

Penola Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Penola Primary School Number: 763
Partnership: South East Coast & Vines

Name of school principal:

Anna Copping

Name of governing council chairperson:

Mark DeGaris

Date of endorsement:

19/02/2020

School context and highlights

Vision: Penola Primary school will be a supportive and progressive community where all individuals are respected and valued. Leading teaching practices, high expectations and inquiry-based learning will inspire our students to become informed, compassionate, active global citizens.

The core business of Penola Primary School is to provide quality teaching and learning programs to meet the current needs of our students and enable them to be successful beyond school.

Penola Primary School is a dynamic and progressive Foundation to Year 7 school with strong links to the community. The school's focus is to develop the whole child: intellectually, academically, physically, and socially/emotionally. The learning opportunities at Penola Primary School are stimulating and challenging, with an emphasis on Literacy and Numeracy. The school is proud of its commitment to the provision of a wide variety of programs and activities, including, STEM, Japanese, SAPSASA, After School Sports, Music, Arts, and Environmental programs.

The school has a commitment to pedagogical approaches that see students as capable and competent learners. Programs provide authentic learning experiences that are hands-on, contextual and engaging. There is a commitment to embedding the Australian Curriculum, including cross-curricular priorities and the general capabilities. We see the child as the centre of an educational partnership between home, school and community.

2019 has certainly been a significant year in improving outcomes for children at Penola Primary. Our students, teachers and support staff continue to develop confidence in their ability to collectively strengthen student achievement, within the context of a rich school experience for every child.

The Governing Council, led by Mark DeGaris, continues to have a strong focus on having the best learning opportunities and facilities for our students. In 2019 we were able to purchase a class set of laptops for our Year 7 class, with another set to be purchased for our Year 5/6 class for the start of the 2020 school year. We also replaced each interactive white board laptop. There were many other achievements, including:

- Uniform upgrade
- New website development
- Installation of fibre optic network
- Receiving \$30 000 Interoception Grant which will be used to support student wellbeing in 2020.
- Introduction of Qkr! and SchoolStream
- Replacement of the verandah at the rear of the main building.

Governing council report

2019 is over and as we all look forward to a break over Christmas and into the new year of 2020.

I congratulate Anna and her team on creating a great environment for our children and continuing to improve both the site and the learning experience. To my fellow Governing Council members thank you for the past twelve months.

The Governing Council in 2019 have again been impressed by the quality of the SRC students that have been coming to our meetings to update us on what they have been doing throughout the year, the time and effort you have put in to prepare for these meetings has impressed us all and the in site into the student representative body has been inciteful.

We have also had the role of improving our budgetary position over the past twelve months and I am pleased that we have managed to put a bit away for some much needed works to proceed in the front office as well as purchasing some more laptops for the 4-5 classes next year.

To the teachers leaving our school this year, we thank you for your efforts in creating a great environment for our kids and wish you the best in your new endeavours. To our year 7's moving onto High School all the best and we wish you all take a little bit of Penola Primary with you as you move forward.

This year the Volunteering Award for Outstanding Service goes to a family that have been instrumental in assisting our school raise much needed funds for both school classes and their camps as well as the parent club. Offering our school the opportunity to utilise their day each year to sell goods and wares it allows much needed works and funds to allow our children to benefit from school life. I would like to congratulate the Wagner Family the receivers of the 2019 School Community Award.

Thank you to everyone who contributed in some way to Penola Primary School in 2019 to make it another successful year. PPS has a lot to be proud of and this is reflected in the support the school receives from the community. It has been pleasing to see the school take an active role within the community and we look forward to this continuing into the future.

Mark DeGaris

Improvement planning - review and evaluate

Goal 1 - Improve student achievement in writing Years 3 to 5.

- Three staff members attended a Bright Path training. The focus was moderating writing.
- Learning Improvement Coordinator mentored staff in Writer's workshop.
- All classes planned a unit of work on narrative writing (sprint). They were asked to collect pre and post writing samples. We reviewed planning and moderation processes throughout the unit of work at training and development sessions.
- The Year 1/2 class held a book launch. Parents and friends were invited in for students to share their writing with.
- The Year 4 class have been mentors for kindy students. Small groups have been working with Kindy students to co-construct books. The Year 4s, along with the kindy students, will also work through the process of writing, editing and publishing their work and had a book launch.
- * Development of whole school spelling program

Goal 2 - Increase student achievement in reading Years 2 to 7.

- Whole staff attended Developing Phonological Awareness training.
- 5 SSOs and Intervention Coordinator attended training in MiniLit and one in MultiLit. This is to improve the effectiveness of these intervention programs and have more people trained in them.
- Jackie Morgan (LGU) worked with staff to analyse the phonics screening (conducted at the end of Term 1) and plan for Reader's Workshop.
- o Teachers continued to explicitly teach the students how to run their own book club (reciprocal teaching)
- * Initialit introduced and taught in Foundation and Year 1
- * Minilit and Multilit used as intervention programs across the school
- * Teachers explicitly taught the 8 comprehension strategies.
- * Whole school reading, 15 minutes each day, Foundation to Year 7.

Goal 3 - Increase student achievement in mathematics, particularly the number strand.

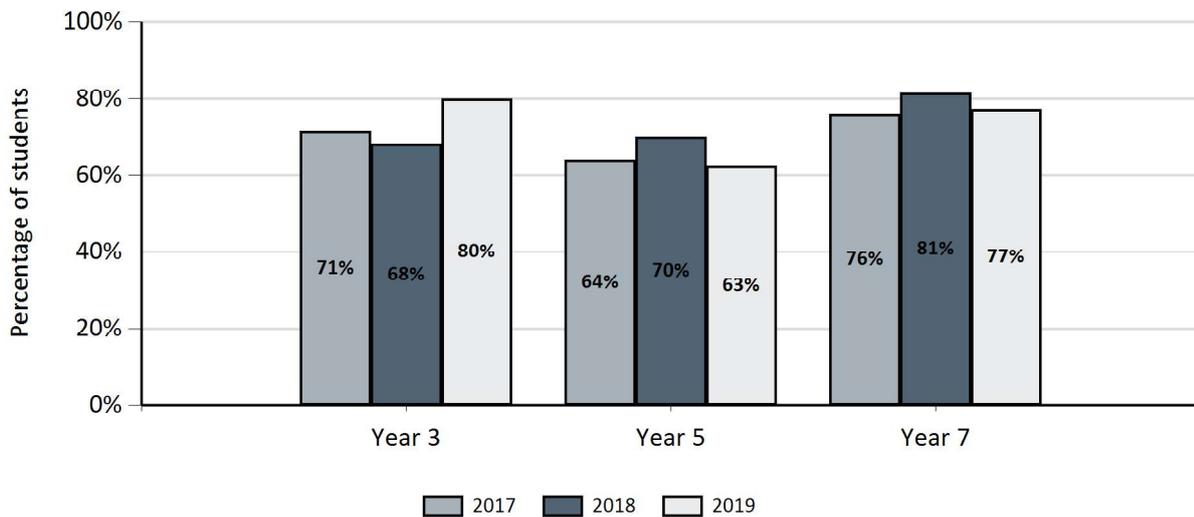
- Numeracy Coordinator conducted Big Ideas in Number diagnostic assessments across the school to inform teacher planning and monitor student progress.
- * Five teachers participated in R-POP (reflective practitioners of practice), focussing on maths. We combined with Newbery Park and Reidy Park Primary Schools. Teachers worked in teams to focus on particular area of the Big Ideas in Number and High Impact strategies.
- Whole staff attended training with Ann Baker to focus on Problemitised Situations. Ann facilitated the R-POP (five teachers involved) and met with those teachers in their groups to review how their inquiries were progressing.
- * Numeracy Coordinator ran PD sessions for staff on the Big Ideas in Number and mentored, coached and assisted with planning for maths lessons.

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.

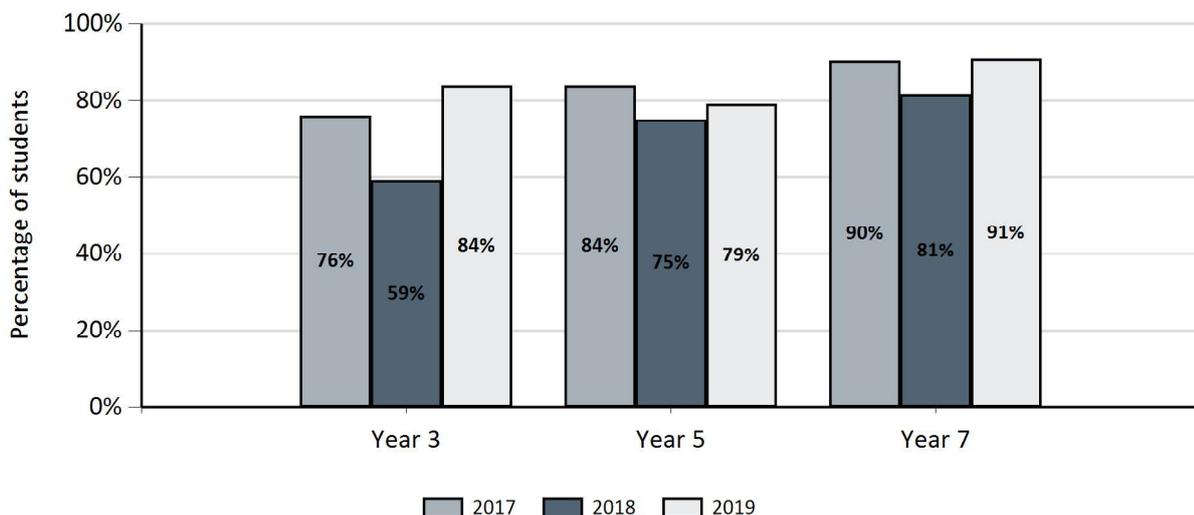
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

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

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 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 | 23% | 30% | 25% |
| Middle progress group | 64% | 50% | 50% |
| Lower progress group | 14% | 20% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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 | 23% | 45% | 25% |
| Middle progress group | 50% | 50% | 50% |
| Lower progress group | 27% | 5% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

NAPLAN upper two bands achievement

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

| | No. of students who sat the test [^] | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands ^{**} | |
|------------------------|---|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 3 2019 | 25 | 25 | 6 | 6 | 24% | 24% |
| Year 3 2017-19 average | 22.7 | 22.7 | 6.3 | 7.0 | 28% | 31% |
| Year 5 2019 | 24 | 24 | 6 | 2 | 25% | 8% |
| Year 5 2017-19 average | 23.0 | 23.0 | 5.0 | 3.0 | 22% | 13% |
| Year 7 2019 | 22 | 22 | 5 | 6 | 23% | 27% |
| Year 7 2017-19 average | 23.3 | 23.3 | 5.3 | 5.7 | 23% | 24% |

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

•Reading

NAPLAN – Year 3 – breaks the previously decreasing pattern. Returns results within the historical range. 80% achieving SEA (Standard of Educational Achievement).

o Year 5 – Slight decrease from 2018 in SEA (Standard of Educational Achievement). Slightly below historical range. 63% achieving SEA

o Year 7 – Results within historical range. Notable increase from the relevant Year 5 cohort result to year 7. 81% achieving SEA

• PAT - R (progressive achievement test - Reading) have been completed with pleasing results with the majority of students achieving SEA.

o Year 3 – 91%

o Year 4 – 86%

o Year 5 – 80%

o Year 6 – 89%

o Year 7 – 95%

o Those that didn't achieve SEA still made growth.

Numeracy

• NAPLAN – Year 3 – Increase from 2018. Breaks the previously decreasing pattern of results. Returns results within historical range. 84% achieving SEA

o Year 5 – Increase from 2018. Remains within historic range. 79% achieving SEA

o Year 7 – Increase from 2018. Breaks the previously decreasing pattern of results. Remains within historic range. 1 student didn't achieve SEA. 95% achieving SEA

• PAT - M (progressive achievement test - Maths) have been completed with pleasing results with the majority of students achieving SEA.

o Year 3 - 86%

o Year 4 – 82%

o Year 5 – 88%

o Year 6 – 90%

o Year 7 – 95%

o Those that didn't achieve SEA still made growth.

Please note – when analysing NAPLAN and PAT data, each student is worth approximately 4-5% e.g. if 15% didn't achieve SEA that is equal to approximately 3 students.

Attendance

| Year level | 2016 | 2017 | 2018 | 2019 |
|------------|-------|-------|-------|-------|
| Reception | 88.0% | 90.9% | 90.3% | 92.6% |
| Year 1 | 92.8% | 93.5% | 93.8% | 93.8% |
| Year 2 | 94.6% | 94.2% | 93.6% | 94.8% |
| Year 3 | 91.9% | 94.6% | 94.6% | 94.0% |
| Year 4 | 94.6% | 93.8% | 93.4% | 95.0% |
| Year 5 | 94.3% | 93.0% | 92.6% | 95.0% |
| Year 6 | 94.4% | 93.0% | 91.9% | 93.8% |
| Year 7 | 96.4% | 93.8% | 95.0% | 92.2% |
| Total | 93.5% | 93.4% | 93.0% | 93.9% |

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

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

Attendance comment

Attendance continues to be consistent, remaining at 94%. Foundation's attendance is always a little lower due to their four exemption days at the start of the year. Due to the nature of industries our families work in (viticulture, livestock, cropping and forestry) a number of families take extended holidays over the mid year break.

Behaviour support comment

Behaviour incidents at Penola Primary remain relatively low. The behaviour incidents can be attributed to a small cohort of students. We are working with these children and their families to improve outcomes for these students and to support their emotional/social development. The decrease in behaviour incidents can be largely attributed to the consistent application of the Behaviour Guidelines.

Client opinion summary

The parent responses to the survey were positive with 22 surveys being completed.

The highest scoring areas were -

- Teachers at this school expect my child to their best.
- My child feels safe at this school.
- I can talk to my child's teacher about my concerns.
- The school looks for ways to improve.

Lower scoring areas (still achieving a minimum of 4 out of 5 = agree) were:

- Teachers at this school provide my child with useful feedback.
- My child's learning needs are being met at this school.
- Teachers at this school treat students fairly.

Feedback responses from parents:

"Penola Primary School provides a safe and happy learning environment for our children. They provide many different activities for the children and help them grow and learn."

"Support students to be the best learners they can be. Students and their families are well supported by all staff."

Again the student responses were positive, the highest scoring areas were:

- My teachers expect me to my best
- My teachers provide me with useful feedback about school
- My school looks for ways for me to improve.
- My teacher motivate me to learn.

The highest scoring areas from the staff survey were:

- Students like being at this school.
- Parents at this school can talk to teachers about their concerns.
- The school looks for ways to improve.
- Staff are well supported at this school.

A focus area identified (again still scoring 4 out of 5 = agree) were:

- This school works with parents to support student learning.



Intended destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 3 | 7.5% |
| Other | 1 | 2.5% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 4 | 10.0% |
| Transfer to SA Govt School | 25 | 62.5% |
| Unknown | 7 | 17.5% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

All staff, pre service teachers, other regular employees and volunteers are expected to have appropriate working with children checks. All volunteers screened are kept on a data base that is updated as new families start at PPS and old screening checks expire. Any parent/volunteer attending a school camp, sleepover or driving students must have a clearance prior to attending. Pleasingly, the number of parents/volunteers wanting a working with Children clearance continues to increase.

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 | 17 |
| Post Graduate Qualifications | 3 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 | 11.0 | 0.0 | 8.4 |
| Persons | 0 | 14 | 0 | 13 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

| Funding Source | Amount |
|----------------------|----------|
| Grants: State | \$154824 |
| Grants: Commonwealth | \$8000 |
| Parent Contributions | \$36500 |
| Fund Raising | \$13000 |
| Other | \$40845 |

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

2019 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 2019 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 behaviour management and engagement | The Primary School counsellor funding was used to appoint a Well-being and Intervention Coordinator to oversee well-being programs, support SSOs and support students with additional needs. | Students requiring additional support were supported by the coordinator. |
| | Improved outcomes for students with an additional language or dialect | N/A | |
| | Improved outcomes for students with disabilities | The school received \$232670 which funded SSOs for these children. A portion of this funding went resourcing programs (Minilit and Initialit). Category 1-9 funding was targeted to specific children. | Students working towards One Plan goals. Data demonstrates improvement. |
| Targeted funding for groups of students | Improved outcomes for rural and isolated students <ul style="list-style-type: none"> • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant | In 2019 the school received \$16 000 for Rural and Isolated students, \$7298 for Aboriginal students and \$30 800 for Improved outcomes for Literacy and Numeracy. The funding was used for: <ul style="list-style-type: none"> - smaller class sizes (additional class) - Reflective Practitioners of Practice Project - working with Ann Baker - Appointment of Numeracy Coordinator - SSO support for ATSI students and resources - SSO support for Intervention programs - Release time for Big Ideas in Number diagnostic assessment and planning - Transfer from NEPS to One Plan | Continuity of pedagogical practices Foundation to Year 7. Introduction of MiniLit intervention program All IESP and ATSI students transferred to One Plan |
| Program funding for all students | Australian Curriculum | We received \$9639. This contributed towards reading, writing and numeracy PD. Teachers released in teams to moderate student's work samples. | Development of shared understanding high expectations. Building teacher capacity |
| | Aboriginal languages programs initiatives | N/A | |
| | Better schools funding | \$10 243 was directed to the appointment of a Learning and Improvement Coordinator, specifically targeting Literacy Foundation to Year 7. | Consistency of pedagogical practices. |
| Other discretionary funding | Specialist school reporting (as required) | N/A | |
| | Improved outcomes for gifted students | N/A | |
| | Primary school counsellor (if applicable) | The Primary school counsellor funding was used to appoint a well-being and intervention coordinator to implement and support intervention programs and support children with additional needs. | Ensure SWD have all transferred to One Plan. Intervention programs in place. |