lesson goals instead of bigger timeframes

**2. How has mentor teacher Cheryl Broughton been used to improve your learning?**

- Cheryl worked through the text analysis stage closely with us to deconstruct texts and this allowed us to transfer our knowledge of parts of the text to classroom teaching more effectively
- Cheryl assisted closely with writing assessments and this has enabled clearer direction and greater focus on independent student learning (catering for specific writing needs)
- Cheryl provided constructive feedback for progression and continuous improvement
- Cheryl provided outstanding mentoring as an extremely experienced teacher of literacy and AL
- She guided us in refinement and idea development of activities, allowing us to vary and reinvigorate the AL process with our site's specific needs in mind (see staffroom wall).

**3. What do you do differently in class as a result of this training?**

- Set goals enabling a shared intention for lessons -giving students greater insight into the learning they are about to undertake rather than just 'doing'
- Deconstruct texts in greater depth, allowing use of text as a scaffold for children's writing
- Give structured opportunities for practising skills learnt and developing own writing styles - morning writing
- Using a text as a reference to a shared understanding. Children are able to use common knowledge from previous sessions to enhance new writing experiences
- Using the sentence maker/chunking
- Using the sentence maker and strategies from AL in other curriculum areas
- Providing a forum for sharing and celebrating writing

- AL has provided cohesion across the site and students know what to expect

We don't want it to appear that we didn't do some of the above during our English teaching in the past, but we feel that AL has enhanced many of the above. In the past, with our experience and style of literacy teaching, students who 'got it' wrote successfully but by teaching using the AL process we have enabled not so successful writers to become competent writers in a variety of genres.

#### **4. How has it improved your teaching?**

- Improved explicit teaching of literacy
- Teaching has greater structure and scaffolding through the AL process
- By sharing ideas and innovations we have learnt from each other and look to improve teaching practice
- I plan for teaching in greater depth to cover student learning through the AL sequence instead of my teaching being topic based in isolation, eg. Instead of this week we are focussing on verbs..., teaching verbs etc are taught in context of the text studied
- Setting short achievable goals (and doing this in other curriculum areas too)
- AL has improved my use of specific language for writing, explaining writing and writing conventions

#### **5. What differences have you seen in student engagement, achievement and progress?**

- Students engaged enough to want to take books home after studying
- Students confident at having a go because of the scaffolding
- With opportunities to practise scaffolded writing, students know what they have to do and can be successful.
- Students are applying the chunking for spelling technique independently in everyday writing and across the curriculum
- Student writing samples assessed using the NAPLAN Rubric show improvement in idea development, paragraphing, text structure, vocabulary and punctuation
- JP student has progressed from being a non-writer/ teacher scribing to Experimental Writing (First Steps Continuum)
- Students are engaged and willing to reflect on own writing using AL techniques instead of just 'writing for the teacher'
- Students thoroughly enjoy the personal celebration of writing and publishing in different forms.

#### **PMI - Staff**

##### **Positives**

- See above!
- Recognition of work done and innovation through professional sharing

##### **Negatives**

2010 Staff: Brad Everett, Nadine Hennig, Helen Neumann, Melissa Kubank & John Trobbiani



- Due to the group size, having flow with the process can be challenging
- Only having three days to work through the process
- At times there is not a lot of opportunities for discussion within the class group

### Interesting

- From other teaching experiences, would it make a difference if the group was larger...would there be more ideas or is it the group dynamic which impacts on the AL process and development of ideas

### PMI - Students

#### Positives

- AL helps us to learn and help us read. It helps us do the alphabet so we know what the alphabet is about
- When we write a story, it (AL) helps us to write the words
- I learnt how to write expositions and this was very interesting
- Learning to write better
- It helps me with my spelling
- I liked this topic because it helps me write persuasive topics
- I liked the way the teachers always came around and help me

#### Negatives

- I didn't like the way the teachers gave us tokens (see note)
- There was no choice on what we wanted to write about when the teacher chose
- I didn't have a choice of what to write so it made it hard

#### Interesting

- This type of writing (exposition)
- We get ideas for our story
- It helps me write neater
- I think that picking a topic off the chart for persuasive writing was very interesting